

Acknowledgement



Australian Government

This work is being funded by the Australian Government Department of Education,
Employment and Workplace Relations under the School Languages Program.

Heritage Chinese

Draft Course of Study

at Senior Secondary Level

October 2009



COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES
AUSTRALIA

© 2009 Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales, 2009.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with the:

Victorian Curriculum and Assessment Authority

SACE Board of South Australia

Queensland Studies Authority

Curriculum Council of Western Australia

Northern Territory Board of Studies

Tasmanian Qualifications Authority

New Zealand Qualifications Authority.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in Australia and teachers in schools in Australia may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

October 2009

2009685

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

Contents

1	Background Information.....	4
1.1	Design of the Heritage Chinese Draft Course of Study at Senior Secondary Level	5
1.2	Specific issues to be considered during consultation on the draft course of study	5
1.3	The Development Process	5
1.4	Timeline for the development of Heritage Languages Courses at Senior Secondary Level	6
1.5	Assisting Respondents.....	7
1.6	Consultation.....	7
2	Structure of the Draft Course of Study	8
3	Introduction to Heritage Chinese at the Senior Secondary Level.....	9
3.1	The Language	9
3.2	Description of Target Group	9
4	Rationale	10
5	Aims, Objectives and Outcomes.....	12
5.1	Aims	12
5.2	Objectives	13
5.3	Outcomes.....	14
6	Content	15
6.1	Issues, Perspectives and Contexts	19
6.1.1	Issues	19
6.1.2	Perspectives	20
6.1.3	Contexts.....	20
6.2	Personal Investigation	21
6.3	Texts	22
6.4	Tasks	22
6.5	Characters	23
6.6	Grammar.....	23
7	Other considerations	28
7.1	The place of English.....	28
7.2	The role of digital technologies	28
7.3	Dictionaries.....	29
8	Assessment	30
8.1	School Assessment	30
8.2	External Examination	30
	Attachment 1 Character List	33
	Attachment 2 List of suggested resources.....	37

1 Background Information

The project, *Development of Chinese (Mandarin), Indonesian, Japanese and Korean Language Courses for Heritage Speakers at the Senior Secondary Level (Curriculum Framework and Courses of Study)* was proposed by the Office of the Board of Studies NSW on behalf of the Australasian Curriculum Assessment and Certification Authorities (ACACA) in October 2008 and approved by the Department of Education, Employment and Workplace Relations (DEEWR) in December 2008. It is funded as a national project through the School Languages Program (SLP).

The project is being led by the New South Wales Board of Studies in collaboration with the Victorian Curriculum and Assessment Authority and the SACE Board of South Australia on behalf of ACACA, from its commencement in December 2008 until its completion in September 2010. The Curriculum Framework and Courses of Study will be developed as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Project and in keeping with a national set of curriculum statements at the senior secondary level.

The purpose of the project is to develop a national curriculum framework and courses of study in Chinese (Mandarin), Indonesian, Japanese and Korean for Heritage Speakers at the senior secondary level to cater for students whose language background and/or experiences make them ineligible for the Second Language course of study, but for whom the First Language course is too advanced.

It is anticipated that the provision of courses for Heritage language learners will encourage these students to study one of the four targeted Asian languages. It will also make a significant contribution to the work of the Australian Curriculum, Assessment and Reporting Authority in the development of a national curriculum for languages.

The preparation of this draft course of study is the third step in the development of the *Heritage Chinese Course of Study at Senior Secondary Level*.

The first step was a curriculum review which included findings of educational research relating to national and international practice, an evaluation of the existing national provision of languages courses and responses gathered at a National Forum attended by key stakeholders from across Australia. An evaluation report highlighting broad directions for the development of a curriculum was submitted to DEEWR and subsequently endorsed in March 2009.

The second step was the development of a framework for Heritage Languages Courses at Senior Secondary Level for consultation and endorsement by the Project Steering Committee. This involved:

- distribution of the draft framework and survey instrument to:
 - teachers in NSW, Victoria and South Australia
 - academic educators from the university sector
 - representatives from professional associations and community groups
 - educational organisations
- qualitative analysis of the survey responses
- submissions from the departments of education in NSW, Victoria, South Australia and Western Australia
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by respondents and the amended version subsequently became the basis for the writing of draft courses of study in the four languages. The consultation report and the framework are published on the NSW Board of Studies website.

Consultation will continue to be of vital importance as the project to develop the courses of study proceeds towards publication of the new *Heritage Chinese Course of Study at Senior Secondary Level* available for implementation with Year 11 in 2011.

1.1 Design of the Heritage Chinese Draft Course of Study at Senior Secondary Level

The preparation of the draft course of study has been in accordance with the *Framework for Heritage Languages at Senior Secondary Level*. Consultation on the *Heritage Chinese Draft Course of Study* will provide key stakeholders with the opportunity to comment on ways in which the requirements of the framework apply to the *Heritage Chinese Course of Study at Senior Secondary Level*.

1.2 Specific issues to be considered during consultation on the draft courses of study

During consultation on the draft framework and the development of the draft courses of study, the following issues were identified and addressed:

- the clarity of the description of the target group
- the need to foreground the intercultural orientation of the course
- the prescription of character lists for Chinese and Japanese
- the expected level of language skills to be acquired at the end of the course
- the interrelationships between the components of the Content
- the number and appropriateness of the Issues
- the need to articulate more clearly the concept of bilingual and bicultural identity
- the structure and requirements of the external examination.

The survey that accompanies this draft course of study restates these issues and provides opportunities for key stakeholders to comment.



1.3 The Development Process

The development process uses a project management approach and involves four phases. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.

The process and timelines for the development of the courses of study are provided below.

1.5 Assisting Respondents

The following icons are used to assist respondents:

 For your information	<i>This icon indicates general explanatory information that assists in understanding the information contained in the framework.</i>
 Please comment	<i>This icon indicates material for which responses and views are sought.</i>

1.6 Consultation

The *Heritage Chinese Draft Course of Study* is accompanied by a consultation survey. The purpose of the consultation is to obtain detailed comments from individuals and systems/organisations on the *Heritage Chinese Draft Course of Study at Senior Secondary Level*. Please comment on both the strengths and weaknesses of the draft course of study and make suggestions as appropriate. Comments will be taken into account when the draft syllabuses are modified. This is an opportunity to contribute directly to the design of high quality courses of study.

You can respond to the draft course of study by completing the online survey on the VCAA website at:

<http://www.vcaa.vic.edu.au/vce/studies/lote/chinese2nd/chin2ndindex.html>

OR

<http://www.vcaa.vic.edu.au/vce/studies/lote/chinese1st/chin1stindex.html>

2 Structure of the Draft Course of Study

The draft course of study has the following elements:

Introduction

- The Language
- Description of Target Group

Rationale

Aims, Objectives and Outcomes

- Aims
- Objectives
- Outcomes
- Table of Objectives and Outcomes

Content

- Content
- Issues, Perspectives and Contexts
- Personal Investigation
- Texts
- Tasks
- Characters
- Grammar

Other considerations

- The place of English
- The role of digital technologies
- Dictionaries

Assessment

- External Examination

Character List

List of suggested Resources

3 Introduction to Heritage Chinese at the Senior Secondary Level

3.1 The Language



**For your
information**

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



**Please
comment**

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

For the purpose of this syllabus, modern standard Chinese is taken to be *Putonghua* in the spoken form and simplified characters in the written form. This does not preclude the use of written texts in full form (complex) characters.

Throughout the Chinese-speaking communities, modern standard Chinese may also be known as Mandarin, *Guoyu*, *Huayu*, *Hanyu*, *Zhongwen* and *Zhongguohua*. The romanised form of the character text is *Hanyu Pinyin*.

3.2 Description of Target Group



**Please
comment**

Heritage language students are typically those who have been brought up in a home where the Chinese language is used and have a cultural connection to the target language. They have some degree of understanding and knowledge of Chinese, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or a language different from the target language) is the medium of instruction and are therefore to some extent bilingual.

This course recognises the varying degrees of affinity with the culture of the target language and the diversity of knowledge and skills in the target language that students will have acquired prior to enrolling in the Heritage language course. However, at entry level to the course, students will have typically undertaken formal study of Chinese:

- in a community, primary and/or secondary school in Australia and/or
- in a school where the target language was the medium of instruction up to the age of ten.

Eligibility criteria will apply. These will be advised by each state and territory.

4 Rationale

i

For your information

The **rationale** describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.



Please comment

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond, recognising multilingualism and multiculturalism as an integral part of Australian society.

The study of Chinese in this language course will develop in students a strengthened sense of personal, linguistic and cultural identity that will serve to enhance a mature and positive bilingual and bicultural identity.

The Heritage language course will allow students to build on and further develop language skills already acquired, through engagement with the Chinese-speaking community, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

China has a significant profile in economic, political and cultural developments. Chinese is the language of communication of one of the world's largest populations. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/*Putonghua*/*Guoyu*/*Huayu*, or Modern Standard Chinese, is pre-eminent.

Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

There is a long history of Chinese migration to Australia and the Chinese community now forms one of the largest minority groups in this country. The community has long provided opportunities to support the learning of the Chinese language and the maintenance of its cultural heritage. In addition, opportunities to learn Chinese have greatly increased in all education sectors across Australia.

Heritage learners bring to their language learning unique prior knowledge and experience in Chinese and English. The provision of a course for these learners will allow for an even greater number of young Australians to learn Chinese, which will equip them with communication skills beyond community and national boundaries in a globalised world.

The cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole. Languages are a national resource that serve communities within Australia and enable the nation to engage effectively with the global community.

The Australian Government has placed a high priority on Australians ‘becoming Asia literate’ (*Melbourne Declaration of Educational Goals for Young Australians*, 2008). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Chinese language in relation to the economic future of Australia. The study of the Heritage language course will make a significant contribution to these priorities for the future of Australia.

5 Aims*, Objectives* and Outcomes*

* Use of these terms will be determined by the relevant agency.

5.1 Aims



**For your
information**

The **aims** provide a succinct statement of the overall purpose of the course. They indicate the general educational benefits that are to accrue for students from programs based on the course of study.



**Please
comment**

The Chinese Heritage language course aims to develop and enhance the bilingual and bicultural background of Heritage language learners by improving their linguistic and intercultural knowledge, understanding and skills. It aims to develop in them the ability to:

- use Chinese to communicate in a range of contexts
- understand how language works as a system
- appreciate their Chinese linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make connections between Chinese and English
- apply Chinese to work, further study, training or leisure.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

5.2 Objectives

i

For your information

Objectives provide statements of the intent of the course. They amplify the aims and provide directions to teachers on the teaching and learning process requirements of the course. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.



Please comment

In a Heritage language course students develop the capability to communicate effectively and appropriately in a variety of contexts for a range of purposes within and across languages and cultures. Developing intercultural understanding involves the integration of language, culture and learning. For learners who study their heritage language, it provides a strengthened sense of identity.¹

Students will be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Chinese
2. create texts to express meaning in written Chinese
3. analyse spoken and written texts in Chinese to interpret meaning.

Through this learning, students make connections between Chinese and English and between their heritage culture and other cultures. Students learn about the nature of language, how language works as a system and about the cultural contexts in which languages are used.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, either individually or in combination.

¹ Ministerial Council on Education, Employment, Training and Youth Affairs 2005, *National Statement and Plan for Languages in Australian Schools 2005–2008*, South Australia.

5.3 Outcomes

i

For your information

Course **outcomes** express the specific intended results of learning. They provide clear, specific statements of the knowledge, understanding, skills and values that each student is expected to achieve as a result of effective teaching and learning in Chinese. They are derived from the objectives.



Please comment

OBJECTIVE	OUTCOMES
Students will: 1. interact with others to exchange meaning in spoken Chinese	A student: 1.1 uses strategies to maintain communication 1.2 exchanges information and justifies opinions and ideas 1.3 expresses personal opinions, emotions and feelings 1.4 presents information and ideas appropriate to context, purpose and audience 1.5 recognises and uses language appropriate to different cultural contexts 1.6 constructs bilingual and bicultural identity through interacting with others
2. create texts to express meaning in written Chinese	2.1 sequences and structures information and ideas 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts 2.5 expresses ideas and opinions from a bilingual and bicultural perspective
3. analyse spoken and written texts in Chinese to interpret meaning	3.1 summarises information and ideas from texts 3.2 synthesises information and ideas from texts 3.3 infers points of view, opinions and attitudes expressed in texts 3.4 responds to texts personally and critically 3.5 analyses the way in which culture and identity are expressed through language 3.6 reflects on values, beliefs, practices and ideas expressed in texts

6 Content

i

For your information

Course **content** reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. It includes statements of **knowledge, understanding and skills** that are derived from the outcomes and describe the substance of the subject matter that is to be studied.



Please comment

The course content is to be studied through the through a set of **issues** that will allow students to focus on broad areas of interest related to their own personal world, and the world in which they will live, work and study in the future. Students will develop communicative capabilities and intercultural understanding by expressing ideas and interpreting texts drawn from **contexts** of language use viewed from three **perspectives**.

Study of Chinese through a **personal investigation** of a particular aspect of one of the **issues** in an area of personal interest, individual strength or cross-curricular expertise will allow students to extend their linguistic and intercultural knowledge and understanding.

Content provides the basis for planning programs of study and units of work.

Objective 1. Interact with others to exchange meaning in spoken Chinese.

Outcomes

A student:

- 1.1 uses strategies to maintain communication
- 1.2 exchanges information and justifies opinions and ideas
- 1.3 express personal opinions, emotions and feelings
- 1.4 presents information and ideas appropriate to context, purpose and audience
- 1.5 recognises and uses language appropriate to different cultural contexts
- 1.6 constructs bilingual and bicultural identity through interacting with others.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- use vocabulary and expressions accurately and appropriately
- manipulate Chinese to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, debates, presentations and interviews

- express personal opinions, give reasons for actions or emotions to justify or elaborate on a point of view
- understand and apply knowledge of complex linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of register to interact with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

Additional language-specific knowledge, understanding and skills

- apply knowledge of tones to convey meaning
- use appropriate speech patterns with authentic intonation
- apply knowledge of register when interacting
- apply knowledge of authentic expressions, such as idioms and colloquialisms.

Objective 2. Create texts to express meaning in written Chinese.

Outcomes

A student:

- 2.1 sequences and structures information and ideas
- 2.2 uses appropriate linguistic features and structures to convey information, ideas and opinions
- 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts
- 2.5 express ideas and convey a position from a bilingual and bicultural perspective.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate Chinese to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- extend knowledge of grammatical structures by accessing resources such as dictionaries
- vary the structure and format of texts appropriate to context, purpose and audience

- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others
- use resources to build vocabulary and check spelling and grammar.

Additional language-specific knowledge, understanding and skills

- apply knowledge of radicals in the formation of *Hanzi*
- use authentic expressions, such as idioms and colloquialisms appropriately
- apply word processing skills, such as input methods for Chinese to create texts

Objective 3. Analyse spoken and written texts in Chinese to interpret meaning.

Outcomes

A student:

- 3.1 summarises information and ideas from texts
- 3.2 synthesises information and ideas from texts
- 3.3 infers points of view, opinions and attitudes expressed in texts
- 3.4 responds to texts personally and critically
- 3.5 analyses the way in which culture and identity are expressed through language
- 3.6 reflects on values, beliefs, customs and ideas expressed in texts.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing
- compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response
- understand the relationships between ideas in texts to, for example, discriminate between fact and fiction and between cause and consequence
- use textual cues and their understanding of text structure to interpret meaning
- apply knowledge of linguistic and stylistic features to infer meaning in texts
- express a point of view when responding to texts
- adapt linguistic features to persuade, convince or discuss when responding to texts
- compare and contrast diverse cultural perspectives as they are expressed in texts
- analyse ways in which language and texts reflect and influence values and behaviours
- reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others.

Additional language-specific knowledge, understanding and skills

- scan texts for known *Hanzi* when reading for gist
- apply knowledge of radicals and use contextual clues to determine meaning in written texts
- refer to dictionaries to establish meaning of unknown *Hanzi*
- understand the use of authentic language, such as idioms and colloquialisms.

6.1 Issues, Perspectives and Contexts



**Please
comment**

6.1.1 Issues

The study of **Issues** will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**. Students will develop the ability to reflect on and respond to aspects of the language and culture of Chinese-speaking communities locally, regionally and globally.

- **Young people and their relationships**
In studying this issue, students will be expected to consider their relationships with family and friends both locally and internationally.
- **The changing nature of work**
In studying this issue, students will be expected to consider how changes in technology, education, careers and aspirations affect employment.
- **The environment**
In studying this issue, students will be expected to consider a range of environmental problems, individual responsibility and international cooperation/perspectives.
- **The individual as a global citizen**
In studying this issue, students will be expected to consider individual involvement in global issues and the impact of global events on individuals.
- **Traditions and values in a contemporary society**
In studying this issue, students will be expected to consider their personal identity, changing values in society and how traditions and values are maintained in the Australian context.
- **Pop culture**
In studying this issue, students will be expected to examine pop culture and its influences on young people today.
- **Chinese people and culture in the international context**
In studying this issue, students will be expected to consider the popularisation of Chinese culture and migration experiences locally and internationally.

6.1.2 Perspectives



**Please
comment**

The issues should be studied through three interdependent **Perspectives**:

Personal – individual identity

Community – connections with the target community locally, regionally and worldwide

International – connections with the world as a global citizen.

Engaging with the issues from the three perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, enquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections in comparison with others.

These perspectives provide a means through which the students' personal identity and that of others can be explored.

6.1.3 Contexts



**Please
comment**

The way language is used varies according to contexts of language use. **Contexts** provide opportunities for students to explore and convey personal understandings, in print and in interpersonal interactions, in particular circumstances and for particular audiences.

The contexts of language use listed below are those that Heritage languages learners are likely to have experienced and are likely to encounter in the future. In investigating issues through the perspectives, these are the sorts of contexts that teachers should draw from in providing authentic examples of how language is used.

- **Social and Community** settings (such as discussions, interviews, letters, job applications, social networking websites)
- **Contemporary Literature and the Arts** (such as film, literature, song)
- **Media** (such as television, newspapers, radio, the internet).

6.2 Personal Investigation



**Please
comment**

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in Chinese by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students investigate their area of interest from one of the **Issues**. The **Perspectives** will provide a focus for the investigation of language either from one of three perspectives in depth, or more broadly across two or three perspectives. Texts drawn from the **Contexts** form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Chinese are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature. They should be sophisticated enough to enable students to demonstrate high-order skills in engaging with their chosen area of investigation.

The nature and scope of the Personal Investigation is outlined in the school assessment requirements and external examination specifications.

Key knowledge, understanding and skills

At the completion of the Personal Investigation students will be able to:

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

*The parameters of the **Personal Investigation**, its role in assessment and when it will be introduced in the course will be elaborated by states and territories.*

6.3 Texts



For your information

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts.

Students will read, listen to and view a range of authentic texts, either in their original or adapted form, in Chinese relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

By engaging with these texts, students will also develop skills which will allow them to reflect on their own and other cultures, and to make connections between Chinese and English, and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

6.4 Tasks



For your information

This course recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the [objectives] and [outcomes].

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills, and understanding at increasingly sophisticated levels.

Tasks can be described as having five 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 imagined, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task).

6.5 Characters



**Please
comment**

A list of characters for productive use will be provided in a separate document (Attachment 1). Characters for receptive use will not be prescribed. It is expected that students will expand their knowledge of a range of characters relevant to the content of the course.

6.6 Grammar



**For your
information**

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.



**Please
comment**

Students typically may already have acquired a significant understanding of the function of grammar in Chinese through prior knowledge, experience or study of Chinese. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending students' awareness of the system of structures that underpin the language, as well as their ability to apply and adapt this knowledge.

Students studying Chinese are expected to recognise and use the following grammatical structures by the end of the course. They should be read in conjunction with the content of the course of study.

Grammatical item	Sub-elements	Example(s)
Words 字词	Notional words 实词	
	Noun 名词	朋友、他、孙中山、小时
	Verbs 动词	觉得、有、看、做
	Auxiliary verbs 助动词	能、会、应该、可以
	Adjectives 形容词	快、干净、漂亮、高兴、马虎
	Numerals 数词	两、零、个、十、百、千、万、亿
	Measure words 量词	个、辆、种、本
	Pronouns 代词	你、这儿、每、谁、哪、几
	Functional words 虚词	
	Adverbs 副词	很、都、已、经、还、又、也、只、就、才、先、再
	Prepositions 介词	从、被、到、在、离、给、替、对、向、用、把
	Conjunctions 连词	和、跟、但是、只要
	Particles 助词	的、地、得、过、了、呢、吧、呀
	Interjections 叹词	哎呀、喂
Onomatopes 象声词	乒乓、哗啦	
Phrases 词组	The Coordinative Phrases 联合词组	活泼可爱

	The Subject-Predicate Phrase 主谓词组	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	非常倒霉、灰灰的天空
	Numeral-Measure Word Phrase 数量词组	一朵朵云
	The Complementary Phrase 补充词组	休息一会儿、跳得非常好
	The Phrase Locality 方位词组	学校前面
	The Oppositive Phrase 同位词组	首都堪培拉、咱们大家
	The Set Phrase 固定词组	英联邦国家、共和国、以前
	The Prepositional Phrase 介词词组	从现在开始、在草地上
Sentence Elements 句子成分	Subject 主语	羊吃草。
	Predicate 谓语	他 听 流行歌曲。
	Object 宾语	妹妹打 篮球 。
	Attributive 定语	我看 武打 电影。
	The Adverbial Adjunct 状语	她 无心 上学。
	Complements 补语	他做 完 作业了。
Types of Sentence 句子种类	Simple Sentence 单句	

	Subject-Predicate Sentence 主谓句	爸爸送我生日礼物。
	Non Subject-Predicate Sentence 非主谓句	小心火车！ 下雨了！
	Declarative Sentence 陈述句	飞机起飞了。
	Interrogative Sentence 疑问句	你考完试了吗？ 你为什么没有打电话？ 什么地方最好玩儿？ 你不是去过中国吗？
	Imperative Sentence 祈使句	不许吸烟！ 请坐！
	Exclamatory Sentence 感叹句	今年的夏天真热啊！ 好极了！
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.....或者.....
	Successive Relation 承接关系	(先)然后 (再、接着)、就..... 一.....、就.....
	Progressive Relation 递进关系、还..... 不但.....、而且 (还、也、又)
	Alternative Relation 选择关系	(还是)、还是..... 或者.....、或者..... 不是.....、就是.....
	Adversative Relation 转折关系	虽然.....、但是..... 尽管.....、但是.....、反而.....、却.....
	Causative Relation	因为.....、所以.....

	因果关系	由于.....、.....、因此..... 既然.....、就.....
	Conditional Relation 条件关系	不管.....、都（也）..... 不论.....、都（也）..... 无论.....、都（也）..... 只要.....、就..... 只有.....、才..... 除非.....、才..... 一.....、就.....
	Suppositive Relation 假设关系	要是.....、就..... 如果.....、就..... 假如.....、就..... 假使.....、就.....
	Purposive Relation 目的关系、好.....、为的是.....
	Preference Relation 取舍关系	宁可.....、也..... 与其.....、不如.....

7 Other considerations

7.1 The place of English



**Please
comment**

Heritage learners live in the Australian context with considerable socialisation into the Australian community culture and the English language, particularly through schooling. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Chinese in an expanding range of contexts. Using the target language as the primary medium of instruction will maximise these learning opportunities in the classroom.

As bilingual individuals, Heritage learners regularly move between the target language and English depending on the context of language use. This capacity to mediate meanings between users of both English and Chinese is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. The use of English has a role in learning and in assessment in allowing students, for example, to interpret cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

7.2 The role of digital technologies



**Please
comment**

The incorporation of information and communication technologies (ICT) is an important consideration in the teaching and learning of languages. Although it is not a mandatory requirement of this course, when students can access diverse authentic contexts with ease and speed the boundaries of the classroom are extended.

ICT can be used to appropriately access, manage and evaluate information, develop new understanding and communicate with others in order to participate effectively in the language and culture being studied.

The internet and other digital technologies offer numerous opportunities for students to access ways of interacting with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries. It is the medium with which 21st century students are most comfortable.

Students and teachers have access to a wide range of authentic resources in Chinese available online, including interactive materials which can bring all four languages skills into the classroom. Establishing networks and partnerships, such as sister-school relationships online will also provide opportunities for students to interact in Chinese, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be captured, monitored, stored and assessed through digital technologies such as blogs, wikis, podcasts, email and video conferencing.

7.3 Dictionaries



**Please
comment**

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include, print, electronic and on-line dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Advice on the use of monolingual and/or bilingual print dictionaries in external examinations will be provided by state and territory authorities.

8 Assessment

8.1 School Assessment

This section will be determined by the relevant agency.

8.2 External Examination



**Please
comment**

The external examination will consist of an oral examination worth 20 marks and a written examination worth 80 marks.

The external written examination will be the same examination in all states and territories.

Oral Examination

(20 marks)

The overall weighting for the oral examination will be the same for all states and territories. The length of time allocated and the nature of the examination may vary from state to state.

Purpose

The oral examination is designed primarily to assess the candidate's knowledge and skill in interacting in Chinese. It relates to [Objective] 1.

Specifications

The examination will consist of a 10-minute interview between the candidate and the examiner.

In the interview, the student will be expected to explore with the examiner the subject of his/her **Personal Investigation** which will include reflections on his/her findings and references to texts and resources used.

Before the examination the candidate will present to the examiner a copy of the *Interview Outline Summary Sheet* which provides details of his/her area of personal investigation.

Written Examination

(80 marks)

Time allowed: 2½ hours, plus 10 minutes' reading time.

The stimulus texts and the writing tasks will relate to the issues, perspectives and contexts as listed in the [course].

Monolingual and/or bilingual printed dictionaries may be used in the written examination.

The written examination will consist of two sections.

Section 1: Responding to texts

(55 marks)

Purpose

Section 1 of the written examination is designed primarily to assess the candidate's ability to respond to texts. Texts will include spoken, written and audiovisual texts, such as television advertisements and extracts from a film/TV program, in Chinese. It relates to [Objectives] 2 and 3.

The candidate will be required to demonstrate an understanding of texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use.

Specifications

- There will be approximately six questions phrased in Chinese and English.
- Questions will be graded in difficulty.
- Questions may involve spoken, audiovisual and written texts.
- Each question will involve either one or two stimulus texts and may integrate the skills of listening, viewing, reading and writing.
- There will be approximately eight texts.
- The texts will include a range of text types.
- Spoken/audiovisual texts:
 - There will be approximately three texts.
 - The texts will vary in length, ranging from approximately 1 to 2 minutes.
 - The total time for one reading/playing of all texts will be approximately 5 minutes.
 - The texts will be read/played twice. There will be a pause between the readings/playing and a longer pause after the second reading/playing to allow candidates to answer the question.
- Written texts:
 - The total length of the written texts in Chinese will be approximately 960 characters.
- At least one question will require a response in English.
- The length of the responses in Chinese will depend on the nature of the stimulus text and the question asked and will range from approximately 60–240 characters for Chinese.

Section 2: Creating texts in Chinese

(25 marks)

Purpose

Section 2 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of original text in Chinese. It relates to [Objective] 2.

Specifications

- The candidate will be expected to write either an evaluative, persuasive, reflective or critical text in Chinese.
- The candidate will be required to answer one question from a choice of two.
- Each question will specify a context, purpose and audience.
- The questions will relate to the issues, perspectives and contexts of the [course].
- The questions will be phrased in Chinese and English, for a response in Chinese.
- The length of the response will be approximately 360 characters for Chinese.

Attachment 1 Character List



Please
comment

Presumed knowledge (on entry to course)

It is expected that students will have the following presumed knowledge of Chinese characters on entry into the course.

- A 爱、澳
- B 八、把、爸、吧、白、百、半、班、帮、报、包、被、杯、备、北、毕、笔、比、便、边、别、病、不
- C 才、菜、差、茶、长、常、车、城、吃、出、穿、春、次、从、错
- D 大、打、带、但、当、到、道、的、得、地、等、第、弟、点、电、店、定、东、冬、动、都、读、对、短、多
- E 二、儿
- F 发、法、饭、方、放、房、非、飞、分、风、夫、服
- G 该、刚、高、告、哥、个、给、跟、更、工、公、共、关、贵、国、果、过
- H 还、孩、海、汉、好、号、和、黑、很、红、候、后、花、话、坏、欢、黄、会、回、活、火
- J 几、己、机、家、间、见、件、讲、教、交、叫、节、借、姐、今、进、近、京、经、景、旧、九、就、觉
- K 开、看、考、可、客、课、空、口、快、块
- L 来、蓝、老、乐、了、冷、离、里、两、利、六、路、绿
- M 吗、妈、买、卖、慢、忙、毛、么、美、没、每、妹、们、面、名、明、母
- N 那、哪、男、难、南、呢、能、年、你、您、女
- P 怕、旁、跑、朋、便、票
- Q 七、期、起、气、汽、千、前、钱、亲、请、秋、去
- R 然、让、热、人、认、日、容、如

- S 三、色、上、少、谁、什、生、师、十、时、使、是、事、市、识、试、书、水、说、四、思、送、诉、算、岁、所
- T 他、她、它、太、天、听、同、头
- W 外、完、玩、万、晚、王、望、往、为、位、文、问、我、五、午、物
- X 西、希、习、喜、下、夏、先、现、想、象、小、校、些、写、谢、心、新、信、兴、星、行、性、学
- Y 亚、样、要、也、业、一、医、意、衣、易、宜、以、已、因、应、有、又、友、右、雨、语、远、月、乐、运
- Z 在、再、早、怎、站、长、找、这、着、真、正、知、支、只、中、钟、种、住、祝、准、子、自、字、走、最、左、作、做、坐

Characters for productive use

The characters listed below are those students are expected to recognise and use by the end of the course.

It is expected that students will be able to understand a wider range of vocabulary and idiomatic expressions relevant to the content of the course.

- A 安
- B 办、保、饱、变、表、病、步
- C 财、参、草、村、存、唱、超、炒、程、冲、持、传
- D 代、刀、德、懂、毒、度、端、队
- E 饿
- F 反、废、费、粉、份、夫、富、负
- G 感、赶、干、歌、各、功、贡、沟、古、故、观、馆、惯、广、滚
- H 寒、韩、喝、何、护、华、画、化、环、换、婚
- I
- J 饥、级、技、计、记、加、价、假、将、角、较、接、界、金、敬、境、酒、居、剧、
- K 卡、科、渴、空、酷
- L 拉、浪、累、礼、利、力、立、恋、辆、聊、林、流、溜、楼、录、旅、律、络、落
- M 马、髦、门、迷、灭、民、漠、木、目
- N 奶、脑、闹、念、牛、暖
- O 欧、偶
- P 攀、胖、片、贫、平、普

Q	戚、妻、骑、谦、轻、青、清、穷、求、球、区、趋、趣、全
R	染、任、肉
S	赛、森、丝、死、随、沙、山、商、尚、社、身、升、食、式、 世、室、势、视、收、手、守、受、瘦、术、树、数、帅、睡、顺
T	态、谈、汤、特、题、体、条、跳、庭、厅、通、统、突、图
U	
V	
W	网、忘、未、卫、味、温、污、伍、武、舞、务
X	析、息、洗、系、戏、献、响、相、像、消、效、孝、笑、休、 秀、选
Y	压、言、演、眼、阳、摇、椅、义、姻、音、饮、英、影、映、 游、鱼、育、源、员、园、院、愿、约、云
Z	噪、择、责、资、族、尊、丈、者、值、职、纸、志、重、洲、 主、助、装、追、桌

Word list to accompany characters

A	
B	帮助、保护、保守、比较、变化、病毒
C	财富、存钱、超前、冲突、传统、春节
D	代沟、当代、地方、地球村、地区、地位、电脑、电子游戏、动物、端 午节、对比、对方
E	
F	法律、方式、反对、反面、反映、非洲、废气、分析、粉丝/迷、 富有、负责
G	赶时髦、歌厅、歌星、歌唱比赛、各地、个人、公民、贡献、沟通、 关系、观点、观念、国画、国家
H	海平面上升、海外华人、韩(寒)流、汉语、行业、花钱、环境、回收、 婚姻大事
I	
J	家庭、价值、价值观、将来、交流、交友、角色、教育、接受、节约、 金钱、京剧、居住、觉得
K	卡拉OK、看法、科学技术、空气、酷、会计师
L	浪费、礼物、立场、聊天、恋爱、落伍
M	美德、美女、灭种、明星
N	年轻人、青年人
O	欧洲
P	攀比、贫穷、普通话
Q	妻子、期望、谦让、前程、前卫、亲戚、清明节、趋势、全球暖化
R	认同、认为、如何

- S** 森林、四大发明、随便、沙漠化、社会、身份、世界、事业、树木、食物、时装、时尚、死机、书法、帅哥、说服、说明
- T** 态度、太阳能、跳舞、同事、同意
- U**
- V**
- W** 网络、未来、温室效应、文化、污染、武术
- X** 希望、戏剧、相对、相反、相同、想法、消费、孝敬、孝顺、新秀、选择
- Y** 压力、亚洲、演员、摇滚乐、以为、义务、音乐会、饮食、应该、影响、影星、有力、语言、远程
- Z** 再利用、噪音、责任感、丈夫、正面、支持、志愿者、自然资源、职业、尊敬、重要、中国菜（茶）、中秋节、追求、追星族

Attachment 2 List of suggested resources



Please
comment

Print Materials:

1. CHANG, Peter, MACKERRAS, Alyce & YU Hsiu-Ching, *Hanyu 4*, Longman Australia, 1988, Australia, ISBN 9780733900778
2. CHEN, Fu A, *Learn Chinese With Me 4*, People's Education Press, 2004, Beijing, China, ISBN 9787107181856
跟我学中文 4、人民教育出版社
3. DU, Rong & Lin, Helen T et al, *Speaking Chinese About China*, revised edition, Volumes 1 & 2, Sinolingua, Beijing, China, 2002, ISBN 7800520855
话说中国、中级汉语口语、修订版、上下册、杜荣、Helen T LIN, 华语教学出版社
4. FENG, Shengli (chief editor), *Comprehensive Chinese Intermediate Chinese I & II*, Higher Education Press, Beijing, China, 2007, ISBN 9787040216660
汉语综合教程、初中级、上下册、冯胜利主编、高等教育出版社
5. FREDLEIN, Shumang, *Ni Hao 4 CD* (Textbook & CD), China soft, 2005, Australia, ISBN 9781876739287
6. JIN, Shunian & ZHANG, Ying (chief editors), *Chinese Traditional Culture and Modern Life*, Beijing University Press, Beijing, China, 2003, ISBN 9787301060025
中国传统文化与现代生活、张英、金舒年(主编)、北京大学出版社
7. LIU, Delian & YANG Jinyu, *Learn Chinese Through Music 1 & 2*, World Publishing Corporation, 2007, Beijing, China, ISBN 9787506286879 & ISBN 9787506293006
听歌学汉语(附 CD)、刘德联、杨金余、世界图书出版公司
8. MA, Yamin and LI, Xinying, *Chinese Made Easy Textbooks 4 & 5*, Joint Publishing (HK), 2004, Hong Kong, ISBN 9789620422478 & ISBN 9789620423024
轻松学汉语(课本) 4 & 5, 马亚敏、李欣颖、三联书店(香港)有限公司
9. WANG, Hailong (ed), *Chinese Cultural Reader Course 1: Cultural Interpretations of China- An Advanced Reader*, Beijing University Press, 2002, Beijing, China, ISBN 9787301058107
文化中国、中国文化阅读教程 I、王海龙(编著)、北京大学出版社
10. WANG, Hailong (ed), *Chinese Cultural Reader Course 2: Getting into Chinese Thought - An Advanced Reader*, Beijing University Press, 2002, Beijing, China, ISBN 730105811X
解读中国、中国文化阅读教程 II、王海龙(编著)、北京大学出版社

11. XU, Jialu, *Jia You 2* (Textbook), Cengage Learning Asia, 2008, Beijing, China, ISBN: 9789814221658
12. YAO, Ming, 姚明, 《我的世界我的梦》长江文艺出版社, 2005, ISBN: 9787535428806
13. YIN, Binyong (ed), HAN, Hui (trans), *100 Common Chinese Idioms and Set Phrases*, 8th printing, Sinolingua, Beijing, China, (1999) 2008, ISBN 9787800527081
成语、尹斌庸(编者)、韩晖(翻译)、华语教学出版社

Films:

1. *All about women* 《女人不坏》、XU, Ke (徐克)、2008, China
2. *Beijing Bicycle* (十七岁的单车)、WANG, Xiaoshuai (王小帅)、2001, China
3. *Butterfly Lovers* (梁山伯与祝英台)、 TSAI, Min-chin (蔡明钦)、2004, Taiwan
4. *Eat Drink Man Woman* (饮食男女)、LEE, Ang (李安)、1994, US & Taiwan
5. *Fit lover* 《爱情左灯右行》、ZHANG, Jianya (张建亚)、2008, China
6. *Forever Enthralled* 《梅兰芳》、CHENG, Kaige (陈凯歌)、2008, China
7. *Grandmaster Yip Man* 《叶问》、YE, Weixin (叶伟信)、2008, China
8. *If you are the one* 《非诚勿扰》、FENG, Xiaogang (冯小刚)、2008, China
9. *In Love We Trust* 《左右》、WANG, Xiaoshuai (王小帅)、2008, China
10. *Ke Ke Xi Li* (可可西里)、LU, Chuan (陆川)、2004, China
11. *Kung Fu Dunk* 《大灌篮》、ZHU, Yanping (朱延平)、2008, China
12. *Mobile Phone* (手机)、FENG, Xiaogang (冯小刚)、2003, China
13. *Painted Skin* 《画皮》、CHEN, Jiashang (陈嘉上)、2008, China
14. *Pushing Hand* (推手)、LEE, Ang (李安)、1991, Taiwan
15. *Red Cliff/The Battle of Red Cliff*, 《赤壁(上)》WU, Yusen (吴宇森)、2008, China

16. *Red Cliff/The Battle of Red Cliff*, 《赤壁（下）》 WU, Yusen (吴宇森)、2008, China
17. *Still Life* 《三峡好人》、 JIA, Zhangke (贾樟柯)、2006, China
18. *The Forbidden Kingdom* 《功夫之王》、 YUAN, Heping (袁和平)、2008, China
19. *The Inconvenient Truth* (不愿面对的真相)、 GUGGENHEIM, Davis, 2006, US
20. *The Pretty Feet* (美丽的大脚)、 YANG, Yazhou (杨亚洲)、2003, China
21. *The Treatment of Gua Sha* (刮痧)、 ZHENG, Xiaolong (郑晓龙)、2001, China
22. *Tough guy* 《硬汉》、 DING, Sheng (丁晟)、2008, China

Songs:

1. 童年 (*Tongnian*), LUO, Dayou (罗大佑)、1984
2. 家 (*Jia*), LUO, Dayou (罗大佑)、1984
3. 明天会更好 (*Mingtian hui geng hao*), LUO, Dayou (罗大佑)、1985
4. 我是一只小小鸟 (*Wo shi yi zhi xiaoxiao niao*), LEE, Jonathan (李宗盛)、1990
5. 真心英雄 (*Zhen xin yingxiong*), LEE, Jonathan (李宗盛)、1993
6. 爸爸妈妈 (*Baba mama*), WANG, Rong (王蓉)、2005
7. 童话 (*Tonghua*), Guangliang (光良)、2005
8. 彩虹 (*Caihong*), ZHOU, Jielun (周杰伦)、2006
9. 听妈妈的话 (*Ting mama de hua*), ZHOU, Jielun (周杰伦)、2006
10. 隐性的翅膀 (*Yinxing de chibang*), ZHANG, Shaohan (张韶涵)、2006
11. 北极星的眼泪 (*Beijixingde yanlei*), ZHANG, Dongliang (张栋梁)、2006
12. 认真的雪 (*Renzhen de xue*), XUE, Zhiqian (薛之谦)、2006
13. 青花瓷 (*Qinghuaci*), ZHOU, Jielun (周杰伦)、2007

14. 我们的歌 (*Women de ge*)、 WANG, Lihong (王力宏)、2007

15. 中国话 (*Zhongguo hua*)、 S.H.E (S.H.E) , 2007

Websites

1. Major Online Chinese Newspapers and Magazines
<http://mailer.fsu.edu/~flan/chinese/documents/newspaper.htm>
2. Global Issues
<http://www.globalissues.org/>
3. READ CHINESE!
<http://www.readchinese.nflc.org/>
4. Centre for Teaching Chinese as a Foreign Language
<http://www.ctcfl.ox.ac.uk/>
5. On-line Chinese Tools
<http://www.mandarintools.com/>
6. 中国寓言网
<http://chinafable.hj.cn>
7. 华夏经纬
<http://www.huaxia.com/wh/jdgs.html>
8. 汉语世界
<http://www.hanyushijie.com/hyxx/>
9. 搜狐读书
<http://book.sohu.com/>
10. 中国网
http://www.china.com.cn/book/node_6038781.htm - for Chinese reading materials