



Government of **Western Australia**  
School Curriculum and Standards Authority

# CHINESE: FIRST LANGUAGE

ATAR COURSE

---

Year 12 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

## **Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

# Contents

---

<b>Rationale</b> .....	<b>1</b>
<b>Aims</b> .....	<b>2</b>
<b>Organisation</b> .....	<b>3</b>
Structure of the syllabus.....	3
Organisation of content .....	3
Progression from the Year 7 to Year 10 curriculum .....	4
Representation of the general capabilities .....	4
Representation of the cross-curriculum priorities .....	6
<b>Unit 3</b> .....	<b>8</b>
Unit description .....	8
Unit content.....	8
<b>Unit 4</b> .....	<b>10</b>
Unit description .....	10
Unit content.....	10
<b>Assessment</b> .....	<b>12</b>
School-based assessment.....	13
Assessment table – Year 12.....	14
Reporting.....	15
<b>ATAR course examination</b> .....	<b>16</b>
Examination design brief – Year 12.....	16
<b>Appendix 1 – Grade descriptions Year 12</b> .....	<b>18</b>
<b>Appendix 2 – Glossary</b> .....	<b>20</b>



## Rationale

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life need to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

Western Australian senior secondary Languages courses operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Chinese in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Chinese enables students to engage with a language spoken by close to a quarter of the world's population. It is a major language of communication for China, Hong Kong, Singapore and Taiwan, and is widely used by Chinese communities worldwide, including those in Australia. Proficiency in Chinese may provide students with enhanced vocational opportunities in areas such as international finance, commerce, tourism, diplomacy, and translating and interpreting.

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. It enhances students' bilingual and bicultural capabilities by encouraging them to use their language skills to engage with texts. Through the exploration of texts, students develop critical thinking skills and refine their communication skills. Critical literacy acquired through studying this course allows students to reflect on the power of language in shaping meaning, values and attitudes. It enables students to evaluate language choices that affect people's experience when they are communicating across cultures. It also empowers students to use language to sustain a personal voice and to facilitate intercultural communications.

The language to be studied and assessed is Modern Standard Chinese, also called Mandarin, and includes formal and informal usage. In the written form, both simplified and full-form (complex) characters are used, and responses may be presented in either simplified or full-form (complex) characters.

### Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

## Aims

The Chinese: First Language ATAR course builds on students' Chinese language proficiency and knowledge about the cultures of Chinese-speaking communities. It enables students to:

- exchange information, opinions and ideas on topics relevant to this course
- analyse a range of Chinese texts to evaluate and explain how text themes, target audiences and text features support the communicative purpose of a text
- apply the skills they have acquired through text analysis to produce texts in Chinese to convey information and ideas, and to mediate meaning and identity
- strengthen their intercultural communication skills in both the Chinese and English languages
- improve their understanding of the systems of the Chinese language, and of language variation, language change and the role of language and culture.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 3

Unit 3 **Adapting to different cultures** consolidates students' critical literacy skills for analysing language features that reflect text producers' identities and biases. Students examine the impact of language barriers on cross-cultural communication, with a view to identifying strategies for overcoming them.

#### Unit 4

Unit 4 **Sustainability issues** further extends students' critical literacy skills for evaluating communication strategies used in texts to shape audience attitudes. Through examining language changes that have taken place through time and across geographical locations, students refine their skills for facilitating cross-cultural communication.

#### Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

The course content is organised into four areas.

- **Perspectives and topics** provide the context for language learning. Each unit has a learning focus, which will be studied from three broad perspectives that are linked to three related topics. The three perspectives are: personal, community and global.
  - The personal perspective explores a topic from the viewpoint of an individual or individuals from the Chinese-speaking communities.
  - The community perspective investigates how a related topic affects groups in the Chinese-speaking communities.
  - The global perspective examines how certain issues impact the global community.

These perspectives and topics guide the selection of texts for teaching and assessment. They also promote meaningful communication and enable students to extend their understanding of the Chinese language and culture.

- **Text analysis** provides students with the opportunity to engage with a variety of Chinese spoken and written texts, and to explore how text producers employ language and text features to convey meaning, to produce effect and to shape opinion and attitudes.

- **Text production** enables students to apply what they have acquired through text analysis to the production of spoken and written texts in Chinese. It involves the evaluation and presentation of evidence to make reasoned conclusions, and the effective use of textual and language features to engage audiences.
- **Intercultural communication** strengthens students' cross-cultural awareness in language use and builds their ability to analyse the role of language and culture as resources for interpreting and shaping meaning in intercultural exchanges between speakers of English and Chinese.

## Progression from the Year 7 to Year 10 curriculum

The Australian Curriculum: Chinese First Language Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Chinese, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Chinese: First Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

In the Chinese: First Language ATAR course, learners are afforded opportunities for overall literacy development; strengthening literacy-related capabilities that are transferable across Chinese and English. For first language learners of Chinese, literacy involves skills and knowledge that need guidance, time and support to improve and refine. These skills include:

- an ability to analyse a range of spoken, written, and visual texts to evaluate and explain how themes, audiences and text features support communicative purposes
- an ability to produce written and spoken texts to convey information and ideas, and to mediate meaning and identity
- application of critical literacy to evaluate language choice and to reflect on the role of language and culture.



## Numeracy

In the Chinese: First Language ATAR course, learners are afforded opportunities to develop, use and understand patterns, order and relationships to reinforce their abilities to:

- explain how patterns of language use in Chinese texts are related to social relationships in Chinese-speaking communities
- describe and illustrate how texts are organised to show relationship of ideas
- discuss how language change occurs across time and space in both Chinese-speaking communities and English-speaking communities.

## Information and communication technology capability

The Chinese: First Language ATAR course is enhanced through the use of information and communication technology (ICT). Accessing live language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. The themes and topics in this course also incorporate content that examines the impact of ICT on cross-cultural communication.

## Critical and creative thinking

In the Chinese: First Language ATAR course, as students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

This course develops students' critical thinking skills through the exploration of texts. Critical literacy is acquired as students:

- inquire into text content to identify, explore and clarify information and ideas
- analyse, synthesise and evaluate how sequencing of ideas supports the communicative purposes of texts
- generate written and spoken texts by reflecting on the knowledge acquired through text analysis
- reflect on how language choices can shape meaning.

## Personal and social capability

In the Chinese: First Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded, and recognising that people view and experience the world in different ways, are key elements of personal and social competence. These capabilities are achieved as students:

- learn how to identify bias in texts and language barriers in intercultural communication
- develop strategies to negotiate and interpret meaning when communicating, and when translating information across languages and cultures.

The topics in this course also incorporate content that relates to how students manage themselves, their relationships, learning and work.

## Ethical understanding

In the Chinese: First Language ATAR course, as students explore texts they learn to:

- acknowledge and value difference in their interactions with others
- develop respect for diverse ways of perceiving and acting in the world
- apply text analysis and intercultural communication skills to examine cultural similarities and differences
- explain language use in texts that generate viewpoints, perspectives and values.

Through the themes and topics, the course provides opportunities for learners to monitor and adjust their own ethical points of view.

## Intercultural understanding

Intercultural understanding underpins the aims and content of the Chinese: First Language ATAR course. It is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their first language and cultural experience, which can be challenged by their new learning experience.

In this course, students develop skills to:

- recognise patterns of language use that carry culture-specific meaning
- analyse language barriers and cultural/emotional subtexts to reflect on the impact of these elements on communication between cultures
- use language to mediate meaning, to sustain a personal voice and to facilitate cross-cultural interactions through intercultural literacy and skills developed.

The topics in this course also incorporate content that affords students opportunities to move between Chinese and English, which is integral to the development of students' intercultural capability.

## Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Chinese: First Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### Aboriginal and Torres Strait Islander histories and cultures

Learning Chinese provides opportunities to develop an understanding of concepts related to language and culture in general, and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

### Asia and Australia's engagement with Asia

In learning Chinese, students develop capabilities to engage with the language and cultures of Chinese-speaking communities and of people of Chinese heritage within Australia, and other Chinese communities in the world.

## Sustainability

In learning Chinese, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolve.

## Unit 3

### Unit description

Unit 3 **Adapting to different cultures** consolidates the critical literacy skills that students have acquired to examine language features for sustaining text producers' personal voices and for generating viewpoints, perspectives and values. Students engage with and produce texts related to the topics for this unit. They analyse texts to determine how language use reflects a text producer's identity and biases. They evaluate the impact of language barriers on intercultural communication and exchange views on strategies for overcoming barriers in cross-cultural interactions.

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### Perspectives and topics

The perspectives and topics define the learning context for the unit and provide a framework for the selection of texts for teaching and assessment.

The topics for Unit 3 are about **Adapting to different cultures**. The topics in relation to the perspectives are:

Perspectives	Topics
<b>Personal</b>	Living in a different country, with a focus on education, leisure and lifestyle
<b>Community</b>	International influences on Chinese-speaking communities
<b>Global</b>	Youth cultures, east and west

#### Text analysis

In Unit 3 students apply the skills they have developed through analysing spoken, written and visual texts to:

- analyse subject matter, audience and ideas in texts to explain attitudes, values, beliefs and biases
- analyse language features that generate viewpoints, perspectives and values
- explore how information sequencing and communicative purposes of texts offer clues about the text producers' biases
- analyse how stylistic devices, such as repetition, contrast, imagery, change of tone and play on words, are used in texts to engage the audience
- examine conventions, textual features and stylistic devices related to informative, imaginative and persuasive texts.

## Text production

Students integrate the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:

- language features that enable a text producer to effectively present a stance on an issue
- textual features that create effects in informative, imaginative and persuasive texts
- stylistic devices, such as repetition, contrast, imagery and change in tone, to produce informative, imaginative and persuasive texts
- choices of language that generate viewpoints, perspectives and values.

For the purpose of school-based text production assessments and section three of the ATAR course examination, students will be expected to produce texts from the following text types:

- |                |                 |  |
|----------------|-----------------|--|
| • account      | • conversation* | • letter                               |
| • announcement | • email         | • presentation*                        |
| • article      | • interview*    | • review                               |
| • blog post    | • journal entry | • script – speech, interview, dialogue |

\*For school-based assessments only

## Intercultural communication

Students integrate their intercultural knowledge, understandings, and skills to:

- identify words, phrases, clauses or sentences in texts that carry culture-specific meaning and may act as language barriers when they are rendered into English
- explain the impact of language barriers on communicating from Chinese into English
- examine and exchange views about how language use offers clues about a text producer such as their identity and biases.

## Unit 4

### Unit description

Unit 4 **Sustainability issues** further extends the critical literacy skills that students have developed to evaluate communication strategies that text producers use to influence audiences and to shape attitudes. Students engage with and produce texts related to the topics for this unit. They analyse texts to determine how language use reflects a text producer's social status. They reflect on language changes occurring across geographical locations and through time to determine the extent to which the same text can be interpreted differently by people from different cultures. They exchange views on ways of using this intercultural understanding to facilitate communication across cultures.

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### Themes, perspectives and topics

The perspectives and topics define the learning context for the unit and provide a framework for the selection of texts for teaching and assessment.

The topics for Unit 4 are about **Sustainability issues**. The topics in relation to the perspectives are:

Perspectives	Topics
<b>Personal</b>	Consumers and the environment
<b>Community</b>	Environmental challenges in Chinese-speaking communities
<b>Global</b>	Social impact of economic growth

#### Text analysis

In Unit 4 students extend their skills for analysing spoken, written and visual texts to:

- analyse subject matter, sequencing of ideas and structure of texts to evaluate how text producers use language and textual features to target audience
- discuss how the interpretation of texts will vary from audience to audience
- analyse how stylistic devices, such as repetition, contrast, imagery, change of tone and play on words, are used in texts to engage the audience
- discuss how informative and expository texts, such as news reports and feature articles in newspapers, use language to shape audience attitudes.

## Text production

Students extend the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:

- language features that infer points of view, attitude and emotion
- textual features that create effects in persuasive, imaginative, informative and expository texts
- stylistic devices, such as repetition, contrast, imagery and change in tone, to produce persuasive, imaginative, informative and expository texts
- choices of language that shape audience attitudes.

For the purpose of school-based text production assessments and section three of the ATAR course examination, students will be expected to produce texts from the following text types:

- |                |                 |  |
|----------------|-----------------|--|
| • account      | • conversation* | • letter                               |
| • announcement | • email         | • presentation*                        |
| • article      | • interview*    | • review                               |
| • blog post    | • journal entry | • script – speech, interview, dialogue |

\*For school-based assessments only

## Intercultural communication

Students extend their intercultural knowledge, understandings, and skills to:

- examine ways of overcoming language barriers when communicating from Chinese into English
- discuss how language change occurs across geographical locations and over time in both Chinese-speaking and English-speaking communities
- examine and exchange views about how language use offers clues about a text producer such as their social status.

## Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.



## School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the principles of assessment.

- Assessment is an integral part of teaching and learning.
- Assessment should be educative.
- Assessment should be fair.
- Assessment should be designed to meet its specific purpose/s.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Chinese: First Language ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

## Assessment table – Year 12

Type of assessment	Weighting
<p><b>Spoken text analysis</b></p> <ul style="list-style-type: none"> <li>Analyse spoken texts in Chinese by responding in Chinese to questions about the themes, subject matters, audiences and communicative purposes of the texts; and</li> <li>Apply intercultural communication skills to respond to questions about culture-specific issues in spoken texts. Responses may be in Chinese or English, depending on the requirement of the question.</li> </ul>	15%
<p><b>Written text analysis</b></p> <ul style="list-style-type: none"> <li>Analyse written texts in Chinese by responding in Chinese to questions about the theme, subject matter, audience, and communicative purpose of the texts, and language features used in the texts for expressing viewpoints, perspectives and values, and for shaping audience attitudes; and</li> <li>Apply intercultural communication skills to respond in Chinese or English to questions about culture-specific issues in texts, or to summarise, paraphrase or translate in English, sections from Chinese texts for a different audience.</li> </ul>	25%
<p><b>Text production</b></p> <ul style="list-style-type: none"> <li>Produce written texts in Chinese using appropriate registers, structures, stylistic devices and conventions; or</li> <li>Produce spoken texts in Chinese using appropriate registers, structures, language features and conventions.</li> </ul>	15%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit, and reflects the examination design brief in the Year 12 syllabus.</p>	45%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

## Reporting

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Chinese: First Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

## ATAR course examination

All students enrolled in the Chinese: First Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

### Examination design brief – Year 12

#### Time allowed

Reading time before commencing work: 10 minutes

Working time for paper: three hours

#### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
<p><b>Section One</b> 30% of the written examination</p> <p><b>Part A: Intercultural communication</b> (15%) One spoken text in Chinese 1–5 questions Short responses</p> <p><b>Part B: Text analysis</b> (15%) One spoken text in Chinese One question Extended response Suggested working time: 50 minutes</p>	<p><b>Part A:</b> There is one spoken text that relates to one or more topics of either Unit 3 or Unit 4. It is played twice with a 90–120 second pause after the first reading. After the second reading, the candidate has 10–12 minutes to respond to the questions. The spoken text is approximately three minutes in duration.</p> <p>There are up to five questions, written in Chinese (simplified and full-form characters) and English.</p> <p>The candidate is required to provide short responses in English.</p> <p><b>Part B:</b> There is one spoken text that relates to one or more topics of either Unit 3 or Unit 4. It is played twice with a 90–120 second pause after the first reading. After the second reading, the candidate has 12–15 minutes to respond to the question. The spoken text is approximately four minutes in duration.</p> <p>There is one question, written in Chinese (simplified and full-form characters) and English.</p> <p>The candidate is required to provide an extended response in Chinese (simplified or full-form characters) in approximately 200 characters.</p>

Section	Supporting information
<p><b>Section Two</b> 40% of the written examination</p> <p><b>Part A: Intercultural communication (20%)</b> One written text in Chinese 2–3 questions Short to medium length responses</p> <p><b>Part B: Text analysis (20%)</b> One written text in Chinese One question Extended response Suggested working time: 80 minutes</p>	<p><b>Part A:</b> There is one Chinese written text of approximately 400 (simplified and full-form) characters. The text relates to one or more topics of either Unit 3 or Unit 4.</p> <p>There are two to three questions written in Chinese (simplified and full-form characters) and English. One of the questions requires the candidate to summarise, paraphrase or translate a section of the text for a different audience.</p> <p>The response to the questions are in English.</p> <p><b>Part B:</b> There is one Chinese written text of approximately 500 (simplified and full-form) characters. The text relates to one or more topics of either Unit 3 or Unit 4.</p> <p>There is one question, written in Chinese (simplified and full-form characters) and English.</p> <p>The candidate is required to provide an extended response in Chinese (simplified or full-form characters) in approximately 400 characters.</p>
<p><b>Section Three</b> 30% of the written examination</p> <p><b>Text production: written (30%)</b> One question from a choice of two Extended response Suggested working time: 50 minutes</p>	<p>Questions are in Chinese (simplified and full-form characters) and English. Both questions are related to one or more topics of Unit 3 and Unit 4.</p> <p>The candidate is required to provide an extended response in Chinese (simplified or full-form characters) in approximately 500 characters.</p>

## Appendix 1 – Grade descriptions Year 12

**Note: Grade descriptions to be refined using validated evidence from assessment samples and feedback from teachers.**

<b>A</b>	<b>Text analysis</b>	<p>Analyses information, text features, stylistic/rhetorical devices and evidence of bias in a text to evaluate how language is used by the text producer to appeal to the audience.</p> <p>Uses evidence from the text to present an in-depth discussion of how language is used to generate viewpoints and shape audience attitudes.</p>
	<b>Text production</b>	<p>Produces a text with appropriate detailed information, ideas and opinions to respond effectively to questions and tasks.</p> <p>Uses effective structures and language features that present viewpoints in a persuasive manner to an audience.</p> <p>Uses effective stylistics devices and rhetorical skills to create effects that keep the audience engaged.</p>
	<b>Intercultural communication</b>	<p>Analyses culture-specific language features in a text and provides a comprehensive response to demonstrate how these features may present difficulties in intercultural communication.</p> <p>Rewrites or paraphrases a text for a different audience, accurately conveying the meaning of the original text in a style that effectively engages the targeted audience.</p>

<b>B</b>	<b>Text analysis</b>	<p>Examines information, text features and stylistic/rhetorical devices to determine the target audience and evidence of bias in a text.</p> <p>Uses relevant examples from the text to discuss and demonstrate how language is used to generate viewpoints and perspectives, and to target audience.</p>
	<b>Text production</b>	<p>Produces a text with mostly relevant information, ideas and opinions to provide a sound response to questions and tasks.</p> <p>Uses appropriate structures and language features to engage the audience when presenting a stance on an issue.</p> <p>Uses stylistic devices and rhetorical skills that are relevant to the audience.</p>
	<b>Intercultural communication</b>	<p>Examines culture-specific language features in a text and provides a sound response to explain how these features may present difficulties in intercultural communication.</p> <p>Uses appropriate language to rewrite or paraphrase a text for a different audience. The rendition has minor inaccuracies.</p>

<b>C</b>	<b>Text analysis</b>	Identifies some language features and stylistic/rhetorical devices in a text that indicate the target audience and the text producer's stance. Uses some examples from the text to explain the viewpoints of the text producer and to suggest how these views may be perceived by the audience.
	<b>Text production</b>	Produces a text with some relevant information, ideas and opinion to provide an adequately clear response to questions and tasks. Uses structures and language features that facilitate a clear expression of opinion on an issue to an audience. Demonstrates an ability to use stylistic devices and rhetorical skills.
	<b>Intercultural communication</b>	Identifies culture-specific language features in a text and provides an adequate response to demonstrate how these features may present difficulties in intercultural communication. Uses acceptable language to rewrite or paraphrase a text for a different audience. The rendition has some inaccuracies but do not affect meaning.

<b>D</b>	<b>Text analysis</b>	Recognises some aspects of language use in a text that are related to the text producer's stance. Make general comments about the text producer's viewpoint or the audience.
	<b>Text production</b>	Produces a text with limited information and simple opinion when responding to questions and tasks. Uses language features that provide evidence of structure and awareness of audience. Demonstrates limited ability to use stylistic devices and rhetorical skills.
	<b>Intercultural communication</b>	Recognises some language features in a text that may have culture-specific meaning, but the response is inadequate to show their impact on intercultural communication. Uses disjointed language to rewrite or paraphrase a text for a different audience. The rendition contains inaccuracies that affect meaning.

<b>E</b>	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.	
----------	---	--

## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in the Year 11 and/or Year 12 syllabuses of the Chinese: First Language ATAR course.

### **Audience**

Audience refers to the listeners of a spoken text, the readers of a written text, and the viewers of a visual text.

### **Bias**

Bias occurs when a text producer expresses a partiality for or prejudice against someone, something, or some idea. Sometimes biases can easily be identified from the content of a text. Other times they are less explicit and are implied through choice of words, selection of facts or examples, or tone of voice.

### **Change in tone**

All literary texts have a tone. Text producers use syntax, diction, imagery, details, and figurative language to create tone. A text is not limited to having only one tone. Tone may shift throughout a text as the narrator's perspective changes, or as the plot becomes more dramatic or complex.

### **Communicative purpose**

In a general context, communicative purpose refers to the primary goal and intention of someone's act of communication on a given occasion. In a text, communicative purpose is the reason why a text producer produces the text. This reason can fall into four main categories, such as to describe, to inform, to instruct or to persuade.

### **Contrast (as a stylistic or rhetorical device)**

Contrast is a technique for identifying the differences between two subjects, places, persons, objects, or ideas.

### **Critical literacy (in language education)**

Critical literacy is the ability to analyse texts in an active and reflective manner that helps develop a better understanding of the power of language in shaping meanings and attitudes. This ability to access, use and evaluate information promotes both language and cognitive development.

### **Cross-cultural awareness**

Cross-cultural awareness means that having a good understanding of one's own culture will help an individual to understand and respect how people from other countries or backgrounds may have different attitudes and values. It is considered an important tool for reducing cross-cultural conflicts, as it helps an individual to learn how to behave in appropriate ways across cultures. In addition, cross-cultural awareness enables people to have a better understanding of their own cultural values.

### **Distance between text producer and audience**

Also known as narrative distance, fiction texts use narrative distance to define the proximity of story narrators to the subjects they are describing. In a non-fiction text, it defines the distance that text producers intend to maintain between themselves and the audience. A text producer can choose to adjust the narrative distance in a text to achieve certain effects (for example, to create suspense) or to construct a certain relationship with the audience (for example, expert versus novice, or formal versus informal).



**Euphemism**

A euphemism is a polite and intentionally indirect expression that is used in place of an expression that might be considered offensive, harsh, abrupt, unpleasant or inappropriate to use.

**Identity**

Identity refers to the unique appearance, personality, qualities and beliefs of a person or a group that distinguishes them from other people or other groups. It is related to how a person/group thinks about themselves, the characteristics that define that person/group and how they relate themselves to the social environment. Identity is not a static concept. It contains multiple layers and facets, and it transforms over time. Identity can be developed, managed and negotiated; it is also susceptible to manipulation, modification and alteration.

**Imagery (as a stylistic or rhetorical device)**

Imagery is the skilful use of descriptive language that enables the audience to better imagine the world presented in a text. It often involves depicting experience of the five senses (taste, touch, sight, smell and sound), or details of body movement, or emotions and sensations of a person, in order to help the audience visualise the world that the text producer has created.

**Intent of text producer**

The intent of a text producer is the way the producer intends for the text to be interpreted. It includes the meaning that the producer is trying to convey.

**Intercultural communication**

Intercultural communication is the study of communication across different cultures and social groups, or of how culture affects communication.

**Language barrier**

Language barriers are cultural and linguistic obstacles to communication. They represent the difficulties in communication experienced by people originally speaking different languages or dialects. For example, in standard modern Chinese, the word 师傅 shīfu is a polite way of greeting a tradesperson or someone who has mastered a skill or a craft. The meaning and usage of the word has changed over time. In some classical texts, this word was a term of respect for a teacher or a master, in a similar way that the word 师父 shīfu is used today. There is no direct equivalence in the English language for this word. When rendering the word into English, a translator has to take into account the context in which the text is produced in order to find the closest equivalence.

**Language features**

It is a broad term for language choices that a text producer makes during the production of a text. These choices define its text type and shape its meaning. They vary according to the purpose of a text, its subject matter, and the audience, and are also determined by the mode and medium of text production.

**Language mediation**

In cross-cultural interactions, mediation means assisting people who speak different languages to communicate effectively with one another, to understand foreign words or concepts, or to deal with unfamiliar situations or ideas. In the context of education, mediation refers to the instrumental use of discourse for the teaching and learning of certain academic register. Through actively participating in classroom discourse, learners progressively transform themselves from novice to expert.

**Language variation and change**

Language variation and change is used in this syllabus to refer to the study of regional variation in language, of how languages change over time and of social variation in language. It involves examining variations in language that are determined by external and social factors. These variations can, and do, lead to language change.

**Medium**

A medium is a channel through which communications take place. It is used to refer to verbal, nonverbal, written and visual communication styles.

**Mode**

Mode refers to a means of communicating. There are five modes of communication: visual, linguistic, spatial, aural and gestural.

**Paraphrase (as a verb)**

To paraphrase usually means to restate a text in a different form to make its meaning clearer. For the purpose of this syllabus, however, it refers to the adapting and altering of a text for a different audience and/or purpose.

**Play on words (as a stylistic or rhetorical device)**

Play on words/word play is a largely humorous use of words that exploits words that have similar sounds and/or more than one meaning.

**Register**

Register involves a variety of language used for a particular purpose or in a particular situation, the variation being defined by use as well as user; for example, informal register or academic register.

**Repetition**

Repetition consists of repeating a word, phrase, or sentence, and is common in both literary and non-literary texts. It is a technique for adding emphasis, unity, and power.

**Rhetorical question (as a stylistic or rhetorical device)**

A rhetorical question is a question asked in order to create a dramatic effect or to make a point rather than to get an answer.

**Sequencing of ideas**

Sequencing of ideas refers to an ability to identify information structure of a text, and to recognise logical links of information and ideas within a given text in the order in which they occur. Sequence markers/connectives (for example: now, firstly, lastly, in addition, consequently) are used to link sentences and ideas.

**Summarise**

To summarise means to provide a concise description of the main points.

**Stylistic device**

Stylistic devices refer to a variety of techniques to give an additional meaning or feeling to a text. Also known as figures of speech or rhetorical devices, the goal of these techniques is to create imagery, emphasis, or clarity within a text in the hope of engaging the reader.

**Subject matter**

Subject matter is the topic dealt with or the subject represented in a text.

**Subtext**

Subtext is the unspoken or less obvious message in a text. It is not immediately or purposefully revealed in the content but comes to be known by the audience through a process of internalisation.

**Text**

An identified stretch of language used as a means for communication or as the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be spoken, written or multimodal, and can be in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

**Text analysis**

Text analysis refers to a method of systematically examining a text to understand how the use of language and symbols enables text producers to effectively convey information about how they make sense of life and life experience. It involves deep reading of a text to identify the audience, purpose and context, in order to ascertain how these elements provide cues to ways through which the text may be interpreted. It also involves an evaluation of language use to determine whether language features of the text support its intended communicative purpose.

**Text conventions**

Text convention is a mutually agreed upon standard related to the form of a text. It refers to common features that are often found in texts.

**Text interpretation**

Text interpretation involves the examination of features running throughout the text to determine how they shape the audience's perception of reality. The focus is on how content and language are used to shape the portrayal of the topic and to convey underlying meaning.

**Text producer**

Text producer refers to a speaker in a verbal exchange, an author of a written text and a creator of a visual text.

**Text production**

Text production involves the creating of spoken (verbal and nonverbal), written, and visual texts in print, sound, image and digital formats.

**Text: Descriptive**

A descriptive text provides the attributes of something. It aims at describing and revealing the characteristics of a particular person, place or object.

**Text: Expository**

An expository text is non-fictional and fact-based, similar to an informative text. The main difference is that an expository text may contain opinions. It aims at exposing the truth through a reliable source, in a way that is educational and purposeful. It is a form of concise and organised writing that gets to the point quickly and efficiently.

**Text: Imaginative**

An imaginative text represents feelings, ideas and mental pictures using words or visual images. It is recognised for its form, style, artistic and aesthetic value.

**Text: Informative**

An informative text is fact-based non-fiction, written with the intention of informing the readers about a specific topic. It is typically found in newspapers, magazines, textbooks, and instruction manuals. It uses special textual features that allow readers to easily find key information about a topic.

**Text: Narrative**

A narrative text describes a sequence of fictional or non-fictional events. It is based on perception in time and, therefore, the succession of events in a narrative text is usually given in chronological order.

**Text: Persuasive**

A persuasive text aims at presenting a point of view and seeking to persuade the reader. It can be an argument, an exposition, a discussion, a review or even an advertisement.

**Textual features**

Textual features are the structural components of a text that combine to construct meaning and achieve purpose, and are recognisable as characterising a particular text type.

**Theme and thematic pattern**

Theme and thematic (progression) pattern refer to the way that a text producer constructs clauses in a text so that these clauses fit smoothly into the unfolding language event portrayed in the text. There are two components to a thematic pattern: the themes and the rhemes. A theme is the starting point of a message. It usually tells the audience the topic that the message is dealing with. It is followed by the rheme, or the remaining part of the message that contains additional or new information. As the text unfolds, the themes and rhemes of individual clauses connect to each other in various ways, picking up or repeating the key concepts and developing them further. These connections form a pattern of thematic progression. An understanding of how thematic patterns work helps learners become aware of how information and ideas should flow in a text so that it could be easily understood by the audience.

**Translation**

Translation is the communication of the meaning of a source language text by means of an equivalent target language text. The target text preserves the intent of the source text producer.