



# **Chinese: Second Language**

## **General Course Year 12**

### **Selected Unit 3 syllabus content for the**

### **Externally set task 2025**

This document is an extract from the *Chinese: Second Language General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2025 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2025 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

# Unit 3

## Unit description

The focus for this unit is 我们的世界 (**My world, your world!**). Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain further insight into the culture.

## Unit content

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

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

## Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of topics under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<b>The individual</b> 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.	<b>My neighbourhood</b> Students discuss their local neighbourhood and describe places and events.
<b>The Chinese-speaking communities</b> 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.	<b>Celebrations</b> Students discuss and describe community events and celebrations in a Chinese-speaking community.
<b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.	<b>Let's celebrate!</b> Students describe world events or celebrations that interest them.

## Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments and the WACE externally set task, 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	都, 就, 已经, 比较
Aspects	durative – progressive 正在 experiential 过
Comparison	跟, 最
Constructions	因为…所以, 不但…而且, 虽然…但是/可是, 又…又
Prepositions	跟, 比, 给

Refer to Appendix 3 for elaborations of grammatical items.

### Sound and writing systems

Development and consolidation of sound and writing systems of Chinese.

## **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.