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

CHINESE: SECOND LANGUAGE

GENERAL COURSE

Year 11 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Content

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 patterns of migration in recent years have seen rapid growth in Australia's Chinese population.

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

- Chinese: First Language ATAR.

The Chinese: Second Language General course

This course focuses on students gaining knowledge and an understanding of the culture and language of Chinese -speaking communities.

The Chinese: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and China. The Chinese: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at 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. Students may have no prior knowledge or experience of the Chinese language, or may have studied the Chinese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

The Chinese language referred to in the Chinese: Second Language General course is Modern Standard Chinese, also known as Mandarin. Simplified characters are used in writing.

For information on the Chinese: Second Language ATAR, the Chinese: Background Language ATAR and the Chinese: First 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 online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Course outcomes

The Chinese: Second Language General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Chinese through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Chinese.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Organisation

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

Structure of the syllabus

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

Unit 1

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

Unit 2

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

Each unit includes:

* a unit description – a short description of the focus of the unit

* unit content – the content to be taught and learned.

Organisation of content

The course content is organised into five content areas:

* Learning contexts and topics

* Text types and textual conventions

* Linguistic resources

* Intercultural understandings

* Language learning and communication strategies.

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

Learning contexts and topics

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

The learning contexts are:

* The individual

* The Chinese-speaking communities

* The changing world.

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

Text types and textual conventions

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

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

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

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

Linguistic resources

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

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

Intercultural understandings

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

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

Language learning and communication strategies

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

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

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

Progression from the 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 the Chinese: Second Language General 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 the language also extends literacy development in their first language and 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 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. Intercultural understandings is one of the five content areas of the 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 General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

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

Asia and Australia's engagement with Asia

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

Sustainability

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

- the environment

- conservation

- social and political change

- how language and culture evolve.

Unit 1

Unit description

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

Unit content

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

Learning contexts and topics

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

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

Text types and textual conventions

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

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

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

Linguistic resources

Vocabulary

Vocabulary phrases and expressions associated with the unit content.

Grammar

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

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

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

- all sound units: aspirated and unaspirated

- tones

- pronunciation and intonation.

Intercultural understandings

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

Language learning and communication strategies

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

Dictionaries

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

Unit 2

Unit description

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

Unit content

This unit builds on the content covered in Unit 1.

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

Learning contexts

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

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

Text types and textual conventions

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

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

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

Linguistic resources

Vocabulary

Vocabulary phrases and expressions associated with the unit content.

Grammar

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

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

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

- all sound units: aspirated and unaspirated

- tones

- pronunciation and intonation.

Intercultural understandings

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

Language learning and communication strategies

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

Dictionaries

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

School-based assessment

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

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

Assessment table – Year 11

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

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

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

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

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

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

Grading

Schools report student achievement in terms of the following grades:

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

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

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

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

Appendix 1 – Grade descriptions Year 11

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

C	**Written production** Expresses basic information, ideas and opinions. Uses familiar and repetitive vocabulary and sentence structures. Makes errors in grammar, vocabulary, characters and syntax, which sometimes affect meaning. Writing lacks structure and is sometimes influenced by English syntax. Observes some conventions of text types. **Oral production** Communicates by providing some information and ideas. Comprehends questions related to familiar topics, but relies on support from the other speaker, to prompt and rephrase, in order to elicit a response. Uses a limited range of vocabulary and sentence structures with inaccuracies. Errors in pronunciation may affect meaning. **Comprehension** Identifies, and extracts and processes some information from texts and provides mostly correct responses to literal questions. May give incomplete or incorrect answers to questions that require more detail. May select the wrong word or phrase when consulting the dictionary.

D	**Written production** Expresses basic information and opinions. Uses familiar and repetitive vocabulary and structures. Makes errors in grammar and character choice, omits characters and writes partial sentences. Writing is frequently repetitive and influenced by first language. Writing displays errors in grammar and spelling, repetitive vocabulary and partial sentences. Use of first language may affect meaning. Typically, does not observe the conventions of text types. **Oral production** Communicates with basic information and opinions. Comprehension is limited and relies on the other speaker to sustain the conversation. Uses a very limited range of vocabulary. Responds mostly in single words, fragmented sentences or first language. **Comprehension** Identifies, and extracts and processes limited information from texts. Responses are sometimes incomplete or incorrect.

E	Does not meet the requirements of a D grade.

Appendix 2 – Text type list

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

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

Text Type	Definition
Cartoon	Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.
Chart	Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.
Conversation	In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.
Description	Descriptions of people, places, animals, events or feelings, or a combination of these, and can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.
Diary entry	Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name. In Chinese, diary entries typically start with the date, followed by weather of the day. Each new paragraph should be indented.
Email	The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage in order to indicate more clearly the context of the message. In Chinese, emails start with the name of the recipient, followed by a colon. Each new paragraph is indented. The email ends with a salutation, followed by the name of the writer; both of these are aligned to the left. A date is typically not included in an email as this is automatically generated by the email.

Text Type	Definition
Film or TV program (excerpts)	Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.
Form	Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.
Image	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.
Interview	In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of interviews will often depend on the context and relationship between participants.
Itinerary	Itineraries provide a plan for a journey. They present specific details and factual information about destinations, transportation methods, accommodation, list of the "to-dos", attractions and events. Itineraries also include names, addresses and any other contact information necessary while on the journey. Depending on the context, itineraries may be either in formal or informal register, and present a range of tenses.
Journal entry	Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and entries colloquial, and they are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.

Text Type	Definition
Letter	Formal letters are written communication in formal contexts, to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.
	Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.
	In Chinese, informal letters start with the name of the recipient followed by a colon. The first paragraph starts with a salutation of some kind. Each paragraph is indented. The letter ends with a closing remark. The writer's name is included below the last paragraph and is right aligned. The date appears below the name of the writer (also right aligned).
Map	Maps are a form of symbolisation, governed by a set of conventions, that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.
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 on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
Note	Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
	In Chinese, notes typically start with the name of the recipient followed by a colon. The name of the writer appears below the message and is right aligned. The date or time is on the next line and is also right aligned.
Review	Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Text Type	Definition
Role-play	In both spoken and written form, role-plays are used to communicate and exchange ideas, information, opinions, and experiences. Role-plays would generally have only two speakers, but each speaker must be clearly identified. A role-play often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of role-plays will often depend on the context and relationship between participants.
Script – speech, interview, dialogue	Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants. In Chinese, scripts for speeches will typically start with a salutation. Paragraphs are indented and the first will include a reference to the target audience and purpose of the speech. Following the concluding paragraph there is a closing remark. The name of the speaker is at the end (right aligned) with his/her role below.
Sign	Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.
Table	Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Appendix 3 – Elaborations of grammatical items

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

Unit 1		
Grammatical items	**Sub-elements**	**Elaborations**
Adverbs	很, 也, 都	我家的兔子很可爱。 他会说汉语, 也会说意大利语。 我们都学中文。
Conjunctions	和	我和妹妹一起看书。
Intensifiers	很, 非常, 最	今天很热。 姐姐非常喜欢游泳。 大伟是我最好的朋友。
Measure words	nouns 只, 本, 件, 条, 节, 门, 台	我家有两只小猫儿。 我每天上六节课。 我学五门课。
Nouns	proper nouns 北京	他去过北京。
	titles, forms of address 张老师	张老师, 您的办公室在哪儿?
Particles	的, 吧	这是我的笔。 上课了, 我们走吧!
Pronouns	personal	他的朋友是中国人。
	demonstrative 这, 那	这是他妹妹的学校。 那本书不是我的。
Question words	谁, 什么, 哪儿, 几, 多少, 多长, 吗, 呢, 哪	他是谁? 你叫什么名字? 你住哪儿? 哪位同学会说中文? 你家有几口人? 你的电话号码是多少? 你家有宠物吗? 我挺好的, 谢谢。你呢? 这条裤子有多长?
Verbs and verb phrases	verbs 是, 叫, 姓, 有/没有, 喜欢	林老师是澳大利亚人。 他叫马小文。 他姓张。 你有手提电脑吗? 妈妈喜欢听古典音乐。
	verb + object 看书	小王看书。
	auxiliary 会	珍妮会来的。

Grammatical items	Sub-elements	Elaborations
Words for negation	不, 没有	他不是大学生。 他没有去。
Words for time/frequency	time 昨天, 下午, 三点, 现在	现在几点？ 昨天是他的生日。 我三点放学。
	frequency 常常, 经常, 每天, 天天	我天天看电视。 你经常玩电脑游戏吗？ 我常常去图书馆。

Unit 2		
Grammatical items	**Sub-elements**	**Elaborations**
Conjunctions	可是, 因为, 跟	我想去公园, 可是没有时间。 因为下雨, 我不去打网球了。 我跟妈妈一起去买东西。
Intensifiers	挺, 太, 真	你打篮球打得太好了！ 汉字真有意思。
Measure words	verbs 次, 遍	我找了你三次。 这部电影我看了两遍。
Particles	了	我今天看了两本书。
Pronouns	interrogative 怎么	你最近怎么样？ 我们怎么去？
Qualifiers	点儿	我觉得跳舞有点儿难。 我一点儿都不喜欢跑步。
Question words	open 怎么样, 为什么, 多久	你为什么学中文？ 你觉得这双鞋怎么样？ 你学中文多久了？
	closed 还是, 或者, 好吗	你想去看电影还是去海边游泳？ 明天看球赛你来我家, 或者我去你家？ 我们明天去看电影好吗？
Verbs and verbal phrases	auxiliary 可以, 能, 想, 要	你现在可以进去了。 明天我能去你家。 明天我要去朋友家。 我想唱中文歌。
Words for approximation	左右, 多, 几	我们八点左右去。 我的学校有一千多个学生。 今天他家里来了几个人。