



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

# **CHINESE: BACKGROUND LANGUAGE**

---

ATAR course

**Year 11 and 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.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority and the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

Department of Education Tasmania  
New South Wales Education Standards Authority  
Northern Territory Department of Education  
Office of Tasmanian Assessment, Standards and Certification  
Queensland Curriculum and Assessment Authority  
SACE Board of South Australia  
School Curriculum and Standards Authority, Western Australia  
Victorian Curriculum and Assessment Authority

## **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>
The WACE Chinese courses .....	1
The Chinese: Background Language ATAR course .....	2
Application for enrolment in a language course .....	2
<b>Course outcomes.....</b>	<b>3</b>
Outcome 1 – Interacting in Chinese .....	3
Outcome 2 – Processing and responding.....	3
Outcome 3 – Composing in Chinese .....	3
<b>Organisation of content.....</b>	<b>4</b>
Issues, perspectives, text and text types.....	4
Linguistic resources .....	6
Intercultural understandings.....	6
Language learning and communication strategies .....	6
<b>Learning across the curriculum .....</b>	<b>8</b>
Representation of the general capabilities .....	8
Representation of the cross-curriculum priorities.....	11
<b>Content.....</b>	<b>13</b>
Issues, perspectives, and text and text types.....	13
Text and text types.....	13
<b>Assessment .....</b>	<b>28</b>
School-based assessment.....	28
Assessment table – Year 11.....	30
Assessment table – Year 12.....	31
Grading .....	32
<b>External examination specifications .....</b>	<b>33</b>
Written paper     (80 marks) .....	33
Oral examination   (20 marks) .....	34
<b>Appendix 1 – Grade descriptions Year 11 .....</b>	<b>35</b>
<b>Appendix 2 – Grade descriptions Year 12 .....</b>	<b>37</b>
<b>Appendix 3 – Character list .....</b>	<b>39</b>
<b>Appendix 4 – Glossary .....</b>	<b>44</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 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.

## The WACE Chinese courses

In Western Australia, there are four Chinese courses. The courses are differentiated, each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the Chinese language and cultural systems.

The following courses are available:

- Chinese: Second Language ATAR
- Chinese: Second Language General
- Chinese: Background Language ATAR (adapted from the NSW Education Standards Authority (NESA) course for Chinese in Context)
- Chinese: First Language ATAR.

## The Chinese: Background Language ATAR course

The Chinese: Background Language ATAR course is adapted from the New South Wales Education Standards Authority (NESA) course for Chinese in Context. This course focuses on building on and further developing a student's language capability through engagement with Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Chinese culture and language, and enhances the development of their bilingual competence and bicultural identity.

The course is aimed at students who have typically been brought up in a home where Chinese is used, and who have a connection to Chinese culture. These students have varying degrees of understanding and knowledge of Chinese. They have received all or most of their formal education in schools where English, or a language other than Chinese, is the medium of instruction. Students may have undertaken some study of Chinese in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Chinese is the medium of instruction, and may have spent some time in a country where it is a medium of communication. Oral proficiency is typically more highly developed than skills and proficiency in the written language.

The language to be studied and assessed is Modern Standard Chinese, also known as Mandarin, and includes formal and informal usage. While this course focuses on simplified characters in the written form, it does not preclude the use of resources/texts written in full-form (complex) characters.

For information on the Chinese: Second Language General, Chinese: Second Language ATAR and Chinese: First Language ATAR courses, refer to the Years 11 and 12 Languages course pages on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

## 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.

Information about the application and enrolment process is communicated to schools during Term 2.

## Course outcomes

The Chinese: Background Language ATAR course enables students to use Chinese to communicate in a range of contexts and understand language as a system. Students strengthen their appreciation of Chinese linguistic and cultural heritage, and make connections between Chinese and English and/or other languages. They develop an understanding of how culture and identity are created and expressed through language and the importance of Chinese in a diverse and increasingly interconnected world.

The course is designed to facilitate achievement of the following outcomes. These outcomes represent the knowledge, skills and understanding that students will achieve by the end of the course.

### Outcome 1 – Interacting in Chinese

Students interact in spoken Chinese through the exchange of information, ideas and opinions, applying knowledge and understanding of the relationships between language, culture and identity.

In achieving this outcome, students:

- express and justify opinions, ideas, emotions and feelings
- use language and present ideas appropriate to context, purpose and audience, including different cultural contexts
- use strategies to maintain communication
- develop bilingual and bicultural identity through interacting with others.

### Outcome 2 – Processing and responding

Students process and respond in English or Chinese to texts in Chinese and reflect on the relationships between language, culture and identity.

In achieving this outcome, students:

- summarise and synthesise information and ideas from texts
- infer points of view, opinions and attitudes expressed in texts
- respond to texts personally and critically
- analyse how culture and identity are expressed through features of language
- reflect on own and others' practices and ideas expressed in texts.

### Outcome 3 – Composing in Chinese

Students compose spoken, written and digital and/or multimodal Chinese texts, demonstrating knowledge and understanding of the relationships between language, culture and identity.

In achieving this outcome, students:

- use appropriate linguistic features and structures to convey information, ideas, emotions and opinions
- create texts in a variety of forms, and appropriate to a range of contexts, purposes and audiences
- apply knowledge of cultural concepts to express ideas and opinions from a bilingual and bicultural perspective
- sequence and structure information and ideas.

## Organisation of content

This syllabus presents the content and expectations for both Year 11 and Year 12 students in this course. While the core content applies to both years, it is expected that the cognitive complexity of the content increases from Year 11 to Year 12.

The course content is organised into four areas:

- Issues, perspectives, and text and text types
- 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.

### Issues, perspectives, text and text types

#### Issues

Students develop the ability to reflect on and respond to aspects of the language and culture of Chinese-speaking communities locally, regionally and globally.

The study of the following issues is undertaken through a range of texts viewed from personal, community and global perspectives:

- **Young people and their relationships**

Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.

- **Traditions and values in contemporary society**

Students consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.

- **The nature of work**

Students consider the opportunities afforded bilingual students in Australian and Chinese contexts and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

- **The individual as a global citizen**

Students consider the notion of 'global citizen' and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere.

- **Australian identity**

Students consider the changing nature of Australian identity from the viewpoints of a range of groups, such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities.

## Perspectives

Each issue is studied through one or more of the following perspectives:

- **Personal** (individual identity)
- **Community** (connections with Chinese-speaking communities locally, regionally and worldwide)
- **Global** (connections with the world as a global citizen).

Students should be provided with opportunities to study each issue through one or more of the perspectives to ensure that all the perspectives are covered in a balanced way.

This provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, inquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

## Text and text types

The term ‘text’ refers to any form of communication – spoken, written or visual. Students are made aware of the defining characteristics of different texts.

Students in the Chinese: Background Language ATAR course are required to engage with a range of authentic texts in Chinese, either in their original or adapted form, relevant to the content of the course. While this course focuses on simplified characters in the written form, it does not preclude the use of resources/texts written in full-form (complex) characters. English language texts may also provide opportunities to engage with the course content.

Students explore how identity and culture are expressed in a range of texts in both Chinese and English, including texts relating to:

- Aboriginal and/or Torres Strait Islander histories and cultures composed or endorsed by Aboriginal and/or Torres Strait Islander Peoples
- Australian/Chinese composers working in Chinese or English
- Chinese composers in Chinese-speaking countries.

They also investigate how ideas concerning identity have changed over time, and how these changes are reflected in contemporary and/or historical texts. The texts should reflect an appropriate level of linguistic difficulty and could include short stories, films, songs, poetry, digital texts and excerpts from longer works.

## 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, characters, grammar, and sound and writing systems of Chinese.

In the Chinese: Background Language ATAR course, students deepen their knowledge and understanding of the structure of Chinese. Students will need to use Chinese at a sophisticated level, with a wide range of vocabulary and idiom, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within, and about, the issues and perspectives.

## Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding to communicate and interact effectively across languages and cultures. Students with a background in Chinese language and/or culture, already have experience of negotiating between that culture and language and their Australian cultural identity. The Chinese: Background Language ATAR course provides opportunities for these students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to learn more about, better understand and eventually move between their cultures and languages.

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

## Personal Investigation (Year 12)

The Personal Investigation allows students to reflect on their own learning and their personal and cultural identity in Chinese.

For in-depth analysis, students choose an area of investigation relating to one of the course issues. Students develop both a critical and a personal response to the area of investigation. In an extended written response in Chinese, they investigate the context and development of the area of study, how attitudes to the area of study have varied over time, how attitudes towards the area of study may vary in different parts of the world, and how the area of study is reflected and explored in a range of texts selected by the student to complement the research.

Texts are an integral component of the Personal Investigation and the investigation must include reference to at least two texts, i.e. one from each of the fiction and nonfiction genres and at least one of which must be in Chinese. The number of texts is dependent on the nature of texts selected.

However, the number of texts must allow students to explore their chosen area of investigation in sufficient depth.

Research into their chosen area of study may not begin before the commencement of Year 12. However, throughout the course, students should be provided with opportunities to develop the research, language and evaluative skills necessary to undertake the Personal Investigation.

## Learning across the curriculum

This syllabus provides a context within which to develop core knowledge, understanding and skills considered essential for the acquisition of effective, higher-order thinking skills. These skills will underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, and information and communication technology skills.

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Declaration on Educational Goals for Young Australians* (December 2019) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

## 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: Background Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is embedded in the Chinese: Background Language ATAR course, which provides students with opportunities to continue their literacy development. Over time, language learners develop literacy skills and knowledge, such as:

- the ability to decode and encode from sound to written systems
- mastering grammatical, orthographic and textual conventions
- semantic, pragmatic and critical literacy skills.

Improving competency in their first language or language of their cultural heritage supports and enhances the development of literacy in English.

Students examine grammatical concepts that serve particular functions and represent part of the system of language. They explore information and ideas that are communicated in texts and consider ways in which the content, form and language of texts have been composed and assembled.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining and evaluating textual features and structure and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose a range of texts in different modes for a range of contexts, purposes and audiences, applying their knowledge of grammatical structures, word order and sentence construction.

Students translate texts using resources for the school and wider community, making comparisons between Chinese and English textual features, and linguistic and cultural elements. They apply knowledge and understanding of literary devices and language concepts to express ideas in texts or convey the sense of texts in new or different contexts.

## Numeracy

Students use numeracy skills when they create and interpret sequences and spatial information, consider timing and sequence in texts, draw conclusions from statistical information, or use quantitative data as evidence in analytical texts. They construct tables, charts, graphs and diagrams to present information. Learning languages affords opportunities for students to develop, use and understand patterns, order and relationships, to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

## Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

ICT is an integral part of the study of the Chinese: Background Language ATAR course. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others. They explore, analyse and compose digital and multimodal texts, and evaluate the quality of information and ideas presented in multimodal texts. They can develop skills in reading, viewing and responding to digital and multimodal texts, and in analysing the effects of the use of different media on meaning and interpretation, including in new and emerging textual forms.

## Critical and creative thinking

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 Chinese language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

The study of Chinese provides opportunities for students to analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. They analyse and manipulate the relationship between language and meaning when translating a text. Students experiment with text structures and language features as they transform or adapt texts for different contexts, purposes and audiences. Students use critical thinking when they use their knowledge of Chinese to analyse a range of texts in relation to their context, purpose, audience, and structural and language features. They justify their personal interpretations when responding to texts, and understand the difference between personal and critical perspectives.

## Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Students develop personal and social capability as they interact in Chinese in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. Communication is enhanced through collaborative research, reflective practices, and developing empathy with and appreciation of the perspectives of others.

Close and critical study of texts assists students to understand different personal and social experiences, perspectives, challenges and emotions. Students identify and express their own

opinions, beliefs and responses by interacting with a range of texts. Students work collaboratively and also independently as part of their learning and research endeavours.

Recognising that people view and experience the world in different ways is an essential aspect of learning another language. Through formal study of the language, students learn to understand themselves, their personal and social relationships as well as their cultural identity. As students examine the course issues, they are provided with opportunities to understand values and attitudes, and their roles in society, including the human experience.

### **Ethical understanding**

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Through the study of Chinese, students begin to develop an increased understanding of complex contemporary issues and the questions surrounding rights and responsibilities and how these apply to our modern world. Students are provided with opportunities to develop greater empathy for the attitudes and opinions of others by interacting with a range of texts. Ethical understanding is explored through the selection of texts for study; for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They explore and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses. They are provided with opportunities to develop effective and ethical research strategies and practices, and to become more aware of their own roles and responsibilities as citizens.

### **Intercultural understanding**

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language/s, culture/s and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect.

Students studying the Chinese: Background Language ATAR course are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in Chinese and English, and making comparisons with other languages and cultures. They examine differences in language use, traditions and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants.

Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences.

## Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for Chinese: Background 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

The study of Chinese provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages and cultures, and to develop their understanding of concepts related to the diverse linguistic and cultural landscape of Australia.

Through the study of a range of texts in a variety of media, and through discussion and research, students are provided with opportunities to develop their understanding and appreciation of the cultural expression of Aboriginal Peoples as the most sustained in the world. Texts include those about Aboriginal and Torres Strait Islander histories and cultures and by Aboriginal and Torres Strait Islander authors that reflect this priority in English or in translation.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

### 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.

There are strong social, cultural and economic reasons for students to engage with Asia and recognise the contribution of Asian Australians to Australian society and heritage. Studying texts from Chinese-speaking countries can assist students to develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students explore the impact on Chinese language of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture from other Asian countries. They learn how Australia is situated within the Asia region, and how Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

### Sustainability

The Chinese: Background Language ATAR course presents a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in China and in Chinese-speaking communities in Australia and the world. Students engage with a range of

texts and analyse their historical and sociocultural contexts to interpret and present information, ideas and opinions on concepts such as:

- environmental and social sustainability
- climate
- conservation
- linguistic and cultural ecologies.

Through communication with others, negotiating meaning and mutual understanding, and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.

## Content

While it is expected that over Year 11 and Year 12, students will cover all of the required content, the exact sequencing and timing of delivery is a school decision. It is also expected that treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

### Issues, perspectives, and text and text types

The following issues, perspectives, and text and types are to be studied in Year 11 and Year 12.

Perspectives	Issues
<b>Personal:</b> Individual identity  <b>Community:</b> Connections with Chinese-speaking communities locally, regionally and worldwide  <b>Global:</b> Connections with the world as a global citizen	<b>Young people and their relationships</b> Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
	<b>Traditions and values in contemporary society</b> Students consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.
	<b>The nature of work</b> Students consider the opportunities afforded bilingual students in Australian and Chinese contexts, and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
	<b>The individual as a global citizen</b> Students consider the notion of 'global citizen' and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere.
	<b>Australian identity</b> Students consider the changing nature of Australian identity from the viewpoints of a range of groups, such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities.
	<b>Personal Investigation (Year 12 only)</b> The personal investigation allows students to reflect on their own learning and their own personal and cultural identity in Chinese by making links with their heritage.

### Text and text types

The term 'text' refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview or a report share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each type of text has defining characteristics of which students should be made aware.

Students read, listen to and view a range of texts and types of texts in Chinese, relevant to the course issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the course issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the issues being explored. In addition, students are expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. Students analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students examine the ways different types of text use different devices to convey meaning.

Students develop skills in listening, speaking, reading and writing. They also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Chinese and English and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

Students may be expected to produce and/or respond to the following text types in school-based assessment and the external examination.

- |                 |                                 |                          |
|-----------------|---------------------------------|--------------------------|
| • advertisement | • discussion                    | • personal profile       |
| • announcement  | • essay                         | • poem                   |
| • application   | • film or TV program (excerpts) | • recount                |
| • article       | • interview                     | • report                 |
| • blog post     | • journal entry                 | • review                 |
| • commentary    | • letter                        | • short story            |
| • conversation  | • narrative account             | • song                   |
| • description   | • novel or play (extracts)      | • speech/talk (scripted) |

## Linguistic resources

### Outcome 1: Interacting in Chinese

- exchange information, justify and reflect on ideas and opinions in Chinese
- use features of spoken Chinese for a variety of purposes appropriate to different audiences and cultural contexts

Students:

- exchange information and experiences relating to an issue by, for example:
  - sustaining interactions by asking for and providing details on a variety of significant events, milestones and special occasions, e.g.

你刚刚说你们家已经不过中国传统节日了，真的吗？你不觉得作为海外华人，我们还是应该想想传统节日的意义吗？

- describing how a Chinese cultural tradition is celebrated in Australia, e.g.

澳洲很多大城市的华人团体都会在农历新年组织或举办各种庆祝活动，比如舞龙舞狮表演和新年大游行。

- contributing information to a Chinese youth blog about NAIDOC Week, e.g.  
你们知道澳大利亚原住民在这块土地上至少已经生活了十二万年了吗？
- presenting information to the class on a popular youth culture phenomenon, e.g.  
这份调查报告显示，过去几年中，年轻人使用社交网络的次数越来越多，每天花在社交网络上的时间也越来越长。
- conducting an interview with a migrant from a Chinese-speaking community on their experiences of living in Australia, e.g.  
您刚才提到自己刚到澳大利亚时遇到了各种各样的困难，那么是什么让您坚持了下来？您又是如何克服这些困难的呢？
- express personal views, and justify and reflect on opinions and ideas relating to an issue by, for example:
  - reflecting on opinions and ideas in a text relating to an issue from a radio broadcast, e.g.  
你们知道人工智能吗？有很多人认为人工智能将会在不久的将来取代人类，并最终控制人类。这种说法太夸张了！你觉得呢？
  - collecting newspaper and internet articles on an issue over a period of time and justifying their inclusion in a database, e.g.  
经过一段时间的调查研究，我觉得这三份材料都证明了改善环境离不开每个人的努力。就像第一份材料中说的那样……；在第二份材料中，作者也提到……；第三份材料中的……也体现了这一点。
  - presenting a review of a text written by an Aboriginal and/or Torres Strait Islander person relating to an issue, and responding to teacher and student questions, e.g.  
A: 今天我想谈一下我对那个澳大利亚被偷走的一代的感想。那个故事十分感人……  
B: 你认为在中国是否有类似的情况？ A: 让我来回答你的问题……
  - participating in a debate on national identity and racism, e.g.  
今天的辩题是：多元文化政策是否可以消除对移民的歧视。我的看法是肯定的……
- communicate in a range of contexts for specific purposes and audiences by, for example:
  - applying knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations, e.g.  
电视广告: 社区清洁，人人有责！  
校长宣布: 保持校园环境卫生是每个学生的义务，如果有人乱丢垃圾，必将受到处分。  
朋友圈留言: 哪位美女帅哥来和我一起参加城市清洁运动？有 T 恤送哦！
  - interacting in a forum to discuss the treatment of an issue in two texts, e.g.  
对于身份认同和归属感的问题，这两篇文章提出了非常不同的观点，我想对比一下这两篇文章的观点……

- debating a topic relating to one of the issues from a youth podcast, e.g.

大多数听众都认为，夫妻俩都工作而不要孩子，这样的生活方式并不适合每个人。但是，我认为这种方式的生活也可以为社会做出贡献。

- discussing an issue with younger audiences, e.g.

同学们，今天我想和大家谈谈保护环境的重要性。

### Content (Year 12 only)

Students:

- apply relevant knowledge, understanding and skills to their Personal Investigation, including:
  - responding in either Chinese or English to questions relating to their Personal Investigation, e.g.  
我调查研究的主题是“年轻人和他人的关系”。我主要研究的是这个议题中有关中学生恋爱的问题。我用了小说类和非小说类的材料。
  - explaining their Personal Investigation to different audiences, e.g.  
我的调查研究的重点是海外华人子女所面对的身份认同问题.....以下是对海外华人子女的一些建议.....
  - reflecting on how their perspective has changed as a result of their Personal Investigation, e.g.  
通过我的调查研究，我对“坚韧不拔”的概念进行了思考。现在我觉得自己对澳洲原住民和托雷斯海峡岛民的生活经历有了更多的了解。

### Outcome 2: Processing and responding

- identify gist, main points and specific information in texts
- synthesise information and ideas from texts
- analyse features of language in texts
- respond to texts personally and critically
- analyse the way in which values, beliefs, culture and identity are expressed in texts

Students:

- identify information in texts by, for example:
  - summarising key ideas in a text, e.g.  
作者认为好的朋友可以让年轻人有更明确的学习目标，有更大的动力，还可以让他们学到更多有效的学习方法。
  - presenting a general overview of the ideas in a text, e.g.  
从母子的对话中可以看出，母亲认为.....而儿子的看法正相反。

- responding to questions relating to the content of a text, e.g.  
从兰兰的话中可以看出，她之所以想在大学学外语，是因为她觉得.....
- apply their linguistic knowledge and understanding to locate information in a range of texts by, for example:
  - applying a range of strategies, including the use of dictionaries, to determine the meaning of unknown characters, e.g.  
根据字典，“朱”和“赤”都是红色的意思。而这里是在讲朋友对一个人的影响，所以我觉得“近朱者赤”的意思可能是交好的朋友，我们也会成为好人。
  - using textual cues and the understanding of text structure to interpret meaning, e.g.  
上一段是关于节约这个观念的正面意义，而这一段的开头有“然而”这个词，表示要讲意思相反的内容了，所以这一段应该是关于节约的负面影响。
  - explaining visual representations of information, including graphs and charts, e.g.  
从这张统计表上，我们可以看到.....
- reorganise key information in arguments and texts by, for example:
  - summarising information from articles relating to one of the issues, e.g.  
在这篇网络文章中，作者提到了社交网络的三个特点，还分析了这三个特点会对年轻人的交友方式有什么样的影响。
  - identifying the main points in an argument for the purposes of rebuttal, e.g.  
您刚才提到，现在的年轻人应该努力学习，掌握更多的知识，才能在将来的竞争中取胜。但我不同意这样的看法.....
  - comparing and contrasting aspects of texts on similar topics and integrating these ideas into a cohesive response, e.g.  
两份材料都提到了追星的好处和坏处，也都认可了好的榜样对于年轻人的重要性。而不同之处在于第一篇材料认为追星弊大于利，因为.....。而第二篇文章则认为.....
- use information and ideas from texts to create new textual forms by, for example:
  - synthesising information from multiple sources to compose meaningful and purposeful texts, e.g.  
这个招工广告要求申请人具有各种技能。在我看来，最重要的技能是交流能力。从你的简历可以看出，你的工作经历都说明你具有这个能力。
  - responding to information in a range of stimulus texts to complete a task, address an issue or solve a problem, e.g.  
视频里的年轻人提到了成长的代价；歌词作者认为人生就是一场竞技游戏；小说里讲述了主角个人的艰难经历。三者都表现了同一个主题，让我更加了解了年轻人的压力。

- identify ideas, tone, points of view, values, attitudes and emotions from features of language in texts by, for example:
  - identifying how a text relates to one or more of the issues, e.g.  
这篇报道反映了华人移民在经济、政治、文化上对澳大利亚社会做出的贡献，体现出澳大利亚多元文化的特点。这不正和我们的第五议题相关吗？
  - explaining how language devices are used in a text to evoke emotions, e.g.  
“妈妈，难道一定要每次都是第一名将来才能有出息吗？”作者在这里用了反问句，强调了自己对母亲看法不接受的态度。
  - identifying the tone of a text and explaining how this is achieved, e.g.  
从这个招工广告所用的词语，比如“尊敬的”、“全心全意”等，可以看出他们很有诚意招收刚毕业的大学生。
  - comparing the way in which ideas and values are represented in texts, e.g.  
这篇文章里祖孙之间的对话，表现出中国尊老爱幼的传统观念；而电影里反叛的女儿让父母伤透了心，可以让观众反思代沟问题。
- respond personally or critically to texts or groups of texts by, for example:
  - responding personally to an Aboriginal and/or Torres Strait Islander cultural narrative, e.g.  
我觉得澳大利亚原住民的创世故事“彩虹大蟒蛇”，和中国“盘古开天辟地”的故事有很多相似之处。这两个故事都反映了文化与大地、天空和水的紧密关系。
  - selecting appropriate and relevant resources in order to investigate an issue, e.g.  
这首歌在语言上简单易懂，而且也有很多有意思的表达方式，是我们学习寻找个人身份议题的好材料。
  - undertaking research to explore, justify or represent a point of view, e.g.  
在调查研究的过程中，我找到了一个演讲视频。演讲者提到……。这证明……
  - expressing and justifying a point of view when responding to texts, e.g.  
我认为这篇文章中的观点是不合理的。相反地，我认为……。我们要记住……
  - preparing a presentation for the class on the sociocultural context of a text using ICT, e.g.  
这张地图可以放在我们的幻灯片里面，让大家了解电影《漫漫回家路》(Rabbit-Proof Fence) 中的一些地点的真实位置，可以让大家感受到主人公回家多么不容易。
  - preparing a selection of articles on an issue with a personal introduction, e.g.  
作为移居海外的华人，我对中西方教育的不同有着很深的体会。这里的三篇文章从不同角度探讨了主题。
  - creating a text to analyse the impact of a variety of features in a text, e.g.  
作者多次使用反问句来强调……

- evaluating three texts from both a personal and a critical point of view to determine an order of success and justifying the decision, e.g.

对这三篇材料进行比较后，我觉得只有第三篇材料比较全面地分析了虎妈孩子成功的原因。第一篇材料没有提虎妈教育方式中的西式教育特点；第二篇把孩子的成功完全归功于家庭教育；第三篇探讨了中西两种教育模式，以及家庭教育、学校教育在孩子成长过程中起的作用。

- understand the ways in which diverse texts can represent aspects of culture and notions of identity by, for example:

- identifying cultural references or bias in texts, e.g.

“中国父母都希望孩子们成龙成凤”的意思是“中国父母都希望孩子们能够成功”。“龙”和“凤”在中国文化中代表成功。

- analysing the ways in which language and texts reflect and influence values and attitudes, e.g.

“居安思危”这个词体现了中国人的忧患意识。这就是为什么中国人那么注重勤俭节约。

- comparing and contrasting diverse cultural perspectives as expressed in texts, e.g.

我能够理解《漫漫回家路》(Rabbit-Proof Fence) 这部电影中有关澳大利亚原住民的问题，因为在我们的历史中，人们也有过相似的经历。

- reflect on own and others' values, beliefs, practices and ideas expressed in texts by, for example:

- understanding the use of authentic language, such as idioms and colloquialisms, e.g.

这篇材料中提到的“三百六十行，行行出状元”是一句俗语，意思是无论什么工作，努力去做都会取得成功。

- reflecting on and discussing diverse ideas, viewpoints and practices to deepen understanding of self and others, e.g.

从明明和他母亲的对话中，我看到两代人的消费观有很大的差异。对我来说，.....一点儿也不奇怪，因为这就是我们这代人的想法，跟 ... 有关。可是他妈妈的话让我更理解她们那代人了。

## Content (Year 12 only)

Students:

- apply relevant knowledge, understanding and skills to their Personal Investigation, including:

- engaging in wide reading about the area of interest, e.g.

我最近对澳大利亚原住民和托雷斯海峡岛民的历史很感兴趣。我读了很多报道和文章，对他们的历史有了更多了解，而且把他们跟中国的历史和文化进行了比较。

- selecting appropriate and relevant resources in order to investigate an issue, e.g.

这篇文章比较了澳大利亚的学校和中国的学校如何帮助有障碍的学生。这也对两个社会的价值观有很好的展现。

- undertaking research to explore, justify or represent a point of view, e.g.

中国结婚率越来越低。我认为这是因为现在结婚的成本太高了。为了证明我的观点，我会做调查研究，找出结婚的花费和年轻人的收入之间到底有多大差距。

- obtaining information from a range of sources and evaluating their relevance, e.g.

我从报纸和网络上找到了这几篇和海外华人生活有关材料，来研究华人移民如何融入澳大利亚社会这个主题。有一些材料虽然是关于海外华人的，但是他们并不是澳大利亚移民，所以不太符合我要研究的主题。

- synthesising relevant material, e.g.

结合世界环保基金会的这篇报道和电影《不愿面对的真相》，我们可以给校刊写一篇《低碳生活》的文章。

- reflecting on their chosen area of interest and the way in which it has been investigated in texts, e.g.

《虎妈战歌》展示的育儿案例告诉我们，“虎妈狼爸”的教育方式并不适合所有孩子。

- considering the area of interest from a number of perspectives, e.g.

试婚、同居、以及同性恋婚姻等婚姻模式，很多上一代的中国人也许难以接受；西方世界的两代人会怎么看呢？

### Outcome 3: Composing in Chinese

- use knowledge and skills to compose a variety of texts in Chinese for a range of contexts, purposes and audiences
- apply knowledge and understanding of literary devices, and language and cultural concepts to express meaning in texts in Chinese

Students:

- manipulate Chinese to communicate effectively by, for example:

- using resources to build vocabulary and check grammar
- applying a range of vocabulary and grammatical structures, e.g.

儿子想要竞选学生会干部，妈妈却认为，对儿子来说学习才是最重要的事。

- applying knowledge of the conventions of the writing system, e.g.

各位同学，大家好！

- using sequencing strategies to develop ideas coherently and logically, e.g.

作为中学生，参加义工活动对我们来说意义重大。首先，这可以提高我们的沟通能力；其次，这可以增长我们的社会经验；最后，这还能让我们交到很多的朋友。

- adapting linguistic features to compose an effective persuasive text, e.g.

我觉得朋友当然是越多越好。俗话说“多个朋友多条路”，有更多朋友，你能得到的帮助就更多，能得到的机会也更多。

- understand how texts are structured by, for example:
  - applying the principles of text structure when composing coherent and logical texts
  - analysing the structure of a text, e.g.  
这篇有关“现今女性地位”的演讲稿先写了引言，然后给出了现象和社会问题，再提出建议，最后是总结。
  - understanding how context and audience affect language choice, e.g.  
这个演讲的听众是全校的师生，场合是毕业典礼这样的正式场合，所以我们在开场白中最好用“尊敬的老师们、同学们”，而不要用“亲爱的老师们、同学们”。
- compose texts for different contexts, purposes and audiences by, for example:
  - varying the structure and format of texts for different contexts, purposes and audience, e.g.
    1. 我认为，留学生多参加学校的课外兴趣小组对他们尽快适应环境有帮助。课外活动不但可以丰富留学生的生活，还能让他们交到更多朋友，减少孤独感。
    2. 和我一起去参加学校的课外兴趣小组吧，这样你就不会无聊，还可以交到更多朋友。怎么样，考虑一下？
  - composing a formal speech arguing for or against a topic relating to one of the issues, e.g.  
尊敬的来宾，你们好。我今天想和各位谈一谈科技发展对年轻人的影响。许多人认为科技给我们……，但我却觉得科技的……
  - adapting a fairy tale or myth for a chosen audience and commenting on the nature of any shift in the values represented, e.g.  
同学们，“愚公移山”的故事以前激励中国人努力工作并学会坚持，但是现在很多年轻人认为这是愚蠢的表现。
  - structuring a set of ideas to create an effective argument, e.g.  
我非常同意“年轻人应该孝敬父母”这个看法，有以下几个原因：首先……再者……最后……总之……
  - reworking an article for a primary school audience, e.g.  
我们把《西游记》的故事改成漫画，然后让二年级的同学来讨论一下：你觉得孙悟空是不是一个听话的孩子？
  - using ICT to adapt a text

### Content (Year 12 only)

Students:

- apply relevant knowledge, understanding and skills to their Personal Investigation, including:
  - engaging in wide reading about the area of interest, e.g.  
我最近对澳大利亚原住民和托雷斯海峡岛民的历史很感兴趣。我读了很多报道和文章，对他们的历史有了更多了解，而且把他们跟中国的历史和文化进行了比较。

- selecting appropriate and relevant resources in order to investigate an issue, e.g.

这篇文章比较了澳大利亚的学校和中国的学校如何帮助有障碍的学生。这也对两个社会的价值观有很好的展现。

- undertaking research to explore, justify or represent a point of view, e.g.

中国结婚率越来越低。我认为这是因为现在结婚的成本太高了。为了证明我的观点，我会做调查研究，找出结婚的花费和年轻人的收入之间到底有多大差距。

- obtaining information from a range of sources and evaluating their relevance, e.g.

我从报纸和网络上找到了这几篇和海外华人生活有关的材料，来研究华人移民如何融入澳大利亚社会这个主题。有一些材料虽然是关于海外华人的，但是他们并不是澳大利亚移民，所以不太符合我要研究的主题。

- synthesising relevant material, e.g.

结合世界环保基金会的这篇报道和电影《不愿面对的真相》，我们可以给校刊写一篇《低碳生活》的文章。

- reflecting on their chosen area of interest and the way in which it has been investigated in texts, e.g.

《虎妈战歌》展示的育儿案例告诉我们，“虎妈狼爸”的教育方式并不适合所有孩子。

- considering the area of interest from a number of perspectives, e.g.

试婚、同居、以及同性恋婚姻等婚姻模式，很多上一代的中国人也许难以接受；西方世界的两代人会怎么看呢？

# Grammar

In terms of this syllabus, grammar is the system and structure of a language. It consists of syntax, morphology and phonology. Students studying Chinese are expected to recognise and use the following grammatical items by the end of the course. They should be read in conjunction with the content of the syllabus.

Refer to Appendix 3 for the list of characters that students are expected to recognise and use.

## Function: Seeking information

- Acquire information
- Observe and explore

## Structure: Interrogative sentence 疑问句

Key signal words	Examples
<i>Auxiliary verbs</i> 能, 会, 可以, 要, 应该	今天应该谁打扫卫生?
<i>Particles</i> 呢, 吗, 啊...	你看了那部电影吗?
<i>Pronouns</i> 谁, 什么, 哪里, 如何, 怎么, 多少	是什么让你学习中文, 你又是如何克服学习中的困难的?

## Structure: Imperative sentence 祈使句

Key signal words	Examples
<i>Adverb</i> 请	请用相关材料说明环保的重要性。
<i>Verbs</i> 说明, 列举, 解释, 谈, 告诉	列举这篇文章中所使用的例子。

**Function: Informing**

- Identify
- Report
- Describe information

**Structure: Declarative sentence 陈述句**

Key signal words	Examples
<i>Subject and predicate</i>	我参加了小组。
<i>Subject and predicate with attributive phrase/s</i>	我参加了一个很有意思的环保小组。
<i>Subject and predicate with adverbial phrase/s</i>	我和朋友一起参加了一个很有意思的环保小组。
<i>Subject and predicate with complement</i>	我和朋友一起参加一个很有意思的环保小组已经两年了。

**Function: Comparing**

- Describe similarities and differences in objects or ideas

**Structure: Comparative sentence 比较句式**

Key signal words	Examples
A 比 B...	年轻人比老年人更容易接受新事物。
A 和 (跟/同) B 一样	爸爸和妈妈一样爱我。
A 有(没有)B 这么 (那么)...	个人的智慧没有集体智慧那么大。
与 A 相比 B 更...	与背课文相比，看视频学口语更有意思。
A 不如 B...	背课文不如看视频学口语有意思。
在...之中 A 最...	在所有功课中，数学是我最喜欢的。

**Structure: Complex sentence of adversative relation 转折关系复句**

Key signal words	Examples
虽然...但是...	虽然很多人喜欢晴天，但是我喜欢雨天。
尽管...还... ..., 反而... ..., 却...	我周日想要去看足球比赛，妈妈却让我在家学习。

**Function: Ordering**

- Sequence objects, ideas or events

**Structure: Complex sentence of successive relation 承接关系复句**

Key signal words	Examples
先... 然后（接着）... 最后... 一... 就...	要烤蛋糕我们要先洗手，然后准备好材料，最后再烘烤。

**Structure: Complex sentence of progressive relation 递进关系复句**

Key signal words	Examples
不但...而且（还、也、又）... 尚且...何况...甚至	胡萝卜不但好吃，而且还有营养。

**Function: Analysing**

- Separate whole into parts
- Identify relationships and patterns

**Structure: Complex sentence of coordinative relation 并列关系复句**

Key signal words	Examples
又... 又... 一边... 一边... 一方面... 另一方面... 还...不是... 而是...	<i>Analyse</i> 作者在这里使用反问句“难道朋友不重要吗”，一方面强调了自己的观点，另一方面，也引起对方对于朋友重要性的思考。

**Function: Justifying and persuading**

- Give reasons for an action, decision, point of view
- Convince

**Structure: Complex sentence of causative relation 因果关系复句**

Key signal words	Examples
因为..., 所以... 由于..., 因此... 既然..., 就...	<i>Justify</i> 由于这个演讲是在毕业典礼这样的正式场合，因此他们在开场白中用的是敬语。 他们在开场白中用了敬语，因为这个演讲是在毕业典礼这样的正式场合。

**Structure: Complex sentence of purposive relation 目的关系复句**

Key signal words	Examples
..., 好让... ..., 为的是... ..., 以便... ..., 以免... ..., 以防...	<i>Justify</i> 我们把“西游记”的故事改成了漫画，好让二年级的同学更容易理解。

**Structure: Complex sentence of conditional relation 条件关系复句**

Key signal words	Examples
不管...都（也）... 不（无）论...,都（也）... 只要...就... 只有...才... 除非...才...	<i>Persuade</i> 只有好好学习，才能找到好工作。

**Structure: Complex sentence of suppositive relation 假设关系复句**

Key signal words	Examples
要是...就... 如果... 必将... 假如... 就... 假使... 就... 一... 就... 即使... 也...	<i>Persuade</i> 要是现在好好学习，将来就能找到好工作。

**Function: Solving problems**

- Define and represent a problem
- Determine a solution

**Structure: Interrogative sentence 疑问句**

Key signal words	Examples
<i>Auxiliary verbs</i> 能，可以，要... <i>Adverbs</i> 必须，一定，或许，绝对 <i>Verb</i> 建议	我们或许可以用海报来吸引留学生参加兴趣小组？

**Structure: Declarative sentence 陈述句**

Key signal words	Examples
<i>Auxiliary verbs</i> 能, 可以, 要... <i>Adverbs</i> 必须, 一定, 或许, 绝对 <i>Verb</i> 建议	我建议用海报来吸引留学生参加兴趣小组。

**Function: Evaluating**

- Assess and verify the worth of an object, idea or decision

**Structure: Declarative sentence 陈述句**

Key signal words	Examples
<i>Subject and predicate</i>	如果你能看懂中文电影, 就说明你的中文很好。
<i>Subject and predicate with adverbial phrase/s</i>	如果你能看懂中文电影, 就说明你的中文已经很好了。

**Structure: Complex sentence of reference relation 取舍关系复句**

Key signal words	Examples
宁可...也... 与其...不如...	与其读中文故事, 不如看中文视频能让我学到更多中文。

**Dictionaries**

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include print, electronic and online dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Students are able to use monolingual and/or bilingual print dictionaries and/or character dictionaries in the written examination.

## 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 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 or after completion of a unit or units. 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 a 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 assessment tables provide details of the assessment types and their weighting for the Chinese: Background Language ATAR Year 11 and 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 five 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.

Teachers must 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).

## Assessment table – Year 11

Type of assessment	Weighting
<b>Interacting in Chinese</b> Interaction with others to exchange information and express opinions and ideas in spoken Chinese. This can involve participating in an interview, a conversation and/or a discussion. Typically, these tasks are administered under test conditions.	15%
<b>Processing and responding</b> Interpretation, analysis and evaluation of a range of spoken, audiovisual and print texts that are in Chinese and that relate to the issues, perspectives, and text and text types described in the syllabus. Responses may be in Chinese or English depending on the requirements of the task. Typically, these tasks are administered under test conditions.	40%
<b>Composing texts in Chinese</b> Production of evaluative, persuasive or reflective written texts in Chinese, relating to the issues, perspectives, and text and text types of the course and for a specified audience, purpose and context. Typically, these tasks are administered under test conditions.	15%
<b>Examination</b> <b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus.	10%
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus.	20%

## Assessment table – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<b>Interacting in Chinese</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Chinese. This can involve participating in an interview, a conversation and/or a discussion. Typically, these tasks are administered under test conditions.	50%	100% Practical	25% Practical
<b>Examination</b> <b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus.	50%		
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the external examination specifications for this syllabus.	50%	100% Written	75% Written
<b>Processing and responding</b> Interpretation, analysis and evaluation of a range of spoken, audiovisual and print texts that are in Chinese and that relate to the issues, perspectives, and text and text types described in the syllabus. Responses may be in Chinese or English depending on the requirements of the task. Typically, these tasks are administered under test conditions.	30%		
<b>Composing texts in Chinese</b> Production of evaluative or persuasive or reflective written texts in Chinese, relating to the issues, perspectives, and text and text types of the course and for a specified audience, purpose and context. One task will focus on the Personal Investigation. Typically, these tasks are administered under test conditions.	20%		

## 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 year. 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. Grade descriptions for Year 11 are provided in Appendix 1, and those for Year 12 are provided in Appendix 2.

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.

## External examination specifications

The examination will consist of a written examination worth 80 marks and an oral examination worth 20 marks.

### Written paper

**(80 marks)**

**Time allowed:** 2 hours and 30 minutes plus 10 minutes reading time.

This paper will consist of 2 sections.

The use of monolingual and/or bilingual print dictionaries is permitted.

### Section I: Processing and responding

**(50 marks)**

There will be 6 to 8 questions phrased in Chinese and English.

- Questions will be grouped according to the stimulus text/s.
- There will be 3 groups of questions.
- Each question in the first group will relate to a spoken text. Each question in the second group will involve the integration of information from a spoken and a written text. Each question in the third group will relate to one or more written texts.
- Questions will be graded in difficulty within each group.
- There will be 6 to 10 texts in total.
- The texts will include a range of text types.

#### Spoken texts:

- There will be 2 to 4 texts.
- The texts will vary in length, ranging from one to 2 minutes.
- The total time for one reading/playing of all texts will be 4 to 6 minutes.
- The texts will be read/played twice. There will be a pause between the readings/playings and a longer pause after the second reading/playing to allow students to answer the question.

#### Written texts:

- The total length of the written texts in Chinese will be in the range of 720–850 characters\*
- One or 2 questions will require a response in English of up to 200 words
- The length of the responses in Chinese will depend on the nature of the stimulus text and the requirements of the task and will be in the range of 60–180 characters.\*

**Section II: Composing texts****(30 marks)****Part A****(10 marks)**

- The student will be required to answer one question.
- The question will relate to the course Issues
- The student will be expected to compose an informative, imaginative or reflective text in Chinese.
- The question will specify a context and audience.
- The question will be phrased in Chinese and English, for a short response in Chinese.
- The length of the response will be in the range of 100–125 characters.\*

**Part B****(20 marks)**

- The student will be required to answer one question.
- The question will relate to the course issues.
- The student will be expected to compose an informative, evaluative, persuasive or reflective text in Chinese.
- The question will specify a context and audience.
- The question will be phrased in Chinese and English, for a response in Chinese
- The length of the response will be in the range of: 200–250 characters.\*

\* Students may present responses in either simplified characters or full-form (complex) characters, but are expected to use a consistent style throughout their responses.

**Oral examination (20 marks)**

Time allowed: approximately seven minutes plus eight minutes preparation time.

- There will be 2 questions phrased in Chinese for a response in Chinese.
- Students will be required to answer both questions, each in the form of a monologue.
- The questions will relate to the course issues and may also relate to the Personal Investigation.
- The questions may include stimulus material in Chinese.
- The questions may specify a context, purpose and audience.
- The questions may require the response to be informative, evaluative, persuasive or reflective.
- The total length of the two responses will be approximately seven minutes. There will be a total of 8 minutes preparation time.

## Appendix 1 – Grade descriptions Year 11

A	<p><b>Written production and oral production</b></p> <p>Manipulates Chinese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates logical arguments and justifies points of view consistently.</p> <p>Shows highly effective use of textual references.</p> <p>Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses Chinese with a high degree of accuracy and uses vocabulary and language conventions effectively.</p> <p>Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is conveyed fluently.</p> <p>Organises information coherently and expresses ideas effectively.</p>
	<p><b>Comprehension</b></p> <p>Competently summarises and synthesises key points and details in texts and provides detailed analysis with insight and interpretation.</p>
B	<p><b>Written production and oral production</b></p> <p>Uses Chinese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates logical arguments and justifies points of view.</p> <p>Shows effective use of textual references.</p> <p>Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses vocabulary and a range of language conventions mostly accurately and effectively.</p> <p>Influence of accent/dialect may be evident; however, meaning is conveyed effectively.</p> <p>Organises information logically and develops ideas clearly.</p>
	<p><b>Comprehension</b></p> <p>Able to extract and synthesises most relevant key points and details in texts, with some analysis and interpretation.</p>
C	<p><b>Written production and oral production</b></p> <p>Uses Chinese mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.</p> <p>Shows some ability to express and support a point of view.</p> <p>Applies some knowledge of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses vocabulary and language conventions mostly accurately.</p> <p>Some influence of accent/dialect may be evident; however, meaning is conveyed effectively.</p> <p>Shows some organisation and sequencing of ideas and information.</p>
	<p><b>Comprehension</b></p> <p>Extracts and summarises some relevant information from texts, with limited analysis and interpretation.</p>

**D****Written production and oral production**

Communicates simple, personal ideas and basic information in Chinese.

Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately.

Influence of accent/dialect may be evident and may affect fluency and ability to convey meaning clearly and effectively.

**Comprehension**

Extracts and summarises some relevant information from texts, with limited analysis.

**E**

Does not meet the requirements of a D grade.

## Appendix 2 – Grade descriptions Year 12

A	<p><b>Written production and oral production</b></p> <p>Manipulates Chinese authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates well-structured, logical arguments and substantiates points of view.</p> <p>Shows highly effective use of textual references.</p> <p>Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses Chinese with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively.</p> <p>Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is successfully and conveyed fluently.</p> <p>Structures and sequences ideas and information effectively and coherently.</p> <p><b>Comprehension</b></p> <p>Competently summarises all key points, synthesises information and identifies nuances in texts and provides detailed and insightful analysis.</p>
B	<p><b>Written production and oral production</b></p> <p>Manipulates Chinese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates well-structured, logical arguments and justifies points of view.</p> <p>Shows effective use of textual references.</p> <p>Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses Chinese with a high degree of accuracy and uses vocabulary and language conventions effectively.</p> <p>Influence of accent/dialect may be evident; however, meaning is conveyed effectively and fluently.</p> <p>Organises and expresses ideas and information clearly and logically.</p> <p><b>Comprehension</b></p> <p>Summarises and synthesises key points, details and nuances in texts and provides detailed analysis with some insight and interpretation.</p>
C	<p><b>Written production and oral production</b></p> <p>Uses Chinese mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.</p> <p>Provides supporting information and makes textual references to justify a point of view.</p> <p>Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses vocabulary and language conventions mostly accurately.</p> <p>Some influence of accent/dialect may be evident; however, meaning is conveyed accurately.</p> <p>Shows some organisation and sequencing of ideas and information.</p> <p><b>Comprehension</b></p> <p>Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation.</p>

**D****Written production and oral production**

Communicates simple, personal ideas and opinions in Chinese.

Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately.

Influence of accent or dialect may be evident and affect meaning, clarity or flow.

Provides some evidence of the ability to link ideas.

**Comprehension**

Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

**E**

Does not meet the requirements of a D grade.

## Appendix 3 – Character list

The characters listed below are those students are expected to recognise and use by the end of the course.

It is expected that students will be able to understand a wider range of vocabulary and idiomatic expressions relevant to the content of the course.

### A

爱澳安啊阿

### B

八把爸吧白百半班帮报包被杯备北毕笔比便边别病不办保饱变表步并

### C

才菜差茶长常车城吃出穿春次从错财参草村存唱超炒程冲持传成

### D

大打带但当到道的得地等第弟点电店定东冬动都读对短多代刀德懂毒度端队

### E

二儿饿

### F

发法饭方放房非飞分风夫服反废费粉份夫富负付

### G

该刚高告哥个给跟更工公共关贵国果过感赶干歌各功贡沟古故官管惯广滚

### H

还孩海汉好号和黑很红侯后花话坏欢黄会回活火喝何护华画化环换婚

### J

几己机家间见件讲教交叫节借姐今进近京经景旧九就觉饥级技计记加价假将  
角较接界金敬境酒居剧

### K

开看考可客课空口快块卡科渴酷哭

### L

来蓝老乐了冷离里两利六路绿拉浪累礼利力立恋辆聊林流溜楼录旅律络落

### M

吗妈买卖慢忙毛么美没每妹们面名明母马髦门迷灭民漠木目

### N

那哪男难南呢能年你您女奶脑闹念牛暖拿

### O

欧偶

### P

怕旁跑朋便票胖片贫平普

**Q**

七期起气汽千前钱亲请秋去戚妻骑谦轻青清穷求球区趋趣全

**R**

然让热人认日容如染任肉

**S**

三色上少谁什生师十使是事市识试书水说四思送诉算岁所赛森丝死随沙山商  
尚社身升食式世室势视收手守受瘦术树数帅睡顺

**T**

他她它太天听同头态谈汤专题体条跳庭厅通统突图

**W**

外完玩万晚王望往为位文问我五午物网忘未卫味温污伍武舞务

**X**

西希习喜下夏先现想象小笑些写谢心新信兴星行性学析息洗系戏献响相像消  
效孝笑休秀选

**Y**

亚样要也业一医意衣易宜以己因应有又友右雨语远月乐运压言演眼阳摇椅义  
姻音饮英影映游鱼育源员园院愿约云

**Z**

在再早怎站长找这着真正知支只中钟种住祝准子自字走最左作做坐噪择责资  
族尊丈者值职纸志重洲主助装追桌

## Useful words and expressions

The following words and expressions are a guide to support teachers and students explore content relevant to the course issues.

### Young people and their relationships

比较, 变化, 反面, 反映, 粉丝/迷, 赶时髦, 歌厅, 歌星, 歌唱比赛, 汉语, 交友, 交流, 卡拉 OK, 看法, 酷, 年轻人, 青年人, 前卫, 认为, 如何, 随便, 时装, 时尚, 帅哥, 跳舞, 同事, 音乐会, 摇滚乐, 追星族, 影星, 美女, 对方, 追求, 追星族, 报告, 被。。。, 毕业, 炒作, 前程, 付费, 交换, 最近, 想念, 兴趣, 热情, 相信, 愿意, 嫉妒, 难道, 孤独感

### Traditions and values in contemporary society

帮助, 保守, 财富, 冲突, 传统, 春节, 代沟, 地位, 法律, 富有, 个人, 公民, 沟通, 花钱, 家庭, 价值, 价值观, 教育, 浪费, 礼物, 美德, 妻子, 期望, 谦让, 亲戚, 清明节, 社会, 事业, 书法, 说服, 同意, 文化, 武术, 希望, 相反, 相同, 想法, 消费, 孝敬, 孝顺, 以为, 饮食, 应该, 语言, 丈夫, 支持, 尊敬, 中国菜, 中秋节, 关系, 观点, 观念, 国画, 京剧, 接受, 节约, 金钱, 婚姻大事, 对比, 端午节, 反对, 财富, 保存, 冲突, 讲究, 陈旧, 价格, 接受, 重视, 勤俭, 节约

### The nature of work

病毒, 电脑, 电子游戏, 方式, 行业, 将来, 科学技术, 普通话, 前程, 未来, 网络, 压力, 职业, 进步, 错误, 传承, 成功, 度假, 方法, 观察, 技术, 计划, 记录, 积累, 无聊, 说明, 困难, 水平, 内容, 商业, 效果, 资源, 材料, 解决, 就业, 设计, 经验

### The individual as a global citizen

当代, 地方, 地球村, 地区, 非洲, 欧洲, 负责, 贡献, 海平面上升, 环境, 回收, 废弃, 废气, 居住, 节水, 节能, 空气, 利用, 灭种, 森林, 世界, 树木, 太阳能, 温室效应, 污染, 相对, 义务, 志愿者, 自然资源, 责任感, 噪音, 重要, 贫穷, 保护, 动物, 沙漠化, 参加, 农村, 毒品, 发展, 富裕, 风景, 饥饿, 角度, 风浪, 落后, 目的, 温暖, 全球化, 使得, 死亡, 顺利, 统一, 地图, 卫生, 饮食, 值得, 传媒,

### Australian identity

澳大利亚, 澳洲, 国家, 海外华人, 华裔, 角色, 立场, 趋势, 认同, 四大发明, 身份, 说明, 亚洲, 选择, 有力, 并且, 超过, 结果, 感恩, 观点, 习惯, 孩子, 生活, 如何, 假装, 接触, 世界, 考虑, 客观, 渴望, 距离, 冷静, 利益, 法律, 方面, 偶尔, 征求, 全体, 感染, 思想, 高尚, 社会, 方式, 态度, 特别, 现象, 性格, 分析, 影响, 消极, 优秀, 意义, 教育, 反映, 形成, 克服, 坚持, 研究, 意识, 智慧, 心理, 融入, 思考, 鼓励, 表达, 国际, 歧视, 归属感, 骄傲

**Additional words and expressions**

Word/Concept	Translation
Local Aboriginal community	当地原住民社区
holders/keepers of knowledge	保存知识的人
Elders	老年人
protocols	礼仪，规范
Indigenous cultural and intellectual property	原住民文化及智慧财富
Aboriginal identity	原住民身份
connection	连结
kinship	血缘关系
reciprocity	互惠互利
story of creation	创世故事
spiritual	精神上的
Stolen Generations	被偷走的一代
sovereignty	主权
Dreaming story	梦幻时代的故事

**Expressions to be used in the English version, for concepts that cannot be translated**

- cultural safety
- on-Country
- off-Country
- self-determination
- custodians/traditional owners

**Words and expressions to be used in reference to disability**

Word/expression	Translation
disability	障碍
disabled person	有障碍的
learning disability	学习障碍
deaf	失聪
hearing impairment	听力障碍
blind	失明
visually impaired	视力障碍

## Appendix 4 – Glossary

### Aboriginal and Torres Strait Islander Peoples

Aboriginal Peoples are the first peoples of Australia, represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.

An Aboriginal and/or Torres Strait Islander person is someone who:

- is of Aboriginal and/or Torres Strait Islander descent
- identifies as an Aboriginal person and/or Torres Strait Islander person, and
- is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.

### Activity

A game or other teaching strategy that is used to rehearse learned language. Playing a game of Bingo, singing a song, or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is used to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks.

### Adjective

A word that modifies or describes a noun or pronoun, e.g. *astonishing* in *an astonishing discovery*.

### Adverb

A word class that may modify or qualify a verb, an adjective or another adverb, e.g. *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

### Adverbial

A word or group of words that functions as an adverb, e.g. *at the speed of light*.

### Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

### Audience

Intended readers, listeners, or viewers.

### Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

### Author

A composer or originator of a work, e.g. a novel, film, website, speech, essay, autobiography.

### Bias

In argument or discussion, to favour one side or viewpoint by ignoring or excluding conflicting information; a prejudice against something.

### Bilingualism

An ability to use two languages.

**Character**

Any of the set of symbols used to write Chinese, each of which represents a single, usually monosyllabic word or morpheme.

**Character components**

Individual elements of a written character which have a separate linguistic identity.

**Clause**

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

**Cohesion**

That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about, ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend and pal* in *My friend did me a big favour last week. She's been a real pal.*)

**Communication**

A mutual and reciprocal exchange of meaning.

**Complex sentence**

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

**Composing**

A process of producing spoken, written, graphic, visual, or multimodal texts in oral, print, visual or digital forms.

**Conjunction**

A part of speech that signals relationships between people, things, events, ideas, e.g. *Sophie and her mother might come and visit, or they might stay at home.* The conjunction *and* links the two participants, while *or* links alternative options.

**Context**

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

**Country**

Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

**Create**

Develop and/or produce spoken, written, graphic, visual, or multimodal texts in oral, print, visual or digital forms.

## Culture

In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.

Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:

- see, think and interpret the world
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

## Dialect

A variant of a language that is characteristic of a region or social group.

## Digital media

Various platforms via which people communicate electronically.

## Digital texts

Audio, visual, or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

## Directionality

A direction in which writing/script occurs, e.g. from left to right, right to left.

## Ellipsis

Ellipsis is the omission of words where:

- words repeat what has gone before and these terms are simply understood, e.g. *The project will be innovative. To be involved [in the project] will be exciting.*
- a word like one is substituted for a noun or group, as in *There are lots of apples in the bowl. Can I have one?*
- a cohesive resource that binds text together and is commonly used in dialogue for speed of response, e.g. *[Do you] Want a drink?/Thanks.*  
[I would like a drink]
- three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an onscreen menu
- the points of ellipsis take the place of sections of text when quoting from a source.

**Exercise**

A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.

**Fiction**

Fiction refers to literature created from imagination. It includes novels, traditional tales, poetry, plays and multimodal texts such as film or stories (see *genre*).

**Form-focused language activities**

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, e.g. drills, rehearsed role- plays/dialogues, games and songs, set sequences of language patterns.

**Formulaic language**

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

**Forum**

A meeting or medium where ideas and views on a particular issue can be exchanged.

**Genre**

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. The two main genres of literature are fiction and nonfiction.

- Genres of fiction include novels, traditional tales, poetry, plays and multimodal texts such as film or stories.
- Genres of nonfiction include advertising, articles, biographies, debates, descriptions of natural phenomena, documentaries, essays, explanations, instructions and directions, news bulletins, reports, recounts of events, rules, speeches, and websites.

In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text (see *text types*).

**Gist**

The general meaning or most important piece of information in a text.

**Hyperbole**

Exaggerated claims or statements which are not meant to be taken literally.

**Identity**

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners' experiences with different linguistic and cultural systems introduce them to alternative ways of considering the nature and the possibilities associated with identity.

**Idiomatic expressions**

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, e.g. *I am over the moon, on thin ice, a fish out of water, fed up to the back teeth.*

**Indigenous Cultural and Intellectual Property (ICIP)**

Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory (see *Indigenous Peoples*).

**Indigenous Peoples**

Internationally recognised term for the first people of a land. In NSW, the term Aboriginal person/People/s is preferred (see *Aboriginal and Torres Strait Islander Peoples*).

**Intercultural capability**

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours.

Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

**Intercultural language teaching and learning**

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language/s and cultural frame/s.

**Interpret**

In the context of second or additional language learning, interpret refers to two distinct processes:

- the act of translation from one language to another
- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.

**Intonation**

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, e.g. to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

## Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.

## Language features

Features of language that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue.

Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

## Learning task

Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms.

The learning task may be authentic, e.g. to conduct a Chinese-speaking person around a school or to participate in an experiment; or simulated, e.g. to compose an email to a Chinese-speaking friend or read a friend's blog.

Learning tasks provide the organising structure and context for meaning- focused language learning.

**Macro skills**

Four major language skills of listening, speaking, reading and writing.

**media texts**

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

**metalanguage**

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *face*, *reciprocating*, *register*).

**metaphor**

A resemblance between one thing and another is declared by suggesting that one thing is another, e.g. *My fingers are ice*. Metaphors are common in spoken and written language, and visual metaphors are common in still images and moving images.

**mode**

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.

**monolingual**

Using only one language.

**morpheme**

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

**multilingual/plurilingual**

An ability to use several languages.

**multimodal text**

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

**narrative**

A story of events or experiences, real or imagined.

**non**

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are concrete nouns. Abstract nouns express intangibles, such as *democracy*, *courage*, *success*, *idea*.

**nonfiction**

Nonfiction refers to literature based on fact. It includes advertising, articles, biographies, autobiographies, debates, descriptions of natural phenomena, documentaries, essays, explanations, instructions and directions, news bulletins, reports, recounts of events, rules, speeches, and websites (see *genre*).

**off-Country**

Taking place away from Aboriginal land or Country of origin.

**on-Country**

Taking place on Aboriginal land or Country of origin.

**orthography**

Writing words with correct letters or characters according to common usage.

**personification**

Attributing human characteristics to abstractions such as love, things (for example, *The trees sighed and moaned in the wind*) or animals (for example, *The hen said to the fox*).

**pictogram**

A graphic depiction of the meaning represented in a *Hanzi*.

**Pinyin**

The official Romanisation of Mandarin Chinese used as a tool to teach Modern Standard Mandarin Chinese.

**Place**

A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.

**pragmatics**

A study of how context affects communication, e.g. in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

**prefix**

A meaningful element (morpheme) added before the main part of a word to change its meaning, e.g. 'un' in *unhappy*.

**preposition**

A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (*below, in, on, to, under* – for example *she sat on the table*)
- time (*after, before, since* – for example *I will go to the beach after lunch*)
- those that do not relate to space or time (*of, besides, except, despite* – for example, *he ate all the beans except the purple ones.*).

Prepositions usually combine with a noun group or phrase to form a prepositional phrase, e.g. *in the office, besides these two articles*.

**processing**

In the context of Languages syllabuses, 'processing' refers to accessing, using and/or transforming information.

**productive language**

One of two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

**pronoun**

A part of speech that refers to nouns, or substituting for them, within and across sentences, e.g. *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

**pronunciation**

A manner in which a syllable is uttered.

**question**

A commonly employed prompt to find out information. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers, e.g. *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, e.g. *How do you feel about that?* *What do you think might happen next?* They are used as stimulus for discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

**receptive language**

One of two aspects of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

**register**

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*, e.g. informal register or academic register.

**script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

**speak**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.

**stereotype**

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

**stress**

An emphasis in pronunciation that is placed on a particular syllable of a word, e.g. *she will **conduct** the orchestra; her **conduct** is exemplary.*

**suffix**

A meaningful element added after the root of a word to change its meaning, e.g. to show its tense: *-ed* in 'passed'. Common suffixes in English include *-ing, -ed, -ness, -less, -able*.

**sustained interaction**

An exchange of information, ideas and/or opinions consisting of a series of questions, responses, or comments.

**texts**

Communications of meaning produced in any media that incorporates Chinese. Text types and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see *multimodal text*).

**text structure**

Ways in which information is organised in different texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

**text types**

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, e.g. texts may be informative, imaginative, evaluative, persuasive or reflective; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts.

- *Informative texts* – texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures.
- *Imaginative texts* – texts that represent ideas, feelings and mental images in words or visual images. Imaginative texts are characterised by originality, freshness and insight.
- *Evaluative texts* – texts that use positive or negative language that judges the worth of something. The language used in these texts provide a particular perspective (for example judgemental, emotional, critical) in order to influence how the audience will respond to the content of the text.
- *Persuasive texts* – texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. Persuasive texts seek to convince the responder of the strength of an

argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language.

- *Reflective texts* – texts that represent personal thought processes. These processes are drawn from an understanding and appreciation of one's own learning from experiences, situations, events and new information. Reflective texts use descriptive, emotive, evaluative and analytical language.

### **textual features/conventions**

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see *language features*).

### **tone**

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable.

However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

### **translation**

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

### **verb**

A part of speech which expresses existence, action, state or occurrence, e.g. they **watch** football; she **is** exhausted; the day finally **came**.

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice, or condition. For example, they **will** go, I **did** eat lunch, she **might** fail the exam.

### **viewing**

Observing and comprehending a visual text, for example, diagram, illustration, photograph, film, television documentary, multimedia. This sometimes involves listening to and reading accompanying written text.

### **word borrowing**

A practice of incorporating words from one language into another, e.g. the use of Chinese words such as *yum cha*, *tai chi* in English and the use of ICT terms in many languages. The increasing frequency of borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.



