



# Chinese

First Language

Victorian Certificate of Education **Study Design**

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2005–2011

The accreditation period commences on 1 January 2005.

### **Other sources of information**

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## THE LANGUAGE

The language to be studied and assessed is the modern standard/official version of Chinese.

For the purpose of this study design, Modern Standard Chinese is taken to be *putonghua* in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either complex or simplified characters in their writing.

## RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

## AIMS

The aims of the study design are to develop students':

- ability to use Chinese to communicate with others;
- understanding and appreciation of their own and other cultures;

- understanding of language as a system;
- potential to apply Chinese to work, further study, training or leisure.

## STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Chinese First Language is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

The study of Chinese is offered at three levels in the VCE (Chinese First Language, Chinese Second Language and Chinese Second Language Advanced). Entry to these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the *VCE and VCAL Administrative Handbook*.

Units 1 to 4 are designed to be of an appropriate standard for the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

## MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Chinese First Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

**KEY COMPETENCIES AND EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

**LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

**VOCATIONAL EDUCATION AND TRAINING OPTION**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.



# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Chinese First Language the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Chinese First Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations\*: oral component } 10 per cent  
written component } 40 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

\*A single grade is awarded.

## Units 1–4: Common areas of study

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

Self and others	Tradition and change in the Chinese-speaking communities	Global issues
<ul style="list-style-type: none"> <li>• <b>Personal world</b> <i>For example, personal qualities, relationships with family and friends, aspirations and expectations, significant experiences.</i></li> <li>• <b>Personal beliefs and ideals</b> <i>For example, personal priorities, views of an ideal world and views on issues, personal beliefs/views on religion.</i></li> <li>• <b>Contributing to the community</b> <i>For example, community and voluntary work, caring for the environment/wildlife, sport and social groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, rural and urban life, leisure activities, changing lifestyles, education, housing, impact of travel, extended and single child families.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, modern and traditional Chinese art, music and dance, mass media, modern and classical literature.</i></li> <li>• <b>Stories from the past</b> <i>For example, legends and myths, inventions, proverbs and idioms, religions in China, a significant period, ancient philosophers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peace</b> <i>For example, causes of conflict, impact of war, ways of attaining and maintaining peace, the role of the individual.</i></li> <li>• <b>Human rights in the world today</b> <i>For example, freedom and democracy, roles of government and the individual, equality of rights, racism, rights to life.</i></li> <li>• <b>The nature and future of work</b> <i>For example, the impact of modern technology, the nature and causes of unemployment, urbanisation, work ethics.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with, and which consequently may require a particular teaching and learning emphasis. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement	Documentary (film/television)	Report
Autobiography	Editorial	Résumé/curriculum vitae
Biography	Formal correspondence	Script (radio/television/film)
Brochure	Interview	Short story
Commentary	Newspaper/magazine article	Speech
Critique/review	Poem	Summary/precis
Debate	Questionnaire/survey	

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

## VOCABULARY

It is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. 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. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31, and published annually in the *VCE and VCAL Administrative Handbook*.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements	Examples
<b>Notional words</b>		
Nouns		中国,电脑,台风
Verbs		吃,打
Auxiliary verbs		会,能,应该,要
Adjectives		优秀,残酷,诚恳
Numerals		八,万,零
Measure words	Nominal	辆,支,个
	Verbal	回,次,遍
Pronouns	Personal	你,我,咱们,自己
	Demonstrative	每,这
	Interrogative	谁,什么
<b>Function words</b>		
Adverbs		已经,又,太
Prepositions		被,把,从,在
Conjunctions		只要,或者,和
Particles	Structural	的,地,得
	Aspectual	了,着,过
	Modal	吗,吧,呢,了
Interjections		嗯,喂,啊,哦
Onomatopes		呼呼,哈哈,扑通
Affixes	Prefixes	第,初,老
	Suffixes	们,子,儿
<b>Sentence elements</b>		
Subject		澳大利亚在南半球。 耐心是她的特点。
Predicate		早睡早起是个好习惯。 老师教我们中文语法。 澳大利亚夏天很热。 他对学生一视同仁。

Object	Simple object	我开车。 谁付钱。
	Double objects	学生们送老师一件礼物。
	Fronted object	因特网带给我们很多信息。 她去过中国,也去过法国。 你寄来的信我收到了。
Attributive		他想找几个说汉语的外国学生一起住。 过境的旅客请到十三号窗办手续。 我喜欢大教室。
Adverbial Adjunct		她始终不同意。 你要仔细地想一想。 在一定的情况下,你可以用。
Complement	Complement of result	他做完了作业。 请你写清楚。
	Complement of degree	306次列车开往北京。 他跳得高,跑得快。 你觉得他写得怎么样? 考试的时候我紧张极了。
	Complement of quantity	我学了三年中文。
	Complement of direction	我哥哥比我高一点儿。 你要的书借来了。 他买东西去了。 火车开过来了。
<b>Types of sentences</b>		
Simple sentence	Declarative sentences	中国在亚洲。 堪培拉是澳大利亚的首都。
	Interrogative sentences	明天天气怎么样? 你吃饭了吗?
	Imperative sentences	起立! 别大声说话!
	Exclamatory sentences	长城真壮丽啊! 房东对我们太好了!
	Subject-predicate sentences	李教授研究中国文学。 我们是中国人。 澳大利亚海滩真干净。
	Subjectless sentences	请进! 下雨了! 少买点儿吧!

<b>Complex sentence</b> Coordinate complex sentence	Coordinative relation	我教中文,他教法文。 他上课的时候,又说又笑, 又吃东西。
	Successive relation	今天我们先学生词,然后再 念课文。
	Progressive relation	他每天一起床就去锻炼。 他不但聪明,而且很好学。
	Alternative relation	昨天他吃了蛋糕,又吃糖果 这个书包不是大明的,就是 大勇的。 你们要去中国还是法国?
Subordinate complex sentence	Adversative relation	坐飞机去虽然很快,但是很贵。 尽管她来澳大利亚时间不长,可 是她已经很熟悉这里了。
	Causative relation	因为他的中文和英文都好,所以 毕业以后他很快就找到了工作。
	Conditional relation	他既然不愿意参加,就不要强迫 他了。
	Hypothetical relation	只要你有兴趣,我就带你去。 他一玩起来,就什么病都没有了。 即使他不来,会也照常开。
	Purposive relation	如果你对他有意见,就提出来。 妈妈这样做,为的是你将来有个 好前途。
	Preference relation	到澳大利亚以后,你要马上给家 里打电话,好让我们放心。 与其花钱租一个地方,还不如买 一所房子。 他宁可不睡觉,也要把这本小说 看完。

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, persuading and commenting on issues both real and imaginary;
- use a range of vocabulary and expressions, for example, to add emphasis;
- apply conventions of informal dialogue/correspondence, such as letter, fax, email, voicemail and telephone;
- link and sequence ideas and information in spoken or written texts;
- initiate, maintain and close an exchange;
- use appropriate tones, script and punctuation;
- rephrase to maintain communication;
- build upon cues provided;
- deal with misunderstanding, for example, by apologising and asking for clarification;
- communicate in a range of text types, for example, letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and hand-shake.



**Outcome 2**

On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- respond appropriately for the context, audience and purpose described;
- recognise and use a range of vocabulary, structures and content related to topics studied;
- use context and grammatical markers to infer meaning of unfamiliar words or phrases;
- extract and reorganise information from one text type to another;
- identify main points and supporting ideas;
- link items from various parts of the text;
- establish and confirm meaning through re-reading, and referring to dictionaries;
- appreciate cultural aspects critical to understanding the text.

**Outcome 3**

On completion of this unit the student should be able to produce a personal response to a fictional text.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- provide personal comment/perspective on aspects of the text;
- respond appropriately for the context, purpose and audience described;
- use structures related to describing, comparing and commenting;
- compare and comment on experiences, opinions, ideas, feelings and reactions;
- support views with evidence;
- select and make use of relevant reference materials.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- discussion

*or*

- personal letter/fax/email.

**Outcome 2:**

- listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type

*and*

- read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student will respond in Chinese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Chinese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to informing, explaining, persuading, agreeing and disagreeing;
- use a range of vocabulary and expressions appropriate to the topic areas;
- use fillers, affirming phrases and exclamations related to persuasion;
- come to agreement, reach decisions and conclude a case;
- link and sequence ideas to add weight to argument;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- initiate and respond appropriately for the context, purpose and audience described.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of vocabulary, structures and content related to topics studied;
- recognise stylistic features such as contrast, repetition and understatement;
- infer meaning from linguistic and contextual features;
- summarise, explain and compare ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas;
- appreciate cultural aspects critical to understanding the texts;
- link items from various parts of the texts.

**Outcome 3**

On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example, journal entry, story or spoken personal account;
- use structures related to describing, recounting and narrating;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as imagery, repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically;
- respond appropriately for the audience, context and purpose.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play.

**Outcome 2:**

- listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Chinese

*and*

- read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Chinese.

**Outcome 3:**

- journal entry

*or*

- spoken personal account

*or*

- short story.

It is expected that the texts used are in Chinese and that the student respond in Chinese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Chinese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

## Units 3 and 4

### **DETAILED STUDY**

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through Literature and the Arts; language and culture through VET.

The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in Sections 1 and 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. All assessment task(s) for the detailed study should be designed to assess the student's understanding and appreciation of aspects of language and culture and should be drawn from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 28 and 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### **Language and culture through Literature and the Arts**

This detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in Chinese drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author's/director's/composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. In order for the student to be able to explore their sub-topic in sufficient depth to meet the

relevant outcomes, it is suggested that at least three texts, drawn from the field of Literature and/or the Arts, are selected. These might include aural and visual, as well as written texts, for example, a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author. The length of texts selected will vary depending on the type of text, its density and level of complexity.

**Language and culture through VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- write from a first- or third-person perspective;
- use structures related to describing, recounting and narrating;
- use a range of text types and vary style and register for audience, context and purpose;
- organise and sequence ideas;
- use stylistic techniques such as repetition, rhetorical questions, imagery or changes in tone.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- summarise and synthesise ideas and information from a range of sources;
- recognise speakers' intention/attitude;
- convey meaning accurately;
- show knowledge of and distinguish between different registers and stylistic features such as repetition and tone.



### Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- participate in interviews, debates or discussions on known and unknown topics;
- exchange, negotiate, justify and elaborate upon attitudes, values and ideas;
- ask questions, respond in some depth and build upon ideas of others;
- record key points and ideas raised during the course of an exchange;
- use the generally accepted conventions of a range of formal and informal text types;
- use registers for familiar and unfamiliar audiences;
- link, sequence and show relationship of ideas/factual information;
- use a range of vocabulary, including some specialist terminology;
- use and understand a variety of complex structures to imply meaning, indicate mood, depth of intent or degree of willingness.

### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

#### Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score

#### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Chinese to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Express ideas through the production of original texts.	20	A 500–600 character imaginative written piece.
<b>Outcome 2</b> Analyse and use information from spoken texts.	20	A response to specific questions, or instructions, analysing and using information requested.
<b>Outcome 3</b> Exchange information, opinions and experiences.	10	A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise and synthesise information from texts;
- accurately convey meaning;
- show knowledge of a range of text types and some technical vocabulary;
- show knowledge of stylistic features such as repetition, contrast and imagery;
- infer meaning from cognates, grammatical markers and common patterns of word formation.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of language and culture.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify, compare and evaluate values, attitudes and beliefs expressed in a range of Chinese texts or procedures related to topics or a special area;
- produce a text to present a particular stance on an issue;

- understand the notion of ‘appropriateness’ and its relationship to purpose, audience and context;
- analyse information and ideas to find similarities, differences and evidence of bias;
- recognise a writer’s or presenter’s intention/attitude in a text;
- analyse and compare themes, experiences and the creation of effect in informative, imaginative and persuasive texts;
- recognise the extent to which texts can be interpreted differently by different readers;
- read or view, and review a text;
- select and make use of relevant reference materials;
- organise and make effective use of evidence gathered.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### **Assessment of levels of achievement**

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Chinese to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	20	A response to specific questions, or instructions, analysing and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of language and culture.	20	A 500–600 character persuasive or evaluative written response, for example, report, essay, article or review.
	10	and A four- to five-minute interview on an issue related to texts studied.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

### ***End-of-year examinations***

The end-of-year examinations are:

- an oral examination
- a written examination.

### **Oral examination (approximately 10 minutes)**

#### *Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Chinese.

#### *Specifications*

The oral examination has two sections.

### **Section 1: Presentation (approximately 5 minutes)**

The student will be asked to indicate to the assessors the option selected for detailed study (language and culture through Literature and the Arts, or language and culture through VET) and the sub-topic chosen. The student will then, in no more than one minute, briefly outline the issue selected for their presentation. The student should also alert assessors to any objects and/or cue cards brought to support their presentation.

The student will then begin their presentation, which should last no longer than four minutes. The presentation should embody a clear stance on the issue selected, relate clearly to the sub-topic chosen for detailed study, and be supported by evidence.

The student will be expected to refer to texts studied if they have followed the language and culture through Literature and the Arts option. Teachers should refer to the VCAA LOTE VET supplement for details if they have followed the language and culture through the VET option.

The student may support the presentation with objects such as photographs, diagrams, maps, and brief speaker's notes. These should be in point form and on a small (no more than 20 cm x 12.5 cm) card.

**Section 2: Discussion (approximately 5 minutes)**

Following the presentation the student will discuss aspects of the nominated issue with the assessor(s) and should be prepared to clarify points presented. The student should also expect the discussion to range beyond the issue selected. It might include reflection on experiences, speculation on further developments, or discussion of possibly unfamiliar issues. Assessors may also expect the student to answer general questions on the detailed study.

**Written examination (2 hours plus 15 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination. Texts and tasks will be provided in both complex and simplified characters. Students may use either complex or simplified characters in responses requiring answers in Chinese.

**Section 1: Listening and responding (30 minutes)***Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will listen to a recorded passage and respond to a range of questions requiring responses in Chinese. The student will be expected to demonstrate understanding of underlying ideas as well as the general sense and specific details of the text.

*Specifications*

The text in Section 1 of the written examination will be related to one of the prescribed themes, and be drawn from any one of a range of sources such as news items, reviews, interviews, lectures, discussions and current affairs broadcasts.

The student will hear a text in Chinese of approximately 3 to 4 minutes duration which focuses on an issue related to one or more of the prescribed themes. The text will be read twice with a pause of 5 minutes between the first and second readings in which students may take notes. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. The student will have approximately 17 minutes after the second reading to complete the responses.

The student will be required to answer in Chinese a number of questions in Chinese, some of which will require answers in paragraphs. Questions will focus on the ideas underlying the text, as well as specific items of information. The student will be given an indication of the length of the responses required.

**Section 2: Reading and responding***Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts.

The student will be required to use Chinese to synthesise information and ideas for a defined purpose, audience and context, from two texts written in Chinese.

*Specifications*

The texts will be related in theme but may be different in style and purpose. The theme will be drawn from one of the three prescribed themes. The texts will be largely authentic texts of between 350–400 characters in total.

The student will be required to read the two texts and write a response of between 350–400 characters in Chinese to a task requiring the identification and synthesis of relevant information and ideas from the two texts. The task will specify a purpose, context and audience and a text type. The text type will be different from those in the texts provided.

### **Section 3: Writing in Chinese**

#### *Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Chinese.

#### *Specifications*

The student will be required to write either an imaginative or evaluative text of between 400–450 characters. There will be a choice of five tasks. The tasks will be related to the prescribed themes.

The imaginative writing tasks may include a text in Chinese, a visual, or a combination of text and visual.

The evaluative writing tasks will involve the organisation of arguments and ideas in a structured consideration of a given issue.

All tasks will specify a purpose, audience, context and text type.

## SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to an issue of interest or concern.	Discussion. or Personal letter/fax/email.	1 Participate in a spoken or written exchange focusing on the resolution of an issue.	Formal letter, or fax, or email. or Role-play.
2 Listen to, read and reorganise information and ideas from spoken and written texts.	(a) Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type. <b>and</b> (b) Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.	2 Listen to, read, extract and compare information and ideas from spoken and written texts.	(a) Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Chinese. <b>and</b> (b) Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Chinese.
3 Produce a personal response to a fictional text.	Oral presentation. or Review. or Article.	3 Produce an imaginative piece in spoken or written form.	Journal entry. or Spoken personal account. or Short story.



### Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 500-600 character imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions or instructions, analysing and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions or instructions, analysing and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of language and culture.	(a) A 500–600 character persuasive or evaluative written response, for example, report, essay, article or review. <b>and</b> (b) A four- to five-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.		

### Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
A 500–600 character imaginative written piece.	10	Presentation	5
Response to spoken texts.	10	Discussion	5
A four- to five-minute oral presentation.	5		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	10	Listening and responding	12.5
A 500–600 character persuasive or evaluative written piece.	10	Reading and responding	15
Four- to five-minute interview.	5	Writing	12.5

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	20
Responding to spoken texts	22.5
Responding to written texts	25
Writing	32.5

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# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## **Methods**

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

## **Structure and organisation**

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities as can a text type, a skill or a text.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Chinese First Language, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

### Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

### Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

### Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

### KEY COMPETENCIES AND EMPLOYABILITY SKILLS


Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
<b>Imaginative written piece</b>	Communication (written), planning and organising, self management
<b>Analysis and response to spoken texts</b>	Communication, problem solving
<b>Evaluative oral presentation</b>	Communication (oral), problem solving, initiative and enterprise
<b>Analysis and response to written texts</b>	Communication, problem solving, planning and organising
<b>Persuasive or evaluative written response</b>	Communication, problem solving, planning and organising, use of information and communications technology
<b>Interview</b>	Communication, teamwork, planning and organising, use of information and communications technology
<b>Detailed study</b>	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

### LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Sample assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

## Unit 1

Theme	Examples of learning activities
Self and others	<i>Listening</i> watch a biographical film which presents the personal qualities of a certain character and write a short profile of that character
<b>Topic</b> Personal world	listen to a radio play about a conflict between two characters and list their personal qualities
<b>Sub-topic</b> Personal qualities	<i>Speaking</i> take part in a discussion on how personal qualities can influence career paths
<b>Text types</b> Autobiography / biography / broadcast / discussion / extract / film / letter / role-play / story / web page	discuss text types and, in particular, those suited to personal and imaginative kinds of writing (see page 56)  discuss expressions used to describe personal characteristics  in pairs, role-play clashes of different personalities and how to resolve specific conflicts
	<i>Reading</i> read a series of personal profiles of famous Chinese figures and write a letter to a friend summarising one of them
	 research the Internet for the biographical details of a famous person you admire and list his/her qualities
	read a number of literary works and collect expressions describing different personal qualities and characteristics
	<i>Writing</i> write an imaginative story describing two characters with different personal qualities and how they interact  write a profile on someone for a school magazine  write a letter recommending your friend for an exchange program; include your friend's personal qualities




### Example assessment task

**Outcome 1:** Establish and maintain a spoken or written exchange related to an issue of interest or concern.

**Assessment task:** Discussion.

**Details of the task:** As a student, discuss the issue of working for a difficult manager/boss with a friend.

## Unit 1

Theme	Examples of learning activities
Self and others	<i>Listening</i> watch a documentary about the protection of the giant panda and list the issues raised
<b>Topic</b> Contributing to the community	listen to an interview about the protection of endangered species and list the reasons given to protect them
<b>Sub-topic</b> Caring for the environment/ wildlife	<i>Speaking</i> participate in a debate on whether we should protect our environment and wildlife while developing our economies; write an article for a magazine on this issue
<b>Text types</b> Article / debate / discussion / documentary / interview / proverb / story / web page	discuss the text types associated with informative and evaluative kinds of writing (see page 56)
	<i>Reading</i>  search the Internet for information about pollution and global warming; note some issues and discuss ways to resolve them
	read an article on air pollution and list the causes given in the article
	<i>Writing</i>  search the Internet for information about environmental disasters in the last fifty years; write an imaginative story depicting the end of the earth
	 collect idioms and proverbs about animals and present them in a PowerPoint presentation
	write a letter to a newspaper expressing your views on water pollution

### Example assessment task

**Outcome 2:** Listen to, read and reorganise information and ideas from spoken and written texts.

**Assessment task 2(a):** Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type.

**Details of the task:** Listen to a radio interview about pollution in a Chinese-speaking country and write a brief magazine article about the issues involved.

## Unit 1

### Theme

Global issues

### Topic

The nature and future of work

### Sub-topic

The impact of modern technology

### Text types

Article / broadcast / conversation / discussion / letter / list / script for a speech / story / summary / TV program / web page

### Examples of learning activities

#### Listening

watch a documentary on the impact of mobile phones on modern life and list some changes they have caused

listen to a broadcast on the impact of modern technology and summarise the issues raised



listen to a radio program on the use of computers in schools and list the points made

#### Speaking

prepare and give a speech that persuades people to use some kinds of modern technology

in small groups, discuss the relationship between modern technology and employment, then summarise findings

#### Reading



search the Internet for information about the use of modern technology and its impact; list examples

read a short story set one hundred years ago; write a summary of the differences technology has made to people's lives

#### Writing



search for a website which discusses significant technological breakthroughs in the last fifty years and list these

read a science fiction story, list the creative ideas and write an imaginative story describing one or two technological innovations in 2500

### Example assessment task

**Outcome 2:** Listen to, read and reorganise information and ideas from spoken and written texts.

**Assessment task 2(b):** Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

**Details of the task:** Read a magazine article on the impact of technology in the workplace in Australia. Use this information to write a letter to a friend in a Chinese-speaking country explaining this issue.



## Unit 1

### Theme

Tradition and change in the Chinese-speaking communities

### Topic

Stories from the past

### Sub-topic

Legends and myths

### Text types

Article / conversation / discussion / film / legend / myth / review / speech / story / talk / TV program / web page

### Examples of learning activities

#### Listening

watch a film or an episode from a TV series about a Chinese legend or myth and write a review of it


listen to an interview about a Chinese legend and make notes


#### Speaking

learn about a Chinese legend and recount it to a junior Chinese class

participate in a discussion on the origin of a particular legend or myth


#### Reading

 search websites for two Chinese legends or myths and give a talk about them to the class

 search for a website which explains customs related to a specific legend or myth and plan a talk on the link between the myth and the customs

read about two Chinese legends; discuss them and how they differ

#### Writing

 collect idioms and expressions derived from legends and myths and produce a PowerPoint presentation about them

compare a character from a Chinese legend or myth with a character from a western legend or myth, e.g. Dragon story; write an informative article about your findings

### Example assessment task

**Outcome 3:** Produce a personal response to a fictional text.

**Assessment task:** Article.

**Details of the task:** Read a traditional Chinese story and write a magazine article comparing it to a modern TV show.

## Unit 2

### Theme

Self and others

### Topic

Personal world

### Sub-topic

Relationships with family and friends

### Text types

Article / discussion / extract / film / interview / journal entry / letter / novel / review / report / role-play / speech / web page

### Examples of learning activities

#### Listening

listen to a sketch depicting a relationship between two people and make notes on their interaction

watch a film about a difficult relationship and brainstorm ways of resolving the conflicts

#### Speaking

watch the film *Jia* and discuss the relationships depicted within the traditional Chinese family


discuss persuasive kind of writing and strategies used to convince others (see page 56)

interview an older Chinese speaker about family relationships in his/her childhood; make notes

participate in a role-play between a student seeking advice about a relationship and a counsellor

#### Reading

read an extract from the Chinese classic *The Three Kingdoms* about relationships with friends; discuss Chinese traditional values relating to friendship

 research websites for articles about relationships with family and friends in modern society; select two to read and discuss the changing values placed on these relationships

#### Writing

write an evaluative article about different opinions on friendship and the generation gap

write a journal entry about a friendship with a classmate

write a persuasive script for a speech about your own experiences with family/friends in which you attempt to promote respect for others; give the speech to a Year 11 Chinese class

### Example assessment task

**Outcome 1:** Participate in a spoken or written exchange focusing on the resolution of an issue.

**Assessment task:** Role-play.

**Details of the task:** Participate in a role-play where you resolve a personal conflict with a classmate.

## Unit 2

### Theme

Tradition and change in the Chinese-speaking communities

### Topic

Arts and entertainment

### Sub-topic

Mass media

### Text types

Article / debate / film / interview / letter / novel / report / role-play / script of a speech / story / survey / video / web page

### Examples of learning activities

#### Listening

watch a TV interview with a well-known Chinese-speaking actor to extract information about his/her beliefs/values; discuss in class

watch a comedy film and discuss how the comic effects were achieved

listen to a radio program about media ownership and note the issues raised

#### Speaking

debate the statement that: 'The arts entertain, but also mirror our times'


prepare a persuasive speech in which you present arguments for or against censorship and use this in a class debate


conduct a survey in class about the most popular forms of entertainment among your classmates today; list and discuss

interview a radio presenter and record his/her answers to your questions

#### Reading

read an article on bias in the media and summarise the effects bias can have on people's views

 research a range of websites for information related to the impact of western influence on Chinese entertainment; write an article about this for the school magazine

 online, read texts on the reform of traditional Chinese arts and entertainment; make notes and compare viewpoints orally in class

#### Writing

write a letter to the editor of a newspaper in which you complain about bias in reporting

visit a radio station that offers Chinese language programs, interview some workers and write a report on the station's programs

**Example assessment task**

**Outcome 2:** Listen to, read, extract and compare information and ideas from spoken and written texts.

**Assessment task 2(a):** Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Chinese.

**Details of the task:** Listen to a radio current affairs program and a news report about a well-known Chinese-speaking figure. Write an informative article in which you compare the approaches taken in the two programs.

**Unit 2****Theme**

Tradition and change in the Chinese-speaking communities

**Topic**

Lifestyles

**Sub-topic**

Impact of travel

**Text types**

Article / debate / documentary / film / interview / letter / play / report / review / role-play / web page

**Examples of learning activities***Listening*

watch a documentary about tourism in mainland China and write down key issues that arise from this program

listen to a song about travel and complete a cloze exercise

*Speaking*


participate in a role-play in which you persuade a friend to travel with you to a Chinese-speaking country in the next school holidays

read two reviews, one of a film and the other of a play on the topic of the risks of travelling, and compare viewpoints orally in class

participate in a debate on the topic: 'Tourists can damage the environment'


*Reading*

 search the Internet for information about some famous tourist attractions and make a PowerPoint presentation on one of them

 search the Internet for information on the level of tourism in two Chinese-speaking cities; write an article comparing them

*Writing*

write an informative article in which you discuss issues related to the impact of travel in China

 write an email to your pen pal about your experience of travelling overseas

read two articles on developing tourist resorts and write a report to local government discussing related issues

**Example assessment task**

**Outcome 2:** Listen to, read, extract and compare information and ideas from spoken and written texts.

**Assessment task 2(b):** Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Chinese.

**Details of the task:** Read two articles on the impact of tourism on the environment in a Chinese-speaking country and prepare a talk in Chinese for your school assembly in which you compare the writers' views.

**Unit 2****Theme**

Global issues

**Topic**

Peace

**Sub-topic**

The impact of war

**Text types**


Article / film / personal account / play / report / song / speech / story / survey / talk / web page

**Examples of learning activities***Listening*

watch a film on a war and summarise the issues raised


listen to a song about the effects of war and prepare a short talk on its message


*Speaking*

 conduct a survey in class/over the Internet about young people's attitudes towards war; list these

participate in a debate on: 'War is always a crime'

*Reading*

 research websites on the impact of a twentieth century war; write a report on the information gathered

 online and in libraries, research the history of war in recent times and prepare a PowerPoint presentation

read two articles on the impact of war on people's lives and the world economy; compare the viewpoints orally in class

*Writing*

read extracts from a play and a short story and write an imaginative story describing a war in 2300 and its impact

write an evaluative article offering different opinions on 'Do wars solve international conflicts?'

**Example assessment task**

**Outcome 3:** Produce an imaginative piece in spoken or written form.

**Assessment task:** Spoken personal account.

**Details of the task:** Prepare a spoken account to be given by a person who comes from a place where there are no police or armed forces and war is unknown.

## Unit 3

### Theme

Tradition and change in the Chinese-speaking communities

### Topic

Lifestyles

### Sub-topic

Education

### Text types

Article / debate / discussion / email / film / interview / letter / proposal / speech / story / survey / web page


### Examples of learning activities

#### Listening

listen to an interview with an overseas student from a Chinese-speaking country about the relationship between students and the teacher

listen to a Chinese-speaking visitor talking about the education system in his/her country of origin and make notes

#### Speaking

 research a range of websites for data on current issues in schools in a Chinese-speaking country; prepare a talk for the class about one serious issue

watch a film about education and discuss issues related to schooling in a Chinese-speaking country

debate: 'Education opens doors'

#### Reading

read a letter/article about school life in China and write an article comparing school life in China and school life in Australia

 search the Internet for career opportunities for Chinese speakers

#### Writing

read two articles about different views on educating children and make notes for a class discussion on this issue

 write an email to your friend in China about your school life in Australia

write a proposal to reform the current education system in a Chinese-speaking country

### Example assessment task

**Outcome 1:** Express ideas through the production of original texts.

**Assessment task:** Write a 500–600 character imaginative written piece.

**Details of the task:** Write a story about school life in 2340 for a Chinese community magazine.

## Unit 3

### Theme

Global issues

### Topic

The nature and future of work

### Sub-topic

Urbanisation

### Text types

Article / broadcast/ chart /  
debate / discussion / poster /  
speech / story / web page

### Examples of learning activities

#### Listening

listen to a radio broadcast on issues relating to urbanisation;  
identify opposing viewpoints and make notes for a class  
discussion

invite a guest to speak on the growth of cities and make notes


#### Speaking

participate in a debate on the advantages and disadvantages of  
urbanisation in a Chinese-speaking country; plan your speech in  
advance

discuss the effects of urbanisation and make a chart of  
advantages and disadvantages

#### Reading

 research a range of websites for information on the progress of  
urbanisation in mainland China in the last twenty years; produce  
a report based on your research

 search the Internet for information on the impact of urbanisation  
on unemployment and present findings in a chart

read examples of different text types; categorise the kind of  
writing they represent (see page 56)

#### Writing

from your reading of several newspaper articles make a list of  
environmental problems confronting our fauna as a result of  
urbanisation

as a person concerned about the environment, write an  
imaginative article describing an ideal city

write a letter to a friend describing living conditions in suburbia

### Example assessment task

**Outcome 2:** Analyse and use information from  
spoken texts.

**Assessment task:** A response to specific  
questions, or instructions, analysing and using  
information requested.

**Details of the task:** Synthesise information  
from an interview and a radio documentary to  
compile a magazine article on the impact of  
urbanisation in a Chinese-speaking country.

## Unit 3

### Theme

Self and others

### Topic

Personal beliefs and ideals

### Sub-topic

Views on issues

### Text types

Article / debate / discussion /  
list / presentation / speech /  
story / summary / web page

### Examples of learning activities

#### Listening

listen to a taped speech about the advantages and disadvantages of China entering the World Trade Organisation (WTO) and take notes


view a documentary on the future plans of the WTO and discuss

#### Speaking


debate: 'Should China enter the World Trade Organisation?'

discuss linguistic strategies for negotiation, debating, persuading or convincing

#### Reading

 research various websites to find information about the WTO;  
write an article about the role and purpose of the WTO

read articles about the history of China entering the WTO and take notes for a class discussion

 research two Internet sites on the impact of China's entering the WTO and summarise key points

#### Writing

from your reading of several newspaper articles, make a list of problems confronting the Chinese Government as a result of entering the WTO

write a speech to give in a Chinese class at a nearby school on the function of the WTO

### Example assessment task

**Outcome 3:** Exchange information, opinions and experiences.

**Assessment task:** A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.

**Details of the task:** In a four- to five-minute presentation, outline the consequences of China entering the WTO.



## Unit 4

### Theme

Tradition and change in the Chinese-speaking communities

### Topic

Lifestyles

### Sub-topic

Extended and single child families

### Text types

Article / discussion / film / interview / letter / news item / notes / radio program / speech

### Examples of learning activities

#### Listening

watch two films, one about a traditional extended family, one about a single child family and take notes for a class discussion on the changes in Chinese families

listen to a news item on marriage statistics in a Chinese-speaking country and make notes


#### Speaking

interview several students from single child families and make notes about their relationship with their parents

participate in a discussion on how to educate an only child


prepare a radio program on the advantages and disadvantages of living in an extended family

#### Reading

 search the Internet for information about the history of China's one child policy and list related social issues

read articles on the impact of the one child policy and write an article about different opinions on this policy

#### Writing

 search websites for information on the positive impact of the one child policy and write a persuasive speech to support this policy

write an imaginative story about the dreams of an only child

write a brief letter to a newspaper giving your own views on the one child policy

### Example assessment task

**Outcome 1:** Analyse and use information from written texts.

**Assessment task:** A response to specific questions, or instructions, analysing and using information requested.

**Details of the task:** Read an article and a letter with different views on the topic 'China's one child policy' and write a report summarising the arguments presented in the two texts.

## Unit 4

### Theme

Tradition and change in the Chinese-speaking communities

### Topic

Lifestyles

### Sub-topic

Changing role of women

### Text types

Article / biography / chart / discussion / interview / novel / play / poetry / short stories


### Examples of learning activities


#### Listening

listen to a radio interview with a woman from a Chinese-speaking country discussing her life

listen to a Chinese song about a woman's situation and summarise the lyrics

#### Speaking

 participate in a discussion on the causes of the low status of women under the Chinese feudal system; make notes to use in a PowerPoint presentation


 search the Internet for information on female figures in Chinese history; make a presentation on one to the class

discuss the lifestyles of women in Chinese-speaking countries one hundred years ago and today; note differences

#### Reading

working in pairs, read a biography of a woman living in a Chinese-speaking country and write down issues raised about women's status

read a play on the life of a woman in China and discuss the characters and their relationship with the woman

 search several websites for information on the contribution made by Chinese women in Chinese history and present the data in a chart

read and review an article about the current status of women in Chinese society

#### Writing

write an evaluative article on 'Should men and women be treated equally?'

imagine you are a woman living 100 years ago in a Chinese-speaking country; write a short story describing your life

write a review of a film about the role of women

**Example assessment task**

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture.

**Assessment task 2(a):** A 500–600 character persuasive or evaluative written response, for example, report, essay, article or review.

**Details of the task:** Write a magazine report evaluating 'The status of women in China', with reference to the texts studied.

**Unit 4****Theme**

Tradition and change in the Chinese-speaking communities

**Topic**

Lifestyles

**Sub-topic**

Changing role of women

**Text types**

Article / discussion / letter / novel / play / poetry / report / short stories / speech

**Examples of learning activities***Listening*


listen to a taped discussion between two Chinese-speaking women on their status 20 years ago and make notes

listen to and watch a modern TV program and compare the roles depicted by young women with mature female roles

*Speaking*


prepare an oral presentation on the change in the role of women in China over the last fifty years

*Reading*

 search the Internet for information on women in politics in China and write a report summarising your findings

 search a range of websites for information on women in the entertainment industry in China; write a magazine article about their contribution

*Writing*

 online and in libraries, research the role and achievements of women in sports in China and write a letter to a friend about one whom you admire

read articles about the kidnapping and trafficking of women and write a report raising concerns about this issue

**Example assessment task**

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture.

**Assessment task 2(b):** A four- to five-minute interview on an issue related to texts studied.

**Details of the task:** Participate in a four- to five-minute interview on women's status in China related to the texts studied.

**Suggested sub-topics for detailed study**

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

**Theme: Self and others**

Topic: Personal world

- Sub-topic Does the world of art usually depict an ideal view of life?
- Sub-topic Should the individual conform to society or be an outcast?

Topic: Personal beliefs and ideals

- Sub-topic Language culture and identity as depicted in art and literature.
- Sub-topic Personal priorities and beliefs as depicted in art and literature.
- Sub-topic How is the freedom of the individual portrayed in film?

Topic: Contributing to the community

- Sub-topic Supporting others through voluntary community work as depicted in literature and the arts.
- Sub-topic Respect for life as depicted in literature and the arts.

**Theme: Tradition and change in the Chinese-speaking communities**

Topic: Lifestyles

- Sub-topic Extended and single child families as depicted in drama and poetry.
- Sub-topic The impact of educational opportunity on the individual as depicted in film, art or literature.
- Sub-topic The impact of extended families as seen in film/novels/plays.
- Sub-topic A comparison of modern and traditional attitudes to family as seen in art or literature.
- Sub-topic The changing role of women as depicted in art and literature.

Topic: Arts and entertainment

- Sub-topic A comparison of modern and traditional Chinese art, music and dance.
- Sub-topic How has Western influence impacted on Chinese art/music/film/literature?
- Sub-topic The role of art and literature (e.g. theatre, song, dance) now and in the past.

Topic: Stories from the past

- Sub-topic Do proverbs and idioms mirror the values and ideals of our society?
- Sub-topic Do our legends and myths reflect the values of Chinese society?
- Sub-topic Do our ancient philosophers affect current thought today as seen in song, poetry, art and literature?

**Theme: Global issues**

## Topic: Peace

- Sub-topic    Respect for life precludes conflict and war as seen in song, poetry, art and literature.
- Sub-topic    The impact of war as depicted in song, poetry and art.
- Sub-topic    Peace as depicted in art and literature.

## Topic: Human rights in the world today

- Sub-topic    Freedom of the individual as portrayed in art and literature.
- Sub-topic    How is the freedom of the individual portrayed in drama and poetry?
- Sub-topic    How have literature and the arts promoted equality?

## Topic: The nature and future of work

- Sub-topic    How are ethical standards represented in films and literature?
- Sub-topic    Gender equity in film, art and literature.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction, body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.

## MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

### Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

### Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

### Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.



## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

## COURSE BOOKS

- 赵清阁 1998, 中国古代爱情故事- 梁山伯与祝英台, 新世界出版社, 北京.
- 段启明 1999, 西厢记, 春风文艺出版社, 沈阳.
- 段启明 2001, 解读红楼梦, 京华出版社, 北京.
- 曹雪芹 1996, 红楼梦, 人民文学出版社, 北京.
- 黎荔 2001, 解读家, 京华出版社, 北京.
- 黄刚 2001, 解读围城, 京华出版社, 北京.
- 王兆胜 2001, 解读雷雨, 京华出版社, 北京.
- 巴金、李存光 2002, 《家》导读, 中华书局, 北京.
- 钱锺书、吴福辉 2002, 《围城》导读, 中华书局, 北京.
- 曹禺、王富仁 2002, 《雷雨》导读, 中华书局, 北京.
- 曹禺 2002, 曹禺经典作品选 (《日出》、《原野》、《北京人》), 当代世界出版社, 北京.
- 鲁迅 2002, 阿Q正传, 人民文学出版社, 北京.
- 鲁迅 2002, 狂人日记, 人民文学出版社, 北京.
- 鲁迅 2002, 鲁迅经典作品选, 当代世界出版社, 北京.
- 老舍、石兴译、关纪新 2002, 《骆驼祥子》导读, 中华书局, 北京.
- 老舍 2002, 茶馆, 人民文学出版社, 北京.
- 老舍 1998, 四世同堂, 人民文学出版社, 北京.
- 茅盾 2002, 《子夜》导读, 中华书局, 北京.
- 茅盾 1996, 春蚕, 中国文联出版社, 北京.
- 郭沫若 1997, 《屈原》《蔡文姬》, 人民文学出版社, 北京.
- 傅雷、傅敏 2003, 傅雷家书, 辽宁教育出版社, 沈阳.
- 朱自清 1995, 背影, 中国青年出版社, 北京.
- 施耐庵 1996, 水浒传, 人民文学出版社, 北京.
- 罗贯中 1996, 三国演义, 人民文学出版社, 北京.
- 罗贯中、魏崇新 2002, 《三国演义》导读, 中华书局, 北京.
- 吴承恩 1996, 西游记, 人民文学出版社, 北京.
- 吴敬梓 1999, 儒林外史, 上海辞书出版社, 上海.
- 蘅塘退士、陈婉俊 1997, 唐诗三百首, 人民文学出版社, 北京.
- 郭宝昌 2001, 大宅门, 作家出版社, 北京.
- 马德俊等主编 1993, 中国当代文学作品选译 (上, 下卷), 河北教育出版社, 石家庄.
- 陈思和主编 1999, 中国当代文学史教程, 复旦大学出版社, 上海.
- 张恨水 2002, 梁山伯与祝英台, 吉林文史出版社, 长春.
- 刘先平 1996, 大熊猫传奇, 中国青年出版社, 北京.
- 冯化平、薄慧明 2002, 成语故事, 天津人民美术出版社, 天津.
- 聂卫平、王瑞阳 1999, 围棋人生, 中国文联出版公司, 北京.
- 郎平、陆星儿 1999, 激情岁月: 郎平自传, 东方出版中心, 上海.
- 陶渊明、袁行霈 2003, 陶渊明集笺注, 中华书局, 北京.
- 钱穆 2002, 孔子传, 三联书店, 北京.
- 杨降 2000, 干校六记, 中国青年出版社, 北京.
- 陈廷一 2003, 宋氏三姐妹: 一个家族和一段历史, 东方出版社, 北京.
- 罗永麟 2003, 先秦诸子与民间文化, 黑龙江人民出版社, 哈尔滨.
- 刘恩照 1999, 联合国维持和平行动, 法律出版社, 北京.
- 张辛欣、桑晔 1986, 北京人: 一百个普通人的自述, 上海文艺出版社, 上海.
- 徐霞客、禾乃 2003, 徐霞客游记, 上海社会科学院出版社, 上海.

王晓江、张建宏 1999, 黑洞: 中国廉政备忘录, 大众文艺出版社, 北京.

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