



# **Chinese Background Speakers**

**Stage 6**

**Syllabus**

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Introduction for Chinese in the Stage 6 Curriculum

### 2.1 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. In the written form, texts, questions and tasks for the external examination will be provided in simplified characters and full-form (complex) characters, and responses can be presented in either simplified characters or full-form (complex) characters. The romanised form of the character text is *Hanyu Pinyin*.

### 2.2 Description of Target Group

The *Chinese Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Chinese.

Eligibility criteria exist for courses in Chinese. See the Assessment, Certification and Examination (ACE) manual for details.

### 2.3 Rationale

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge.

The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities.

Chinese is a significant world language, one of the official languages of the United Nations and 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.

The Peoples' Republic of China has a significant profile in economic, political and cultural developments globally and, in particular, has a major influence on the nations of the Asia-Pacific. Australia now has a strong connection through trade, political and cultural contacts with both the Peoples' Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

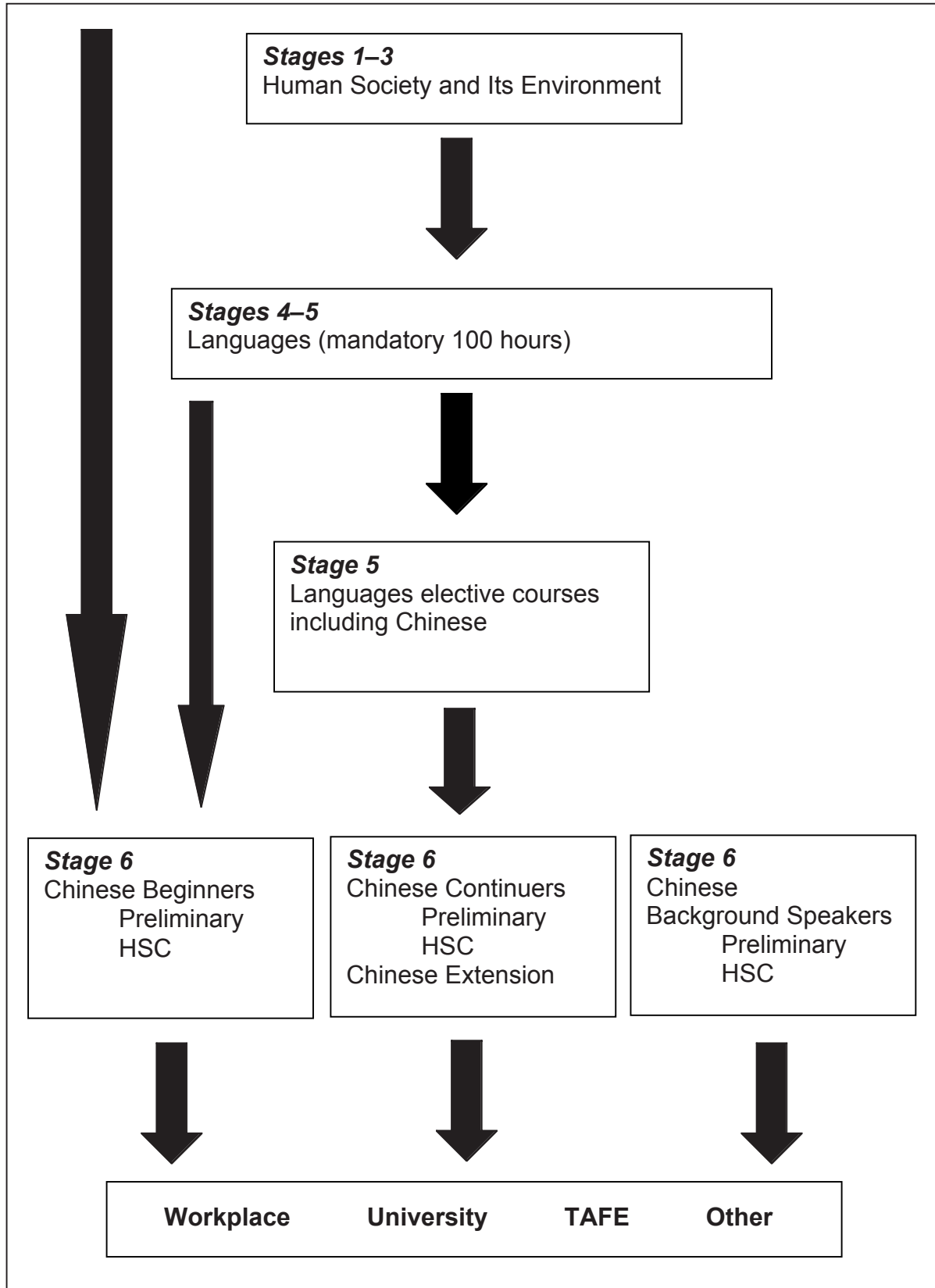
Chinese culture and language have a continuous history of more than 5000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture.

Chinese is especially important in Australia because it is widely spoken in the community, and the study of it will enhance the positive features of a culturally diverse society and generate mutual respect. The study of Chinese provides access to an important cultural and linguistic heritage.

Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. These options might include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

The significance of Chinese within and beyond Australia requires strategies for the building of sociocultural and political engagement; learning Chinese in the Australian context will support such engagement.

### 3 Continuum of Learning for Chinese Stage 6 Students





The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Chinese.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Chinese builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Chinese at Continuers or Background Speakers level as appropriate. An Extension course is also available for students at Continuers level. Students may also begin the study of Chinese in Stage 6.

## **4 Aims**

The aims of the syllabus are to develop students’:

- ability to use Chinese to communicate with others
- understanding and appreciation of the cultural contexts in which Chinese is used
- ability to reflect on their own and other cultures
- understanding of language as a system
- opportunities to make connections between Chinese and English and/or other languages
- cognitive, learning and social skills
- potential to apply Chinese to work, further study, training or leisure.

## **5 Objectives**

Students will achieve the following objectives:

Objective 1 — exchange information, opinions and ideas in Chinese

Objective 2 — express ideas through the production of original texts in Chinese

Objective 3 — analyse, evaluate and respond to a range of texts that are in Chinese

Objective 4 — understand aspects of the language and culture of Chinese-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Chinese and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

### **The HSC Course (120 indicative hours)**

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

## 7 Objectives and Outcomes

### 7.1 Listing of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
Students will: 1. exchange information, opinions and ideas in Chinese	The student: 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience 1.2 exchanges and justifies opinions and ideas 1.3 uses appropriate features of language in a variety of contexts
2. express ideas through the production of original texts in Chinese	2.1 sequences and structures information and ideas 2.2 uses a variety of features to convey meaning 2.3 produces texts appropriate to context, purpose and audience 2.4 produces texts which are persuasive, creative and discursive

<p>3. analyse, evaluate and respond to a range of texts that are in Chinese</p>	<p>3.1 identifies main points and detailed items of specific information</p> <p>3.2 summarises and interprets information and ideas</p> <p>3.3 infers points of view, values, attitudes and emotions from features of language in texts</p> <p>3.4 compares and contrasts aspects of texts</p> <p>3.5 presents information in a different form and/or for a different audience</p> <p>3.6 explains the influence of context in conveying meaning</p> <p>3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts</p> <p>3.8 responds to texts personally and critically</p>
<p>4. understand aspects of the language and culture of Chinese-speaking communities</p>	<p>4.1 examines and discusses sociocultural elements in texts</p> <p>4.2 recognises and employs language appropriate to different sociocultural contexts</p> <p>4.3 compares and contrasts Australian and Chinese communities</p>

## 7.2 Key Competencies

Chinese Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Chinese Background Speakers syllabus to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, students will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards students' development of the key competency **solving problems**.

## 8 Content

The content will be described through themes and contemporary issues, texts and text types, tasks and grammar. Both the Preliminary and HSC courses will focus on the study of language and ideas through themes. The prescribed themes will be studied through a range of texts. For the HSC course, texts will be prescribed.

### 8.1 Themes

Themes provide a context and organisational focus within which students will develop their knowledge of Chinese.

The study of themes, presented through a range of texts, will enable students to reflect on, and respond to, aspects of the language and culture of Chinese-speaking communities. Students will develop skills in exchanging, analysing and evaluating information, opinions and ideas.

#### 8.1.1 Prescribed Themes and Contemporary Issues

There are four prescribed themes:

- the individual and the community
- youth culture
- Chinese communities overseas
- global issues.

Each theme has a number of prescribed contemporary issues with which students will engage in their study of Chinese. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

The theme, *the individual and the community*, enables students to examine the relationship between individuals and groups. This theme will explore changing attitudes towards family and gender groups.

The theme, *youth culture*, examines the role of young people in society, and takes into account social and educational perspectives.

The theme, *Chinese communities overseas*, enables students to examine the Chinese culture as it is experienced in non-Chinese cultural settings.

The theme, *global issues*, looks at aspects of the changing world, such as economic growth, the environment and the global community.

The following themes and contemporary issues are prescribed for both the Preliminary and HSC courses.

Themes	Contemporary Issues
<ul style="list-style-type: none"> <li>• the individual and the community</li> </ul>	<ul style="list-style-type: none"> <li>• the role of the individual in today's society</li> <li>• changing gender roles in today's society</li> <li>• the role of family and marriage in contemporary society</li> </ul>
<ul style="list-style-type: none"> <li>• youth culture</li> </ul>	<ul style="list-style-type: none"> <li>• pressures on young people today</li> <li>• the place of education in young people's lives</li> <li>• the impact on young people of changes in traditional social values</li> </ul>
<ul style="list-style-type: none"> <li>• Chinese communities overseas</li> </ul>	<ul style="list-style-type: none"> <li>• adapting to new cultures (education, leisure, lifestyle)</li> <li>• the maintenance of Chinese culture in non-Chinese cultural contexts</li> </ul>
<ul style="list-style-type: none"> <li>• global issues</li> </ul>	<ul style="list-style-type: none"> <li>• economic growth and its impact</li> <li>• environmental issues</li> <li>• the impact of international influences on Chinese-speaking countries</li> </ul>



### 8.1.2 Texts and text types

The term 'text' refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, or an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which students should be made aware.

Students will read, listen to and view a range of texts and text types in Chinese relevant to the prescribed themes and contemporary issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the contemporary issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the themes and contemporary issues being explored. In addition, students will be expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students will analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. Students will analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students will examine the ways different text types use different devices to convey meaning.

Students will develop skills in listening, speaking, reading and writing. They will also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Chinese and English and/or other languages.

Students are expected to become familiar with the general shape and structure of a range of text types. Text types indicated below are those which students may be expected to produce in the external examination. However, teachers will introduce students to a wider range of text types in the course of their teaching and learning programs.

advertisements	interviews	procedures
announcements	journal entries	recounts
articles	letters	reports
descriptions	narrative accounts	reviews
essays	personal profiles	speeches/talks (scripted)

Through wide reading, listening and viewing of texts, students will gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective. Close analysis of the prescribed texts for the HSC course will complement students' understanding of the themes and afford an in-depth understanding of the contemporary issues which arise from them. Prescribed texts will be linked to a theme and at least one contemporary issue within the theme.

## 8.2 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar, or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Chinese through prior knowledge or study of Chinese.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying Chinese for Background Speakers are expected to recognise and use.

Grammatical Item	Sub-Elements	Example(s)
Words 词	Notional words 实词  Noun 名词  Verbs 动词  Auxiliary verbs 助动词  Adjectives 形容词  Numerals 数词  Measure words 量词  Pronouns 代词	北京、城市、朋友  知道、学习、吃  能、会、应该  快、干净、漂亮  个、十、百、千、万、亿  个、本、辆、只、斤  你、这儿、每、谁、哪
	Functional words 虚词  Adverbs 副词  Prepositions 介词  Conjunctions 连词  Particles 助词	很、都、已经  从、把、被  和、但是、只要  的、地、得、过、了、呢

<b>Grammatical Item</b>	<b>Sub-Elements</b>	<b>Example(s)</b>
Words (cont) 词	Interjections 叹词  Onomatopes 象声词	哎呀、喂  乒乒、哗啦
Phrases 词组	The Coordinative Phrases 联合词组	老师学生、活泼可爱
	The Subject-Predicate Phrase 主谓词组	肚子疼、语气柔和
	The Verb-Object Phrase 动宾词组	逛商场、说不出话
	Endocentric Phrase 偏正词组	蓝蓝的天空、非常倒楣
	Numeral-Measure Word Phrase 数量词组	三头驴、一朵朵云
	The Complementary Phrase 补充词组	休息一会儿、哭得很伤心
	The Phrase Locality 方位词组	二十岁左右、学校前面
	The Oppositive Phrase 同位词组	首都坎培拉、咱们大家
	The Set Phrase 固定词组	英联邦国家、共和国
	The Prepositional Phrase 介词词组	从现在开始、在草地上

Grammatical Item	Sub-Elements	Example(s)
Sentence Elements 句子成份	Subject 主语	羊吃草。
	Predicate 谓语	他看小说。
	Object 宾语	妹妹骑马。
	Attributive 定语	我看 <b>武打</b> 电影。
	The Adverbial Adjunct 状语	她 <b>无心</b> 上学。
	Complements 补语	他打 <b>完</b> 球了。
Type of Sentences 句子种类	Simple Sentence 单句	
	Subject-Predicate Sentence 主谓句	爸爸送我生日礼物。 这人很讨厌。
	Non Subject-Predicate Sentence 非主谓句	下雨了。小心火车！种瓜得瓜，种豆得豆。
	Declarative Sentence 陈述句	飞机起飞了。
	Interrogative Sentence 疑问句	你开车了吗？
Imperative Sentence 祈使句	请坐！好好休息！	

Grammatical Item	Sub-Elements	Example(s)
Type of Sentences (cont) 句子种类	Exclamatory Sentence 感叹句	这地方真大！
Complex Sentence 复句	Coordinative Relation 联合关系	又…，又… 一边…，一边… 一面…，一面… 一方面…，一方面… 不是…，而是…
	Successive Relation 承接关系	(先)…然后(再，接着)… …，就… 一…，就…
	Progressive Relation 递进关系	…，还… 不但…，而且(还、也、又)…
	Alternative Relation 选择关系	(还是)…，还是… 或者…，或者… 不是…，就是…
	Adversative Relation 转折关系	虽然…，但是… 尽管…，但是… ……，反而… ……，却…
	Causative Relation 因果关系	因为…，所以… 由于…，…… ……，因此… 既然…，就…
	Conditional Relation 条件关系	不管…，都(也)… 不论…，都(也)… 无论…，都(也)… 只要…，就… 只有…，才… 除非…，才… 一…，就…

Grammatical Item	Sub-Elements	Example(s)
Type of Sentences (cont) 句子种类	<p data-bbox="539 277 730 398">Suppositive Relation 假设关系</p> <p data-bbox="539 488 865 568">Purposive Relation 目的关系</p> <p data-bbox="539 658 880 739">Preference Relation 取舍关系</p>	<p data-bbox="900 277 1098 439">要是…，就… 如果…，就… 假如…，就… 假使…，就…</p> <p data-bbox="900 488 1129 568">……，好… ……，为的是…</p> <p data-bbox="900 658 1129 730">宁可…，也… 与其…，不如…</p>

There is no prescribed character list for the syllabus. However, students will be expected to understand characters in simplified form in a range of contexts, including day-to-day print forms such as newspapers, magazines and advertisements. In addition, students will be expected to understand the simplified characters in texts prescribed for the HSC course.

### **8.3 Tasks**

This syllabus recognises the importance of tasks as an organising principle in the structuring of a program that allows students to work towards meeting the objectives and learning outcomes. Tasks provide opportunities for using language in a meaningful context. They should be designed to challenge students at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in students' overall cognitive development).

### **8.4 Dictionaries**

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Further information is provided in the external examination section in this syllabus.



## 9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course
- themes and contemporary issues are prescribed for study.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes, contemporary issues and texts are prescribed for study.

### 9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Chinese for Background Speakers Stage 6 HSC course. These are published on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

## **10 Post-school Opportunities**

The study of Chinese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Chinese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

### Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## **11.2 Internal Assessment**

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on pages 32 and 33. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## **11.3 External Examination**

In Chinese Background Speakers Stage 6, the external examination consists of a written examination only. The specifications for the examination in Chinese Background Speakers Stage 6 begin on page 34.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark In Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on pages 32 and 33.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC Course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 11.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested Tasks
Objectives 1 and 4 <ul style="list-style-type: none"> <li>• Spoken exchanges in Chinese*</li> <li>• Written exchanges in Chinese</li> </ul>	10  10	<ul style="list-style-type: none"> <li>• Discuss a position on one of the contemporary issues; substantiate the position in response to class discussion</li> <li>• Interview a character from a text</li> <li>• Conduct an interview with a classmate on an aspect of one of the contemporary issues</li> <li>• Respond to a letter/article</li> </ul>
Objectives 3 and 4 <ul style="list-style-type: none"> <li>• Listening and responding</li>   <li>• Reading and responding</li> </ul>	20  40	<ul style="list-style-type: none"> <li>• Summarise the similarities and differences in opinion between two spoken texts</li> <li>• Rewrite an interview in report form</li> <li>• Listen to/view a text, then answer a series of questions, analysing the content</li> <li>• Summarise a spoken text in English</li> <li>• Read a text, then answer a series of questions analysing content and ideas</li> <li>• Read a series of items on a contemporary issue, intended for a compilation, then write a foreword for that compilation</li> </ul>

\*Spoken exchanges are to be conducted in *putonghua*.

Component	Weighting	Suggested Tasks
		<ul style="list-style-type: none"> <li>• Summarise the plot of a text from the point of view of one of the characters</li> <li>• Write a letter to an author, expressing the student's appreciation of the text, substantiating his or her views from the text</li> <li>• Compare and contrast aspects of two or more texts, either orally or in writing</li> </ul>
Objectives 2 and 4 <ul style="list-style-type: none"> <li>• Writing in Chinese</li> </ul>	20	<ul style="list-style-type: none"> <li>• Write the text of a speech, or a personal letter persuading the listener/reader on a particular point of view</li> <li>• Write a diary entry reflecting the student's personal response to one of the contemporary issues</li> <li>• Write a discursive response to a quotation from a text focusing on the relevant contemporary issues</li> </ul>
Marks	100	

It is assumed that all tasks will involve assessment of Objective 4, understanding aspects of the language and culture of Chinese-speaking communities.

## HSC Course

The internal assessment mark for Chinese is to be based on the HSC course only.

Component	Weighting	Suggested Tasks
<p>Objectives 1 and 4</p> <ul style="list-style-type: none"> <li>Spoken exchanges in Chinese*</li> <li>Written exchanges in Chinese</li> </ul>	<p>10</p> <p>10</p>	<ul style="list-style-type: none"> <li>Discuss a position on one of the contemporary issues; substantiate the position in accordance with the audience response</li> <li>Interview a character from a text</li> <li>Discuss the opinions expressed in a text</li> <li>Respond to a letter/article</li> </ul>
<p>Objectives 3 and 4</p> <ul style="list-style-type: none"> <li>Listening and responding</li> <li>Reading and responding</li> </ul>	<p>20</p> <p>40</p>	<ul style="list-style-type: none"> <li>Compare and contrast elements of spoken texts</li> <li>Write a letter to a specific audience synthesising the information in two spoken texts</li> <li>Rewrite an interview in report form</li> <li>Listen to/view a text, then answer a series of questions analysing the content, ideas and stylistic features</li> <li>Summarise a spoken text in English</li> <li>Compare and contrast elements of written texts</li> <li>Write a letter to a specific audience synthesising the information in two written texts</li> <li>Read a text, then answer a series of questions, analysing content, ideas and stylistic features</li> <li>Write a review of a text, commenting on the form and features of the writing</li> </ul>

\*Spoken exchanges are to be conducted in *putonghua*.



Component	Weighting	Suggested Tasks
		<ul style="list-style-type: none"> <li>• Rewrite/retell the plot of a text from the point of view of one of the characters</li> <li>• Write an essay, analysing plot, character, theme or style of a prescribed text</li> </ul>
Objectives 2 and 4 <ul style="list-style-type: none"> <li>• Writing in Chinese</li> </ul>	20	<ul style="list-style-type: none"> <li>• Write a newspaper article or letter to the editor on an aspect of one of the contemporary issues</li> <li>• Write a short story or scene from a play, reflecting the student's personal response to one of the contemporary issues</li> <li>• Write a discursive response to a quotation from one of the prescribed texts focusing on the relevant contemporary issues</li> </ul>
Marks	100	

It is assumed that all tasks will involve assessment of Objective 4, understanding aspects of the language and culture of Chinese-speaking communities.

One task may be used to assess several components and may include one or more assessment instruments. It is suggested that 3-5 tasks be used to assess the HSC course outcomes.

## 11.6 HSC External Examination Specifications

The external exam consists of a written examination.

Written Examination (3 hours, including 10 minutes' reading time)

Students may use monolingual and/or bilingual print dictionaries in the written examination.

In the external examination, texts, questions and tasks will be provided in simplified characters and full-form (complex) characters, and responses can be presented in either simplified characters or full-form (complex) characters.

### **Section I: Listening and responding**

(approximately 50 minutes)

#### ***Purpose***

Section I of the written examination is designed primarily to assess students' knowledge and skill in analysing, evaluating and responding to information from spoken texts. The texts in this section will be related to one or more of the prescribed contemporary issues. Section 1 relates to Objectives 3 and 4.

Students will be expected to demonstrate an understanding of:

- both the general sense and specific details of spoken texts
- the ideas and opinions expressed in texts
- language features such as style and register.

Students will need to demonstrate the ability to move between Chinese and English.

#### ***Specifications***

Section I of the written examination has two parts. In both parts, students will listen and respond to recorded texts in Chinese. Questions will be phrased in Chinese and English, for responses in either Chinese or English, as specified. Texts will be drawn from a range of spoken text types, such as discussions, interviews and broadcasts.

#### **Part A**

(approximately 20 minutes)

Students will hear one text in Chinese. The total listening time, for one reading of the text without pauses, will be approximately three minutes. The text will be heard twice. Between the first and second readings, there will be a two-minute pause in which students may take notes. Students will have 12 minutes after the second reading to complete their responses.

Students will be required to answer a number of questions, one or more of which will require extended paragraphs. Questions will require students to respond to information in the spoken text by, for example:

- providing a summary of the main points, ideas, arguments or points of view
- analysing ways in which language is used to convey meaning

- identifying the purpose, context and audience of the text.

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

Students will be given an indication of the length of the responses required.

### **Part B**

(approximately 30 minutes)

Students will hear two texts in Chinese, which will be related to the same prescribed contemporary issue. The total listening time, for one reading of both texts without pauses, will be approximately four minutes. The texts will be heard in sequence, and then repeated once. After the first reading of both texts, there will be a two-minute pause in which students may take notes. Students will have 20 minutes after the second reading of both texts to complete their responses.

Students will complete a task which requires them to evaluate the spoken texts by:

- comparing and contrasting the information, opinions and ideas in the texts
- and
- presenting the information, opinions and ideas in a new form.

The task will specify a context, purpose and audience, and the text type to be produced.

The task will be phrased in Chinese and English, for responses in Chinese.

Students will be given an indication of the length of the response required.

### **Section II: Reading and responding**

(approximately 1 hour and 30 minutes)

#### ***Purpose***

Section II of the written examination is designed primarily to assess students' knowledge and skill in exchanging information, opinions and ideas, and analysing, evaluating and responding to information, opinions and ideas from written texts. The texts will be linked to the prescribed contemporary issues. Section II relates to Objectives 1, 3 and 4.

#### ***Specifications***

Section II of the written examination has two parts. In Part A, students will respond to one or more prescribed texts. In Part B, students will exchange information in response to an unseen text. Questions in Part A will be phrased in Chinese and English, for responses in either Chinese or English. The question in Part B will be phrased in Chinese for response in Chinese.

#### **Part A**

(approximately 1 hour)

There will be two tasks in Part A.

The first task will be based on an extract of up to 800 characters from a prescribed text. Students will be required to answer a number of questions, one or more of

which will require extended paragraphs. Questions will require students to identify, discuss and analyse features of the text, for example:

- the content
- the context
- the language of the extract.

In the second task, students will be required to evaluate features of one or more of the prescribed texts. Where the question refers to more than one text, the texts will be drawn from the same prescribed theme.

This task may include:

- a text or texts from the same theme as the first task, including the text from which the extract in the first task has been drawn
- a text or texts from another theme.

The question will require students to make reference to the theme from which the prescribed texts have been drawn.

Students will be given an indication of the length of responses required for each task.

### **Part B**

(approximately 30 minutes)

In Part B, students will read one unseen text in Chinese. The text will be between 400 and 500 characters in length, and will be linked to one of the prescribed contemporary issues. The task will require students to exchange information in response to the opinions, ideas and information found in the text. The task will specify a context, purpose and audience. The text type students will be required to produce will be drawn from those prescribed for productive use in the syllabus.

Students will be given an indication of the length of the response required.

### **Section III: Writing in Chinese**

(approximately 30 minutes)

#### ***Purpose***

Section III of the written examination is designed primarily to assess students' ability to express ideas through the creation of an original text in Chinese. It relates to Objectives 2 and 4.

#### ***Specifications***

Students will be required to write an original text in Chinese. There will be a choice of three tasks. Each task will relate to one of the prescribed contemporary issues. All tasks will specify a context, purpose and audience. The text type students will be required to produce will be drawn from those prescribed for productive use in the syllabus.

Students will be given an indication of the length of the response required.

## 11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
<ul style="list-style-type: none"> <li>Spoken exchanges in Chinese*</li> <li>Written exchanges in Chinese</li> </ul>	10 10	<ul style="list-style-type: none"> <li>A written examination consisting of               <ul style="list-style-type: none"> <li>Listening and responding                   <ul style="list-style-type: none"> <li>Part A</li> <li>Part B</li> </ul> </li> </ul> </li> </ul>	10 10
<ul style="list-style-type: none"> <li>Listening and responding</li> <li>Reading and responding</li> </ul>	20 40	<ul style="list-style-type: none"> <li>Reading and responding               <ul style="list-style-type: none"> <li>Part A</li> <li>Part B</li> </ul> </li> </ul>	40 15
<ul style="list-style-type: none"> <li>Writing in Chinese</li> </ul>	20	<ul style="list-style-type: none"> <li>Writing in Chinese</li> </ul>	25
<b>Marks</b>	<b>100</b>	<b>Marks</b>	<b>100</b>

\*Spoken exchanges are to be conducted in *putonghua*.

## 11.8 Summary of Examination Specifications

<b>Written Examination 3 hours (including 10 minutes reading time)</b>	
Section I: Listening and responding	<p>Time allocation – 50 minutes Objectives 3 and 4</p> <p>Part A (approximately 20 minutes) Weighting – 10%</p> <ul style="list-style-type: none"> <li>• one text in Chinese, with responses in English.</li> </ul> <p>Part B (approximately 30 minutes) Weighting – 10%</p> <ul style="list-style-type: none"> <li>• two texts in Chinese, with responses in Chinese.</li> </ul>
Section II: Reading and responding	<p>Time allocation – 1 hr and 30 minutes Objectives 1, 3 and 4</p> <p>Part A (approximately 1 hour) Weighting – 40%</p> <ul style="list-style-type: none"> <li>• analysis of an extract from a prescribed text, with responses in Chinese or English.</li> <li>• response to one or more prescribed texts, in Chinese or English.</li> </ul> <p>Part B (approximately 30 minutes) Weighting – 15%</p> <ul style="list-style-type: none"> <li>• one unseen text in Chinese, for exchange of information in Chinese.</li> </ul>
Section III: Writing in Chinese	<p>Time allocation – 30 minutes Objectives 2 and 4 Weighting – 25%</p> <ul style="list-style-type: none"> <li>• one original text to be written in Chinese.</li> </ul>

## **11.9 Reporting Student Performance Against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.