



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

# **CHINESE: SECOND LANGUAGE**

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General course

**Year 11 syllabus for teaching from 2026**

## **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**

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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## Rationale

The Chinese: Second Language General course connects students with a language spoken by nearly a quarter of the world's population. Communities of Chinese speakers exist not only across mainland China, Hong Kong, and Taiwan, but also in almost every country, including well-established communities in South-East Asia, North America and Australia. It is an important language in international commerce, economics and trade, with particular influence in manufacturing, technology, global supply chains and financial services, making Chinese an important language for young Australians to learn during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

The course provides students with an understanding of the culture and language of Chinese-speaking communities. Through Chinese, students explore their personal world and the perspectives of others, and the effect of change and current issues in the global community. Within these contexts, students explore the lives of teenagers and leisure pursuits, including sports, going out, socialising and technology as entertainment.

Students engage with a variety of texts, and develop skills, knowledge and understandings to communicate in Chinese in a range of situations. They gain an insight into the culture, fostering a sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. Students practise their critical thinking skills by engaging with a range of spoken and written texts in Chinese, and cultural practices and learn to approach topics from diverse perspectives.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Chinese in real-life situations as well as through Chinese media, and to make actual and virtual connections with Chinese-speaking communities in the rest of the world.

Australia has strong personal, cultural, political and trade connections with Chinese-speaking countries and the study of Chinese provides a foundation for future study of the language and leads to vocational opportunities in a wide range of sectors, and careers in areas such as tourism, health care and hospitality. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

## Aims

The Chinese: Second Language General course builds on students' skills and understanding of Chinese and knowledge about the cultures of Chinese-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Chinese
- engage with a range of texts in Chinese to comprehend, and interpret meaning
- apply the skills they have acquired to produce texts in Chinese to convey information and express ideas and opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the Chinese and English languages
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between 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 11 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 1

This unit focuses on 青少年 (**Teenagers**). Through the three topics: My daily routine, Daily life of young people in a Chinese-speaking community, and Technology in daily life, students develop communication skills in Chinese and gain an insight into the language and culture.

### Unit 2

This unit focuses on 课余生活 (**Things to do**). Through the three topics: Having fun, Leisure in a Chinese-speaking community, and Technology and leisure, students develop communication skills in Chinese and gain an insight into the language and culture.

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 five content areas:

- Learning contexts and topics
- Text types and textual conventions
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

## Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The Chinese-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the Chinese language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

## Text types and textual conventions

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessments, students are expected to respond to, and to produce, a range of spoken and written text types in Chinese. Text types for assessment are outlined in each unit, and textual conventions are defined in Appendix 2.

## Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar and sound (Pinyin) and writing (characters) systems of Chinese.

As well as enabling communication, developing understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

## Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the Chinese-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural

practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is, however, expected that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Chinese-speaking communities, and begin to apply these in order to communicate effectively.

### **Language learning and communication strategies**

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable the further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and provided with opportunities to practise them.

### **Progression from the Years 7–10 curriculum**

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning.

These strands reflect three important aspects of language learning: engaging in 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 and 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 support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Chinese: Second Language General course.

### **Critical and creative thinking**

Students enhance their critical and creative thinking skills through the study of the Chinese language and culture. Content in the course is presented through three contexts: – The individual, The Chinese-speaking communities and The changing world – encouraging students to compare information and ideas from diverse perspectives. By interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective

thinking. By building on their skills, knowledge and understanding of the Chinese language, they learn to assess how language conveys meaning and how context, purpose, and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

## **Intercultural understanding**

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures, and beliefs, including their own. In the course, students explore key aspects of the culture, such as the daily life of young people and leisure activities in Chinese-speaking communities. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding and improve communication. The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

## **Literacy**

Students build literacy capacity as they use Chinese to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in Chinese for different purposes and contexts. They develop their skills, knowledge and understanding of the Chinese language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Chinese.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic, and textual conventions; developing semantic, pragmatic, and critical literacy skills. For learners of Chinese, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Chinese.

## **Addressing the other General Capabilities**

Although the following General Capabilities have not been identified as a focus in the Chinese: Second Language General Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

## Summary representation of the General Capabilities in the Chinese: Second Language General course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Chinese: Second Language (GEC SL)	General	✓			✓	✓		
Year 12	Chinese: Second Language (GTC SL)	General	✓			✓	✓		

### Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

## Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Chinese: Second Language General 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 1

### Unit description

The focus for this unit is 青少年 (**Teenagers**). Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Chinese language and gain an insight into the culture.

### Unit content

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

### Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<p><b>The individual</b> Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>My daily routine</b> Students share information about themselves and their daily routine at home and at school.</p>
<p><b>The Chinese-speaking communities</b> Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Daily life of young people in a Chinese-speaking community</b> Students explore the daily life of young people in a Chinese-speaking community.</p>
<p><b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Technology in daily life</b> Students describe the use of technologies in the daily lives of people around the world.</p>

## Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Chinese from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- email
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role-play
- script – speech, interview, dialogue
- sign
- table

Refer to Appendix 2 for details on the features and conventions of the text types.

## Linguistic resources

### Vocabulary

Vocabulary phrases and expressions associated with the unit content.

### Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Adverbs	很, 也, 都
Conjunctions	和
Intensifiers	很, 非常, 最
Measure words	nouns 个, 只, 本, 件, 条, 节, 门, 台
Nouns	proper nouns 北京
	titles, forms of address 张老师
Particles	的, 吧
Pronouns	personal
	demonstrative 这, 那
Question words	谁, 什么, 哪儿, 几, 多少, 多长, 吗, 呢
Verbs and verbal phrases	verbs 是, 叫, 姓, 有/没有, 喜欢
	verb + object 看书
	auxiliary 会
Words for negation	不, 没有
Words for time and frequency	time 昨天, 下午, 三点, 现在
	frequency 常常, 经常, 每天, 天天

Refer to Appendix 3 for elaborations of grammatical items.

**Sound and writing systems**

Development and consolidation of sound and writing systems of Chinese, in particular:

- all sound units: aspirated and unaspirated
- tones
- pronunciation and intonation.

**Intercultural understandings**

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and enable them to reflect on the ways in which culture influences communication.

**Language learning and communication strategies**

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

**Dictionaries**

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

## Unit 2

### Unit description

The focus for this unit is 课余生活 (**Things to do**). Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Chinese language and gain an insight into the culture.

### Unit content

This unit builds on the content covered in Unit 1.

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

### Learning contexts

Unit 2 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<p><b>The individual</b></p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Having fun</b></p> <p>Students discuss their favourite activities: sports, going out, and socialising.</p>
<p><b>The Chinese-speaking communities</b></p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Leisure in a Chinese-speaking community</b></p> <p>Students discuss and describe leisure pursuits of young Chinese speakers and make comparisons.</p>
<p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Technology and leisure</b></p> <p>Students consider the use of technology as entertainment for young people around the world.</p>

## Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Chinese from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- email
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role-play
- script – speech, interview, dialogue
- sign
- table

Refer to Appendix 2 for details on the features and conventions of the text types.

## Linguistic resources

### Vocabulary

Vocabulary phrases and expressions associated with the unit content.

### Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Conjunctions	可是, 因为, 跟
Intensifiers	挺, 太, 真
Measure words	verbs 次, 遍
Particles	了
Pronouns	interrogative 怎么
Qualifiers	点儿
Question words	open 怎么样, 为什么, 多久
	closed 还是, 或者, 好吗
Verbs and verbal phrases	auxiliary 可以, 能, 想, 要
Words for approximation	左右, 多, 几

Refer to Appendix 3 for elaborations of grammatical items.

## Sound and writing systems

Development and consolidation of sound and writing systems of Chinese, in particular:

- all sound units: aspirated and unaspirated
- tones
- pronunciation and intonation.

### **Intercultural understandings**

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and enable them to reflect on the ways in which culture influences communication.

### **Language learning and communication strategies**

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

### **Dictionaries**

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

## School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Chinese: Second Language General Year 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

Type of assessment	Weighting
<p><b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and experiences in spoken Chinese.</p> <p>This can involve participating in a role-play, an interview or a conversation.</p>	35%
<p><b>Response: Listening</b> Comprehension and interpretation of, and response in English to, a range of Chinese spoken texts, such as messages, announcements, conversations and interviews.</p>	20%
<p><b>Response: Viewing and reading</b> Comprehension and interpretation of, and response in English to, a range of Chinese print and audiovisual texts, such as emails, blog postings, films/television programs (excerpts), advertisements, reviews and articles.</p>	30%
<p><b>Written communication</b> Production of written texts to express ideas and/or information and/or opinions in Chinese.</p> <p>This can involve responding to a stimulus, such as a blog posting, an email, an advertisement or an image, or writing a text, such as a journal/diary entry, a message, an account, a review, or an email.</p>	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

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

## Grading

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 teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Chinese: Second Language General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link 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.

## Appendix 1 – Grade descriptions Year 11

A	<p><b>Written production</b></p> <p>Competently conveys simple information and ideas and expresses personal opinions across a range of topics. Provides cultural references where required.</p> <p>Uses a range of vocabulary and sentence structures. Minor errors in vocabulary, characters and grammar do not affect meaning.</p> <p>Organises writing cohesively, logically and clearly.</p> <p>Observes the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics. Comprehends and responds appropriately to familiar questions, although rephrasing and support from the other speaker is sometimes necessary for less familiar questions. Relies on rehearsed responses, but shows ability to manipulate language or information.</p> <p>Uses a range of vocabulary and sentence structures. Minor inaccuracies in grammar do not affect meaning.</p> <p>Pronunciation is mostly accurate.</p>
	<p><b>Comprehension</b></p> <p>Identifies, extracts and processes information from a variety of texts across a range of topics. Provides mostly accurate responses to literal questions, and some correct responses to inferential questions.</p>
B	<p><b>Written production</b></p> <p>Conveys simple information and ideas and expresses personal opinions across a range of topics. Provides some cultural references where required.</p> <p>Uses a range of familiar vocabulary and sentence structures. Applies the rules of grammar and spelling with minor inaccuracies.</p> <p>Writing is sequenced, but cohesiveness may be affected by the repetitive use of vocabulary, phrases, and/or content.</p> <p>Observes most of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates by providing information and ideas across a range of topics.</p> <p>Comprehends most questions related to familiar topics and responds appropriately, relying on some support from the other speaker to sustain conversation.</p> <p>Makes some grammatical errors, but these do not affect meaning.</p> <p>Pronunciation is mostly accurate.</p>
	<p><b>Comprehension</b></p> <p>Identifies, and extracts and processes information from a variety of texts related to a range of topics. Provides mostly accurate responses to literal questions and some correct responses to inferential questions.</p>

C	<p><b>Written production</b> Expresses basic information, ideas and opinions.</p> <p>Uses familiar and repetitive vocabulary and sentence structures. Makes errors in grammar, vocabulary, characters and syntax, which sometimes affect meaning.</p> <p>Writing lacks structure and is sometimes influenced by English syntax.</p> <p>Observes some conventions of text types.</p>
	<p><b>Oral production</b> Communicates by providing some information and ideas.</p> <p>Comprehends questions related to familiar topics, but relies on support from the other speaker, to prompt and rephrase, in order to elicit a response.</p> <p>Uses a limited range of vocabulary and sentence structures with inaccuracies.</p> <p>Errors in pronunciation may affect meaning.</p>
	<p><b>Comprehension</b> Identifies, and extracts and processes some information from texts and provides mostly correct responses to literal questions. May give incomplete or incorrect answers to questions that require more detail.</p> <p>May select the wrong word or phrase when consulting the dictionary.</p>
D	<p><b>Written production</b> Expresses basic information and opinions.</p> <p>Uses familiar and repetitive vocabulary and structures. Makes errors in grammar and character choice, omits characters and writes partial sentences.</p> <p>Writing is frequently repetitive and influenced by first language. Writing displays errors in grammar and spelling, repetitive vocabulary and partial sentences.</p> <p>Use of first language may affect meaning.</p> <p>Typically, does not observe the conventions of text types.</p>
	<p><b>Oral production</b> Communicates with basic information and opinions. Comprehension is limited and relies on the other speaker to sustain the conversation.</p> <p>Uses a very limited range of vocabulary.</p> <p>Responds mostly in single words, fragmented sentences or first language.</p>
	<p><b>Comprehension</b> Identifies, and extracts and processes limited information from texts. Responses are sometimes incomplete or incorrect.</p>
E	Does not meet the requirements of a D grade.

## Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus. Specific conventions required when writing in Chinese have been provided for some text types.

Text Type	Definition
<b>Account</b>	<p>In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.</p> <p>In Chinese, the title/heading of written accounts is centred and each paragraph is indented.</p>
<b>Advertisement</b>	<p>Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.</p>
<b>Announcement</b>	<p>In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.</p>
<b>Article</b>	<p>Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.</p> <p>In Chinese, the title/heading of an article is centred and each paragraph is indented. Articles typically follow the structure: introduction, body and conclusion.</p>
<b>Blog posting</b>	<p>Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.</p>

Text Type	Definition
<b>Cartoon</b>	Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.
<b>Chart</b>	Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.
<b>Conversation</b>	In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.
<b>Description</b>	Descriptions of people, places, animals, events or feelings, or a combination of these, and can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.
<b>Diary entry</b>	<p>Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer’s personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.</p> <p>In Chinese, diary entries typically start with the date, followed by weather of the day. Each new paragraph should be indented.</p>

Text Type	Definition
<b>Email</b>	<p>The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage in order to indicate more clearly the context of the message.</p> <p>In Chinese, emails start with the name of the recipient, followed by a colon. Each new paragraph is indented. The email ends with a salutation, followed by the name of the writer; both of these are aligned to the left. A date is typically not included in an email as this is automatically generated by the email.</p>
<b>Film or TV program (excerpts)</b>	<p>Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.</p>
<b>Form</b>	<p>Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.</p>
<b>Image</b>	<p>Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.</p>
<b>Interview</b>	<p>In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of interviews will often depend on the context and relationship between participants.</p>
<b>Itinerary</b>	<p>Itineraries provide a plan for a journey. They present specific details and factual information about destinations, transportation methods, accommodation, list of the “to-dos”, attractions and events. Itineraries also include names, addresses and any other contact information necessary while on the journey. Depending on the context, itineraries may be either in formal or informal register, and present a range of tenses.</p>

Text Type	Definition
<b>Journal entry</b>	<p>Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and entries colloquial, and they are often written in the first person. Entries use subjective language to give a clear sense of the writer’s personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.</p>
<b>Letter</b>	<p>Formal letters are written communication in formal contexts, to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.</p> <p>Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.</p> <p>In Chinese, informal letters start with the name of the recipient followed by a colon. The first paragraph starts with a salutation of some kind. Each paragraph is indented. The letter ends with a closing remark. The writer’s name is included below the last paragraph and is right aligned. The date appears below the name of the writer (also right aligned).</p>
<b>Map</b>	<p>Maps are a form of symbolisation, governed by a set of conventions, that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.</p>
<b>Message</b>	<p>In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.</p>

Text Type	Definition
<b>Note</b>	<p>Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.</p> <p>In Chinese, notes typically start with the name of the recipient followed by a colon. The name of the writer appears below the message and is right aligned. The date or time is on the next line and is also right aligned.</p>
<b>Review</b>	<p>Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.</p>
<b>Role-play</b>	<p>In both spoken and written form, role-plays are used to communicate and exchange ideas, information, opinions, and experiences. Role-plays would generally have only two speakers, but each speaker must be clearly identified. A role-play often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of role-plays will often depend on the context and relationship between participants.</p>
<b>Script – speech, interview, dialogue</b>	<p>Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.</p> <p>In Chinese, scripts for speeches will typically start with a salutation. Paragraphs are indented and the first will include a reference to the target audience and purpose of the speech. Following the concluding paragraph there is a closing remark. The name of the speaker is at the end (right aligned) with his/her role below.</p>
<b>Sign</b>	<p>Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.</p>
<b>Table</b>	<p>Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.</p>

## Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

### Unit 1

Grammatical items	Sub-elements	Elaborations
Adverbs	很, 也, 都	我家的兔子很可爱。 他会说汉语, 也会说意大利语。 我们都学中文。
Conjunctions	和	我和妹妹一起看书。
Intensifiers	很, 非常, 最	今天很热。 姐姐非常喜欢游泳。 大伟是我最好的朋友。
Measure words	nouns 只, 本, 件, 条, 节, 门, 台	我家有两只小猫儿。 我每天上六节课。 我学五门课。
Nouns	proper nouns 北京	他去过北京。
	titles, forms of address 张老师	张老师, 您的办公室在哪儿?
Particles	的, 吧	这是我的笔。 上课了, 我们走吧!
Pronouns	personal	他的朋友是中国人。
	demonstrative 这, 那	这是他妹妹的学校。 那本书不是我的。
Question words	谁, 什么, 哪儿, 几, 多少, 多长, 吗, 呢, 哪	他是谁? 你叫什么名字? 你住哪儿? 哪位同学会说中文? 你家有几口人? 你的电话号码是多少? 你家有宠物吗? 我挺好的, 谢谢。你呢? 这条裤子有多长?

Grammatical items	Sub-elements	Elaborations
Verbs and verb phrases	verbs 是, 叫, 姓, 有/没有, 喜欢	林老师是澳大利亚人。 他叫马小文。 他姓张。 你有手提电脑吗? 妈妈喜欢听古典音乐。
	verb + object 看书	小王看书。
	auxiliary 会	珍妮会来的。
Words for negation	不, 没有	他不是大学生。 他没有去。
Words for time/frequency	time 昨天, 下午, 三点, 现在	现在几点? 昨天是他的生日。 我三点放学。
	frequency 常常, 经常, 每天, 天天	我天天看电视。 你经常玩电脑游戏吗? 我常常去图书馆。

## Unit 2

Grammatical items	Sub-elements	Elaborations
Conjunctions	可是, 因为, 跟	我想去公园, 可是没有时间。 因为下雨, 我不去打网球了。 我跟妈妈一起去买东西。
Intensifiers	挺, 太, 真	你打篮球打得太好了! 汉字真有意思。
Measure words	verbs 次, 遍	我找了你好三次。 这部电影我看了两遍。
Particles	了	我今天看了两本书。
Pronouns	interrogative 怎么	你最近怎么样? 我们怎么去?
Qualifiers	点儿	我觉得跳舞有点儿难。 我一点儿都不喜欢跑步。
Question words	open 怎么样, 为什么, 多久	你为什么学中文? 你觉得这双鞋怎么样? 你学中文多久了?
	closed 还是, 或者, 好吗	你想去看电影还是去海边游泳? 明天看球赛你来我家, 或者我去你家? 我们明天去看电影好吗?
Verbs and verbal phrases	auxiliary 可以, 能, 想, 要	你现在可以进去了。 明天我能去你家。 明天我要去朋友家。 我想唱中文歌。
Words for approximation	左右, 多, 几	我们八点左右去。 我的学校有一千多个学生。 今天他家里来了几个人。



