



CHINESE: SECOND LANGUAGE

ATAR course

Year 11 syllabus | Consultation Draft

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 2026.

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, 2024

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](#).

Content

Rationale	1
Application for enrolment in a language course	1
Aims	2
Organisation	2
Structure of the syllabus	2
Organisation of content	3
Progression from the Year 7–10 curriculum	5
Representation of the general capabilities	5
Representation of the cross-curriculum priorities	8
Unit 1	10
Unit description.....	10
Unit content	10
Intercultural understandings.....	14
Language learning and communication strategies	14
Unit 2	15
Unit description.....	15
Unit content	15
Assessment	20
School-based assessment.....	21
Assessment table – Year 11.....	22
Reporting.....	23
Appendix 1 – Grade descriptions Year 11	24
Appendix 2 – Text types and styles of writing	26
Appendix 3 – Elaborations of grammatical items	32
Appendix 4 – Language learning and communication strategies	41

Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which Chinese: Second Language is one, 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 and provides a gateway to understanding the culture and values of the Chinese-speaking communities. It is a language of communication for China, Taiwan, Hong Kong, Macau, Malaysia, Singapore, Brunei and Christmas Island.

As Chinese is spoken in Australia, many opportunities exist to hear and use the language in real-life situations as well as through Chinese media in Australia and actual and virtual connections with Chinese-speaking communities in the rest of the world. Proficiency in Chinese may provide students with enhanced vocational opportunities in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Chinese: Second Language ATAR course is designed for students for whom Chinese is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the Chinese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Chinese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

The language to be studied and assessed is Modern Standard Chinese, also known as Mandarin.

The rich linguistic and cultural diversity of Western Australia, to which Chinese-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

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 application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

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

- interact with others to exchange information, ideas, opinions and experiences in Chinese
- analyse a range of texts in Chinese to comprehend, and interpret meaning
- apply the skills they have acquired to produce texts in Chinese to convey information, express ideas and opinions and experiences for specific audiences, purposes and contexts
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation

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

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on 人际关系 (**Relationships**). Through the three topics – Friendships, Family relationships, Staying connected – students further develop their communication skills in Chinese and gain a broader insight into the language and culture.

Unit 2

This unit focuses on 年轻人 (**Young people**). Through the three topics – A day in my life, School and leisure life, Youth culture in the world – students extend their communication skills in Chinese and gain a broader insight into the language and culture.

Each unit includes:

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

Organisation of content

The course content is organised into five content areas:

- Perspectives and topics
- Text types and styles of writing
- 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.

Perspectives and topics

Each unit is defined by a particular focus, three perspectives and a set of topics.

The perspectives are:

- personal — explores aspects of the student’s personal world, aspirations, values, opinions, ideas and relationships with others. They also explore the topic from the perspectives of other people
- community — explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language
- global — explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of the Chinese language and culture. The placement of topics under one or more of the three perspectives is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and to produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to, and/or produce, a range of spoken and written text types in styles of writing in Chinese.

Linguistic resources

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

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language. In the Chinese: Second Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Chinese.

Intercultural understandings

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

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected; however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Chinese-speaking communities, and begin to apply these in order to communicate effectively.

Language learning and communication strategies

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

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

These strategies support and enhance the development of literacy skills, and enable 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.

Progression from the Year 7–10 curriculum

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

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

Representation of the general capabilities

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

Literacy

The Chinese: Second Language ATAR course develops students' ability to listen to, read, view, create and perform a range of spoken, written and multimodal texts in Chinese. It provides opportunities for students to move between Chinese and English to analyse, interpret and reflect on texts. They convey information, ideas and opinions in a variety of text types and formats, and write Chinese texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

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

For learners of Chinese, literacy development in the language enhances and extends their knowledge and understanding of English literacy and uses their knowledge of English literacy to support their learning in Chinese.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Chinese affords opportunities for learners to develop, use and understand, patterns, order and relationships, and reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the Chinese: Second Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The Chinese: Second Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

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.

Personal and social capability

The Chinese: Second Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Chinese speakers in culturally appropriate ways in a range of contexts and situations, they develop an understanding of the importance of communicating in a respectful manner.

In the Chinese: Second Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations; essential aspects of learning Chinese.

Ethical understanding

In learning Chinese, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Chinese in the Chinese: Second Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Chinese, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Chinese does not require forsaking a student's first language. It is an enriching and cumulative process, which broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

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

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

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Chinese: Second 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 Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Chinese: Second Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving, locally, regionally and within an international context.

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

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

The Chinese: Second Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Chinese-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts, such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

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

DRAFT

Unit 1

Unit description

The focus for this unit is 人际关系 (**Relationships**). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Chinese and gain a broader insight into the language and culture.

Unit content

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

Perspectives and topics

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

Perspectives	Topics
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Chinese-speaking communities.</p>	<p>Friendships 友情</p> <p>Students explore friendships in their lives.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in the Chinese-speaking communities.</p>	<p>Family relationships 家庭关系</p> <p>Students investigate the importance of family relationships in Chinese-speaking communities.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Staying connected 保持联系</p> <p>Students examine how people around the world stay connected.</p>

Text types and styles of writing

Text types

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

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – conversation, interview, speech
- song
- speech
- summary
- table

Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: descriptive, informative, persuasive.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Adverbs	emphasis: 都
	expressing 'actually' with 其实
	expressing 'already' with 已经
	expressing 'each other' with 互相
	expressing frequency
	intensifiers
Conjunctions	expressing 'regarding' with 关于
	joining information: <ul style="list-style-type: none"> • 也 • 还
	offering choices in a question with 还是
	sequencing past events with 后来
Constructions	causative: 因为……所以……
	connecting adjectives with 又……又……
	expressing additional information with 不但……而且……
	expressing comparison: <ul style="list-style-type: none"> • 比 • 比起来
	expressing conditions: <ul style="list-style-type: none"> • 如果 • 要是
	introducing contrasting ideas with 虽然……但是……
Measure words	common classifiers
Particles	adjective modifier: 的
	adverbial phrases: <ul style="list-style-type: none"> • 得 • 地
	for forming adjective clauses: 的
	possessive: 的
	use and non-use of 的

Grammatical items	Sub-elements
Prepositions	expressing 'to' and 'for' with 给
	expressing 'with': <ul style="list-style-type: none"> 跟 和
Pronouns	questions words used as indefinites
	specifying: <ul style="list-style-type: none"> 每 各 另
Questions	answering yes-no questions
	common question words
	forming yes-no questions
	tag questions

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of Chinese, and in particular:

- using *Pinyin* to record the sound of phrases or sentences and assist with pronunciation and the typing of Chinese characters
- understanding that tones are an integral part of the Chinese language and the same syllable can have different meanings depending on the tone used
- recognising homophones (同音词) and words with similar pronunciation (音近词) are common in Chinese, and understanding that context is crucial for distinguishing them
- understanding tones may change depending on circumstances; for example, 不 (*bù* to *bú*), 一 (*yī* to *yí* or *yì*), and how 你好 is pronounced as *nǐ hǎo* and not *nǐ hǎo*
- understanding that the use of fillers can help maintain the flow of conversation
- using phonetic components and/or radicals to predict the meanings and/or sounds of a character
- being aware that Chinese characters are made up of strokes and that the use of specific stroke order is integral for proper writing
- understanding that radicals and numbers of strokes are crucial for looking up Chinese characters in a dictionary
- using Chinese punctuation marks in writing; such as 。 (full stop), ， (comma), 、 (enumerative comma), and “ ” (quotation marks)
- being aware that different accents and dialects exist in diverse Chinese-speaking communities.

Intercultural understandings

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

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Unit 2

Unit description

The focus for this unit is 年轻人 (**Young people**). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 1.

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

Perspectives and topics

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

Perspectives	Topics
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Chinese-speaking communities.</p>	<p>A day in my life 我的一天</p> <p>Students explore aspects of their daily lives.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in the Chinese-speaking communities.</p>	<p>School and leisure life 校园与休闲生活</p> <p>Students investigate school life in Chinese-speaking communities and what young people do in their free time.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Youth culture in the world 全球青年文化</p> <p>Students examine popular youth culture around the world.</p>

Text types and styles of writing

Text types

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

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – conversation, interview, speech
- song
- speech
- summary
- table

Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: informative, personal, reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Adverbs	emphasis: 就
	expressing 'again' in the future with 再
	expressing approximation
	expressing doing something less with 少
	expressing doing something more with 多
	expressing extent with 以上/下
	expressing 'only' with 才
	indicating a continuing action with 还
	intensifier suffixes: <ul style="list-style-type: none"> • 极了 • 得不得了
Aspects	durative – progressive: 正在
	expressing duration with 的
Comparison	expressing 'even more' with 更
	expressing that two things are not in the same way with 不一样
	expressing that two things are in the same way with 一样
	modifying 比: <ul style="list-style-type: none"> • 一点儿 • 多了
Conjunctions	expressing additional information with 另外
	expressing events happening at a particular time: <ul style="list-style-type: none"> • 的时候 • 时
	expressing 'then' with 然后
	expressing 'therefore' with 因此
	indicating choices with 或者
	introducing contrasting ideas with 不过

Grammatical items	Sub-elements
Constructions	expressing additional information with 除了……以外, ……还/也……
	expressing 'except for' with 除了……以外, ……都……
	expressing simultaneity: <ul style="list-style-type: none"> 一边……一边…… 边……边……
	imperative sentences
	negative imperative sentences
	sequencing events in time: <ul style="list-style-type: none"> 先……然后…… 一……就……
Reduplications	adjectives
	nouns
	verbs
Verb complements	resultative: <ul style="list-style-type: none"> 完 好

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of Chinese, and in particular:

- using *Pinyin* to record the sound of phrases or sentences and assist with pronunciation and the typing of Chinese characters
- understanding that tones are an integral part of the Chinese language and the same syllable can have different meanings depending on the tone used
- recognising homophones (同音词) and words with similar pronunciation (音近词) are common in Chinese, and understanding that context is crucial for distinguishing them
- understanding tones may change depending on circumstances; for example, 不 (*bù* to *bú*), 一 (*yī* to *yí* or *yì*), and how 你好 is pronounced as *nǐ hǎo* and not *nǐ hǎo*
- understanding that the use of fillers can help maintain the flow of conversation
- using phonetic components and/or radicals to predict the meanings and/or sounds of a character
- being aware that Chinese characters are made up of strokes and that the use of specific stroke order is integral for proper writing
- understanding that radicals and numbers of strokes are crucial for looking up Chinese characters in a dictionary
- using Chinese punctuation marks in writing, such as 。 (full stop), ， (comma), 、 (enumerative comma), and “ ” (quotation marks)
- being aware that different accents and dialects exist in diverse Chinese-speaking communities.

Intercultural understandings

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

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

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, 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 must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Chinese: Second Language ATAR Year 11 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 for each unit in the unit pair
- 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.

Assessment table – Year 11

Type of assessment	Weighting
<p>Oral communication</p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Chinese.</p> <p>Typically, these tasks are administered under test conditions.</p>	25%
<p>Responding to texts</p> <p>Comprehension and interpretation of spoken and printed texts in Chinese. Texts represent different text types and styles of writing. Questions for spoken texts are phrased in English for responses in English.</p> <p>Questions for printed texts are either phrased in English for responses in English, or phrased in Chinese and English for responses in Chinese, depending on the requirements of the question.</p> <p>Typically, these tasks are administered under test conditions.</p>	30%
<p>Written communication</p> <p>Production of written texts to convey information and express ideas, opinions and/or experiences in Chinese.</p> <p>Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.</p>	15%
<p>Examination</p> <p>Practical (oral) examination</p> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> <p>Written examination</p> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	10% 20%

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).

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

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

The grade descriptions for the Chinese: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website (www.scsa.wa.edu.au).

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

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

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

Appendix 1 – Grade descriptions Year 11

A	<p>Written production</p> <p>Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends almost all questions and responds with relevant information and/or opinions.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p>Comprehension</p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides relevant details.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>
B	<p>Written production</p> <p>Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics.</p> <p>Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Writes structured texts that show clearly developed ideas.</p> <p>Applies most of the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively in most instances across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information and/or opinions.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p>
	<p>Comprehension</p> <p>Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

C	<p>Written production</p> <p>Responds with mostly relevant information and/or opinions. Includes some detail when writing about familiar topics and may include irrelevant content when writing about less familiar topics. Provides responses that use well-rehearsed language and familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types.</p>
	<p>Oral production</p> <p>Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items, and simple and complex sentence structures with inaccuracies that, at times, affect meaning. Makes errors in pronunciation that, at times, may result in the meaning not being clear.</p>
	<p>Comprehension</p> <p>Extracts and processes some information from a variety of texts; provides limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete. Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>
D	<p>Written production</p> <p>Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content. Provides responses that use well-rehearsed, simple language and short sentences. Develops responses that are frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently.</p>
	<p>Oral production</p> <p>Provides some simple information and/or opinions. Falls silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p>Comprehension</p> <p>Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

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

Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

Text types

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title, which is centred, and are often in the first person. Each paragraph is indented. Accounts describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

Advertisement

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in an informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content and is centred. Each paragraph is indented. Articles are usually in a formal register, and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register, but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Comic strip

Comic strips or cartoons represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers.

The register of conversations will often depend on the context and the relationship between participants.

Description

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

Discussion

In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of email messages could be formal or informal, depending on the context. Emails start with the name of the recipient, followed by a colon. Each new paragraph can be indented, but must be consistent. The first paragraph of an email starts with a salutation and the last paragraph ends with a signing off, appropriate to the context. An email ends with a closing salutation and the name of the writer on the next line, both aligned to the left. A date is not included in an email as this is automatically generated by the email. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application; for example, for a job.

Image

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Infographic

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation.

The register of interviews will often depend on the context and the relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information or experiences of the writer. The layout should be authentic, starting with the date, followed by the day of the week, and the weather of the day. These details should be separated and centred on the same line. Each new paragraph is indented. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. Formal letters start with the name of the recipient, followed by a colon. Each new paragraph is indented. The first paragraph starts with a formal salutation. The formal letter ends with a signing off and a formal closing salutation. The formal closing salutation typically starts with an indented 祝 on its own line. The words of good wishes are on the next line without indentation. The writer's name is included on the next line after the salutation and is right aligned. The date appears below the name of the writer, also right aligned. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. Informal letters start with the name of the recipient, followed by a colon. Each new paragraph is indented. An informal letter can be less stylised than a formal letter, typically with a casual greeting, a signing off, and a closing salutation. The informal closing salutation includes the word 祝 and words of good wishes, which are on the same line, with or without indentation. The writer's name is included in informal letters on the next line after the salutation and is right aligned. The date appears below the name of the writer and is also right aligned. The language can be

informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left as a voice mail on a phone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes typically start with the name of the recipient, followed by a colon, and end with a salutation and a signing off with the name of the writer appearing below the message and right aligned. The date or time is on the next line and is also right aligned. The content of a note should be brief and to the point, and convey a specific piece of information with little extra detail.

Plan

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in a formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

Presentation

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, is followed by an explanation or presentation of an argument, and ends with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

Review

Reviews are evaluations of works, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Role play

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of role plays will often depend on the context and the relationship between participants.

Script – conversation, interview, speech

Scripts are written forms of conversations, interviews or speeches that communicate and exchange ideas, information, opinions and experiences.

Scripts for interviews would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

Scripts for speeches start with addressing the audience, followed by a colon. The new paragraphs are indented and the first paragraph will include the purpose of the speech. Following the concluding paragraph, there is a closing remark.

Song

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

Speech

Speeches, in their oral forms, communicate ideas, opinions and attitudes to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation or sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

Summary

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

Table

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Styles of writing

Descriptive

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding, and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 3 – Elaborations of grammatical items

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

Unit 1

Grammatical items	Sub-elements	Elaborations
Adverbs	emphasis: 都	我和我的好朋友们都喜欢打乒乓球。
	expressing 'actually' with 其实	其实，中国的父母很关心他们的孩子。
	expressing 'already' with 已经	我和大华已经认识十多年了。
	expressing 'each other' with 互相	好朋友应该互相鼓励、互相帮助。
	expressing frequency	常常、总是、有时候 我常常和英国的亲戚视频聊天。 我的爸爸妈妈总是非常关心我。 我有时候会打电话给我的朋友，有时候会用短信聊天。
	intensifiers	非常、很、比较、有点儿 中国人非常孝顺，也很尊敬他们的父母。 中国人比较重视家庭关系，所以重要节日的时候一定会和家人团聚。 在网上交友可能有点儿危险，因为我们不知道对方的真实身份。
Conjunctions	expressing 'regarding' with 关于	我读了很多关于中国家庭关系的文章。
	joining information: • 也 • 还	李明是我的同学，也是我最好的朋友。 王红的个性很好，还非常乐于助人。
	offering choices in a question with 还是	年轻人喜欢发短信联络朋友还是打电话？
	sequencing past events with 后来	我们本来不常聊天。后来，我们成了无所不谈的好朋友。
Constructions	causative: 因为……所以……	因为中国人很重视家庭关系，所以过节的时候都会聚在一起。
	connecting adjectives with 又……又……	我的闺蜜个性非常好，又有耐心、又有幽默感。
	expressing additional information with 不但……而且……	网络不但让人们保持联系，而且让我们能和世界各地的人交朋友。
	expressing comparison: • 比 • 比起来	中国的父母比澳洲的父母严格。 跟以前比起来，现代人有更多保持联系的方法。

Grammatical items	Sub-elements	Elaborations
	expressing conditions: <ul style="list-style-type: none"> • 如果 • 要是 	<p>如果我没接电话，你就给我发个短信吧。</p> <p>要是你和朋友有共同的爱好，你们的友谊会更长久。</p>
	introducing contrasting ideas with 虽然……但是……	虽然中国父母对孩子很严格，但是都为了孩子好。
Measure words	common classifiers	我有一个知己，有烦恼时，我都会和他倾诉。
Particles	adjective modifier: 的	他有一头漂亮的黑发。
	adverbial phrases: <ul style="list-style-type: none"> • 得 • 地 	<p>美雪唱歌唱得很好听。</p> <p>李强的父母辛苦地工作，给他最好的生活。</p>
	for forming adjective clauses: 的	我收到了我中国朋友给我发的电子红包。
	possessive: 的	中国人的家庭称呼非常复杂。
	use and non-use of 的	中国的年轻人和他们父母亲的关系很好。
Prepositions	expressing 'to' and 'for' with 给	丽丽每天都给她的好朋友打电话或者发短信。
	expressing 'with': <ul style="list-style-type: none"> • 跟 • 和 	<p>你知道小方在跟谁聊天吗？</p> <p>我经常和朋友在网上聊天。</p>
Pronouns	question words used as indefinites	<p>谁、哪里、什么</p> <p>因为性格好，林美和谁都可以成为好朋友。</p> <p>有了网络，年轻人哪里都不用去就可以认识很多朋友。</p> <p>刘夏和他的好朋友们什么都聊。</p>
	specifying: <ul style="list-style-type: none"> • 每 • 各 • 另 	<p>每一个中国家庭都不太一样。</p> <p>现代人有各种和朋友保持联系的方法。</p> <p>社交媒体的另一个好处是方便。</p>
Questions	answering yes-no questions	你不喜欢用社交媒体吗？是的，我不喜欢。
	common question words	中国的父母亲怎么样教育他们的孩子？
	forming yes-no questions	<p>杰克有没有网友？</p> <p>上网聊天安（全）不安全？</p> <p>今年的春节你会回家和父母团聚吗？</p>
	tag questions	<p>星期六和我一起逛街看电影，好吗？</p> <p>出发前给我发个短信，行吗？</p>

Unit 2

Grammatical items	Sub-elements	Elaborations
Adverbs	emphasis: 就	年轻人就是喜欢新鲜的玩意儿，比如直播。
	expressing 'again' in the future with 再	因为今年的社区活动很有意义，所以我打算明年再参加一次。
	expressing approximation	左右、差不多、大约、大概、多、几 我每天早上七点半左右起床，然后吃早饭，准备上学。 中国的高中生每天花差不多两个小时做功课，然后还要准备考试。 在中国，中学生每天呆在学校大约十小时。 澳大利亚的中学大概三点就放学，但是中国的中学常常五点以后才放学。 我的英语班上有三十多个学生。 虽然嘻哈音乐已经流行四十几年了，全世界的年轻人还是对它充满热爱。
	expressing doing something less with 少	很多年轻人不但自己开始吃素，也鼓励亲朋好友少吃肉。
	expressing doing something more with 多	我觉得年轻人应该多看书充实自己，不应该每天上网聊天或者玩电脑游戏。
	expressing extent with 以上/下	在中国，考六十分以上是及格，六十分以下是不及格。
	expressing 'only' with 才	才五点！我还可以看三个小时的书。
	indicating a continuing action with 还	虽然世界不停地在改变，现在的年轻人还是喜欢表现自己。 中国的学生常常到了晚上十点还在学习。
	intensifier suffixes: • 极了 • 得不得了	老师生气极了！因为我今天又迟到了。 很多年轻人喜欢跳伞和划水等户外运动，因为好玩得不得了。
Aspects	durative – progressive: 正在	我正在听音乐。
	expressing duration with 的	我做了一个小时的功课。
Comparison	expressing 'even more' with 更	网络让年轻人能更快速地和世界各地的人分享他们的生活。
	expressing that two things are not in the same way with 不一样	中国的学校和澳大利亚的不一样，每天都有很多大大小小的考试。
	expressing that two things are in the same way with 一样	中国的年轻人和澳大利亚的一样，都喜欢上网聊天、玩游戏。
	modifying 比: • 一点儿 • 多了	我觉得汉语比英语难一点儿。 中国学生的学习压力比澳大利亚的学生大多了。

Grammatical items	Sub-elements	Elaborations
Conjunctions	expressing additional information with 另外	年轻人喜欢街舞，因为街舞很时尚，代表潮流。另外，街舞跳起来可以非常自由。
	expressing events happening at a particular time: • 的时候 • 时	年轻人在玩游戏的时候，也喜欢和别的玩家互动。周末时，我会去快餐店打工。
	expressing 'then' with 然后	年轻人喜欢关注网红，然后模仿他们的穿着和言行。
	expressing 'therefore' with 因此	高三的学习压力非常大。因此，很多学生会找时间放松
	indicating choices with 或者	中国的学生放学后 would 参加课外活动或者去补习班学习。
	introducing contrasting ideas with 不过	中国学生每天在学校的时间很长。不过，我觉得大家一起努力学习非常好。
Constructions	expressing additional information with 除了……以外，……还/也……	除了白天在学校学习以外，很多中国的学生放学后还/也会去补习班上课。
	expressing 'except for' with 除了……以外，……都……	在中国，除了住得近的学生以外，其他的学生都住在学校宿舍。
	expressing simultaneity: • 一边……一边…… • 边……边……	很多年轻人喜欢一边听音乐一边跳舞，不但放松，还可以表现自己。 我喜欢边做家务边听我最爱的歌曲。
	imperative sentences	跑快点儿！公交车要开走了。
	negative imperative sentences	别说话了！专心听老师上课。
	sequencing events in time: • 先……然后…… • 一……就……	我先上数学课，然后上科学课。 我每天一到学校，就和朋友聊天。
	Reduplications	adjectives
nouns		人人、个个、天天、年年 人人都喜欢喜欢上中文课。 现在的年轻人个个都很依赖科技和网络。 我天天上网。 年年都出现不同的年轻人文化。
verbs		今天我想谈谈我的一天。
Verb complements	resultative: • 完 • 好	我通常吃完晚餐后会看电视或玩游戏。 明天的考试我准备好了。

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Chinese grammatical items.

Grammatical item	Sub-elements	Elaborations
Adjectives	colours	中国人春节喜欢穿红色的衣服和吃饺子。 我有一双绿色眼睛。
	qualitative	虽然中文不容易，但是我觉得学中文很重要。 我不喜欢数学课，因为数学很难。 我有一件很漂亮的连衣裙。
Adverbs	expressing approximation	多、左右、几、不到 我的飞机票花了一千多块钱。 我每天花两个小时左右做功课。 我的汉语班上有十几个学生。 我家到学校不到一公里。
	expressing frequency	不常、常常、每天、从不 我不常喝可乐，因为我觉得可乐对健康不好。 我常常去游泳池游泳。 因为比赛快到了，所以我每天都练习打网球。 芳芳上学从不迟到。
	indicating inclusion with 都	我们一家人都喜欢说中文，吃中国菜。
	indicating sequence: • 才 • 就	学校九点才上课，可是丽丽八点就到学校了。
	intensifiers	挺、非常、很、真、太 去日本旅游挺贵的。 美琪非常喜欢学中文，因为她觉得很有意思。 长城真漂亮！ 出国旅行太贵了。
	joining information with 也	我喜欢听音乐，也喜欢看电视。 国强没去过中国，文成也没去过。
	superlative: 最	我最喜欢游泳。 我最不喜欢踢足球。
Aspects	durative – progressive: • 正在 • 在	丽莎正在弹钢琴。 老师在说话。
	expressing experience with 过	你去过中国吗？我没去过中国。
	indicating completion with 了	彼得去年毕业了。

Grammatical item	Sub-elements	Elaborations
Auxiliaries	expressing 'do not allow': <ul style="list-style-type: none"> • 不让 • 不准 	我妈妈不让我参加聚会。 我的父母不准我上网交朋友，因为不安全。
	expressing permission: <ul style="list-style-type: none"> • 能 • 可以 	老师说我们考试的时候能用字典。 妈妈说我明天可以和你去逛街。
	expressing the ability to do something: <ul style="list-style-type: none"> • 会 • 能 	我会弹钢琴，也弹得非常好。 小美能说英语和一点儿汉语。
	expressing the future: <ul style="list-style-type: none"> • 要 • 会 	我这个星期不能去打工，因为我要复习。 天气预报说明天会下雨。
	indicating intention: <ul style="list-style-type: none"> • 打算 • 想 	我打算上大学。 我想去中国旅行，因为我听说中国很漂亮。
	Characters	common radicals common stroke types
Conjunctions	connecting contrasting ideas: <ul style="list-style-type: none"> • 可是 • 但是 • 不过 	我想去打工，可是我没有时间。 明天有汉语考试，但是我还没开始准备。 糖果很好吃，不过，吃太多糖果对牙齿不好。
	expressing additional information with 另外	如果去北京，我打算去长城。另外，我也想去参观故宫。
	expressing 'in order to' with 为了	为了学好中文，我每天练习说中文。
	expressing reasons with 因为	明年我要学数学和科学，因为我想当医生。
	expressing 'then' with 然后	哥哥玩了两个小时的游戏，然后又看了两个小时的电视。
	indicating choices with 或者	我星期六或者星期天可以和你去买东西。
	joining information with 和	我要带一条连衣裙和两件衬衫。
	offering choices in a question with 还是	你喜欢咖啡还是茶？

Grammatical item	Sub-elements	Elaborations
Constructions	expressing additional information: <ul style="list-style-type: none"> 除了……以外, ……也…… 不但……而且…… 	除了每天跑步以外, 大伟也常常踢足球。 在中国饭馆打工不但可以挣零花钱, 而且可以练习说汉语。
	expressing comparison with 比	我觉得春节比中秋节有意思。
	expressing conditions with 如果	如果我中文说得很好, 以后就可以去中国上大学。
	expressing events in quick succession: <ul style="list-style-type: none"> 一……就…… ……了……就…… 	我们一到上海就打电话给爸爸妈妈。 妈妈说吃了糖果就要刷牙。
	introducing contrasting views: <ul style="list-style-type: none"> 虽然……但是…… 不是……而是…… 	虽然你说得对, 但是我不太同意。 玛丽不是在玩游戏, 而是在写作业。
	negative imperative sentence	上课别说话!
Measure words	with nouns	个、只、本、件、条、件、把、口、双 我有一只狗和两条金鱼。 莉亚有一双美丽的大眼睛。
	with verbs: 次	你多久打一次网球? 我一星期打三次网球。
	missing measure words	我住在中国一年了。 从我家走路到车站要一小时。 我一天吃三餐
Nouns	common nouns	的卧室里有一张桌子、一张床和一个衣柜。
	enumerative pronouns: 等等	我喜欢打篮球、踢足球等等。
	spatial nouns	里面、外面、上面、下面、左边、右边、前面、后面 房子的前面是一个大花园。
	proper nouns	老师去过北京。 我住在澳大利亚。
	temporal nouns	昨天、下午、现在、三点、半、刻、分 现在是下午三点一刻。
	titles and forms of address	老师、先生、小姐、太太、医生 李先生今天穿黑色的西装。

Grammatical item	Sub-elements	Elaborations
Particles	adjective modifier: 的	安安有漂亮的黑发。
	adverbial phrase: 得	我汉语说得不好。
	for forming relative clauses	我昨天买的书不太贵。
	making a suggestion with 吧	我们一起去吧!
	possessive: 的	我的汉语老师很好。
	use and non-use of 的	我爸爸是澳大利亚人。 我的爸爸是澳大利亚人。 她有长头发。 她有长长的头发。
Prepositions	expressing 'to' and 'for' with 给	我明天会给你打电话。 我的好朋友送给我一个生日礼物。 兰兰发了邮件给我。
	expressing 'towards' with 对	我对音乐感兴趣。
	expressing 'with' with 跟	我跟小红一起去中国饭馆吃饭。
Pronouns	personal	他、她、它、我、你、您
	plural personal pronouns	你们、我们、他们、她们、它们
	demonstrative	这是我的哥哥。 那是一只狗。
Quantifiers	cardinal numbers	零/〇、一、二、三、四、五、六、七、八、九、十
	两	我有两个弟弟。
	expressing 'half'	我看了半个小时的电视。
	large numbers	百、千
	ordinal numbers	李文得了第一名。
Sentence structures	subject-time-place-manner-verb-object	妈妈早上在河边骑自行车锻炼身体。 我每天都走路上学。
	subject-verb-object	我吃饭。 晓明踢足球。
	zero subject sentences	吃饭了吗? 他叫王小明, 是我的朋友。
Set expressions	common set expressions	数一数二、一心一意、三心二意、七上八下、马马虎虎

Grammatical item	Sub-elements	Elaborations
Verbs	causative verbs:	
	<ul style="list-style-type: none"> 请 让 	我想请你帮我买午饭。 我妈妈不让我参加聚会。
	connecting nouns with 是	林老师是澳大利亚人。
	conveying tenses without verb conjugation	我明天去北京。 我以前有两只狗。
	expressing existence and possession with 有	我的手机里有很多照片。 我家有五口人。 你有字典吗?
	incomplete past: 没有	昨天我没有出去玩儿。
	indicating what someone is called with 叫	我叫兰兰。你叫什么名字?
	stative verbs	他很高。 我很喜欢游泳。 你知道吗?
	to be surnamed: 姓	你好, 你姓什么? 你好, 我姓王。
	verb negation	他不是大学生。 我的班上没有中国人。
Verb complements	negative form of verb complements	我吃不完这碗饭。 我看不到黑板。
	resultative:	
	<ul style="list-style-type: none"> 完 到 	我做完功课了。 在北京, 我吃到了北京烤鸭, 好吃得不得了。

Appendix 4 – Language learning and communication strategies

Language learning and communication 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.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Chinese
	• connect with a proficient speaker of the language
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Chinese texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or reorganise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question, and determine the topic, audience, purpose, text type and style of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument, and express ideas and opinions
	• use synonyms for variety in the sentences and conjunctions to link sentences
	• organise and maintain coherence of written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	<ul style="list-style-type: none">• make connections with first language and practise speaking in the language
	<ul style="list-style-type: none">• use oral clues to predict and help with interpreting meaning
	<ul style="list-style-type: none">• ask for clarification and repetition to assist understanding
	<ul style="list-style-type: none">• manipulate known elements in a new context to create meaning in spoken forms
	<ul style="list-style-type: none">• structure an argument and express ideas and opinions
	<ul style="list-style-type: none">• use cohesive devices, apply register and grammar, and use repair strategies to practise the language

DRAFT

