



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

CHINESE: FIRST LANGUAGE

ATAR COURSE

Year 11 and Year 12 syllabus

Year 11 for 2020–2021; Year 12 from 2020–2022

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2020

Users of this syllabus are responsible for checking its currency.

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

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Rationale

The place of the Chinese culture and language in Australia and in the world

China's official language is Modern Standard Chinese, or Putonghua (the common or shared language) in Chinese. The language is also referred to as Hanyu, the spoken language of the Han people, or Zhongwen, the written language of China. In Taiwan, it is more usually called Huayu (Hwayu), the spoken language of people of Chinese ethnicity, a term also used in Singapore. A number of dialects remain in active use and both forms of Chinese characters (simplified and full form) are regularly used in the media, in education and in environmental print (advertisements, shop signs). Such diversity highlights the need for recognition of spoken dialects and both writing systems in any Chinese language curriculum. However, the priority in education should be Modern Standard Chinese and simplified characters as the internationally recognised 'official form' of Chinese.

Communities of speakers beyond the geography of 'Greater China', the mainland, Hong Kong and Taiwan, can be found in almost every country of the world. Many of these communities have a long tradition and are well established in parts of South-East Asia, the Pacific coast of Canada and the USA, and in Australia. The history of the Chinese community in Australia extends back to the mid-1800s, and has been characterised by rapid growth in numbers in the last few decades.

The place of the Chinese language in Australian education

Chinese has been taught in Australian schools since the 1950s, and experienced rapid growth in the 1980s as China undertook a policy of 'open door' and economic reform. While Chinese has traditionally been taught as a 'second language' in schools, recently there has been an increasing response to the needs and interests of Australian-born Chinese and overseas-born Chinese speakers residing and attending school in Australia.

Chinese is recognised as an important language for young Australians to have access to during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

The nature of Chinese language learning

English and Chinese have very different grammatical and vocabulary systems. The Chinese spoken language is characterised by a high number of homophones. These homophones are tone-syllables, which are used to represent more than one morpheme and each of which has its own particular Chinese character. The range of syllables in Chinese, while limited in comparison to English, does include some sounds unfamiliar to English speakers. Learning Chinese requires learning to interact orally, supported by print materials in the Pinyin Romanisation system, and learning to read and write supported by texts and resources in Chinese characters.

Characters are logographs composed of a number of components organised into a particular sequence within a square, parts of which are likely to suggest the sound and meaning of the whole character. The majority of characters are morpheme-syllables – each of which represents a syllable of sound and a unit of meaning. There are 3500 frequently used characters which are learned by native-speaker children in primary school in China. These characters are composed of approximately 500 distinct components which are used with varying degrees of frequency, location and function. An additional characteristic of Chinese writing is the fact that texts in Chinese characters do not display word level spacing and texts may be written vertically and read from right to left down the page.

The character system has undergone significant evolution, standardisation and simplification over time. There are two standard character sets of Chinese character systems: simplified and traditional (full form). Simplified character forms were created by decreasing the number of strokes and simplifying the forms of a sizable proportion of traditional Chinese characters. Simplified Chinese characters are officially used in the People's Republic of China and Singapore, while Traditional Chinese characters are currently used in Hong Kong, Macau, and Republic of China (Taiwan). In recent times, the need to create texts in Chinese in digital format has resulted in an international effort to standardise character forms so that computer operating systems internationally can generate and reproduce texts in Chinese in both simplified and traditional characters. In contemporary overseas Chinese media, texts are commonly in either simplified or traditional characters, reflecting the diverse histories and preferences of these communities. Consequently some knowledge or awareness of both systems is an advantage, to both Chinese speakers and Chinese learners alike.

Different systems have been developed to reproduce the sounds of the Chinese language using the Roman alphabet to assist learners who are already familiar with the Roman alphabet. Today, the Pinyin system is recognised internationally as the principal means of representing the sounds of Chinese in alphabetic form. It plays an important role in oral language development, and a supplementary role in developing skills in reading and writing. Pinyin assists students to learn and record the sounds of Chinese, to access words via their sounds in bilingual dictionaries; and as an efficient means of text input when creating texts in characters using digital media. It is important to note that Pinyin is limited in its readability, and is considered a tool for learning rather than a valid alternative to written expression in characters.

The diversity of learners of Chinese

Chinese language programs in Australian schools are offered to a range of learners. Many are monolingual English speakers, for whom this represents a first experience of learning a second language. Many others have existing connections with Chinese, either directly as background speakers of Chinese, or as second or third generation Chinese-Australians, or through professional, personal or other forms of cultural connection.

The WACE Chinese courses

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

The following courses are available:

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

The Chinese: First Language ATAR course

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. This course is adapted from the NESA course for Chinese and Literature.

The language to be studied and assessed is the Modern Standard Chinese, also known as Mandarin, and includes formal and informal usage. In the written form, texts, questions and tasks for the external examination will be provided in simplified characters and full-form (complex) characters, and responses can be presented in either simplified characters or full-form (complex) characters.

For information on the Chinese: Second Language General, the Chinese: Second Language ATAR and Chinese: Background Language ATAR courses refer to the course page on the Authority website at www.scsa.wa.edu.au.

Application for enrolment in a language course

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

Information about the process, including an application form, is sent to schools at the end of Term 2.

Course outcomes

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

Outcome 1 – Exchange information, opinions and ideas in Chinese

In achieving this outcome, students:

- convey information, opinions and ideas appropriate to context, purpose and audience
- exchange and justify opinions and ideas
- use appropriate features of language in a variety of contexts.

Outcome 2 – Express ideas through the production of original texts in Chinese

In achieving this outcome, students:

- sequence and structure information and ideas
- use a variety of features to convey meaning
- produce texts appropriate to context, purpose and audience
- produce texts which are persuasive, creative and discursive.

Outcome 3 – Analyse, evaluate and respond to a range of texts that are in Chinese

In achieving this outcome, students:

- identify main points and detailed items of specific information
- summarise and interpret information and ideas
- infers points of view, values, attitudes and emotions from features of language in texts
- compare and contrast aspects of texts
- present information in a different form and/or for a different audience
- explain the influence of context in conveying meaning
- recognise, analyse and evaluate the effectiveness of a variety of features in texts
- respond to texts personally and critically.

Outcome 4 – Understand aspects of the language and culture of Chinese-speaking communities

In achieving this outcome, students:

- examine and discuss sociocultural elements in texts
- recognise and employ language appropriate to different sociocultural contexts
- compare and contrast Australian and Chinese communities.

Meeting these outcomes will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Chinese and English.

Organisation of content

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

The course content is organised into three areas:

- Prescribed themes and contemporary issues
- Text and text types
- Grammar.

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. The course focuses on the study of language through themes and contemporary issues, which are studied through a range of texts. For Year 12, texts are prescribed.

Note: unless specified, the following content is relevant to both Year 11 and Year 12.

Prescribed themes and contemporary issues

The prescribed themes provide a context and organisational focus within which students develop their knowledge of Chinese. The study of themes, presented through a range of texts, enables students to reflect on, and respond to, aspects of the language and culture of Chinese-speaking communities. Students develop skills in exchanging, analysing and evaluating information, opinions and ideas.

Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

Texts and text types

The term 'text' refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. Each text type has defining characteristics of which students should be made aware.

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

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

Students build on their skills in listening, speaking, reading and writing. They also further develop their skills in critical literacy by reflecting on their own and other cultures, and by making connections between Chinese

and English and/or other languages. Students are expected to become familiar with the general shape and structure of a range of text types.

Prescribed texts (Year 12 only)

The Chinese: First Languages ATAR course prescribes texts for study in Year 12. Close analysis of the prescribed texts is aimed at complementing students' understanding of the themes and developing an in-depth understanding of the contemporary issues which arise from them.

Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many theories of grammar, and a number of different approaches towards its teaching and learning. The categories (grammatical items and sub-elements) used in the pages that follow are not intended to promote any particular theory of grammar, or to favour one methodology over another.

It is recognised that students will have a significant understanding of the function of grammar in Chinese through prior knowledge or study of Chinese. Developing students' ability to convey meaning effectively in a range of contexts involves extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

Progression from the Year 7–10 curriculum

The Year 7–10 Languages curriculum 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, understanding and skills to ensure students communicate in Chinese, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the general capabilities

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

Literacy

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 Chinese also extends literacy development in English.

Numeracy

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

Information and communication technology (ICT) capability

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

Critical and creative thinking

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

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

Ethical understanding

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

Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural.

Representation of the cross-curriculum priorities

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

Aboriginal and Torres Strait Islander histories and cultures

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

Asia and Australia's engagement with Asia

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

Sustainability

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

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

Content

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

Prescribed themes and contemporary issues

The following themes and contemporary issues are for both Year 11 and Year 12.

Themes	Contemporary issues
The individual and the community	<ul style="list-style-type: none"> the impact of a changing society on the individual gender roles in today's society the family in contemporary society
Youth culture	<ul style="list-style-type: none"> pressures on young people today the place of education in young people's lives the influence of traditional values on today's young people
Perspectives on identity	<ul style="list-style-type: none"> adapting to new cultures (education, leisure, lifestyle) the relationship between overseas Chinese and their homeland
Global issues	<ul style="list-style-type: none"> economic growth and its impact the impact of international influences on Chinese-speaking communities

Through wide reading, listening and viewing of texts, students gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective.

Text and text types

It is necessary for students to engage with a range of text types. In school-based assessment and the external examination, students may be expected to produce the following text types.

- advertisement
- announcement
- article
- description
- essay
- interview
- journal entry
- letter
- narrative account
- personal profile
- procedures
- recount
- report
- review
- speech/talk (scripted)

Prescribed texts (Year 12 only)

The following prescribed texts are for teaching, school-based assessment and examining from 2019 to 2023.

Prescribed texts	Text type
Chen, K. (Producer and Director). (2013). <i>Zhong guo he huo ren</i> [American Dreams in China]	Film
Feng, Z. (1955). <i>Na shi</i> [That Time]. In <i>Feng zhi shi wen xuan ji</i> (1st ed.)	Poem
Li, J. (2009). <i>Huan bao ju zhang</i> [Environmental Bureau Director]. (Chapters 3 and 14)	Novel
Lin, Y. (2012). <i>Tang ren jie</i> [Chinatown family] (Chapters 1, 2, 3 and 4)	Novel
Tang, M. (Producer), & Xue, X. (Director). (2013). <i>Beijing yu shang xiyatu</i> [Finding Mr. Right]	Film
Wang, F. (2009). <i>Chun tian li</i> [In the spring]. On <i>Xin yang zai kong zhong piao yang</i> .	Song
Wang, F. (2011). <i>Cun zai</i> [To exist]. On <i>Sheng wu suo qiu</i> .	Song

Refer to Appendix 3 for the mapping of the prescribed themes to the prescribed texts.

Grammar

Refer to Appendix 4 for the grammatical items that students are expected to recognise and use.

Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Students are able to use monolingual and/or bilingual print dictionaries in the written examination.

School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Year 11 and Year 12 Chinese: First Language ATAR syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Spoken exchanges Interaction with others to exchange information and express opinions and ideas in spoken Chinese. Typically these tasks are administered under test conditions.	10%
Listening and responding Interpretation, analysis and evaluation of a range of spoken texts that are in Chinese. Responses may be in Chinese or English, depending on the requirements of the task. Typically these tasks are administered under test conditions.	15%
Reading and responding Interpretation, analysis and evaluation of a range of print and/or audiovisual texts that are in Chinese. Responses may be in Chinese or English, depending on the requirements of the task. Typically these tasks are administered under test conditions.	25%
Writing in Chinese Production of written texts to exchange information and express opinions and ideas in Chinese. Typically these tasks are administered under test conditions.	20%
Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief included in this syllabus.	30%

Assessment table – Year 12

Type of assessment	Weighting
Response: Listening Interpretation, analysis and evaluation of a range of spoken texts that are in Chinese. Responses may be in Chinese or English depending on the requirements of the task. Typically these tasks are administered under test conditions.	15%
Response: Viewing and reading Interpretation, analysis and evaluation of a range of print and/or audiovisual texts that are in Chinese. Responses may be in Chinese or English depending on the requirements of the task. Typically these tasks are administered under test conditions.	20%
Writing in Chinese Production of written texts to exchange information and express opinions and ideas in Chinese.	15%
Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%

Teachers are required to use the assessment tables to develop an assessment outline for Year 11 and Year 12.

The assessment outline must:

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

In the assessment outline for each year, each assessment type must be included at least twice.

The set of assessment tasks must provide a representative sampling of the syllabus content.

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

Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the year. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Chinese: First Language ATAR Year 11 syllabus are provided in Appendix 1 and those for the Year 12 syllabus are provided in Appendix 2.

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

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

External examination

All students enrolled in the Chinese: First Language ATAR Year 12 course are required to sit the external examination. The examination is based on a representative sampling of the course content. Details of the examination are prescribed in the examination design brief on the following pages.

Examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

Permissible items

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

Special items: monolingual and/or bilingual print dictionaries

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

Section	Supporting information
<p>Section One</p> <p>Listening and responding 20% of the written examination</p> <p>Part A (10%) One spoken text in Chinese One question with up to four parts</p> <p>Part B (10%) Two spoken texts in Chinese One question Suggested working time for Section One: 50 minutes</p>	<p>Questions are in Chinese (simplified and full-form characters) and English. Texts relate to the contemporary issues in the syllabus.</p> <p>Part A: There is one text. The text is played twice with a two minute pause after the first reading. After the second reading, the candidate has 12 minutes to respond to the question. There is a warning after 10 minutes to indicate that the candidate has two minutes left to complete the response. The total length of the audio texts is approximately three minutes.</p> <p>The response to the question is in English. Candidates are required to respond to information in the text in one or more of the following ways: provide a summary of the main points, ideas, arguments or points of view; analyse ways in which language is used to convey meaning; or identify the audience, purpose and context of the text.</p> <p>Part B: There are two texts. The texts relate to one contemporary issue. They are played twice with a two-minute pause after the first reading of the texts. After the second reading, the candidate has 20 minutes to respond to the question. There is a warning after 18 minutes to indicate that the candidate has two minutes left to complete the response. The total length of the audio texts is approximately four minutes.</p> <p>The question specifies the audience, purpose and context of the response. The response is in Chinese (simplified or full-form characters) in approximately 200 characters.</p>
<p>Section Two</p> <p>Reading and responding 55% of the written examination</p> <p>Part A (40%) One print text in Chinese Two questions</p> <p>Part B (15%) One print text in Chinese One question Suggested working time: 95 minutes</p>	<p>Questions are in Chinese (simplified and full-form characters) and English.</p> <p>Part A: The first question relates to an extract in Chinese (simplified and full-form characters) of up to 600 characters from one of the prescribed texts. The first question has up to four parts. Candidates are required to identify, discuss and analyse the content, context and/or language of the extract. The response is in either Chinese (simplified or full-form characters) or English.</p> <p>The second question relates to one of the prescribed themes or contemporary issues and requires evaluation of the textual features of one or more of the prescribed texts.</p> <p>The candidate is required to respond in Chinese (simplified and full-form characters) in 350–450 characters or in English in 300–400 words.</p> <p>Part B: The question specifies the audience, purpose and context for the response.</p> <p>The text is in Chinese (simplified or full-form characters) in approximately 300 characters. The candidate responds to the opinions, ideas and information in the text in Chinese (simplified or full-form characters) in approximately 350 characters.</p>
<p>Section Three</p> <p>Writing in Chinese 25% of the written examination One question from a choice of two Suggested working time: 35 minutes</p>	<p>Questions are in Chinese (simplified and full-form characters) and English and specify the audience, purpose, context and text type. The text type is the same for each question.</p> <p>The candidate is required to respond in Chinese (simplified or full-form characters) in approximately 400 characters.</p>

Appendix 1 – Grade descriptions Year 11

A

Written production and oral production

Competently organises and sequences, and expresses a range of ideas and opinions across the prescribed themes.

Formulates, in both Chinese and English, well-structured arguments, and substantiates points of view.

Shows highly effective use of textual references, where relevant.

Uses a wide range of advanced Chinese vocabulary and structures accurately and displays a very good knowledge of Chinese characters.

Comprehension

Competently processes information and ideas from a range of detailed written and spoken texts; accurately conveys appropriate details and summarises key points.

Competently analyses, evaluates and compares information, ideas and points of view in texts, including sociocultural elements, where relevant.

B

Written production and oral production

Competently organises and sequences, and expresses a range of ideas and opinions across the prescribed themes.

Formulates, in both Chinese and English, well-structured arguments and justifies points of view.

Includes some relevant textual references.

Uses a range of Chinese vocabulary and structures accurately and displays a sound knowledge of Chinese characters. Includes more complex structures and characters mostly accurately.

Comprehension

Processes information from a range of detailed written and spoken texts; accurately conveys appropriate details and summarises key points most of the time.

Analyses, evaluates and compares some information, ideas and points of view in texts, including some sociocultural elements, where relevant.

C

Written production and oral production

Organises, sequences and expresses a range of ideas and opinions across the prescribed themes.

Provides some supporting information and makes some simple textual references to justify a point of view, in both Chinese and English.

Uses a range of basic Chinese vocabulary and structures accurately and displays a sound knowledge of frequently used Chinese characters. Includes some more complex structures and characters but not always accurately.

Comprehension

Processes information from written and spoken texts; conveys some details and key points.

Provides some analysis, evaluation and comparison of some information, ideas and points of view in texts, including some sociocultural elements, where relevant.

D	Written production and oral production Expresses simple ideas and opinions about the prescribed themes. Provides superficial supporting information and makes some textual references which are not always relevant. Uses familiar Chinese vocabulary, simple sentence structures and learned expressions accurately.
	Comprehension Processes some relevant information from written and spoken texts. Shows limited analysis, evaluation or comparison of information, ideas and points of view in text.
E	Does not meet the requirements of a D grade.

Appendix 2 – Grade descriptions Year 12

A

Written production

Manipulates language, in both Chinese and English, in a sophisticated manner to express ideas and opinions logically, clearly and succinctly across the range of prescribed themes and texts.

Formulates, in both Chinese and English, well-structured arguments, and substantiates points of view using textual references effectively and appropriately.

Writes effectively, producing persuasive, creative and discursive texts which are appropriate to context, purpose and audience.

Uses a wide range of Chinese linguistic features, including idioms and colloquialisms, accurately to convey meaning.

Comprehension

Competently processes, analyses and evaluates information, ideas, points of views and attitudes from a range of written and spoken texts.

Evaluates the use and effectiveness of linguistic and stylistic features in texts.

Displays a comprehensive knowledge and excellent understanding of the prescribed texts and related themes.

B

Written production

Uses language effectively to express a range of ideas and opinions across the prescribed themes.

Expresses most ideas clearly and logically.

Formulates, in both Chinese and English, coherent arguments, and uses textual references appropriately to justify an opinion or point of view.

Produces texts which are appropriate to context, purpose and audience.

Displays some understanding of the features of persuasive, creative and discursive texts.

Uses a wide range of Chinese linguistic features, including idioms and colloquialisms, mostly accurately.

Comprehension

Processes, analyses and evaluates information, ideas, points of views and attitudes from a range of written and spoken texts.

Displays some understanding of the use and effectiveness of linguistic and stylistic features in texts.

Displays a thorough knowledge and understanding of the prescribed texts and related themes.

C

Written production

Adequately expresses a range of ideas and opinions across the prescribed themes, sometimes shows weakness in sequencing and/or linking ideas.

Formulates, in both Chinese and English, reasonable arguments; provides some supporting information; and makes some simple textual references to justify a point of view.

Writing is generally appropriate to context, purpose and audience and shows some understanding of the features of texts.

Uses a range of basic Chinese vocabulary, characters and structures accurately. Includes some more complex characters and structures but not always accurately.

Comprehension

Processes information from written and spoken texts; conveys some details and key points.

Provides some analysis, evaluation and comparison of some information, ideas and points of view in texts, including some sociocultural elements, where relevant.

Displays a sound understanding of the prescribed texts and related themes.

D**Written production**

Expresses simple ideas and opinions about the prescribed themes with minimal justification or elaboration, and makes some attempts to organise content.

Provides superficial supporting information and makes some textual references which are not always relevant.

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

Comprehension

Identifies and analyses some relevant information from written and spoken texts.

Shows limited analysis, evaluation or comparison of information, ideas and points of view in texts.

Displays a superficial understanding of the prescribed texts and related themes.

E

Does not meet the requirements of a D grade.

Appendix 3 – Mapping of prescribed themes to the prescribed texts

Prescribed theme	Text type	Prescribed text
The individual and the community	Novel	<i>Tang ren jie</i> [Chinatown family]
	Song	<i>Cun zai</i> [To exist] <i>Chun tian li</i> [In the spring]
	Film	<i>Zhong guo he huo ren</i> [American Dreams in China]
Youth culture	Poem	<i>Na shi</i> [That Time]
	Film	<i>Zhong guo he huo ren</i> [American Dreams in China]
	Film	<i>Beijing yu shang xiyatu</i> [Finding Mr. Right]
Perspectives on identity	Novel	<i>Tang ren jie</i> [Chinatown family]
	Film	<i>Beijing yu shang xiyatu</i> [Finding Mr. Right]
Global issues	Novel	<i>Huan bao ju zhang</i> [Environmental Bureau Director]
	Poem	<i>Na shi</i> [That Time]
	Film	<i>Zhong guo he huo ren</i> [American Dreams in China]

Chen, K. (Producer and Director). (2013). *Zhong guo he huo ren* [American Dreams in China] [Motion picture]. China: Edko Films.

陈可辛 · 2013, 电影《中国合伙人》

Feng, Z. (1955). *Na shi* [That Time]. In *Feng zhi shi wen xuan ji* (1st ed.). Beijing: People's Literature Publishing House.

冯至 · 1955, 诗歌《那时》· 选自《冯至诗文选集》

Li, J. (2009). *Huan bao ju zhang* [Environmental Bureau Director]. (Chapters 3 and 14). China: People's Publishing House.

李建荣, 2009, 小说《环保局长》上部中的第3和14章

Lin, Y. (2012). *Tang ren jie* [Chinatown family] (Chapters 1, 2, 3 and 4) China: Hunan Literature and Art Publishing House.

林语堂 · 2012, 小说《唐人街》第1, 2, 3和4章

Tang, M. (Producer), & Xue, X. (Director). (2013). *Beijing yu shang xiyatu* [Finding Mr. Right] [Motion picture]. China: Edko Films.

薛晓路 · 2013, 电影《北京遇上西雅图》

Wang, F. (2009). *Chun tian li* [In the spring]. On *Xin yang zai kong zhong piao yang* [CD]. China: Great Culture Group.

汪峰, 2009, 歌曲《春天里》, 选自专辑《信仰在空中飘扬》

Wang, F. (2011). *Cun zai* [To exist]. On *Sheng wu suo qiu* [CD]. China: Fenghua Qiushi.

汪峰, 2011, 歌曲《存在》, 选自专辑《生无所求》

Appendix 4 – Grammatical items

Grammatical items	Sub-elements	Elaborations
Words 词	notional words 实词	
	nouns 名词	北京, 城市, 朋友
	verbs 动词	知道, 学习, 吃
	auxiliary verbs 助动词	能, 会, 应该
	adjectives 形容词	快, 干净, 漂亮
	numerals 数词	个, 十, 百, 千, 万, 亿
	measure words 量词	个, 本, 辆, 只, 斤
	pronouns 代词	你, 这儿, 每, 谁, 哪
	functional words 虚词	
	adverbs 副词	很, 都, 已经
	prepositions 介词	从, 把, 被
	conjunctions 连词	和, 但是, 只要
	particles 助词	的, 地, 得, 过, 了, 呢
	interjections 叹词	哎呀, 喂
onomatopes 象声词	乒乓, 哗啦	
Phrases 词组	coordinative phrases 联合词组	老师学生, 活泼可爱
	subject- predicate phrase 主谓词组	肚子疼, 语气柔和
	verb-object phrase 动宾词组	逛商场, 说不出话
	endocentric phrase 偏正词组	蓝蓝的天空, 非常倒霉
	numeral-measure word phrase 数量词组	三头驴, 一朵朵云
	complementary phrase 补充词组	休息一会儿, 哭得很伤心
	phrase locality 方位词组	二十岁左右, 学校前面
	opposite phrase 同位词组	首都堪培拉, 咱们大家
	set phrase 固定词组	英联邦国家, 共和国
	prepositional phrase 介词词组	从现在开始, 在草地上
Sentence elements 句子成份	subject 主语	羊吃草。
	predicate 谓语	他看小说。
	object 宾语	妹妹骑马。
	attributive 定语	我看武打电影。
	adverbial adjunct 状语	她无心上学。
	complements 补语	他打完球了。

Grammatical items	Sub-elements	Elaborations
Type of sentences 句子种类	simple sentence 单句	
	subject-predicate sentence 主谓句	爸爸送我生日礼物
	non subject-predicate sentence 非主谓句	下雨了。小心火车！种瓜得瓜, 种豆得豆。
	declarative sentence 陈述句	飞机起飞了。
	interrogative sentence 疑问句	你开车了吗？
	imperative sentence 祈使句	请坐！好好休息！
	exclamatory sentence 感叹句	这地方真大！
Complex sentence 复句	coordinative relation 联合关系	又....., 又.....; 一边....., 一边..... 一面....., 一面..... 一方面....., 一方面..... 不是....., 而是.....
	successive relation 承接关系	(先)然后 (再, 接着), 就.....; 一....., 就.....
	progressive relation 递进关系, 还..... 不但....., 而且..... (还, 也, 又)
	alternative relation 选择关系	(还是), 还是..... 或者....., 或者.....; 不是....., 就是.....
	adversative relation 转折关系	虽然....., 但是..... 尽管....., 但是....., 反而.....;, 却.....
	causative relation 因果关系	因为....., 所以.....; 由于.....,,, 因此.....; 既然....., 就.....
	conditional relation 条件关系	不管....., 都 (也) 不论....., 都 (也) 无论....., 都 (也) 只要....., 就.....; 只有....., 才..... 除非....., 才.....; 一....., 就.....
	suppositive relation 假设关系	要是....., 就.....; 如果....., 就..... 假如....., 就.....; 假使....., 就.....
	purposive relation 目的关系, 好.....;, 为的是.....
preference relation 取舍关系	宁可....., 也.....; 与其....., 不如.....	