



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

# CHINESE: BACKGROUND LANGUAGE

ATAR COURSE

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Year 11 and Year 12 syllabus

## IMPORTANT INFORMATION

This syllabus is effective from 1 January 2018.

Users of this syllabus are responsible for checking its currency.

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

This document incorporates material from the Stage 6 Languages in Context Syllabuses (Preliminary and HSC courses) and the Languages in Context Syllabuses support document prepared by the NSW Education Standards Authority for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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# Rationale

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

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

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

## The place of the Chinese language in Australian education

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

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

## The nature of Chinese language learning

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

Characters are logographs composed of a number of components organised into a particular sequence within a square, parts of which are likely to suggest the sound and meaning of the whole character. The majority of characters are morpheme-syllables – each of which represents a syllable of sound and a unit of meaning. There are 3500 frequently used characters which are learned by native-speaker children in primary school in China. These characters are composed of approximately 500 distinct components which are used with varying degrees of frequency, location and function. An additional characteristic of Chinese writing is

the fact that texts in Chinese characters do not display word level spacing and texts may be written vertically and read from right to left down the page.

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

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

## **The diversity of learners of Chinese**

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

## **The WACE Chinese courses**

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

The following courses are available:

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

## **The Chinese: Background Language ATAR course**

The Chinese: Background Language ATAR is adapted from the NESA course for Chinese in Context. This course focuses on building on and further developing a student's language capability through engagement with Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Chinese culture and language, and enhances the development of their bilingual competence and bicultural identity.

This course is aimed at students who have typically been brought up in a home where Chinese is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of Chinese. They have received all or most of their formal education in schools where English, or a language other than Chinese, is the medium of instruction. Students may have undertaken some study of Chinese in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Chinese is the medium of instruction, and may have spent some time in a country where it is a medium of communication.

The language to be studied and assessed is the Modern Standard Chinese, also known as Mandarin, and includes formal and informal usage.

For information on the Chinese: Second Language General, the Chinese: Second Language ATAR and Chinese: First Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

## **Application for enrolment in a language course**

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

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

## Course outcomes

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

### **Outcome 1 – Interact with others to exchange meaning in spoken Chinese, applying knowledge and understanding of the relationships between language, culture and identity**

In achieving this outcome, students:

- use strategies to maintain communication
- exchange information and justify opinions and ideas
- express personal opinions, emotions and feelings
- present information and ideas appropriate to context, purpose and audience
- recognise and use language appropriate to different cultural contexts
- develop bilingual and bicultural identity through interacting with others.

### **Outcome 2 – Create texts to express meaning in written Chinese, demonstrating knowledge and understanding of the relationships between language, culture and identity**

In achieving this outcome, students:

- sequence and structure information and ideas
- use appropriate linguistic features and structures to convey information, ideas, emotions and opinions
- create texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- apply knowledge of cultural concepts and perspectives to the creation of texts
- express ideas and opinions from a bilingual and bicultural perspective.

### **Outcome 3 – Analyse spoken and written texts in Chinese to interpret meaning, examining and reflecting on relationships between language, culture and identity**

In achieving this outcome, students:

- summarise information and ideas from texts
- synthesise information and ideas from texts
- infer points of view, opinions and attitudes expressed in texts
- respond to texts personally and critically
- analyse the way in which culture and identity are expressed through language
- reflect on own and others' practices and ideas expressed in texts.



## Organisation of content

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

The course content is organised into four areas:

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

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

### Issues, perspectives, contexts and texts

#### Issues

Through the study of the issues: **Young people and their relationships, Traditions and values in a contemporary society, The changing nature of work, The individual as a global citizen** and **Chinese identity in the international context**, students develop the ability to reflect on and respond to aspects of the language and culture of Chinese-speaking communities locally, regionally and globally.

#### Perspectives

Each issue is studied through one or more of the following perspectives: **Personal** (individual identity), **Community** (connections with Chinese-speaking communities locally, regionally and worldwide) and **International** (connections with the world as a global citizen). This provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, inquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

#### Contexts and texts

The way language is used and its interpretation vary according to contexts of language use. The contexts for this course are: **Social and Community Settings** (such as home, family, school, workplace, the Internet), **Contemporary Literature and the Arts**, and **Media** (such as television, newspapers, radio, the Internet). These contexts provide settings within which students can explore and convey personal understanding in relation to the issues.

The term 'text' refers to any form of communication – spoken, written or visual. Students are made aware of the defining characteristics of different texts. Texts drawn from the contexts will provide students with a range of authentic examples of how language is used.

Students are required to engage with a range of authentic texts in Chinese, either in their original or adapted form, relevant to the content of the course. While this course focuses on simplified characters in the written form, it does not preclude the use of resources/texts written in full-form (complex) characters. English language texts may also provide opportunities to engage with the course content.

Students should be provided with opportunities to study each issue through one or more of the perspectives and through texts drawn from one or more of the contexts. This is to ensure that all the perspectives and contexts are covered in a balanced way.

### **Personal investigation (Year 12 only)**

Students come to the Chinese: Background Language ATAR course with a variety of levels of language experience and a wide range of aspirations. The personal investigation allows students to reflect on their own learning and their own personal and cultural identity by making links with their heritage. The personal investigation allows students to further build upon the language skills and intercultural understandings developed through the course content.

Students choose their area of interest from one of the issues specified in the course, focusing their investigation through one or more of the perspectives. Texts form the basis of this study and could include, for example, films, newspaper articles, songs, documentaries, short stories, extended interviews, extracts from works of fiction and non-fiction, electronic texts, or oral histories, either in their original form or adapted. Appropriate texts in English could also be included, but should be a limited aspect of the research. Texts may be drawn from one, two or all three of the contexts, depending on the nature of the investigation and the availability of suitable research material.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Chinese are to be selected. Teachers will support and guide students in their choice of texts and in their research. The number of texts depends on their nature and should allow students to explore their chosen area of investigation in sufficient depth to meet the outcomes of the course.

As evidence of their research, students are required to provide a personal interpretation as well as demonstrate knowledge of their area of interest.

Students are required to develop familiarity with the content of their personal investigation, such that they are able to provide a brief written summary and participate in an oral interview.

The personal investigation is aimed at students developing skills and knowledge to enable them to:

- use their personal understanding and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for appropriateness and relevance
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed during the course to find resources and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understanding of, or perspectives on, issues
- appraise their own effective communication skills and those of others

- use a variety of modes of presentation to convey personal opinions and ideas.

The personal investigation is the basis for the oral component of the external examination at the end of Year 12.

### **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, characters, grammar, and sound and writing systems of Chinese.

In the Chinese: Background Language ATAR course, students deepen their knowledge and understanding of the structure of Chinese. Students will need to use Chinese at a sophisticated level, with a wide range of vocabulary and idiom, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within, and about, the issues, perspectives and contexts.

### **Intercultural understandings**

Intercultural understandings involve developing knowledge, awareness and understanding to communicate and interact effectively across languages and cultures. Students with a background in Chinese language and/or culture, already have experience of negotiating between that culture and language and their Australian cultural identity. The Chinese: Background Language ATAR course provides opportunities for these students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to learn more about, better understand and eventually move between their cultures and languages.

### **Language learning and communication strategies**

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

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

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

## Representation of the general capabilities

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

### Literacy

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop.

These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of Chinese, literacy development in Chinese also extends literacy development in English.

### Numeracy

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

### Information and communication technology 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 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.

## **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 understanding is one of the four content areas of this course.

## **Representation of the cross-curriculum priorities**

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

## **Aboriginal and Torres Strait Islander histories and cultures**

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

## **Asia and Australia's engagement with Asia**

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

## **Sustainability**

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

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

## Content

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

### Issues, perspectives, contexts and texts

The following issues, perspectives, contexts and texts are prescribed for both Year 11 and Year 12.

#### Issues and perspectives

Issues	Perspectives
<p><b>Young people and their relationships</b> Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</p>	<p><b>Personal:</b> individual identity</p> <p><b>Community:</b> connections with Chinese-speaking communities locally, regionally and worldwide</p> <p><b>International:</b> connections with the world as a global citizen.</p>
<p><b>Traditions and values in a contemporary society</b> Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.</p>	
<p><b>The changing nature of work</b> Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>	
<p><b>The individual as a global citizen</b> Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.</p>	
<p><b>Chinese identity in the international context</b> Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.</p>	

## Contexts and texts

The way language is used and its interpretation, vary according to contexts of language use. The contexts specified in this course also provide parameters from which to select texts, which provide students with a range of authentic examples of how language is used. It is necessary for students to engage with a range of authentic texts in Chinese, either in their original or adapted form, relevant to the content of the course. The following table shows texts aligned to the contexts. In school-based assessment and the external examination, students may be expected to produce and/or respond to the text types listed below.

Contexts	Texts (suggested alignment to contexts)	
<b>Social and Community Settings:</b> such as home, family, school, workplace, the Internet	<ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• application</li> <li>• blog posting</li> <li>• commentary</li> <li>• description</li> </ul>	<ul style="list-style-type: none"> <li>• interview</li> <li>• journal entry</li> <li>• letter</li> <li>• narrative account</li> <li>• personal profile</li> </ul>
<b>Contemporary Literature and the Arts</b>	<ul style="list-style-type: none"> <li>• essay</li> <li>• film or TV program (excerpts)</li> <li>• novel or play (extracts)</li> </ul>	<ul style="list-style-type: none"> <li>• poem</li> <li>• review</li> <li>• short story</li> <li>• song</li> </ul>
<b>Media:</b> such as television, newspapers, radio, the Internet	<ul style="list-style-type: none"> <li>• article</li> <li>• commentary</li> <li>• discussion</li> <li>• interview</li> </ul>	<ul style="list-style-type: none"> <li>• recount</li> <li>• report</li> <li>• review</li> <li>• speech/talk (scripted)</li> </ul>

## Linguistic resources

### Grammar and characters

Refer to Appendix 3 for the grammatical items and Appendix 4 for the list of characters that students are expected to recognise and use.

### Intercultural understandings

The issues, perspectives, contexts and texts, and the linguistic resources for the course, should provide students with opportunities to further develop their linguistic and intercultural competence, 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. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Students are able to use monolingual and/or bilingual print dictionaries and/or character dictionaries in the written examination.

## School-based assessment

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

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

### Assessment table – Year 11

Type of assessment	Weighting
<p><b>Oral communication</b></p> <p>Interaction with others to exchange information and express, opinions and ideas in spoken Chinese. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.</p>	15%
<p><b>Responding to texts: spoken</b></p> <p>Interpretation, analysis and evaluation of a range of spoken and/or audiovisual texts that are in Chinese and that relate to the issues, perspectives and contexts listed in the syllabus. Responses may be in Chinese or English, depending on the requirements of the task. Typically these tasks are administered under test conditions.</p>	20%
<p><b>Responding to texts: written</b></p> <p>Interpretation, analysis and evaluation of a range of print texts that are in Chinese and that relate to the issues, perspectives and contexts listed in the syllabus. Responses may be in Chinese or English, depending on the requirements of the task. Typically these tasks are administered under test conditions.</p>	20%
<p><b>Creating texts in Chinese</b></p> <p>Production of evaluative, persuasive or reflective written texts in Chinese, relating to the issues, perspectives and contexts of the course and for a specified audience, purpose and context. Typically these tasks are administered under test conditions.</p>	15%
<p><b>Practical (oral) examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	10%
<p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	20%



### Assessment table practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<p><b>Oral communication</b> Interaction with others to exchange information and express, opinions and ideas in spoken Chinese. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.</p>	50%	100%	25%
<p><b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%		

### Assessment table written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<p><b>Responding to texts: spoken</b> Interpretation, analysis and evaluation of a range of spoken and/or audiovisual texts that are in Chinese and that relate to the issues, perspectives and contexts listed in the syllabus. Responses may be in Chinese or English, depending on the requirements of the task. Typically these tasks are administered under test conditions.</p>	15%	100%	75%
<p><b>Responding to texts: written</b> Comprehension and interpretation of, and response to, a range of Chinese print texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.</p>	15%		
<p><b>Creating texts in Chinese</b> Production of evaluative, persuasive or reflective written texts in Chinese, relating to the issues, perspectives and contexts of the course and for a specified audience, purpose and context. Typically these tasks are administered under test conditions</p>	20%		
<p><b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%		

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

The assessment outline must:

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

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

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

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

## Grading

Schools report student achievement in terms of the following grades:

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

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

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

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

## External examination

All students enrolled in the Chinese: Background Language ATAR Year 12 course are required to sit the external examination. The examination is set and marked by NSW Education Standards Authority (NESA). The examination is based on a representative sampling of the course content. Details of the examination are prescribed in the examination design brief on the following pages.

In Western Australia, the written examination is scheduled at the same time as the NESA examination.

Refer to the WACE Manual for further information.

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

### Time allocated

Examination: approximately 10 minutes

### Provided by the candidate

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

Section	Supporting Information
<b>Discussion of personal investigation</b> 100% of the practical examination Duration: 10 minutes	The candidate discusses, in Chinese, with the marker the focus of the personal investigation, including reflections on his/her findings and referring to the source texts used. The candidate can also refer to personal experiences related to the topic.

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Permissible items

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

Special items: monolingual and/or bilingual print dictionaries and/or print character dictionaries

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

Section	Supporting Information
<b>Section One</b> <b>Responding to texts</b> 65% of the written examination Approximately eight texts (of which approximately three will be audio and/or audiovisual) Approximately six questions Suggested working time: 1 hour and 45 minutes	Texts relate to the issues, perspectives and contexts listed in the syllabus and include a range of text types. Audio and/or audiovisual texts: The texts will vary in length, ranging from approximately 1 to 2 minutes. The total time for one reading/playing of all texts will be approximately 5 minutes. Each text will be read/played twice. There will be a pause between the first and second reading/playing and a longer pause after the second reading/playing to allow the candidate time to answer the question. Print texts: The total length of the print texts in Chinese will be 720–850 characters. Questions are written in Chinese and English. Each question involves either one or two stimulus texts and may integrate the skills of listening, reading and writing. Questions require the candidate to demonstrate an understanding of the texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use. One or two questions will require a response in English. The length of the responses will depend on the nature of the stimulus text and the requirements of the task and will be 50–150 words for English and 60–180 characters for Chinese. When writing in Chinese, the candidate may present responses in either simplified characters or full-form (complex) characters, but is expected to use a consistent style throughout their responses.
<b>Section Two</b> <b>Creating texts in Chinese</b> 35% of the written examination One question from a choice of two Suggested working time: 45 minutes	Questions are in Chinese and English, relate to the issues, perspectives and contexts of the course, and specify the audience, purpose and context for the response. The candidate is expected to write an evaluative, persuasive or reflective text in Chinese in approximately 300 characters. When writing in Chinese, the candidate may present responses in either simplified characters or full-form (complex) characters, but is expected to use a consistent style throughout their responses.

## Appendix 1 – Grade descriptions Year 11

A

### Written production and oral production

Manipulates Chinese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates logical arguments and justifies points of view consistently.

Shows highly effective use of textual references.

Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses Chinese with a high degree of accuracy and uses vocabulary and language conventions effectively.

Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is conveyed fluently.

Organises information coherently and expresses ideas effectively.

### Comprehension

Competently summarises and synthesises key points and details in texts and provides detailed analysis with insight and interpretation.

B

### Written production and oral production

Uses Chinese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates logical arguments and justifies points of view.

Shows effective use of textual references.

Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses vocabulary and a range of language conventions mostly accurately and effectively.

Influence of accent/dialect may be evident; however, meaning is conveyed effectively.

Organises information logically and develops ideas clearly.

### Comprehension

Able to extract and synthesise most relevant key points and details in texts, with some analysis and interpretation.

C

### Written production and oral production

Uses Chinese mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.

Shows some ability to express and support a point of view.

Applies some knowledge of the relationships between language, culture and identity in a bilingual context.

Uses vocabulary and language conventions mostly accurately.

Some influence of accent/dialect may be evident; however, meaning is conveyed effectively.

Shows some organisation and sequencing of ideas and information.

### Comprehension

Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

**D****Written production and oral production**

Communicates simple, personal ideas and basic information in Chinese.

Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

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

Influence of accent/dialect may be evident and may affect fluency and ability to convey meaning clearly and effectively.

**Comprehension**

Extracts and summarises some relevant information from texts, with limited analysis.

**E**

Does not meet the requirements of a D grade

## Appendix 2 – Grade descriptions Year 12

A

### Written production and oral production

Manipulates Chinese authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments and substantiates points of view.

Shows highly effective use of textual references.

Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses Chinese with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively.

Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is successfully and conveyed fluently.

Structures and sequences ideas and information effectively and coherently.

### Comprehension

Competently summarises all key points, synthesises information and identifies nuances in texts and provides detailed and insightful analysis.

B

### Written production and oral production

Manipulates Chinese effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.

Formulates well-structured, logical arguments and justifies points of view.

Shows effective use of textual references.

Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses Chinese with a high degree of accuracy and uses vocabulary and language conventions effectively.

Influence of accent/dialect may be evident; however, meaning is conveyed effectively and fluently.

Organises and expresses ideas and information clearly and logically.

### Comprehension

Summarises and synthesises key points, details and nuances in texts and provides detailed analysis with some insight and interpretation.

C

### Written production and oral production

Uses Chinese mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.

Provides supporting information and makes textual references to justify a point of view.

Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.

Uses vocabulary and language conventions mostly accurately.

Some influence of accent/dialect may be evident; however, meaning is conveyed accurately.

Shows some organisation and sequencing of ideas and information.

### Comprehension

Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation.

**D****Written production and oral production**

Communicates simple, personal ideas and opinions in Chinese.

Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

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

Influence of accent or dialect may be evident and affect meaning, clarity or flow.

Provides some evidence of the ability to link ideas.

**Comprehension**

Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

**E**

Does not meet the requirements of a D grade.

## Appendix 3 – Grammatical items

The following grammatical items are those students are expected to recognise and use by the end of the course.

Grammatical items	Sub-elements	Elaborations
Words	notional words 实词	
	nouns 名词	朋友、他、孙中山、小时
	verbs 动词	觉得、有、看、做
	auxiliary verbs 助动词	能、会、应该、可以
	adjectives 形容词	快、干净、漂亮、高兴、马虎
	numerals 数词	两、零、个、十、百、千、万、亿
	measure words 量词	个、辆、种、本、次、遍
	pronouns 代词	你、这儿、每、谁、哪、几
	functional words 虚词	
	adverbs 副词	很、都、已经、还、又、也、只、就、才、先、再
	prepositions 介词	从、把、被、到、在、离、给、替、对、向、用、把
	conjunctions 连词	和、跟、但是、只要
	particles 助词	的、地、得、过、了、呢、吧、呀
	interjections 叹词	哎呀、喂
onomatopes 象声词	乒乓、哗啦	
Phrases	coordinative phrase 联合词组	活泼可爱
	subject- predicate phrase 主谓词组	语气柔和
	verb-object phrase 动宾词组	逛商场、说不出话
	endocentric phrase 偏正词组	非常倒霉、灰灰的天空
	numeral-measure word phrase 数量词组	一朵朵云
	complementary phrase 补充词组	休息一会儿、跳得非常好
	phrase locality 方位词组	学校前面
	oppositive phrase 同位词组	首都堪培拉、咱们大家
	set phrase 固定词组	英联邦国家、共和国、以前
	prepositional phrase 介词词组	从现在开始、在草地上
Sentence elements	subject 主语	羊吃草。
	predicate 谓语	他听流行音乐。
	object 宾语	妹妹打篮球。
	attributive 定语	我看武打电影。
	adverbial adjunct 状语	她无心上学。
	complements 补语	他做完作业了。



Grammatical items	Sub-elements	Elaborations
Type of sentences	simple sentence 单句	
	subject-predicate sentence 主谓句	爸爸送我生日礼物。
	non subject-predicate sentence 非主谓句	小心火车！ 下雨了！
	declarative sentence 陈述句	飞机起飞了。
	interrogative sentence 疑问句	你考完试了吗？ 你为什么没有打电话？ 什么地方最好玩儿？ 你不是去过中国吗？
	imperative sentence 祈使句	请坐！ 不许吸烟！
	exclamatory sentence 感叹句	今年的夏天真热啊！ 好极了！
Complex sentence	coordinative relation 联合关系	又……, 又……; 一边……, 一边…… 一面……, 一面…… 一方面……, 一方面…… 不是……, 而是……, ……或者……
	successive relation 承接关系	(先) ……然后(再, 接着) …… ……, 就…… 一……, 就……
	progressive relation 递进关系	……, 还…… 不但……, 而且(还, 也, 又) ……
	alternative relation 选择关系	(还是) ……, 还是…… 或者……, 或者……; 不是……, 就是……
	adversative relation 转折关系	虽然……, 但是…… 尽管……, 但是…… ……, 反而…… ……, 却……
	causative relation 因果关系	因为……, 所以……; 由于……, …… ……, 因此……; 既然……, 就……
	conditional relation 条件关系	不管……, 都(也) …… 不论……, 都(也) …… 无论……, 都(也) …… 只要……, 就……; 只有……, 才…… 除非……, 才……; 一……, 就……
	suppositive relation 假设关系	要是……, 就…… 如果……, 就…… 假如……, 就……; 假使……, 就……

Grammatical items	Sub-elements	Elaborations
	purposive relation 目的关系	……,好…… ……,为的是……
	preference relation 取舍关系	宁可……,也…… 与其……,不如……

## Appendix 4 – Character list

The characters listed below are those students are expected to recognise and use by the end of the course. It is expected that students will be able to understand a wider range of vocabulary and idiomatic expressions relevant to the content of the course.

- A** 爱、澳 / 安、啊、阿
- B** 八、把、爸、吧、白、百、半、班、帮、报、包、被、  
杯、备、北、毕、笔、比、便、边、别、病、不 / 办、  
保、饱、变、表、病、步、边、并
- C** 才、菜、差、茶、长、常、车、城、吃、出、穿、春、  
次、从、错 / 财、参、草、村、存、唱、超、炒、程、  
冲、持、传、成
- D** 大、打、带、但、当、到、道、的、得、地、等、第、  
弟、点、电、店、定、东、冬、动、都、读、对、短、  
多 / 代、刀、德、懂、毒、度、端、队
- E** 二、儿 / 饿
- F** 发、法、饭、方、放、房、非、飞、分、风、夫、服 / 反、  
废、费、粉、份、夫、富、负、付
- G** 该、刚、高、告、哥、个、给、跟、更、工、公、共、关、  
贵、国、果、过 - 感、赶、干、歌、各、功、贡、沟、古、  
故、观、馆、惯、广、滚
- H** 还、孩、海、汉、好、号、和、黑、很、红、候、后、花、  
话、坏、欢、黄、会、回、活、火 / 喝、何、护、华、画、  
化、环、换、婚
- J** 几、己、机、家、间、见、件、讲、教、交、叫、节、借、姐、今、进、  
近、京、经、景、旧、九、就、觉 / 饥、级、技、计、记、加、  
价、假、将、角、较、接、界、金、敬、境、酒、居、剧
- K** 开、看、考、可、客、课、空、口、快、块 / 卡、科、渴、空、酷、  
哭

- L 来、蓝、老、乐、了、冷、离、里、两、利、六、路、绿 / 拉、浪、累、礼、利、力、立、恋、辆、聊、林、流、溜、楼、录、旅、律、络、落
- M 吗、妈、买、卖、慢、忙、毛、么、美、没、每、妹、们、面、名、明、母 / 马、髦、门、迷、灭、民、漠、木、目
- N 那、哪、男、难、南、呢、能、年、你、您、女、奶、脑、闹、念、牛、暖、拿
- O 欧、偶
- P 怕、旁、跑、朋、便、票 / 胖、片、贫、平、普
- Q 七、期、起、气、汽、千、前、钱、亲、请、秋、去 / 戚、妻、骑、谦、轻、青、清、穷、求、球、区、趋、趣、全
- R 然、让、热、人、认、日、容、如 / 染、任、肉
- S 三、色、上、少、谁、什、生、师、十、时、使、是、事、市、识、试、书、水、说、四、思、送、诉、算、岁、所 / 赛、森、丝、死、随、沙、山、商、尚、社、身、升、食、式、世、室、势、视、收、手、守、受、瘦、术、树、数、帅、睡、顺
- T 他、她、它、太、天、听、同、头 / 态、谈、汤、特、题、体、条、跳、庭、厅、通、统、突、图
- W 外、完、玩、万、晚、王、望、往、为、位、文、问、我、五、午、物 / 网、忘、未、卫、味、温、污、伍、武、舞、务
- X 西、希、习、喜、下、夏、先、现、想、象、小、校、些、写、谢、心、新、信、兴、星、行、性、学 / 析、息、洗、系、戏、献、响、相、像、消、效、孝、笑、休、秀、选

- Y 亚、样、要、也、业、一、医、意、衣、易、宜、以、己、  
因、应、有、又、友、右、雨、语、远、月、乐、运 / 压、  
言、演、眼、阳、摇、椅、义、姻、音、饮、英、影、映、  
游、鱼、育、源、员、园、院、愿、约、云
- Z 在、再、早、怎、站、长、找、这、着、真、正、知、支、  
只、中、钟、种、住、祝、准、子、自、字、走、最、左、  
作、做、坐 / 噪、择、责、资、族、尊、丈、者、值、职、  
纸、志、重、洲、主、助、装、追、桌

### Word list to accompany characters

The following are examples of words to accompany the above character list.

- A 澳洲、 澳大利亚
- B 帮助、 保护、 保守、 比较、 变化、 病毒
- C 财富、 冲突、 传统、 春节
- D 代沟、 当代、 地方、 地球村、 地区、 地位、 电脑、 电子游戏、  
动物、 端午节、 对比、 对方
- E
- F 法律、 方式、 反对、 反面、 反映、 非洲、 废气、 粉丝 / 迷、 富有、  
负责
- G 赶时髦、 歌厅、 歌星、 歌唱比赛、 个人、 公民、 贡献、 沟通、  
关系、 观点、 观念、 国画、 国家
- H 海平面上升、 海外华人、 汉语、 行业、 花钱、 环境、 回收、  
婚姻大事
- I
- J 家庭、 价值、 价值观、 将来、 交流、 交友、 角色、 教育、  
接受、 节约、 金钱、 京剧、 居住、 觉得、 节水、 节能
- K 卡拉OK、 看法、 科学技术、 空气、 酷
- L 浪费、 礼物、 立场、 利用、 聊天、 恋爱、 落伍
- M 美德、 美女、 灭种、 明星
- N 年轻人、 青年人
- O 欧洲

- P 贫穷、普通话
- Q 妻子、期望、谦让、前程、前卫、亲戚、清明节、趋势、全球暖化
- R 认同、认为、如何
- S 森林、四大发明、随便、沙漠化、社会、身份、世界、事业、树木、食物、时装、时尚、书法、帅哥、说服、说明
- T 态度、太阳能、跳舞、同事、同意
- U
- V
- W 网络、未来、温室效应、文化、污染、武术
- X 希望、戏剧、相对、相反、相同、想法、消费、孝敬、孝顺、选择
- Y 压力、亚洲、演员、摇滚乐、以为、义务、音乐会、饮食、应该、影响、影星、有力、语言、远程
- Z 噪音、责任感、丈夫、支持、志愿者、自然资源、职业、尊敬、重要、中国菜(茶)、中秋节、追求、追星族