

Chinese

Second Language
Second Language Advanced

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: 2008–2011

The accreditation period commences on 1 January 2008.

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

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 syllabus, Modern Standard Chinese is taken to be *putonghua* in the spoken form, and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as *Mandarin*, *Guoyu*, *Huayu*, *Hanyu*, *Zhongwen* and *Zhongguohua*.

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 culture 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. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Chinese is widely spoken in Australia, and the study of it by Australians will contribute to the positive features of a culturally diverse society. The study of Chinese provides access to an important cultural and linguistic heritage. In conjunction with other skills, the ability to communicate in Chinese may provide opportunities for employment in areas such as tourism, technology, finance, services and business.

AIMS

This study is designed to enable students to:

- use Chinese to communicate with others;
- understand and appreciate the cultural contexts in which Chinese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Chinese and English, and/or other languages;
- 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. The study of Chinese is offered at three levels in the VCE (Chinese First Language, Chinese Second Language and Chinese Second Language Advanced). Entry into these levels is governed by eligibility criteria, which are monitored regularly and published on the Victorian Curriculum and Assessment Authority website and in the *VCE and VCAL Administrative Handbook*. Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Chinese Second Language Advanced is designed for students who will, typically, have had more experience of Chinese (see above mentioned eligibility criteria).

Units 1 to 4 are designed to an appropriate standard for the final 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 Second Language and Chinese Second Language Advanced to ensure the studies are 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.

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 overall 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

Specifications for Units 1 and 2 Chinese Second Language and Units 1 and 2 Chinese Second Language Advanced are the same. 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 the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. In both, the specifications are different for Chinese Second Language and Chinese Second Language Advanced. 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 are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component } 12.5 per cent
 } 37.5 per cent
 } written component

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 Second Language and Chinese Second Language Advanced comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they 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 have been selected to 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:

- The individual
- The Chinese-speaking communities
- The changing world

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 28 and 29.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Chinese-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, appearance and personality, family, friends, relationships, home and neighbourhood, daily routine.</i> 	<ul style="list-style-type: none"> • History and culture <i>For example, festivals and customs, legends and fables, famous people.</i> 	<ul style="list-style-type: none"> • Youth issues <i>For example, entertainment, technology in daily life.</i>
<ul style="list-style-type: none"> • Education and aspirations <i>For example, school life, facilities, rules and routines, subjects and exams, further education, future plans.</i> 	<ul style="list-style-type: none"> • Schooling <i>For example, school life, subjects, study habits, routine.</i> 	<ul style="list-style-type: none"> • The world of work <i>For example, work skills and gaining employment, occupations of the future.</i>
<ul style="list-style-type: none"> • Recreation and leisure <i>For example, sport, interests, shopping, eating out, entertainment, parties.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, leisure, sports, food types and cuisine, media, film, TV.</i> 	<ul style="list-style-type: none"> • Tourism and hospitality <i>For example, the growing importance of tourism, the impact of tourism on Chinese people.</i>
<ul style="list-style-type: none"> • Travel experiences <i>For example, holidays and sightseeing, travel plans and requirements, transport and accommodation.</i> 	<ul style="list-style-type: none"> • Geography <i>For example, places of interest in China (and the Chinese-speaking world), urban and rural life.</i> 	

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

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement*	Invitation*	Poem, song lyrics
Application	Journal entry*	Postcard*
Article*	Letter*	Posters
Biography	List (menu/shopping/price)	Public announcement
Brochures	Map (geographic/street/map/legend)	Public notice
Cartoon	News item	Questionnaire
Chart	Note/message*	Report*
Conversation*	Notice*	Script for a speech/dialogue*
Diagram	Personal profile*	Speech*
Diary entry*	Photograph	Story*
Discussion*	Plan/itinerary*	Survey form
Graph	Play	Table
Guide		Travel guide
Instructions		

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 students of both Chinese Second Language and Chinese Second Language Advanced will be able to understand the items on the character list below, as well as a wider range of vocabulary relevant to the themes and topics prescribed in the syllabus.

All questions, tasks and texts provided in Chinese in the written examination will be written in both complex and simplified characters.

TRANSLATION

Students of both Chinese Second Language and Chinese Second Language Advanced should be able to translate simple texts from characters into English.

CHINESE SECOND LANGUAGE

Students may use simplified or complex characters in tasks requiring written responses in Chinese characters. For these tasks, a small amount of Pinyin will be accepted, but its use should be confined to vocabulary and expressions which would not normally be expected to have been covered during a 400–500 hour course. The use of Pinyin will not be acceptable for items included in the character list.

CHINESE SECOND LANGUAGE ADVANCED

It is preferred that students use simplified characters in tasks requiring written responses in Chinese. However, students may use simplified or complex characters in tasks requiring written responses in Chinese, but are expected to use a consistent style throughout the response. The use of Pinyin will not be acceptable in written responses for Chinese Second Language Advanced students. Students are expected to accurately use a range of vocabulary and characters beyond the items on the character list in their written responses, as appropriate to the themes and topics covered in the syllabus.

CHARACTER LIST

Part A: Basic characters

爱	ài	饱	bǎo	便	biàn/pián	茶	chá	出	chū
八	bā	报	bào	表	biǎo	常	cháng	穿	chuān
爸	bà	杯	bēi	别	bié	长	cháng/zhǎng	床	chuáng
白	bái	本	běn	病	bìng	场	chǎng	春	chūn
百	bǎi	比	bǐ	不	bù	唱	chàng	次	cì
班	bān	笔	bǐ	步	bù	车	chē	从	cóng
半	bàn	毕	bì	菜	cài	成	chéng	错	cuò
办	bàn	边	biān	参	cān	城	chéng	打	dǎ
包	bāo	变	biàn	差	chā/chā/chāi	吃	chī	大	dà

带	dài	歌	gē	活	huó	可	kě	面	miàn
但	dàn	个	gè	火	huǒ	渴	kě	名	míng
当	dāng	给	gěi	机	jī	课	kè	明	míng
到	dào	跟	gēn	级	jī	客	kè	母	mǔ
得	dé/de/déi	工	gōng	己	jǐ	空	kōng/kòng	目	mù
的	de	公	gōng	几	jǐ	口	kǒu	哪	nǎ/něi
等	děng	功	gōng	计	jì	块	kuài	那	nà/nèi
地	dì/de	共	gòng	记	jì	快	kuài	男	nán
第	dì	故	gù	加	jiā	来	lái	难	nán
弟	dì	关	guān	家	jiā	老	lǎo	南	nán
点	diǎn	观	guān	假	jiǎ/jià	了	le/liǎo	闹	nào
店	diàn	馆	guǎn	间	jiān	乐	lè/yuè	能	néng
电	diàn	惯	guàn	件	jiàn	累	lèi	你	nǐ
东	dōng	广	guǎng	见	jiàn	冷	lěng	年	nián
冬	dōng	贵	guì	将	jiāng	离	lí	您	nín
懂	dǒng	国	guó	讲	jiǎng	里	lǐ	女	nǚ
动	dòng	果	guǒ	交	jiāo	力	lì	怕	pà
都	dōu/dū	过	guò	教	jiào/jiào	两	liǎng	胖	pàng
读	dú	孩	hái	觉	jiào/jué	辆	liàng	跑	pǎo
短	duǎn	还	hái/huán	叫	jiào	了	liǎo/le	朋	péng
对	duì	海	hǎi	街	jiē	流	liú	片	piàn
队	duì	汉	hàn	接	jiē	六	liù	票	piào
多	duō	行	háng/xíng	节	jié	楼	lóu	平	píng
饿	è	好	hǎo/hào	姐	jiě	路	lù	七	qī
几	ěr	号	hào	借	jiè	录	lù	期	qī
二	èr	喝	hē	今	jīn	旅	lǚ	骑	qí
发	fā/fà/fà	和	hé/huò	近	jìn	吗	ma	起	qǐ
法	fǎ	很	hěn	进	jìn	妈	mā	气	qì
饭	fàn	红	hóng	经	jīng	马	mǎ	汽	qì
方	fāng	后	hòu	京	jīng	买	mǎi	千	qiān
房	fáng	候	hòu	景	jǐng	卖	mài	前	qián
放	fàng	花	huā	九	jiǔ	慢	màn	钱	qián
飞	fēi	化	huà	久	jiǔ	忙	máng	亲	qīn
非	fēi	画	huà	酒	jiǔ	毛	máo	情	qíng
分	fēn	话	huà	就	jiù	么	me	请	qǐng
风	fēng	坏	huài	旧	jiù	没	méi	秋	qiū
服	fú	欢	huān	剧	jù	美	měi	球	qiú
父	fù	换	huàn	开	kāi	每	měi	去	qù
该	gāi	黄	huáng	看	kàn	妹	mèi	趣	qù
高	gāo	回	huí	考	kǎo	门	mén	然	rán
哥	gē	会	huì/kuài	科	kē	们	men	热	rè

人	rén	水	shuǐ	为	wéi/wéi	姓	xìng	远	yuǎn
认	rèn	睡	shuì	位	wèi	休	xiū	院	yuàn
日	rì	说	shuō	味	wèi	学	xué	月	yuè
容	róng	思	sī	文	wén	演	yǎn	运	yùn
肉	ròu	死	sǐ	问	wèn	样	yàng	在	zài
如	rú	四	sì	我	wǒ	要	yào	再	zài
三	sān	送	sòng	五	wǔ	也	yě	早	zǎo
色	sè	诉	sù	午	wǔ	业	yè	怎	zěn
山	shān	算	suàn	务	wù	夜	yè	站	zhàn
商	shāng	虽	suī	物	wù	一	yí	找	zhǎo
上	shàng	岁	suì	西	xī	衣	yī	着	zhe/zháo
少	shǎo/shào	所	suǒ	息	xī	医	yī	这	zhè/zhèi
社	shè	他	tā	希	xī	宜	yí	真	zhēn
谁	shéi/shuí	她	tā	习	xí	椅	yǐ	正	zhèng
身	shēn	太	tài	喜	xǐ	己	yǐ	知	zhī
什	shén	谈	tán	系	xì	以	yǐ	职	zhí
生	shēng	汤	tāng	下	xià	易	yì	纸	zhǐ
师	shī	特	tè	夏	xià	意	yì	只	zhǐ/zhǐ
十	shí	题	tí	先	xiān	因	yīn	中	zhōng
时	shí	体	tǐ	现	xiàn	音	yīn	钟	zhōng
识	shí	天	tiān	想	xiǎng	英	yīng	住	zhù
是	shì	条	tiáo	象	xiàng	应	yīng/yīng	祝	zhù
事	shì	听	tīng	小	xiǎo	影	yǐng	桌	zhuō
室	shì	同	tóng	校	xiào	用	yòng	子	zǐ
市	shì	头	tóu	笑	xiào	游	yóu	字	zì
视	shì	图	tú	些	xiē	有	yǒu	自	zì
试	shì	外	wài	写	xiě	友	yǒu	走	zǒu
收	shōu	玩	wán	谢	xiè	右	yòu	最	zuì
手	shǒu	晚	wǎn	新	xīn	语	yǔ	昨	zuó
受	shòu	万	wàn	心	xīn	雨	yǔ	左	zuǒ
瘦	shòu	网	wǎng	信	xìn	育	yù	作	zuò
书	shū	忘	wàng	星	xīng	园	yuán	做	zuò
数	shù/shǔ	望	wàng	兴	xīng/xīng	员	yuán	坐	zuò

Part B: Special terms

Surnames

高	Gāo	李	Lǐ	刘	Liú	王	Wáng
黄	Huáng	林	Lín	毛	Máo	张	Zhāng

Famous people

孔子	Kǒngzǐ	李白	Lǐ Bái	孙中山	Sūn Zhōngshān
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Place names

澳大利亚	Àodàliyà	广州	Guǎngzhōu	天安门	Tiān'ānmén
北海公园	Běihǎi gōngyuán	黄河	Huánghé	西安	Xī'ān
北京	Běijīng	墨尔本	Mò'ěrběn	西湖	Xīhú
长城	Chángchéng	南京	Nánjīng	悉尼	Xīní
长江	Chángjiāng	上海	Shànghǎi	香港	Xiānggǎng
歌剧院	Gējùyuàn	台湾	Táiwān	中国	Zhōngguó

Festivals

春节	chūnjié	新年	xīnnián	中秋节	zhōngqiūjié
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GRAMMAR

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

Verbs and verb phrases

equative verb	是，叫，姓	
有/没有	possessive verb	你有兄弟姐妹吗？
		我有兄弟，没有姐妹。
	existential verb	这儿有几家书店。
		我们学校没有游泳池。
action	妈妈写信呢。	
stative	这张画儿好看。	
pivotal	请喝茶。	
verb-object	看书，上课，做饭，写字，开车	
	verb copying	他开车开得太快。
resultative verb	找到，看见，坐好，做完，听错	
	actual result	你听见了吗？我没听见。
	potential result	我们来得及吗？来不及了。
directional verb	她昨天拿回来一些中文报。	
auxiliary verb	会，不用，应该，可以，得，要	
		我得走了。
		他今天不用工作。

coverb		比，从，对，跟，向，往 在，离，让，给 从早上到现在 小玉在中学学习。 从上海到北京有多远？ 他家离城里很近。 我对音乐不感兴趣。
Aspects		
perfective	verbal – 了 sentence final – 了	他已经卖了那辆自行车。 快要下雨了。 我大姐大学毕业了。 他生气了，就不必再跟他谈了。
durative	double – 了 continuing progressive	她爸爸在中国住了五年了。 他喜欢站着吃饭。 我们正在听录音呢。 他还在打电脑。
experiential		我从来没有去过美国。 这本书我看过三次了。
attemptative (verb reduplication)		看（一）看，休息休息
Nouns		
proper		朋友，行李，礼物，水果 北京，澳大利亚，邓小平
with classifiers (measure words)		一家商店，十个小时， 三件行李，半斤水果
titles and forms of address		林老师，李大夫，王太太
Pronouns		
personal		我，你，他，她，它 我们／咱们，你们，他们
interrogative		谁，什么，哪儿，怎么，几点 今天几月几号？
used as indefinites		我什么都喜欢吃。 他谁都不相信。
demonstrative		这是我的房间。 那怎么办？
other		人家，其他
Determiners (determinative)		
demonstrative		这／那个人怎么了？ 这件事不容易做好。
specifying		每，各，另

Modifiers

adverbs	reduplication	她大大方方地坐在那儿。
	comparison forms with 更 and 最 frequently used adverbs	更便宜，更方便 很，都，太，还，也，再，只， 一点儿，就，已经
adjectives	time	刚才，昨天下午
	negators	不，没有
	intensifiers	非常冷，挺好，太贵，真热闹
	stative verbs used as adverbs	小心地放，简单地说
	post-verbal complement	这件衣服洗得很干净。 我的新车跑得很快。
	movable vs non-movable	去年，下午，现在 (movable) 已经，还没 (non-movable) 年老的，热闹的，愉快的
	adjective clauses use and non-use of 的	那个跟你说话的女孩是我妹妹。 我父母，我的画报

Localisers

added to nouns	前面，左边，里(面)，外面
before verbs or coverbs	桌子上面，我家对面
after verbs or coverbs	一直往前走，就到了。 住在城里，坐在路边

Numerical expressions

cardinal	use of 零 as a place marker	一百零五块零七分 六十九，二百八(十)
	二 versus 两	三十二个，两个
ordinal with 第 and 头		第一，第二天，头三个月
fraction and decimals		四分之三，五点二
indefinites		一些孩子，二十多岁 我昨晚只睡了几个小时。
telephone numbers		九五三零七一一九
monetary expressions		十二块七毛五
time expressions	time duration	他在工厂工作了半年。
	clock time	现在是下午三点一刻。
	age	小林下星期就四十二岁了。
	days of week, month, year, date	一九九八年五月九号是星期六。
with classifiers (measure words)		三个人，五支笔，
places in family		老三，二姐

Classifiers (measure words)

for nouns	个，张，本，把，件，家
for verbs	次，回，趟，遍
reduplication	个个，天天

Particles	modal	走吧！ 吃饭吧！
	structural	的，得，地 你的作业写好了吗？ 他学得真快。 慢慢地来，不要急。
	interrogative	吗，呢，吧，呀
Sentences and phrase types		
declarative sentences		我喜欢运动。
interrogative sentences	use of question markers	你跟我去游泳吗？ 那个男的是谁呢？
	use of verbs 不（没）– verb	你们去不去？ 他吃过中国菜没有？
	use of wh- question words	谁啊？ 你找什么？
	alternative questions	你在学习还是在看电视？
passive sentences	tag questions	明天去听音乐会，好吗？ 他被人打了。 这个人真叫人讨厌。 桌上的东西给小妹吃光了。
ba-sentences		把门关好。 谁把我的手提包拿走了？
imperative sentences		别动！ 过来！ 注意看！ 好极了！
exclamatory sentences		
special constructions	emphatic expressions	我是坐火车来的。
	pseudo-cleft constructions	我学的（就）是中文。 他担心的就是考不及格。
	topic-comment constructions	今天学校放假，真好！
	subjectless sentences	来一碗面。 下课了。下雨了。
	rhetorical sentences	开快车不危险吗？ 我不是才说过的吗？
	serial verb constructions	拿过来给我看。
	double objective constructions	他教我汉字。 我准备送妈妈一份生日礼物。

Cohesive devices

coordinating constructions

use of enumerative commas
with coordinate conjunctions他们买了苹果、香蕉、梨回来。
又---又---，不但---而且---，
一边---一边---，或者

subordinate constructions

(当)---的时候，一---就---，
虽然---但是---，除了---还---，
因为---所以**Formulaic expressions, fillers
and acclamations**

fillers

那(么)，我明天再来看你。

formulaic expressions

还可以，差不多，总的来说

polite responses

您贵姓大名？

Style

written/spoken

时and的时候

formal/informal

您and你,位and个

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–21 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 personal areas of experience.

Key knowledge and skills

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

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topic areas;
- apply conventions of informal conversation/correspondence, such as note, letter, fax, email, telephone call;
- use a range of question and answer forms;
- initiate, maintain and close an exchange;
- use appropriate intonation, tones, stress, pitch, spelling and punctuation;
- self-correct/rephrase to maintain communication;
- use exclamations and fillers to maintain continuity;
- recognise and respond to cues for turn-taking;
- use appropriate non-verbal forms of communication, such as gestures, writing characters on the palm of the hand, showing numbers with fingers;
- use appropriate forms of address;
- deal with unfamiliar vocabulary and structures, for example, ask for repetition and clarification.

Outcome 2

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

Key knowledge and skills

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

- recognise and use vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, loan words, grammatical markers, and use these to infer meaning;
- identify connectives that link ideas at sentence and paragraph level;
- identify main points and supporting ideas;
- order, classify and link items from different parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

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

- apply the conventions of text types, for example, review or article;
- use structures related to explaining, describing, comparing, and commenting on events or experiences in the past, present and future;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- make use of dictionaries;
- identify main ideas, events, sequences of action;
- respond appropriately for the context, purpose and audience described;
- provide personal comment on aspects of the texts.

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:

- informal conversation

or

- reply to personal letter/fax/email.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Chinese or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Chinese or English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student will respond in Chinese to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Chinese, and the other a response in English. 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 12–21 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 related to making arrangements and completing transactions.

Key knowledge and skills

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

- use structures related to asking for or giving advice or assistance, giving instructions, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topic areas;
- recognise and apply the conventions of text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- obtain and provide goods, services and public information;
- 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;
- use appropriate forms of address;
- use appropriate non-verbal forms of communication, such as gestures and eye contact.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts, and translate from characters into English.

Key knowledge and skills

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

- apply the conventions of text types such as an interview, journal entry, newspaper report, letter or article;
- use vocabulary, structures and content related to topics studied;
- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another;
- use connectives to link ideas at sentence and paragraph level;
- translate from characters into English;
- understand text and clearly convey meaning.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience 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 text types, such as journal entry or story;
- use structures related to describing, recounting, narrating and reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- use simple stylistic techniques, such as repetition, questions, exclamations and emphatic structures;
- structure writing to sequence main ideas/events and develop ideas logically;
- vary language for context, purpose and audience.

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 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

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type, and translate the original text(s) from characters into English.

Outcome 3:

- journal entry

or

- 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; with the exception of the short translation task into English. 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.

The student will be expected to discuss their detailed study in Section 2, 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, including classes where there are students studying Chinese Second Language and students studying Chinese Second Language Advanced. 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 the Discussion in Section 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. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Chinese-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 33–34). 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 texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Chinese-speaking community through a range of oral and written texts in Chinese related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for

example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. 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 a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–21 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:

- create a personal or imaginative text, focusing on an event or experience in the past or present;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose using a range of text types;
- organise and sequence ideas;
- use simple stylistic techniques, such as repetition, questions, exclamations, changes in tone and speed of delivery;
- simplify or paraphrase complex ideas;
- select and make appropriate use of reference materials, including dictionaries.

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:

- show knowledge of registers and stylistic features such as repetition and tone;
- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation.

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:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use appropriate terms of addresses for familiar and unfamiliar audiences;
- link and sequence ideas and information;
- use a range of question forms;
- use appropriate gesture;
- self-correct/rephrase to maintain communication.

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. It should be noted that the advice is different for Chinese Second Language and Chinese Second Language Advanced.

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. It should be noted that the advice is different for Chinese Second Language and Chinese Second Language Advanced.

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.

Chinese Second Language

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Express ideas through the production of original texts.	20	A 150–200-character personal or imaginative written piece.
Outcome 2 Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
Outcome 3 Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
Total marks	50	

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

Chinese Second Language Advanced

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Express ideas through the production of original texts.	20	A 200–250-character personal or imaginative written piece.
Outcome 2 Analyse and use information from spoken texts.	10	An extended response/s to one or more specific questions, messages or instructions, extracting and using information requested.
Outcome 3 Exchange information, opinions and experiences.	20	A role-play of approximately four minutes focusing on the resolution of an issue.
Total marks	50	

*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 12–21 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, and translate part of the text/s into English.

Key knowledge and skills

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

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers and common patterns of word formation;
- translate from characters into English.

Outcome 2

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

Key knowledge and skills

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

- compare and contrast aspects of life in Chinese-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- 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 Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment. It should be noted that the advice is different for Chinese Second Language and Chinese Second Language Advanced.

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 of 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 of 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. It should be noted that the advice is different for Chinese Second Language and Chinese Second Language Advanced.

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.

Chinese Second Language

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and use information from written texts, and translate part of the text(s) into English.	10	A response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English.
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Chinese-speaking communities.	20	A 250-character informative, persuasive or evaluative written response, for example, report, comparison or review.
	20	and A three- to four-minute interview on an issue related to the texts studied.
Total marks	50	

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

Chinese Second Language Advanced

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and use information from written texts, and translate part of the text(s) into English.	10	An extended response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English.
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Chinese-speaking communities.	20	A 300–350-character informative, persuasive or evaluative written response, for example, report, comparison or review.
	20	and An interview of approximately four minutes on an issue related to the texts studied.
Total marks	50	

*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.

Chinese Second Language and Chinese Second Language Advanced**Oral examination (approximately 15 minutes)***Purpose*

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

Details

The oral examination has two sections. The Chinese Second Language and Chinese Second Language Advanced oral examinations are the same. It should be noted, however, that the assessment criteria differ. These are published in the assessment handbook.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Chinese-speaking communities and the student will be expected to make reference to texts studied.

Chinese Second Language**Written examination (2 hours plus 15 minutes reading time)****Section 1: Listening and responding***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 be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Chinese in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Details

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears texts in Chinese covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 1½–2 minutes. The length of the individual texts will not be specified but one text will be longer than the other(s).

Each text will be heard twice. 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. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

Questions will be phrased in English for responses in English.

Part B

Questions will be phrased in Chinese and English for responses in Chinese.

Section 2: Reading, responding and translating

Purpose

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

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Chinese to information provided in a text.

In Part C the student will be required to demonstrate understanding of texts by translating from characters into English.

Details

Section 2 of the written examination has three parts, Part A, Part B and Part C. The texts in all three parts will be related to one or more of the prescribed themes. The overall length of text in Parts A and B will be 250–350 characters and for Part C the total length of text will be 150–250 characters.

Part A

The student will be required to read texts in Chinese.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read texts in Chinese. Questions on the text(s) will be phrased in English and Chinese for response(s) in Chinese.

Part C

The student will be required to translate texts from characters into English. The total length of the texts will be 150–250 characters.

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.

Details

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 characters in Chinese. The tasks will be phrased in English and Chinese for a response in Chinese.

Chinese Second Language Advanced

Written examination (2 hours plus 15 minutes reading time)

Section 1: Listening and responding

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 be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Chinese in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

Details

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears texts in Chinese covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 1½–2 minutes. The length of the individual texts will not be specified, but one text will be longer than the others.

Each text will be heard twice. 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. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

Questions will be phrased in English for responses in English.

Part B

Questions will be phrased in Chinese and English for responses in Chinese.

Section 2: Reading, responding and translating*Purpose*

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

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Chinese to information provided in a text.

In Part C the student will be required to demonstrate understanding of texts by translating text(s) from characters into English.

Details

Section 2 of the written examination has three parts, Part A, Part B and Part C. The texts in all three parts will be related to one or more of the prescribed themes. The overall length of text in Parts A and B will be 350–450 characters and for Part C the total length of text will be 200–300 characters.

Part A

The student will be required to read text(s) in Chinese.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read text(s) in Chinese. Questions on the text(s) will be phrased in English and Chinese for response(s) in Chinese.

Part C

The student will be required to translate text(s) from characters into English. The total length of the text(s) will be 200–300 characters.

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.

Details

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 250–300 characters in Chinese. The use of Pinyin will not be acceptable. The tasks will be phrased in English and Chinese for a response in Chinese.

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

The outcomes and assessment tasks for Units 1 and 2 are the same for both Chinese Second Language and Chinese Second Language Advanced.

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken and written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Chinese or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Chinese or English.	2 Listen to, read, and extract and use information and ideas from spoken and written texts, and translate text(s) from characters into English.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type, and translate text(s) from characters into English.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Chinese Second Language

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 150–200-character personal or imaginative written piece.	1 Analyse and use information from written texts, and translate part of the text/s into English.	A response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.	(a) A 250-character informative, persuasive or evaluative written response, for example, report, comparison or review. and (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
150–200-character personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts and translation.	5	Listening and responding	
		Part A: Response in English	2.5
		Part B: Response in Chinese	2.5
250-character informative, persuasive or evaluative written piece.	10	Reading and responding and translating	
		Part A: Response in English	7.5
		Part B: Response in Chinese	7.5
		Part C: Translation – characters into English	7.5
Three- to four-minute interview.	10	Writing	10

Outcomes and coursework assessment tasks for Units 3 and 4

Chinese Second Language Advanced

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 200–250-character personal or imaginative written piece.	1 Analyse and use information from written texts, and translate part of the text/s into English.	A response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English.
2 Analyse and use information from spoken texts.	An extended response/s to one or more specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.	(a) A 300–350-character informative, persuasive or evaluative written response, for example, report, comparison or review. and (b) An interview of approximately four-minutes interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A role-play of approximately four minutes focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
200–250-character personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Approximately four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts and translation.	5	Listening and responding	
		Part A: Response in English	2.5
		Part B: Response in Chinese	2.5
300–350 character informative, persuasive or evaluative written piece.	10	Reading and responding and translating	
		Part A: Response in English	7.5
		Part B: Response in Chinese	7.5
		Part C: Translation – characters into English	7.5
Approximately four-minute interview.	10	Writing	10

Overall contribution of school-assessed coursework and end-of-year examinations	%
Communication in the language	
Listening and speaking	42.5
Reading and writing	57.5

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 44.

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 demonstrate 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 discourse form, a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Chinese Second Language and Chinese Second Language Advanced, 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 legends, common characters and themes, 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, Microsoft PowerPoint and webpage 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
Personal or imaginative written piece	Communication (written), planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Role-play to resolve an issue	Communication, teamwork, problem solving, initiative and enterprise
Translation	Communication, problem solving
Informative, evaluative or persuasive written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, learning, initiative and enterprise.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example 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
The individual	<i>Listening</i>
Topic	listen to a conversation and respond to questions about someone's personal history, their birthday, birthplace, family members and friends
Personal identity	listen to a discussion between a parent and a son/daughter and complete a list of tasks the young person has to undertake
Sub-topic	
Daily life	view an extract from a film and write notes on the personality of the main character
Grammar	
Stative verbs, the possessive verb 'you' 有	<i>Speaking</i>
Aspects 'le' 了	introduce yourself, your family members and friends to the class, using photos or pictures
Interrogatives	discuss the use of kinship terms and register
Word order of date/time	talk to a friend about your different family lives; areas might include family members, family activities and celebrations, responsibilities and roles within the family
Text types	discuss how to express date and place words in Chinese
Article / biography / chart / conversation / diary / discussion / email / exercise / family tree / film / list / note / personal profile / photo / report / talk / webpage	discuss text types and personal writing
	<i>Reading</i>
	read an introduction to a Chinese biography and summarise the key events of the person's life
	 using the Internet, research an aspect of family life in China and write a short item for a news report
	 search the Internet for job advertisements and decide whether you have the qualities for these jobs; make short notes listing the qualities you have that would make you suitable
	<i>Writing</i>
	 using an online dictionary, research and write a list of words and phrases used for talking and writing about personal histories
	produce a family tree and use the list of words and phrases to describe each member
	 write an email to a new pen friend in which you describe yourself
	write a brief diary entry about your new friend stating what you like about him/her
	complete some grammar exercises on stative verbs



Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.


Assessment task: Informal conversation.


Details of task: Participate in a conversation with a Chinese-speaking person in which you compare the members of your family.

Unit 1

Theme	Examples of learning activities
The Chinese-speaking communities	<i>Listening</i> listen to a travel agent speaking about a special holiday package and fill in a summary sheet for friends
Topic	
Geography	listen to a radio broadcast advertising two travel packages and complete a chart for comparison of the costs, places visited and particular benefits of each package
Sub-topic	
Travel plans	<i>Speaking</i> act as a guide to a tourist destination using the travel information from a magazine advertisement as your reference
Grammar	
Subordinate conjunctions 'yi ... ji 一 ... 就', '... de shihou ... 的时候', 'yinwei ... suoyi 因为... 所以'	with a class member, develop an itinerary for your ten-day tour of a Chinese-speaking country and make notes
Numerical expressions – cardinal and ordinal numbers	participate in a role-play with a travel agent, in which you finalise some changes to your itinerary
Text types	
Advertisement / broadcast / chart / discussion / itinerary / role-play / survey / summary / timetable / video clip	in class, discuss vocabulary for place names, seasons, numbers, currencies, time words, and language for timetables <i>Reading</i> analyse and discuss different samples of text types; analyse the difference between personal and informative writing read some travel brochures with a friend and select the place you would both like to visit and give reasons
	 search the Internet for cheap holiday destinations and make notes to advise a friend
	 search the Internet about exchange rates between Australia and Chinese-speaking countries and prepare a chart for a first time traveller

Writing

 plan an online itinerary for a holiday in China and plot destinations on a map

 write an imaginative account of your most interesting day in Beijing and send it as an electronic postcard to your teacher

imagine that you have just returned from a home stay in China; write a letter to thank your host family, making reference to highlights of your stay

write a talk for the school assembly, promoting hosting an overseas student

complete a grammar exercise on conjunctions

Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in English.

Details of task: Listen to a radio advertisement about a holiday tour, noting the varying costs for air travel and accommodation according to the date of departure to complete a table in English.

Unit 1

Theme	Examples of learning activities
The individual	<i>Listening</i>
Topic	listen to a visitor speaking about sports in a Chinese-speaking country and write a brief summary
Recreation and leisure	listen to instructions on how to play a game and try out the game
Sub-topic	
Sport, entertainment	listen to a series of sports commentaries taken from Chinese television or video without the visuals; attempt to identify the sports, then watch the extracts to check your accuracy
Grammar	
'B把' and 'bei被' sentences V-O constructions 'daqiu打球', 'kan dianying看电影' etc. Subordinate conjunction 'yaoshi ... jiu要是...就', 'chule ... yiwai除了...以外', suiran ... danshi虽然...但是	<i>Speaking</i>
Localisers	discuss appropriate vocabulary for the name of seasons, numbers, sport in a V-O form (daqiu); time words and dates
Text types	
Advertisement / conversation / role-play / survey / summary / table / telephone call / video clip / webpage	<p>search the Internet for the major sport events in China in the next two weeks and make a two-minute oral presentation to the class</p> <p>role-play a conversation in which you arrange to hire some sporting equipment and negotiate the time and cost</p> <p>telephone a friend to arrange to go to a sporting event together</p> <p><i>Reading</i></p> <p>read texts about renting a tennis court and complete the table of costs, conditions, dates and availability</p> <p>read and respond to questions on a 'Get fit' article about sports and health exercises</p> <p>online, research statistical information about the popularity of various sports and other forms of entertainment in a Chinese-speaking country among people of different age groups; write a caption to summarise the trends shown in the information</p> <p><i>Writing</i></p> <p>survey the most and least popular sports and exercises among your classmates in each season; summarise and report the results of the survey for your school bulletin board</p> <p>plan and organise information and notes before writing a short article on the value of sports and health exercises</p>




Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Chinese.

Details of task: Read information about events that are on in your city this weekend. Plan a day's outdoor activities for a young family and chart this information in Chinese on the sheet provided.

Unit 1

Theme	Examples of learning activities
The Chinese-speaking communities	<i>Listening</i> watch the film <i>Shanghai Triad</i> and track the key events of the film by completing a time line
Topic Lifestyles	listen to the final conversation between the two main characters in <i>Shanghai Triad</i> and answer the questions about their personalities
Sub-topic Film	<i>Speaking</i> participate in a role-play which involves arranging to see a Chinese film
Grammar Subject-time/place Word-object Verb-de-modifier 'yan de hao 演得好', 'wan de gaoxing 玩得高兴' etc. Prepositions	discuss the qualities that define people's characters and make notes discuss the characteristics of the personalities in the film <i>Shanghai Triad</i> explaining which characters appealed to you and why <i>Reading</i>  search the Internet for information about a famous Chinese actor and prepare questions for an interview with him or her
Text types Article / conversation / diary entry / email / interview / personal profile / poster / review / role-play / summary / timeline / webpage	read and identify expressions used on stage, such as prepositions to describe position, and take notes <i>Writing</i>  on computer, create a magazine cover or poster to promote a film write a short review of a film you have seen, stating your opinion about the storyline and characters, and to whom you think it would appeal  write an email to a pen pal to request information about a Chinese film star performing in a new and popular film complete grammar exercises


Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Assessment task: Article.

Details of task: Having just seen a new film in which your favourite actor stars, write an article expressing your opinion about this performer for a Chinese student magazine.

Unit 2

Theme	Examples of learning activities
The Chinese-speaking communities	<i>Listening</i> listen to a radio travel advertisement and note the main information regarding costs and itineraries
Topic Geography	listen to a travelogue in Chinese about interesting places to visit; note the language used in the commentary
Sub-topic Experiencing the culture	listen to directions on how to get from one place to another and mark the route on a map
Grammar Activity verbs Time duration Alternative questions Localiser with verbs or co-verbs 'wang qian zou 往前走' etc. Localiser with nouns 'ditu shang 地图上' etc.	<i>Speaking</i> discuss popular activities for holidays, comparing class views participate in a role-play with a friend to negotiate arrangements for a holiday together prepare directions for getting from your classroom to another part of the school; test the effectiveness of your instructions by getting other class members to follow your directions and give feedback
Text types Advertisement / article / brochure / conversation / diary entry / discussion / exercise / itinerary / map / note / timetable / website	<i>Reading</i> read instructions for getting from your school to a series of locations; identify the locations from a local map, note them and write a brief descriptive caption for each one  search the Internet for accommodation, train timetables, flight schedules and restaurants in a Chinese city; plan a day's activities for your visit to that city
	<i>Writing</i> in point form, record the directions you hear on a telephone message, then draw them as a map; you may listen to the message more than once write a diary entry which recounts a special day spent with a friend visiting Melbourne's Chinese community; describe where you went, how you got there, and the activities that you did as well as your personal reflections


Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Assessment task: Role-play.

Details of the task: Participate in a role-play with a friend to change holiday plans, as an unforeseen situation has arisen. Make alternative arrangements and reach a mutually agreeable outcome.

Unit 2

Theme	Examples of learning activities
The individual	<i>Listening</i>
Topic	listen to a radio broadcast about a coming event and jot down details, such as time, location and cost on a worksheet
Recreation and leisure	<i>Speaking</i>
Sub-topic	in pairs, discuss personal priorities for today, this year and for the future and list them
Interests and personal priorities	participate in a role-play discussing where to go for a meal after a film
Grammar	
Action verbs	phone a friend to arrange to go to the new exhibition at the Chinese Museum in town
Verb-de-modifier	
Ordinal numbers	discuss monetary units and the language used for speaking about these
Classifiers for nouns	
Subjectless sentence with lai 来 'zai lai yi wan 再来一碗' etc.	find texts that are written in personal and informative styles; in class, discuss and compare kinds of writing and the text types that often accompany these
Adjectives	<i>Reading</i>
Text types	 search the Internet for information about young people's interests in China to answer questions on your worksheet
Advertisement / article / catalogue / cloze exercise / conversation / film / letter / menu / role-play / synopsis / timeline / webpage	research the types of Chinese foods available in restaurants in Australia and compare them with popular dishes in China; note your findings on a chart, and write a caption about how Chinese cuisine is modified to suit Australian tastes
	<i>Writing</i>
	research the popularity of eating out in China and write an article explaining the impact of your findings (for example, on traditional foods, health, the environment)
	complete a cloze exercise on a grammatical text




Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts, and translate texts from characters into English.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task: Listen to a talk by a well-known person about their personal priorities. Based on this information write a short informative report for your student magazine.

Unit 2

Theme	Examples of learning activities
The Chinese-speaking communities	<i>Listening</i> listen to a radio broadcast comparing urban and rural life in China and answer questions
Topic Geography	listen to a commentary on the regional differences in food in China and complete a chart with the information
Sub-topic Rural and urban life	<i>Speaking</i> interview other students about the advantages and disadvantages of urban life; summarise the responses
Grammar Adjective clauses with de Comparisons Time duration Negation Coordinating conjunctions 'you ... you 又...又', 'budan ... erqie 不但...而且', 'yi bian ... yi bian 一边...一边' Formulaic expressions hai keyi 还可以. zong de laishuo 总的来说, chabuduo 差不多	 using the Internet, research information about urban and rural life in China and discuss the main areas of difference in a class discussion; list suggestions in order of significance in differentiating the two lifestyles <i>Reading</i> read a series of profiles of students living in different areas of China; locate where they live on a map, research their region read an article about regional diversity in China; answer questions about the content and discuss how the information has affected your impression of life in China
Text types Article / comparison / interview / report / summary / survey / table / talk / website	 using the Internet, research major problems facing urban dwellers in China (e.g. pollution) and prepare notes for a written task <i>Writing</i> imagine you are a student in rural China, write a diary entry summarising your normal daily routine write a speech for a development forum on a major issue in the twenty-first century facing Chinese people living in large cities  select five locations across China (urban/rural) and on computer develop an informative brochure highlighting the unique features of one urban and one rural location translate part of one of the student profiles or part of an article about regional diversity

Example assessment task



Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts, and translate texts from characters into English.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type, and translate part of the text from characters to English.

Details of the task: Write a short summary comparing rural or urban life in China and Australia, using information from the two written texts provided.

Translate part of one of the texts.

Unit 2

Theme	Examples of learning activities
The individual	<i>Listening</i>
Topic	listen to street interviews about star signs and how they are meant to reflect people's personalities; note the differences and decide whether the interviewees reflect their star sign
Personal identity	
Sub-topic	
Personalities according to the stars	listen to a radio interview with a guest speaker who is an expert on Chinese horoscopes; develop more questions to ask in a later interview with the expert to follow up further information you are interested in on this topic
Grammar	<i>Speaking</i>
Comparison	discuss Chinese horoscopes by comparing the personalities of people you know with their personalities as described in the horoscope (refer to reading task below)
Subject-time/place-verb-object	
Verb de-modifier	discuss vocabulary for describing personality, characteristics and qualities
Expressing time – past, present, future	discuss the characteristics of imaginative and evaluative writing, and find texts that provide examples of each kind of writing
Text types	
Article / conversation / diary / game / horoscope / interview / list / note / personal profile / story / webpage	<i>Reading</i>
	 online, read information about Chinese horoscopes that includes the animal representation for each year, and the characteristics of each animal sign; list people you know born under each of the animal signs and note whether in your opinion they match the personality profile given
	 search the Internet for information on the birthdays of celebrities and take notes about their personalities or behaviour patterns; evaluate how well they represent the 'typical' person born in that sign
	research and produce a list of words and phrases for describing people
	<i>Writing</i>
	write a short informative report on a public personality, using words and phrases from the vocabulary list relating to appearance and personality
	write a diary entry which recounts a special day in your life, spent with an interesting person
	write an imaginative short story starting with the words, 'My new friend is a dragon/cow/snake/rat/horse/pig ... I found this out the hard way'
	write an imaginative short story about a person who relived an event of his/her life under a different star sign

Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.



Assessment task: Journal entry or short story.

Details of the task: Write a journal entry about your encounter with an interesting person born under your star sign.

or

Select two or three people with different star signs and write an imaginative adventure story with reference to their personal qualities, for publication in a writing club magazine.

Unit 3

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to a radio advertisement for prospective tourists to China, and complete notes
Tourism and hospitality	listen to a radio story about the adventure of a tourist and summarise the storyline
Sub-topic	
Tourism	<i>Speaking</i>
Grammar	participate in a role-play with a travel agent to book air tickets to China, find out costs, and the date you have to pay by before collecting the tickets
Auxiliary verbs xiang 想, yao 要, jiang 将	participate in a role-play with a friend shopping at a duty-free shop; decide on which item to buy as a gift for a friend
Coverbs cong ... dao 从... 到	
Verb reduplication	
Resultative verbs (potential result)	in class, discuss and practice undertaking shopping transactions and negotiating with the vendor
Text types	discuss the use of time words, vocabulary for seasons and dates
Advertisement / broadcast / brochure / discussion / fax / list / note / personal account / role-play / story / website	<i>Reading</i>
	read some tourist brochures to plan a wet weather day's outing and note indoor options, times of opening, access, and so on
	read advertisements from department stores and discuss plans for shopping in a certain area
	 search the Internet for information on accommodation in a city in China
	 search the Internet for information on shopping centres in Beijing and Shanghai; find the location and Chinese names of these shopping centres
	<i>Writing</i>
	write a fax to send to a hotel in China to book accommodation
	write a note convincing a friend to go shopping/see a film
	write a personal account about a shopping experience in a market
	write a short imaginative story for Year 7 students about a person lost in a Chinese city

Example assessment task**CHINESE SECOND LANGUAGE**

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

Assessment task: Write a 150–200-character personal or imaginative written piece.

Details of the task: Write a personal account of a significant travel experience for publication in the school magazine.

or

Write an imaginative story as an entry for a school writing competition, about a tourist who loses a precious possession.

Example assessment task**CHINESE SECOND LANGUAGE ADVANCED**

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




Assessment task: Write a 200–250-character personal or imaginative written piece.

Details of the task: Write a personal account of a significant travel experience for publication in the school magazine.

or

Write an imaginative story as an entry for a school writing competition, about a tourist who loses a precious possession.

Unit 3

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to a broadcast by Dr Feelgood about medical conditions and treatments, and complete notes
Youth issues	watch a documentary on a health issue, then use the information to complete answers to a set of questions
Sub-topic	
Health and medical care	<i>Speaking</i>
Grammar	discuss and list symptoms of common diseases and illness; participate in a conversation with a receptionist, requesting an appointment with the doctor, describing your complaint
Question words 哪儿, 哪儿, shenme 什么, zenme 怎么, duojiu 多久	role-play a telephone call to a family member asking them to collect a prescription from the chemist for your sick grandmother
Medical terms	
Experiential guo 过	<i>Reading</i>
Directional verbs	 search the Internet for information on common health issues, e.g. influenza, weight control, asthma, smoking
Double object construction	 search the Internet for information on central hospitals in Beijing and Shanghai; find the Chinese names of these institutions
Text types	discuss how an evaluative text on traditional medicine indicates its advantages and disadvantages
Article / conversation / discussion / list / magazine / message / notes / report / summary / video / website	<i>Writing</i>
	 write an email to your teacher explaining your absence from school due to the 'flu'
	complete grammar exercises
	read a short informative news item about a new medical breakthrough; personalise the event by rewriting the ideas in the text as a short, imaginary diary entry of a person who would benefit from the new treatment

Example assessment task

CHINESE SECOND LANGUAGE

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using the information requested.

Details of the task: Listen to an audiotape on medical care in China, make notes, then answer questions on attitudes to health and sickness.





Example assessment task**CHINESE SECOND LANGUAGE ADVANCED**

Outcome 2: Analyse and use information from spoken texts.

Assessment task: An extended response/s to one or more specific questions, messages or instructions, extracting and using the information requested.

Details of the task: Listen to an audiotape on medical care in China, make notes, then write a brief informative report on attitudes to health and sickness.

Unit 3

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to two job advertisements, summarise and decide which is more appropriate for you
The world of work	listen to a conversation giving advice on how to perform well in a job interview and make notes
Sub-topic	
Work skills and gaining employment	listen to job advertisements and make a table about the necessary qualifications and requirements
Grammar	<i>Speaking</i>
Verb 'you' 有	discuss the language needed for negotiation and compromise, and take notes
Conjunctions	
Coverbs yao 要,	
hui 会, neng 能	in pairs, discuss future plans and the work skills required for the jobs in which you are interested
Verb-de-modifier	
Adjectival clause with de 的	discuss and match the work skills with different strengths and qualifications with a friend
Text types	
Advertisement / article / broadcast / conversation / curriculum vitae / discussion / exercise / interview / letter / notes / role-play / summary / table / website	role-play a job interview and negotiate conditions, pay and other benefits for a part-time job
	<i>Reading</i>
	look at several job advertisements and discuss the language used for persuasion
	 search the Internet for job advertisements which make use of bilingualism and related work skills, and extract main points
	 search the Internet to find five different types of popular jobs in Shanghai and take notes
	<i>Writing</i>
	 on your laptop draft your résumé for future use
	 on computer, draft an application letter, in response to a job advertisement; print out and include your résumé in the letter
	complete grammar exercises

Example assessment task**CHINESE SECOND LANGUAGE**

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A three- to four-minute role-play, focusing on the resolution of an issue.

Details of the task: Participate in a role-play with a prospective employer who wants you to work at odd and inconvenient hours. Negotiate a mutually acceptable outcome.


Example assessment task**CHINESE SECOND LANGUAGE ADVANCED**

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A role-play of approximately four minutes focusing on the resolution of an issue.

Details of the task: Participate in a role-play with a prospective employer who wants you to work at odd and inconvenient hours. Negotiate a mutually acceptable outcome.

Unit 4

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to an extract from a TV show or film that presents a disagreement between a parent and child, make notes on the issues and language used
Youth issues	listen to several students talking about their friendships and draw up a list of the things that they consider most important in a friendship; prioritise these
Sub-topic	
Relationships	<i>Speaking</i>
Grammar	in class, discuss and list attributes important to building a relationship
Coverbs bi 比 and gen 跟 used in comparison	participate in a conversation, giving helpful advice to a friend about strategies for dealing with the generation gap
Resultative verbs	
Subordinate conjunctions	interview an exchange student about maintaining long distance friendships
Interrogative pronouns	
Auxiliary verbs yinggai 应该, dei 得	participate in a conversation with a friend comparing issues of significance to youth in your country and in contemporary Chinese-speaking countries
Text types	<i>Reading</i>
Article / conversation / extract / list / questionnaire / role-play / summary / table / talk / TV program / webpage	search magazines for letters in an 'advice column' where the problem of cultural difference is discussed, e.g. eating habits, intermarriage
	 search the Internet for information on youth issues and make a table of your results
	read a personal account of a young person's efforts to maintain a positive relationship with his/her family; make a story-board and add captions
	<i>Writing</i>
	from the responses to a questionnaire about young people's problems in establishing friendships, summarise the results in an informative article for your school magazine
	translate part of a young person's personal account of his/her relationship with family

Example assessment task**CHINESE SECOND LANGUAGE**

Outcome 1: Analyse and use information from written texts, and translate part of the text/s into English.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English.

Details of the task: Read two articles on the meaning of friendship and answer questions related to the content.

Translate part of one of the articles.

Example assessment task**CHINESE SECOND LANGUAGE ADVANCED**






Outcome 1: Analyse and use information from written texts, and translate part of the text/s into English.

Assessment task: An extended response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English.

Details of the task: Read two articles on the meaning of friendship. Write a formal letter to the editor supporting one view and refuting the other.

Translate part of one of the articles.

Unit 4

Theme	Examples of learning activities
The Chinese-speaking communities	<i>Listening</i> view a documentary and note some customs that have changed over time; discuss
Topic History and culture	listen to a talk about a famous person and the place where he/she lived and make notes
Sub-topic The influence of the past on the present	watch a TV broadcast about the building of the Great Wall and summarise key events on a time line
Grammar Question words <i>na</i> 哪儿, <i>shenme</i> 什么, <i>zenme</i> 怎么, <i>duojiu</i> 多久 Medical terms Experiential <i>guo</i> Directional verbs Double object construction Past and perfect tenses using 'le' 了 <i>Ba</i> 把 sentence <i>Gei</i> 给 – beneficiary marker Pivotal verb <i>qing</i> 请 Measure word reduplication Time words Proper nouns Adverbs <i>yijing</i> 已经, <i>yidianr</i> 一点儿 Sentence-final <i>le</i>	watch a film about the Boxer Rebellion (<i>Yihetuan</i> 义和团) in China and complete notes of the main incidents <i>Speaking</i> read and respond orally to questions on texts about social customs for receiving guests and appropriate gift giving in class, discuss the hero or heroine's character in the film viewed and note the language used participate in a role-play with a friend about the importance of one historical site or event versus another in class discuss the merit of an account of a well-known Chinese historical figure such as: Dr Sun Yat-sen (Sun Zhongshan 孙中山), Chairman Mao (Mao Zedong 毛泽东) invite a Chinese-speaking visitor to class and ask prepared questions about historical sites known to that person <i>Reading</i>  search the Internet for information on archaeological sites (e.g. Xian) or sites of historical significance; make a poster and illustrate pictures with captions  search the Internet for texts about major Chinese festivals and celebrations and their origins; discuss  search the Internet for major public holidays in Chinese-speaking countries and make a calendar  read texts about Chinese historical sites, historical events and major personalities; discuss and answer questions read an article and comment on the positive/negative aspects of the writer's interpretation of the event  search the Internet for information on famous historical sites in Beijing and indicate their position on a map listen to five short passages, decide on the kind of writing used and enter this on a table together with reasons to support your choice
Text types Account / article / audiotape / biography / broadcast / calendar / comic / conversation / documentary / film / game / interview / list / myth / profile / question / recipe / role-play / story / summary / talk / TV program / webpage / website	

Writing

read about the origins of festivals and produce a brief informative article for the school magazine

write a persuasive leaflet to encourage students to visit the Chinese exhibition on calligraphy

write a short profile (300–400 characters) about a famous personality such as Confucius (Kong Zi 孔子), Lao Tsu (Lao Zi 老子), Zheng He 郑和, Marco Polo, or Madame Sun Yat-sen (Song Qingling 宋庆龄)

Example assessment task**CHINESE SECOND LANGUAGE**

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.

Assessment task 2(a): A 250-character informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write a speech to convince a class of junior students that the origins of some key modern Chinese festivals have important links in Chinese history.

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

Details of the task: Possible focus areas for the interview task:

- The historical influence is visible in Chinese celebrations and festivals.
- Great historical personages have influenced the China we know today.
- Traditions are precious heirlooms which we must preserve.
- Modern China is like a theatre – each act contributes to the next.

Example assessment task**CHINESE SECOND LANGUAGE ADVANCED**

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.

Assessment task 2(a): A 300–350-character informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write a speech to convince a class of junior students that the origins of some key modern Chinese festivals have important links in Chinese history.

Assessment task 2(b): An interview of approximately four minutes on an issue related to the texts studied.

Details of the task: Possible focus areas for the interview task:

- The historical influence is visible in Chinese celebrations and festivals.
- Great historical personages have influenced the China we know today.
- Traditions are precious heirlooms which we must preserve.
- Modern China is like a theatre – each act contributes to the next.

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: The individual

Topic: Education and aspirations

- Sub-topic Education opens door.
- Sub-topic The challenge to succeed.
- Sub-topic The challenge to achieve.

Topic: Recreation and leisure

- Sub-topic Chinese food in China and Chinese food in Australia.
- Sub-topic The importance of appropriate etiquette at a Chinese restaurant.
- Sub-topic Changes in youth entertainment in China.
- Sub-topic The influence of the West on entertainment in China.
- Sub-topic Shopping in a China that is part of the global market.

Theme: The Chinese-speaking communities

Topic: History and culture

- Sub-topic The lasting legacy of Qin Shi Huang.
- Sub-topic The significance of Confucius (Kong Zi) in shaping the China of today.
- Sub-topic Confucius' (Kong Zi) influence on the world.
- Sub-topic Dr Sun Yat-sen (Sun Zhongshan): his role in forming a modern China.
- Sub-topic The Taiping Uprising and its influence on Chinese–European relations in the twentieth century.
- Sub-topic The Long March that shaped a new nation.
- Sub-topic Chinese New Year and celebrations: variations around the world.
- Sub-topic The Mid-Autumn festival and celebrations represent a uniquely Chinese celebration.

Topic: Schooling

- Sub-topic School life in China and Australia.
- Sub-topic Life as an exchange student in China.
- Sub-topic Life as a Chinese exchange student in Australia.
- Sub-topic The demanding routine of school life in China.
- Sub-topic The balance between school demands and leisure activities.

Topic: Lifestyles

- Sub-topic Regional differences in Chinese food reflects different regional lifestyles.
- Sub-topic The Beijing Opera is making an impact on the international scene.
- Sub-topic The Chinese film industry: boom or bust in the twenty-first century.
- Sub-topic The popularity of Chinese martial arts and Qigong is still strong in modern China.
- Sub-topic The role of Chinese film in popularising Chinese martial arts around the world.
- Sub-topic Traditional Chinese medicine is alive and healthy in the modern world.

Topic: Geography

- Sub-topic Advantages and disadvantages of urban life in China.
- Sub-topic The Great Wall of China and its significance to the Chinese and tourists.
- Sub-topic Beijing – the capital of China in every way.
- Sub-topic The impact of tourism on Chinese people.
- Sub-topic New transport systems in China and their impact.

Theme: The changing world

Topic: Youth issues

- Sub-topic The ‘Little Emperors’: what does this mean for modern Chinese society?
- Sub-topic The Americanisation of Chinese youth culture is inevitable.
- Sub-topic Young Chinese overseas students as ambassadors for China around the world.
- Sub-topic Advantages and disadvantages for China in encouraging young Chinese overseas students.
- Sub-topic Computer literacy is opening up the generation gap in China.
- Sub-topic Information and communications technology opening the world to young people.

Topic: The world of work

- Sub-topic The impact of technology on the workforce.
- Sub-topic The changing nature of future employment opportunities.
- Sub-topic The effect of globalisation in China.
- Sub-topic The tourism industry is creating jobs in China.
- Sub-topic The advantages of learning Chinese for foreign students.

Topic: Tourism and hospitality

- Sub-topic The impact of tourism on China.
- Sub-topic The experience of being a tourist in China has changed over the past twenty years.
- Sub-topic A knowledge of customs is invaluable to the tourist in China.
- Sub-topic The impact of tourism on rural China.
- Sub-topic Advantages and disadvantages of the globalisation of the tourism industry.

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

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

The individual

GENERAL

Grammar, vocabulary and usage

An, Rupan & Ni Weijie 2002, *Dictionary of Chinese Words & Expressions with Examples*, New World Press, Beijing.

Chang, Peter, Mackerras, Alyce & Yu Hsiu-ching 2002, *Hanyu: Course Character Dictionary*, Longman, Melbourne.

Fan, Jiao 2002, *A Chinese-English Dictionary of Measure Words*, Sinolingua, Beijing.

Lee, Stephen et al, 2000, *Revised VCE Chinese (SL) Resources*, CLTAV, Melbourne.

Lee, Stephen, Chin, Martina, Pritchard, Malcolm & Wu, James 1997, *Preparation for VCE Chinese CATs*, Golden Land Publishing House, Melbourne.

Keating, Craig 1998, *A Student Dictionary of Chinese*, Melbourne.

Tian Shou-he 1992, *A Guide to Proper Usage of Spoken Chinese*, The Chinese University Press, Hong Kong.

Wu, James 1998, *Exercising Chinese Cats: A Collection of Exercises of Basic Chinese Patterns and Sentence Structures for VCE Students*, Association of Independent Schools of Victoria, Melbourne.

2001 *VCE Listening & Reading Resource Materials*, CLTAV, Melbourne.

FILMS AND VIDEOS

Chinese Exchange Students, SBS. Available from (Marcom Projects, tel: (07) 3801 5600; fax: (07) 3801 5622.

China: People and Places (video, 21 minutes), Discovery Channel 2002.

China – Pilot Guide (video, 55 minutes), Available from Marcom Projects.

Dragon's Tongue (video series), ABC TV.

Living in China (Pts 1 & 2) (video) 1996, Sinolingua, Beijing.

Ni Hao Beijing (video series), Beijing University Press, Beijing.

The Family Table, California Newsreel, USA. Available from Educational Media Australia, tel: (03) 9699 7144; fax: (03) 9699 4947.

VCE Chinese Broadcasts (video series) VCE SALS Project, Department of Education, Victoria (various topics).

CD-ROMs

Chinese and Characters (Windows) 1996, New Information Tech Pty Ltd.

China Album, Curriculum Support Directorate, 2001, Planet Learning, Sydney.

Chinese Character Tutor (IBM/Macintosh), Softkey, Sydney.

Chinese Teacher, Carolan, Paul & Aitken David, 2002, AISV, Melbourne.

Chinese History & Culture in the Classroom: Multimedia Presentations for Primary and Secondary Students, Connellan, Eva, 2003, AISV, Melbourne.

Interactive Chinese (Windows) 1995, Venture Tech, Philadelphia.

Language Market (Chinese) (IBM) 1994, Goprint.

Learning Chinese (IBM) 1998, Beijing and Guangdong Computer Centres, Beijing (user-friendly, with simplified Chinese characters).

Ni Hao 1, 2, 3 (IBM/Macintosh), ChinaSoft, Brisbane.

Tai Hao Le! (Learn to Speak Chinese) Zhongguotong 1998, Curriculum Corporation, Melbourne (interesting, user-friendly activities, good for beginners, no character reading or writing practice).

Triple Play Plus! (Mandarin) (Windows) 1997, Syracuse Language System.

WEBSITES

Chinese language
www.china-language.gov.cn

Chinese Language Learning for English Speakers
www.ocrat.com/ocrat/
(subsections on animated Chinese characters; Chinese character pronunciations; studying Mandarin Chinese)

CLTAV website
www.users.bigpond.com/chineselinx/
(websites and information about places of interest, books, Chinese festivals, songs for Chinese teachers)

CLTFA website
www.cltfa.asn.au

Chinese Learning
www.educasian.com

Chinese teaching
www.hanban.edu.cn

Chinese teaching at ECNU
www.hanyuwang.com

Online dictionary
www.zhongwen.com

News
www7.chinesenewsnet.com

Six Paths to China: Six Strategies for Using the Web for Learning

www.kn.pacbell.com/wired/China/
(activities in English: China on the Net, Exploring China, The Treasures of China, My China, Does the Tiger Eat Its Cubs? and Searching for China)

The Directory and Searchable Database of LOTE in Victorian Public Libraries

http://cf.vicnet.net.au/lotel/
(directories of all Victorian public libraries with known LOTE (including Chinese) holdings, and a list of ethnic community libraries)

Personal identity

BOOKS

Chang, Peter, Mackerras, Alyce & Yu Hsiu-ching 1996, *Hanyu for Beginning Students: Student's Book*, Longman, Melbourne (pp. 38–76, 116–52).

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Chang, Peter, Mackerras, Alyce & Yu Hsiu-ching 1991, *Hanyu 3: Chinese for Beginners, Student's Book*, Longman Cheshire, Melbourne (pp. 115–25, 133, 140–41).

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www.chineseculture.about.com

Chinese Culture
www.chinesecultureclub.org

Chinese Multimedia Tutorial
www.inform.umd.edu/EdRed/Topic/Humanities/.C-tut/C-tut.html

(students can listen to, read and learn some basic and useful phrases in Chinese related to topics such as greetings, expressing thanks, and food)

Online dictionary
www.zhongwen.com

Conversational Mandarin Chinese Online
<http://chinese.ucdavis.edu/FrontPage>
(a 15-unit course, each unit in three parts: listen and learn, sentence modules, and practice; topics include family, work, jobs, weather, food, travel)

Topic, history, literature
www.wenxuecity.com

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www.inform.umd.edu/EdRed/Topic/Humanities/.C-tut/C-tut.html
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<http://chinese.ucdavis.edu/FrontPage>

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 (in English, information about travel and tourist attractions, weather, festivals)

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www.fas.harvard.edu/~clp/China/teach1.htm
(for teachers and more advanced students; essays, drama, prose and novels)

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www.wenxue.com/
(monthly online magazine on Chinese literature in both traditional and simplified Chinese characters)

Chinese culture
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Chinese Culture
www.chinesecultureclub.org

Chinese history
www.orpheus.ucsd.edu/chinesehistory

Chinese language
www.china-language.gov.cn

Chinese Language Learning for English Speakers

www.ocrat.com/ocrat/

Chinese Links

www.openroad.vic.gov.au

(media, services, culture, news, community, family, etc.)

CLTAV website

www.users.bigpond.com

People's Daily

www.peopledaily.com.cn/

(People's Daily newspaper on the Web)

Shanghai travel

<http://travelchinaguide.com>

The Directory and Searchable Database of LOTE in Victorian Public Libraries

<http://cf.vicnet.net.au/lotte/>

The Journal of Traditional Eastern Health & Fitness

www.qi-journal.com/pinyin.html

(Chinese culture, traditional Chinese medicine, acupuncture, Taijiquan, Qigong, herbs, and the concept of Qi, etc.)

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www.china-guide.com/
 (various topics: acupuncture, language, herbs, software, culture, shopping, trade, travel, food and cooking, Qi Gong, entertainment, music, arts, etc.)

China the Beautiful
www.chinapage.com/china.html

China Today
www.chinatoday.com/
 (in English, comprehensive information frequently updated, wide variety of topics, links to other websites)

China Window
<http://china-window.com/>
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www.chineseculture.about.com

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www.chinesecultureclub.org

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www.orpheus.ucsd.edu/chinesehistory

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