



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

# **CHINESE: SECOND LANGUAGE**

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ATAR course

**Year 12 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 2027.

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:

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New South Wales Education Standards Authority  
Northern Territory Department of Education  
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## 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

This unit focuses on 让我们去旅行! (**Let's go travelling!**). Through the three topics – My travel plans, Travel to Western Australia, Beyond borders – students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

#### Unit 4

This unit focuses on 现在与未来 (**Now and the future**). Through the three topics – This year and beyond, Study and work, Making the right choices! – students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of 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.



## 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 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 to 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 the 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 involves 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.

## Unit 3

### Unit description

The focus for this unit is 让我们去旅行! (**Let's go travelling!**). Students expand their skills, knowledge and understanding through the study of the unit content. They extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

### Perspectives and topics

Unit 3 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><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Chinese-speaking communities.</p>	<p><b>My travel plans 我的旅行计划</b></p> <p>Students explore how to prepare for a trip to China and reflect on their own travel experiences.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in the Chinese-speaking communities.</p>	<p><b>Travel to Western Australia 去西澳旅游</b></p> <p>Students investigate Western Australia as a holiday destination for Chinese-speaking travellers.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b>Beyond borders 超越边界</b></p> <p>Students examine travelling in a modern world.</p>

## Text types and styles of writing

### Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Chinese or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section 1: Listening and responding and Section 2: Reading and responding.

For Section 3: Writing in Chinese, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- journal entry
- letter
- message
- note
- review
- script – conversation, interview, speech

### Styles of writing

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

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	intensifiers
Aspects	expressing completion with 了
	expressing continuing with 着
	expressing experience with 过
	future tense: <ul style="list-style-type: none"> <li>• 会</li> <li>• 要</li> <li>• 将</li> </ul>
Auxiliaries	expressing intention with 打算
	expressing possibility with 可能
	expressing having the ability: <ul style="list-style-type: none"> <li>• 可以</li> <li>• 能</li> </ul>
	expressing that one must with 得
	expressing that one should with 应该
Conjunctions	expressing 'to sum up': <ul style="list-style-type: none"> <li>• 总之</li> <li>• 所以说</li> <li>• 总的来说</li> </ul>
Constructions	emphasising a past event with 是……的
	emphasising various aspects with 一方面, ……另一方面, ……
	expressing additional information with 不仅……而且……
	expressing the only two possibilities with 不是……就是……
Formulaic expressions	fillers: <ul style="list-style-type: none"> <li>• 那个</li> <li>• 对了</li> <li>• 嗯</li> </ul>
Measure words	with verbs: <ul style="list-style-type: none"> <li>• 次</li> <li>• 遍</li> </ul>

Grammatical items	Sub-elements
Quantifiers	expressing fractions
	expressing monetary values
	expressing percentages
	expressing percentages as a discount off total price
	using 零 as a place marker
Prepositions	expressing distance with 离
	expressing 'ever since' with 自从
	expressing 'from...to' with 从……到
Pronouns	expressing 'other': <ul style="list-style-type: none"> <li>• 其他</li> <li>• 别的</li> </ul>
Sentence types	indicative: 把
	passive: 被
Verb complements	directional
	resultative: <ul style="list-style-type: none"> <li>• 到</li> <li>• 见</li> </ul>
	negative resultative

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:

- pronouncing words that can be challenging; for example, finals such as *ü*, alveolo-palatal initials such as *j, q, x*, and retroflex initials *zh, ch, sh, r*
- recognising neutral tones are pronounced differently depending on the preceding syllables
- recognising that rhotic accent (儿化音) is sometimes added to some finals in spoken Chinese
- understand that the use of common interjections can generate meaning and/or emotions, such as 哦, 哇, 呀, 啊, 啦
- recognising how Chinese abbreviations can be formed, such as 北京大学 to 北大 and 西澳大利亚 to 西澳
- being aware that Chinese can be written (traditionally) vertically or horizontally, and without spaces between words
- using radicals, synonyms, antonyms and collocations to extend vocabulary.



## 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 4

### Unit description

The focus for this unit is **现在与未来 (Now and the future)**. Students consolidate their skills, knowledge and understanding through the study of the unit content. They extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

### Unit content

This unit builds on the content covered in Unit 3.

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

### Perspectives and topics

Unit 4 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><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Chinese-speaking communities.</p>	<p><b>This year and beyond 从今以后</b></p> <p>Students explore plans for their future, including how the study of Chinese may influence their career choices, and reflect on this year at school.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in the Chinese-speaking communities.</p>	<p><b>Study and work 学习与工作</b></p> <p>Students investigate post-school pathways for young adults in Chinese-speaking communities.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b>Making the right choices! 做正确的选择!</b></p> <p>Students examine choices that young people make that support global sustainability.</p>

## Text types and styles of writing

### Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Chinese or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section 1: Listening and responding and Section 2: Reading and responding.

For Section 3: Writing in Chinese, students will be required to produce the following text types:

- account
- article
- blog post
- email
- journal entry
- letter
- message
- note
- review
- script – conversation, interview, speech

### Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: informative, persuasive, 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	emphasising the original intent or true state: †
	<ul style="list-style-type: none"> <li>• 原来</li> <li>• 本来</li> </ul>
	expressing certainty with 一定
Auxiliaries	intensifiers
	expressing having to do something because there is no other option with 不得不
	expressing 'must' with 必须
	negative obligation: <ul style="list-style-type: none"> <li>• 不需要</li> <li>• 不用</li> </ul>
Conjunctions	connecting contrasting ideas with 然而
	expressing 'otherwise': †
	<ul style="list-style-type: none"> <li>• 否则</li> <li>• 要不然</li> </ul>
Constructions	connecting adjectives with 既……又……
	expressing 'as long as' with 只要……就……
	expressing 'even': <ul style="list-style-type: none"> <li>• 连……都/也</li> <li>• 甚至 †</li> </ul>
	expressing progressive degrees: <ul style="list-style-type: none"> <li>• 越来越……</li> <li>• 越……越……</li> </ul>
	expressing 'some... some...' with 有的……有的……
Prepositions	expressing opinions with 对……来说
Questions †	rhetorical questions: 难道
Verb complements	asking yes-no questions in the potential form
	directional complements with idiomatic meaning
	negative potential form of resultative complements
	potential form of resultative complements

† For recognition only

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:

- pronouncing words that can be challenging; for example, finals such as *ü*, alveolo-palatal initials such as *j, q, x*, and retroflex initials *zh, ch, sh, r*
- recognising neutral tones are pronounced differently depending on the preceding syllables
- recognising that rhotic accent (儿化音) is sometimes added to some finals in spoken Chinese
- understand that the use of common interjections can generate meaning and/or emotions, such as 哦, 哇, 呀, 啊, 啦
- recognising how Chinese abbreviations can be formed, such as 北京大学 to 北大 and 西澳大利亚 to 西澳
- being aware that Chinese can be written (traditionally) vertically or horizontally, and without spaces between words
- using radicals, synonyms, antonyms and collocations to extend vocabulary.

## 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, 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 predetermined 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 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.

## Assessment table – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Chinese. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
<b>Examination</b> Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%	100% Written	65% Written
<b>Written communication</b> Production of written texts to express opinions and convey ideas, and/or experiences in Chinese. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%		
<b>Responding to texts</b> Comprehension and interpretation of spoken and printed texts in Chinese. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Chinese and English for responses in English, or phrased in Chinese and English for responses in Chinese, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%		

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

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

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

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

## ATAR course examination

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

Refer to the *WACE Manual* for further information.

### Practical (oral) examination design brief – Year 12

**Time allocated:** Examination: 12–15 minutes

**Provided by the candidate:** *Personalised practical examination timetable*

Section	Supporting information
<p><b>Speaking in Chinese</b></p> <p>100% of the practical examination</p> <p>Approximate duration: 12–15 minutes</p>	<p>The candidate is required to participate in a conversation with the marker. The focus of the conversation is on exploring aspects of the topics in Unit 3 and Unit 4 and the candidate’s linguistic ability in Chinese.</p> <p>The candidate begins by nominating two topics for the conversation. One of the topics is from Unit 3 and is related to the Personal or the Community perspectives. The other topic is from Unit 4 and is related to the Community or the Global perspectives.</p> <p>The marker asks questions in Chinese to encourage the candidate to speak in Chinese about the topics nominated. Questions from the marker provide the candidate with the opportunity to share information, express ideas and/or opinions on the topic.</p> <p>The marker then asks questions in Chinese to encourage the candidate to speak in Chinese about at least two topics, including one from Unit 3 and one from Unit 4. These topics exclude those nominated previously by the candidate.</p>

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Permissible items

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

Special items: monolingual and/or bilingual print dictionaries

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

Section	Supporting information
<p><b>Section One</b></p> <p><b>Listening and responding</b></p> <p>30% of the written examination</p> <p>3–4 spoken texts in Chinese</p> <p>10–15 questions</p> <p>Suggested working time: 30 minutes</p>	<p>The spoken texts are drawn from a range of text types and styles of writing. One of the texts involves two speakers and is divided into parts.</p> <p>The spoken texts are read twice with a 30-second pause after the first reading, and a 90-second pause after the second reading, to allow time for the candidate to respond to questions. The text in parts, is read once in its entirety and then repeated twice in its parts.</p> <p>The candidate can respond to the questions at any time once the playing of the recording commences.</p> <p>Questions are in formats, such as tick the box, true/false, short answer, and/or retrieval chart. Questions are in English and require a response in English. All questions require responses based on the information in the texts.</p>
<p><b>Section Two</b></p> <p><b>Reading and responding</b></p> <p>30% of the written examination</p> <p><b>Part A: Reading and responding in English (15%)</b></p> <p>Three print texts in Chinese</p> <p>8–10 questions</p> <p>Suggested working time: 30 minutes</p> <p><b>Part B: Reading and responding in Chinese (15%)</b></p> <p>One print text in Chinese</p> <p>One question</p> <p>Suggested working time: 30 minutes</p>	<p>In Part A, the print texts are drawn from a range of text types and styles of writing. Texts are print or a combination of visual and print.</p> <p>Questions are in formats, such as tick the box, short answer, and/or retrieval chart. Questions are in English and require a response in English.</p> <p>In Part B, the print text is drawn from a range of text types and styles of writing. The text is print or a combination of visual and print.</p> <p>The question is in Chinese and English, and the candidate responds in Chinese in approximately 75 characters.</p> <p>All questions require responses based on the information in the texts.</p>

Section	Supporting information
<p><b>Section Three</b></p> <p><b>Writing in Chinese</b></p> <p>40% of the written examination</p> <p><b>Part A: Short response (15%)</b></p> <p>One compulsory question</p> <p>Suggested working time: 20 minutes</p> <p><b>Part B: Extended response (25%)</b></p> <p>One question from a choice of two</p> <p>Suggested working time: 40 minutes</p>	<p>Questions require the production of a specified text type and style of writing for a particular purpose and audience.</p> <p>In Part A, the question is in Chinese and English. The candidate responds in Chinese in approximately 75 characters.</p> <p>In Part B, questions are in Chinese and English, and the candidate responds in Chinese in approximately 200 characters.</p>

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## Appendix 1 – Grade descriptions Year 12

A	<p><b>Written production</b></p> <p>Responds with relevant and detailed information, ideas, opinions and/or comparisons when writing about a range of topics.</p> <p>Engages the audience effectively.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with a few inaccuracies that do not affect meaning.</p> <p>Writes fluent, cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds with detailed relevant information, ideas and/or opinions.</p> <p>Uses communication techniques to engage the audience.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures, with few inaccuracies that do not affect meaning.</p> <p>Speaks with accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides details from the texts relevant to the questions.</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><b>Written production</b></p> <p>Responds with mostly relevant information, ideas, opinions and/or comparisons, including some detail, when writing about a range of topics.</p> <p>Engages the audience.</p> <p>Provides responses that use a range of vocabulary, grammatical items and sentence structures, with some inaccuracies, that do not affect meaning.</p> <p>Writes structured texts that show clear development of ideas.</p> <p>Applies all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information, ideas and/or opinions.</p> <p>Uses some communication techniques to engage the audience.</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 do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Extracts and processes most information from a variety of texts across a range of topics.</p> <p>Provides most details from the texts relevant to the questions.</p> <p>Provides accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively.</p>

C	<p><b>Written production</b></p> <p>Responds with mostly relevant information, simple ideas and/or opinions. Includes some detail and examples, when writing about a range of topics. Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that on occasion affect meaning. Writes simple texts that show structure and some development of ideas. Applies most of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Provides some information, simple ideas and/or opinions. Comprehends familiar questions; however, for complex questions, may require time to process, or rephrasing and support from the other speaker. Provides responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items and simple and rehearsed 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><b>Comprehension</b></p> <p>Extracts and processes some information from a variety of texts. Provides some relevant details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are sometimes 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><b>Written production</b></p> <p>Responds with simple information, ideas and/or opinions when writing about a range of topics. Includes limited detail and/or irrelevant content. Provides responses that use simple language and short sentences. Produces writing that is 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><b>Oral production</b></p> <p>Provides some simple information, ideas and/or opinions, with silences, due to lack of comprehension of questions and/or time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses that are characterised by single words, short phrases and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and simple sentence structures, with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p><b>Comprehension</b></p> <p>Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete, unclear 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.

#### 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.

#### 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.

#### 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.

**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. 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.

**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.

**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.

## 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 their 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 3

Grammatical items	Sub-elements	Elaborations
Adverbs	intensifiers	挺、真、太 我和老师同学们一起去中国旅游的经验挺难忘的。 线上支付真方便，人们不再需要去银行换钱了。 日本的美食太好吃了，我最喜欢吃寿司。
Aspects	expressing completion with 了	我和我的家人上个月去了巴厘岛旅游。
	expressing continuing with 着	西澳的夏天太阳很大，所以我们建议出门时戴着太阳眼镜，保护眼睛。
	expressing experience with 过	虽然我去过北京，但是没去过上海。
	future tense: • 会 • 要 • 将	我明天晚上会上网订下个月出国玩儿的机票和酒店。 我明年要去中国旅行。 在西澳旅行时，你将看到跟中国不同的自然风光
Auxiliaries	expressing intention with 打算	我的爸爸妈妈打算今年暑假带我去中国旅行，参观各种名胜古迹。
	expressing possibility with 可能	很多人可能会选择在网上看照片，而不是自己出门去看看各地的风景。
	expressing having the ability: • 可以 • 能	通过各种网站，人们不仅可以订机票和酒店，而且也可以订景点的门票和三餐。 不久的将来，通过上网，人们能不出门就轻松体验出国旅行。
	expressing that one must with 得	去西澳旅行，你得注意防晒，因为很容易晒伤。
	expressing that one should with 应该	你应该先做好旅行计划，再出门旅行。
Conjunctions	expressing 'to sum up': • 总之 • 所以说 • 总的来说	总之，现在人们在网上也可以看到世界各地的美景或体验当地文化。 所以说，不出门，线上旅游可能会越来越流行。 总的来说，旅行计划做好了，旅行就会更容易、更放松。
Constructions	emphasising a past event with 是……的	我是去年去悉尼的。
	emphasising various aspects with 一方面，……另一方面，……	很多人选择自助游。一方面，你可以去你想去的地方，非常自由。另一方面，自助游也很省钱。

Grammatical items	Sub-elements	Elaborations
	expressing additional information with 不仅……而且……	如果你去国王公园，你不仅可以欣赏到美丽的风景，而且可以在草地上野餐，放松一下。
	expressing the only two possibilities with 不是……就是……	从市中心到弗里曼特尔 (Fremantle) 不是选择公共交通，就是自驾。
Formulaic expressions	fillers: <ul style="list-style-type: none"> <li>那个</li> <li>对了</li> <li>嗯</li> </ul>	那个，让我想一想。我不记得了，但是我想我可能是八岁时去新西兰的。 对了，你能告诉我该买哪些纪念品吗？ 嗯，你说得没错。出门旅行时，我们应该少影响当地人的生活。
Measure words	with verbs: <ul style="list-style-type: none"> <li>次</li> <li>遍</li> </ul>	我只去过中国一次，但是以后还想再去中国旅行。这个旅行团会带你把珀斯的著名景点都游览一遍。
Quantifiers	expressing fractions	因为打折，所以现在去上海的机票钱只要原价的三分之一。 三分之二的年轻人选择在网上订票。
	expressing monetary values	我一定会买这个熊猫纪念品，因为只要三块五毛。
	expressing percentages	根据调查，百分之八十的人会自己上网订机票和酒店。
	expressing percentages as a discount off total price	今天店里所有的明信片都打九折。
	using 零 as a place marker	从珀斯到上海的来回机票要一千零八十元。
Prepositions	expressing distance with 离	国王公园离市中心不远，但是坐火车到不了，你得坐公共汽车。
	expressing 'ever since' with 自从	自从上了高年级，我就很少和家人出门旅行。
	expressing 'from...to' with 从……到	从十二月到第二年的四月，西澳很少下雨。
Pronouns	expressing 'other': <ul style="list-style-type: none"> <li>其他</li> <li>别的</li> </ul>	只有西澳和中国没有时差，其他州和中国都有时差。 我办好护照和签证了。我还需要准备别的文件吗？
	Sentence types	indicative: 把 passive: 被
Verb complements	directional	我打算先爬上长城，然后拍几张美丽的照片。回来以后，我一直很想念那儿的生活。如果有机会，我一定要再回去住几个星期
	resultative: <ul style="list-style-type: none"> <li>到</li> <li>见</li> </ul>	如果你想买到既好又便宜的纪念品，可以到王府井大街找一找。 我去悉尼蓝山的时候看见了雪。
	negative resultative	小明去年来澳洲的时候，没看到袋鼠。

## Unit 4

Grammatical items	Sub-elements	Elaborations
Adverbs	emphasising the original intent or true state: †	
	<ul style="list-style-type: none"> <li>• 原本</li> <li>• 本来</li> </ul>	<p>我原来喜欢用一次性餐具，但是现在不用了，因为我知道一次性餐具对环境有害。</p> <p>我本来打算毕业以后先上大学再找工作。</p>
	expressing certainty with 一定	虽然中文不容易，但是我觉得学会中文一定会对我以后找工作有帮助。
	intensifiers	<p>特别、那么、这么</p> <p>很多生活垃圾对环境特别有害，比如塑料袋等塑料制品。</p> <p>很多中国的年轻人毕业以后才知道找到一份自己喜欢的工作没有那么容易。</p> <p>很多人没有想到懂一点中文会对他们找工作这么有帮助。</p>
Auxiliaries	expressing having to do something because there is no other option with 不得不	为了帮助家里减轻一些负担，很多中国学生毕业后不得不马上工作。
	expressing 'must' with 必须	为了绿化环境，我们必须多种植树木。
	negative obligation: <ul style="list-style-type: none"> <li>• 不需要</li> <li>• 不用</li> </ul>	<p>虽然十二年级很忙碌，但是我不需要担心学习以外的事情。</p> <p>很多年轻人选择骑自行车或走路，因为这样就不用担心污染环境。</p>
Conjunctions	connecting contrasting ideas with 然而	澳大利亚的中学生在毕业以后有很多选择，然而很多华人父母认为上大学是唯一的选择。
	expressing 'otherwise': † <ul style="list-style-type: none"> <li>• 否则</li> <li>• 要不然</li> </ul>	<p>我需要更努力地学习中文，否则不能去中国上大学。</p> <p>我很高兴我高中时有打工经验，要不然我现在一定找不到工作。</p>

Grammatical items	Sub-elements	Elaborations
Constructions	connecting adjectives with 既……又……	大华觉得学中文既有趣又有挑战性。
	expressing 'as long as' with 只要……就……	只要每个人都开始保护环境，我们的环境就会越来越好。
	expressing 'even': <ul style="list-style-type: none"> <li>连……都/也</li> <li>甚至 †</li> </ul>	连小学生都/也知道节约水电是每个人的责任。环保很简单，甚至简单到改变生活习惯就可以了！
	expressing progressive degrees: <ul style="list-style-type: none"> <li>越来越……</li> <li>越……越……</li> </ul>	因为高考快到了，所以我越来越忙，从早到晚都在学习。 日常生活中水电用得越少越好。
	expressing 'some... some...' with 有的……有的……	在年轻人中，有的会去大公司工作，有的会自己创业。
Prepositions	expressing opinions with 对……来说	对我来说，虽然学习中文有挑战性，但是可能对将来有帮助。
Questions †	rhetorical questions: 难道	难道每天看书才能考上大学吗？
Verb complements	asking yes-no questions in the potential form	不上大学，你找得到工作吗？
	directional complements with idiomatic meaning	很多中国学生认为考不上大学是世界末日。环保，看起来很难，做起来很容易。
	negative potential form of resultative complements	很多中国年轻人毕业后找不到工作。
	potential form of resultative complements	去二手商店应该找得到我们想买的东西，这样做不但省钱，而且也对环境很好。

† For recognition only

## Assumed learning

Before commencing the study of Unit 3 and Unit 4, 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
Adverbs	emphasis: • 都 • 就	我和我的好朋友们都喜欢打乒乓球。 年轻人就是喜欢新鲜的玩意儿，像是直播。
	expressing 'actually' with 其实	其实，中国的父母很关心他们的孩子。
	expressing 'again' in the future with 再	因为今年的社区服务很有意义，所以我打算明年再参加一次。
	expressing 'already' with 已经	我和大华已经认识十多年了。
	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 'each other' with 互相	好朋友应该互相帮助、互相扶持。
	expressing doing something less with 少	很多年轻人不但自己开始少吃肉，也鼓励亲朋好友一起少吃肉。
	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 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。
	expressing 'only' with 才	才八点！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看书准备考试	

Grammatical item	Sub-elements	Elaborations
	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。
	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，因为刺激得不得了。
Aspects	durative – progressive: 的	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文字和创作。
	expressing two things are not in the same way with 不一样	中国的学校和澳大利亚人的不一样，每天都有很多大大小小的考试。
	expressing 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	我觉得汉语课比英语课有意思一点。 中国学生的学习压力比澳大利亚的学生大多了。
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，也喜欢直播，顺便和直播间的人一起聊天。 周末时，我有时候会去快餐店打工，有时候会和朋友一起去商场逛街。
	expressing ‘regarding’ with 关于	我读了一篇关于中国家庭关系的文章。
	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	中国的学生放学后会去俱乐部参加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。
	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。



Grammatical item	Sub-elements	Elaborations
	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，所以重要节日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: • 不但……而且…… • 除了……以外，……也/还……	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。 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 comparison: • 比 • 比起来	中国的父母比澳洲的父母严格。 跟以前比起来，现代人有非常多保持联系的方法。
	expressing conditions: • 如果 • 要是	如果我没接电话，你就给我发个短信吧。 要是你和你的朋友们有共同的爱好，你们的友谊会更长久。
	expressing 'except for' with 除了……以外，……都……	除了住得近的学生以外，所有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。
	introducing contrasting ideas with 虽然……但是……	虽然中国人的父母对孩子期望很高，但是他们愿意为孩子奉献一切。
	negative imperative sentence	别说话了！专心听老师上课。
sequencing events in time: • 先……然后…… • 一……就……	我回家后先做功课，然后上网和朋友一起玩游戏。 我先上数学课，然后上课学科。 我每天一到学校，就和朋友聊天。	
Measure words	common classifiers	我有一个知己，有烦恼时，我都会和他倾诉。

Grammatical item	Sub-elements	Elaborations
Particles	adjective modifier: 的	他有一头漂亮的黑发。
	adverbial phrase: • 得 • 地	美雪唱歌唱得很好听。 李强的父母辛苦地工作，给他最好的生活。
	for forming relative clauses: 的	我收到了我中国朋友给我发的电子红包。
	possessive: 的	中国人的家庭称谓非常复杂。
	use and non-use of 的	中国的年轻人和他们父母亲的关系很和睦。
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': • 跟 • 和	你知道小方在跟谁聊天吗？ 我经常和朋友在网上聊天。
Pronouns	question words used as indefinites	谁、哪里、什么 因为性格好，林美和谁都可以成为好朋友。 有了网络，年轻人哪里都不用去就可以认识很多朋友。 刘夏和他的好朋友们什么都聊。
	specifying: • 每 • 各 • 另	每一个中国家庭都不太一样。 现代人有各种和朋友保持联系的方法。 社交媒体的另一个好处是方便
Questions	answering yes–no questions	你不喜欢浏览社交媒体吗？是的，我不喜欢。
	common question words	中国的父母怎么样教育他们的孩子？
	forming yes–no questions	杰克有没有好脾气？ 上网聊天安（全）不安全？ 今年的春节你会回家和父母团聚吗？
	tag questions	星期六和我一起逛街看电影，好吗？ 出发前给我发个短信，行吗？
Reduplications	adjectives	音乐节上的年轻人热热闹闹地跳着舞。
	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	今天我想说说我的一天。
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。

## 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	<ul style="list-style-type: none"> <li>• read, listen to and view texts in Chinese</li> </ul>
	<ul style="list-style-type: none"> <li>• connect with a proficient speaker of the language</li> </ul>
	<ul style="list-style-type: none"> <li>• learn vocabulary and set phrases in context</li> </ul>
	<ul style="list-style-type: none"> <li>• explain own understanding of a grammar rule or language pattern to someone else</li> </ul>
	<ul style="list-style-type: none"> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> </ul>
	<ul style="list-style-type: none"> <li>• make connections with prior learning</li> </ul>
To make meaning from texts	<ul style="list-style-type: none"> <li>• listen and determine essential information from key words</li> </ul>
	<ul style="list-style-type: none"> <li>• work out meaning of familiar and unfamiliar language by applying rules</li> </ul>
	<ul style="list-style-type: none"> <li>• make links between English and Chinese texts</li> </ul>
	<ul style="list-style-type: none"> <li>• analyse and evaluate information and ideas</li> </ul>
	<ul style="list-style-type: none"> <li>• scan texts, highlight key words and select appropriate information</li> </ul>
	<ul style="list-style-type: none"> <li>• recognise the attitude, purpose and intention of a text</li> </ul>
	<ul style="list-style-type: none"> <li>• use information in a text to draw conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>• summarise text in own words or reorganise and re-present the information</li> </ul>
To produce texts	<ul style="list-style-type: none"> <li>• reflect on cultural meanings, including register and tone</li> </ul>
	<ul style="list-style-type: none"> <li>• read a question, and determine the topic, audience, purpose, text type and style of writing</li> </ul>
	<ul style="list-style-type: none"> <li>• manipulate known elements in a new context to create meaning in written forms</li> </ul>
	<ul style="list-style-type: none"> <li>• structure an argument, and express ideas and opinions</li> </ul>
	<ul style="list-style-type: none"> <li>• use synonyms for variety in the sentences, and conjunctions to link sentences</li> </ul>
	<ul style="list-style-type: none"> <li>• organise and maintain coherence of a written text</li> </ul>
	<ul style="list-style-type: none"> <li>• evaluate and redraft written texts to enhance meaning</li> </ul>
<ul style="list-style-type: none"> <li>• proofread text once written</li> </ul>	

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

DRAFT



