



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

# **CHINESE: FIRST LANGUAGE**

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ATAR course

**Year 11 syllabus for teaching from 2026**

## **Acknowledgement of Country**

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

## **Important information**

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

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

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## Rationale

The Chinese: First Language ATAR course connects students with a language spoken by nearly a quarter of the world's population. Communities of Chinese speakers exist not only across mainland China, Hong Kong, and Taiwan, but also in almost every country, including well-established communities in South-East Asia, North America, and Australia. It is an important language in international commerce, economics and trade, with particular influence in manufacturing, technology, global supply chains and financial services, making Chinese an important language for young Australians to learn during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

The course provides students with a strong cultural and linguistic background in Chinese. It enhances students' bilingual and bicultural capabilities by encouraging them to use their language skills to analyse spoken, written and visual texts on topics such as relationships, human interactions, migration, traditional values and technology from personal, community and global perspectives. Students apply the knowledge and skills they have acquired through text analysis to produce spoken and written texts in Chinese.

Students further develop their linguistic knowledge, intercultural literacy and communication skills, enabling them to strengthen their cross-cultural awareness, and refine their communication and critical thinking skills. They learn to evaluate how expressions carrying culture-specific meaning may present difficulties during cross-cultural communication and gain an insight into the role of language and culture in society. The critical literacy skills acquired through studying this course allow students to reflect on the power of language in shaping values and attitudes, fostering a more nuanced understanding of linguistic and cultural dynamics.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Students stay connected through daily interactions with their family, friends and Chinese-speaking communities, while deepening their mastery of the language by engaging with Chinese-language media, literature, and cultural events. This engagement with diverse texts not only makes students aware of the fast-changing cultural and social trends but also strengthens their ability to foster more meaningful cross-cultural communication.

Australia has strong personal, cultural, political and trade connections with Chinese-speaking countries and students who are highly proficient in Chinese have enhanced vocational opportunities in a wide range of sectors. Studying Chinese opens pathways for further academic study in fields like languages, international studies, and cross-cultural communication, and careers in areas such as education, business, trade, commerce, diplomacy, journalism, tourism, hospitality, government and law. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

## Aims

The Chinese: First Language ATAR course builds on students' Chinese language proficiency and knowledge about the cultures of Chinese-speaking communities. It enables students to:

- exchange information, opinions and ideas on topics relevant to the course
- analyse a range of Chinese texts to explain and evaluate how ideas and language shape meaning and enhance communication
- apply the skills they have acquired through text analysis to produce texts in Chinese to convey information and ideas, and to mediate meaning and identity
- strengthen their intercultural communication skills in both the Chinese and English languages
- improve their understanding of the systems of the Chinese language, and of language variation, language change and the role of language and culture.

## Organisation

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

### Structure of the syllabus

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

#### Unit 1

Unit 1 **Relationships and human interactions** is an introduction to text analysis and intercultural communication, with a focus on understanding how language features of texts support their communicative purposes. Students engage with texts to explore their culture-specific meaning.

#### Unit 2

Unit 2 **Communities in transition** builds on students' knowledge about the communicative purpose of texts to raise their awareness of texts as a vehicle for conveying attitudes and values of text producers. Students examine the functions of cultural subtexts and their impact on intercultural communication.

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 four areas.

- **Perspectives and topics** provide the context for language learning. Each unit has a learning focus, which will be studied from three broad perspectives that are linked to three related topics. The three perspectives are: personal, community and global.
  - The personal perspective explores a topic from the viewpoint of an individual or individuals from Chinese-speaking communities.
  - The community perspective investigates how a related topic affects groups in the Chinese-speaking communities.
  - The global perspective examines how certain issues impact the global community.

- These perspectives and topics guide the selection of texts for teaching and assessment. They also promote meaningful communication and enable students to extend their understanding of the Chinese language and culture.
- **Text analysis** provides students with the opportunity to engage with a variety of Chinese spoken and written texts and to explore how text producers employ language and text features to convey meaning, to produce effect and to shape opinion and attitudes.
- **Text production** enables students to apply what they have acquired through text analysis to the production of spoken and written texts in Chinese. It involves the evaluation and presentation of evidence to make reasoned conclusions, and the effective use of textual and language features to engage audiences.
- **Intercultural communication** strengthens students' cross-cultural awareness in language use and builds their ability to analyse the role of language and culture as resources for interpreting and shaping meaning in intercultural exchanges between speakers of English and Chinese.

## Progression from the Years 7–10 curriculum

The Australian Curriculum: Chinese First Language Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning.

These strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Chinese and 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 support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Chinese: First Language ATAR course.

### Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the Chinese language and culture. Content in the course is presented through three perspectives – Personal, Community and Global – encouraging students to compare information and evaluate ideas from diverse perspectives. By analysing spoken, written and visual texts, students strengthen their ability to process and evaluate information and engage in logical and reflective thinking. By further developing and extending their skills, knowledge and understanding of the Chinese language, they learn to assess how ideas and language shape meaning and enhance communication. Students transfer the knowledge and skills they have acquired through text analysis to produce spoken and written text related to the topics, fostering students' metacognition, problem-solving abilities and analytical skills.

## Intercultural understanding

Intercultural understanding underpins the aims and content of the course. It is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their first language and cultural experience, which their new learning experience can challenge.

In this course, learners develop skills to exchange information and views on the role of language and culture in society; explain views, attitudes and values expressed in texts from perspectives, including Personal, Community and Global; recognise patterns of language use that carry culture-specific meaning; analyse cultural/emotional subtexts to reflect on the impact of these elements on communication between cultures; and use language to mediate meaning, to sustain a personal voice and to facilitate cross-cultural interactions through intercultural literacy and skills developed. The topics in this course also incorporate content that affords students opportunities to move between Chinese and English, which is integral to the development of students' intercultural capability.

## Literacy

Students refine literacy capacity as they use Chinese to analyse a range of texts, and as they produce spoken and written texts for different audiences, purposes and contexts in Chinese about relationships and human interactions, and communities in transition.

For first-language learners of Chinese, literacy involves skills and knowledge that need guidance, time and support to improve and refine. These skills include analysing a range of spoken, written, and visual texts to explain and evaluate how ideas and language shape meaning and enhance communication; producing written and spoken texts to convey information and ideas, and to mediate meaning and identity; and applying critical literacy for both Chinese and English to evaluate language choice and to render Chinese into English for an English-speaking audience.

## Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Chinese: First Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

## Summary representation of the General Capabilities in the Chinese: First Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Chinese: First Language (AECFL)	ATAR	✓			✓	✓		
Year 12	Chinese: First Language (ATCFL)	ATAR	✓			✓	✓		

### Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

## Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them 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.

## Unit 1

### Unit description

Unit 1 **Relationships and human interactions** introduces students to text analysis and intercultural communication. It develops students' ability to understand the communicative purpose of texts. Students engage with and produce texts related to the topics for this unit. They learn how to identify content, text structures and language features that convey information about the text producers' intent and the target audiences. They recognise patterns of language use in texts that carry culture-specific meaning related to social relationships.

### Unit content

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

#### Perspectives and topics

The perspectives and topics define the learning context for the unit and provide a framework for the selection of texts for teaching and assessment.

The topics for Unit 1 are about **Relationships and human interactions**. The topics in relation to the perspectives are:

Perspectives	Topics
Personal	Social expectation and individual identity
Community	The family in Chinese-speaking communities today
Global	Changes in traditional social roles

#### Text analysis

Unit 1 introduces students to the analysis of spoken, written and visual texts. Students acquire skills to:

- identify the themes, subject matter and target audiences of texts
- explain language features pertaining to text producers' intent
- examine the language that text producers use to adjust the distance between themselves and their audiences
- identify key points and ideas of texts and summarise information
- examine the structures, textual features and writing styles of a variety of texts to determine their communicative purposes
- use examples from texts to explain findings.

## Text production

Students apply the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:

- appropriate register for familiar and unfamiliar audiences
- textual features related to recounting, describing and narrating
- stylistic/rhetorical devices, such as repetition and rhetorical questions
- conventions of a range of text types to organise ideas in order to show how information links and sequences.

For the purpose of school-based text production assessments, students will be expected to produce texts from the following text types:

- account
- announcement
- article
- blog post
- conversation
- email
- interview
- journal entry
- letter
- presentation
- review
- script – speech, interview, dialogue

## Intercultural communication

Students build on their linguistic knowledge, intercultural literacy, and communication skills to:

- identify word choices in texts that carry culture-specific meaning, and explain how these words can be rendered into English
- exchange views about language variations in texts due to gender, age and social status in both Chinese-speaking and English-speaking communities
- exchange information and views about how social relationships influence language choices.

## Unit 2

### Unit description

Unit 2 **Communities in transition** further develops students' skills in text analysis and intercultural communication. It builds on students' knowledge about the communicative purpose of texts to improve their awareness of how texts convey the attitudes and values of text producers. Through engaging with texts related to the topics for this unit, students analyse how texts are structured to show relationship of ideas, and how language that conveys cultural and emotional subtexts, such as euphemism, may affect the interpretation of a text.

### Unit content

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

#### Perspectives and topics

The perspectives and topics define the learning context for the unit and provide a framework for the selection of texts for teaching and assessment.

The topics for Unit 2 are about **Communities in transition**. The topics in relation to the perspectives are:

Perspectives	Topics
Personal	Impacts of migration on individuals
Community	Traditional values in contemporary Chinese-speaking communities
Global	Technology and cross-cultural communication

#### Text analysis

Unit 2 further develops students' ability to conduct the analysis of spoken, written and visual texts and improves their skills to:

- analyse the themes, subject matter and target audiences of texts
- explain views, attitudes and values expressed in texts
- examine the writing styles of texts to determine how they are related to the attitudes and values of text producers
- summarise content and synthesise ideas from texts
- analyse how structures, text conventions and sequencing of ideas support the communicative purpose of texts
- use evidence from texts to demonstrate how textual features and stylistic/rhetorical devices are related to text producers' attitudes and values.

## Text production

Students apply the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:

- appropriate registers for familiar and unfamiliar audiences
- textual features related to recounting, describing and narrating
- stylistic/rhetorical devices, such as imagery and change in tone
- conventions of a range of text types to sequence information in order to show attitudes and values.

For the purpose of school-based text production assessments, students will be expected to produce texts from the following text types:

- account
- announcement
- article
- blog post
- conversation
- email
- interview
- journal entry
- letter
- presentation
- review
- script – speech, interview, dialogue

## Intercultural communication

Students further develop their linguistic knowledge, intercultural literacy, and communication skills to:

- identify sentences and expressions in texts that carry culture-specific meaning, and explain how they may present difficulties when rendering into English
- exchange views about language that conveys cultural and emotional subtexts, and explore how these subtexts affect the interpretation of a text
- exchange information and views on the role of language and culture in society.

## Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the General Capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

## School-based assessment

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

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the following Principles of Assessment.

- Assessment is an integral part of teaching and learning.
- Assessment should be educative.
- Assessment should be fair.
- Assessment should be designed to meet its specific purpose/s.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Chinese: First Language ATAR Year 11 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

## Assessment table – Year 11

Type of assessment	Weighting
<p><b>Spoken text analysis</b></p> <ul style="list-style-type: none"> <li>Analyse spoken texts in Chinese by responding in Chinese to questions about the themes, subject matters, and audiences of the texts; and</li> <li>Apply intercultural communication skills to summarise in English the key points and main ideas of the texts.</li> </ul>	20%
<p><b>Written text analysis</b></p> <ul style="list-style-type: none"> <li>Analyse written texts in Chinese by responding in Chinese to questions about the themes, subject matters and audiences of the texts, and language features that support the communicative purpose of the texts; and</li> <li>Apply intercultural communication skills to respond in Chinese or English to questions about culture-specific issues in texts, or to summarise, paraphrase or translate in English, sentences from Chinese texts for a different audience.</li> </ul>	30%
<p><b>Text production</b></p> <ul style="list-style-type: none"> <li>Produce written texts in Chinese for a specific audience, purpose and context using a variety of text types.</li> <li>Produce spoken texts in Chinese for a specific audience, purpose and context.</li> </ul> <p>In the assessment of the pair of units, a writing task and a speaking task must each be included at least once.</p>	20%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit, and reflects the examination design brief in the Year 12 syllabus.</p>	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The assessment outline must:

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

## Reporting

Schools report student achievement 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 grade descriptions for the Chinese: First Language ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

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

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

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

## Appendix 1 – Grade descriptions Year 11

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

<b>A</b>	<b>Text analysis</b>	<p>Synthesises information about themes, subject matter, audience and text producer’s intent when presenting an in-depth analysis of ideas, attitudes and values in the text.</p> <p>Uses evidence from the text to effectively demonstrate how text features, writing style and sequencing of ideas support the communicative purpose of the text.</p>
	<b>Text production</b>	<p>Produces a text with relevant information and register to effectively respond to questions and tasks.</p> <p>Uses stylistic devices and rhetorical skills that support the communicative purpose of the text.</p> <p>Uses conventions of a range of text types to sequence information in order to effectively present ideas, attitudes and values.</p>
	<b>Intercultural communication</b>	<p>Provides a comprehensive response to questions and tasks related to culture-specific meaning of words and sentence in a text. Uses evidence from the text to give an insightful analysis of language features that may present difficulties in intercultural communication.</p> <p>Rewrites or paraphrases sentences from a text for a different audience, accurately conveying the meaning of the original text and the intent of the text producer.</p>

<b>B</b>	<b>Text analysis</b>	<p>Provides a comprehensive account of information about themes, subject matter, audience and text producer’s intent when presenting a sound analysis of ideas, attitudes and values in the text</p> <p>Uses detailed examples from the text to demonstrate how text features, writing style and sequencing of ideas support the communicative purpose of the text.</p>
	<b>Text production</b>	<p>Produces a text with mostly relevant information and register to provide a sound response to questions and tasks.</p> <p>Uses stylistic devices and rhetorical skills that are relevant to the communicative purpose of the text.</p> <p>Uses conventions of a range of text types to organise information in order to express ideas, attitudes and values.</p>
	<b>Intercultural communication</b>	<p>Provides a sound response to questions and tasks related to culture-specific meaning of words and sentences in a text. Uses relevant examples from the text to provide a convincing analysis of language features that may present difficulties in intercultural communication.</p> <p>Uses appropriate language to rewrite or paraphrase sentences from a text for a different audience. The rendition has minor inaccuracies that do not affect meaning.</p>

C	<b>Text analysis</b>	Refers to relevant information about themes, subject matter, audience and/or text producer's intent when presenting an adequately clear analysis of ideas, attitudes and values in the text. Uses some relevant examples from the text to comment on text features, writing style and sequencing of ideas in the text.
	<b>Text production</b>	Produces a text with some relevant information to provide an adequately clear response to questions and tasks. Uses an appropriate register. Uses stylistic devices and rhetorical skills that generally reflect the communicative purpose of the text. Demonstrates knowledge of text conventions and an ability to organise information when expressing an opinion.
	<b>Intercultural communication</b>	Provides an adequate response to questions and tasks related to culture-specific meaning of words and sentences in a text. Uses some examples from the text to provide a reasonably clear explanation of language features that may present difficulties in intercultural communication. Uses acceptable language to rewrite or paraphrase sentences from a text for a different audience. The rendition contains some inaccuracies that do not affect meaning.

D	<b>Text analysis</b>	Identifies some aspects of themes, subject matter, audience or text producer's intent when presenting a simple analysis of ideas, attitudes or values in the text. Uses limited examples from the text to make general comments about language or stylistic features.
	<b>Text production</b>	Produces a text with simple information and limited details when responding to questions and tasks. Uses some stylistic devices or rhetorical skills to produce a text. Demonstrates limited knowledge of text conventions or ability to organise information.
	<b>Intercultural communication</b>	Provides a simple response to questions and tasks related to culture-specific meaning at word and sentence levels. Identifies limited examples from the text that may present difficulties in intercultural communication. Uses disjointed language to rewrite or paraphrase sentences from a text for a different audience. The rendition contains inaccuracies that affect meaning.

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.
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## Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in the Year 11 and/or Year 12 syllabuses of the Chinese: First Language ATAR course.

### **Audience**

Audience refers to the listeners of a spoken text, the readers of a written text, and the viewers of a visual text.

### **Bias**

Bias occurs when a text producer expresses a partiality for or prejudice against someone, something, or some idea. Sometimes biases can easily be identified from the content of a text. Other times they are less explicit and are implied through choice of words, selection of facts or examples, or tone of voice.

### **Change in tone**

All literary texts have a tone. Text producers use syntax, diction, imagery, details, and figurative language to create tone. A text is not limited to having only one tone. Tone may shift throughout a text as the narrator's perspective changes, or as the plot becomes more dramatic or complex.

### **Communicative purpose**

In a general context, communicative purpose refers to the primary goal and intention of someone's act of communication on a given occasion. In a text, communicative purpose is the reason why a text producer produces the text. This reason can fall into four main categories, such as to describe, to inform, to instruct or to persuade.

### **Contrast (as a stylistic or rhetorical device)**

Contrast is a technique for identifying the differences between two subjects, places, persons, objects, or ideas.

### **Critical literacy (in language education)**

Critical literacy is the ability to analyse texts in an active and reflective manner that helps develop a better understanding of the power of language in shaping meanings and attitudes. This ability to access, use and evaluate information promotes both language and cognitive development.

### **Cross-cultural awareness**

Cross-cultural awareness means that having a good understanding of one's own culture will help an individual to understand and respect how people from other countries or backgrounds may have different attitudes and values. It is considered an important tool for reducing cross-cultural conflicts, as it helps an individual to learn how to behave in appropriate ways across cultures. In addition, cross-cultural awareness enables people to have a better understanding of their own cultural values.

### **Distance between text producer and audience**

Also known as narrative distance, fiction texts use narrative distance to define the proximity of story narrators to the subjects they are describing. In a non-fiction text, it defines the distance that text producers intend to maintain between themselves and the audience. A text producer can choose to adjust the narrative distance in a text to achieve certain effects (for example, to create suspense) or to construct a certain relationship with the audience (for example, expert versus novice, or formal versus informal).

**Euphemism**

A euphemism is a polite and intentionally indirect expression that is used in place of an expression that might be considered offensive, harsh, abrupt, unpleasant or inappropriate to use.

**Identity**

Identity refers to the unique appearance, personality, qualities and beliefs of a person or a group that distinguishes them from other people or other groups. It is related to how a person/group thinks about themselves, the characteristics that define that person/group and how they relate themselves to the social environment. Identity is not a static concept. It contains multiple layers and facets, and it transforms over time. Identity can be developed, managed and negotiated; it is also susceptible to manipulation, modification and alteration.

**Imagery (as a stylistic or rhetorical device)**

Imagery is the skilful use of descriptive language that enables the audience to better imagine the world presented in a text. It often involves depicting experience of the five senses (taste, touch, sight, smell and sound), or details of body movement, or emotions and sensations of a person, in order to help the audience visualise the world that the text producer has created.

**Intent of text producer**

The intent of a text producer is the way the producer intends for the text to be interpreted. It includes the meaning that the producer is trying to convey.

**Intercultural communication**

Intercultural communication is the study of communication across different cultures and social groups, or of how culture affects communication.

**Language barrier**

Language barriers are cultural and linguistic obstacles to communication. They represent the difficulties in communication experienced by people originally speaking different languages or dialects. For example, in standard modern Chinese, the word 师傅 *shīfu* is a polite way of greeting a tradesperson or someone who has mastered a skill or a craft. The meaning and usage of the word has changed over time. In some classical texts, this word was a term of respect for a teacher or a master, in a similar way that the word 师父 *shīfu* is used today. There is no direct equivalence in the English language for this word. When rendering the word into English, a translator has to take into account the context in which the text is produced in order to find the closest equivalence.

**Language features**

It is a broad term for language choices that a text producer makes during the production of a text. These choices define its text type and shape its meaning. They vary according to the purpose of a text, its subject matter, and the audience, and are also determined by the mode and medium of text production.

**Language mediation**

In cross-cultural interactions, mediation means assisting people who speak different languages to communicate effectively with one another, to understand foreign words or concepts, or to deal with unfamiliar situations or ideas. In the context of education, mediation refers to the instrumental use of discourse for the teaching and learning of certain academic register. Through actively participating in classroom discourse, learners progressively transform themselves from novice to expert.

**Language variation and change**

Language variation and change is used in this syllabus to refer to the study of regional variation in language, of how languages change over time and of social variation in language. It involves examining variations in language that are determined by external and social factors. These variations can, and do, lead to language change.

**Medium**

A medium is a channel through which communications take place. It is used to refer to verbal, nonverbal, written and visual communication styles.

**Mode**

Mode refers to a means of communicating. There are five modes of communication: visual, linguistic, spatial, aural and gestural.

**Paraphrase (as a verb)**

To paraphrase usually means to restate a text in a different form to make meaning clearer. For the purpose of this syllabus, however, it refers to the adapting and altering of a text for a different audience and/or purpose.

**Register**

Register involves a variety of language used for a particular purpose or in a particular situation, the variation being defined by use as well as user. For example, informal register or academic register.

**Repetition (as a stylistic or rhetorical device)**

Repetition consists of repeating a word, phrase, or sentence, and is common in both literary and non-literary texts. It is a technique for adding emphasis, unity, and power.

**Rhetorical question (as a stylistic or rhetorical device)**

A rhetorical question is a question asked in order to create a dramatic effect or to make a point rather than to get an answer.

**Sequencing of ideas**

Sequencing of ideas refers to an ability to identify information structure of a text, and to recognise logical links of information and ideas within a given text in the order in which they occur.

**Summarise**

To summarise means to provide a concise description of the main points.

**Stylistic device**

Stylistic devices refer to a variety of techniques to give an additional meaning or feeling to a text. Also known as figures of speech or rhetorical devices, the goal of these techniques is to create imagery, emphasis, or clarity within a text in the hope of engaging the reader.

**Subject matter**

Subject matter is the topic dealt with or the subject represented in a text.

**Subtext**

Subtext is the unspoken or less obvious message in a text. It is not immediately or purposefully revealed in the content but comes to be known by the audience through a process of internalisation.

**Text**

An identified stretch of language used as a means for communication or as the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be spoken, written or multimodal, and can be in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

**Text analysis**

Text analysis refers to a method of systematically examining a text to understand how the use of language and symbols enables text producers to effectively convey information about how they make sense of life and life experience. It involves deep reading of a text to identify the audience, purpose and context, in order to ascertain how these elements provide cues to ways through which the text may be interpreted. It also involves an evaluation of language use to determine whether language features of the text support its intended communicative purpose.

**Text conventions**

Text convention is a mutually agreed upon standard related to the form of a text. It refers to common features that are often found in texts.

**Text interpretation**

Text interpretation involves the examination of features running throughout the text to determine how they shape the audience's perception of reality. The focus is on how content and language are used to shape the portrayal of the topic and to convey underlying meaning.

**Text producer**

Text producer refers to a speaker in a verbal exchange, an author of a written text and a creator of a visual text.

**Text production**

Text production involves the creating of spoken (verbal and nonverbal), written, and visual texts in print, sound, image and digital formats.

**Text: Descriptive**

A descriptive text provides the attributes of something. It aims at describing and revealing the characteristics of a particular person, place or object.

**Text: Expository**

An expository text is non-fictional and fact-based, similar to an informative text. The main difference is that an expository text may contain opinions. It aims at exposing the truth through a reliable source, in a way that is educational and purposeful. It is a form of concise and organised writing that gets to the point quickly and efficiently.

**Text: Imaginative**

An imaginative text represents feelings, ideas and mental pictures using words or visual images. It is recognised for its form, style, artistic and aesthetic value.

**Text: Informative**

An informative text is fact-based non-fiction, written with the intention of informing the readers about a specific topic. It is typically found in newspapers, magazines, textbooks, and instruction manuals. It uses special textual features that allow readers to easily find key information about a topic.

**Text: Narrative**

A narrative text describes a sequence of fictional or non-fictional events. It is based on perception in time and, therefore, the succession of events in a narrative text is usually given in chronological order.

**Text: Persuasive**

A persuasive text aims at presenting a point of view and seeking to persuade the reader. It can be an argument, an exposition, a discussion, a review or even an advertisement.

**Textual features**

Textual features are the structural components of a text that combine to construct meaning and achieve purpose, and are recognisable as characterising a particular text type.

**Theme and thematic pattern**

Theme and thematic (progression) pattern refer to the way that a text producer constructs clauses in a text so that these clauses fit smoothly into the unfolding language event portrayed in the text. There are two components to a thematic pattern: the themes and the rhemes. A theme is the starting point of a message. It usually tells the audience the topic that the message is dealing with. It is followed by the rheme, or the remaining part of the message that contains additional or new information. As the text unfolds, the themes and rhemes of individual clauses connect to each other in various ways, picking up or repeating the key concepts and developing them further. These connections form a pattern of thematic progression. An understanding of how thematic patterns work helps learners become aware of how information and ideas should flow in a text so that it could be easily understood by the audience.

**Translation**

Translation is the communication of the meaning of a source language text by means of an equivalent target language text. The target text preserves the intent of the source text producer.



