

**Updated – version 1.1**

Amendments to study design history

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| --- | --- | --- | --- |
| Version | Status | Release Date | Comments |
| 1.1 | Current | December 2022 | Correction to numbering sequence in table for Chinese characters and Pinyin (pages 13–23). |
| 1.0 | Superseded | March 2022 | Original study design. |

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street
Melbourne VIC 3000

ISBN: 978-1-925264-13-5

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Important information

Accreditation period

Units 1–4: 1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA’s website.

To assist teachers in developing courses, the VCAA publishes online Support materials (incorporating the previously known Advice for teachers).

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

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

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Introduction

Scope of study

Through this study students develop an understanding of the language, traditional and contemporary social structures and cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

The language to be studied is Modern Standard Chinese.

For the purpose of this study design, Modern Standard Chinese is taken to be Putonghua in the spoken form and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua.

Students may use simplified or complex characters in tasks requiring written responses in Chinese characters. All questions, tasks and texts provided in Chinese in the written examination will be written
in both simplified characters and complex characters.

Rationale

The Chinese language is spoken by about a quarter of the world’s population. It is the major language of communication in China, Hong Kong, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

Aims

This study enables students to:

* use Chinese to communicate with others
* understand and appreciate the cultural contexts in which Chinese is used
* understand aspects of the cultural practices and traditions of communities that use the Chinese language
* recognise the role of language and culture in effective communication and the important cultural and linguistic heritage of Chinese-speaking peoples
* understand their own culture(s) through the study of other cultures
* understand language as a system
* gain awareness of different attitudes and values within the wider Australian community and beyond
* apply their understanding of Chinese language, culture and society to work, further study, training
and leisure.

Structure

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Entry to VCE Chinese Language, Culture and Society is governed by eligibility criteria, which are published
on the [VCAA website](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx) and in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

Duration

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

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Chinese Language, Culture and Society to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

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

Employability skills

This study offers a number of opportunities for students to develop employability skills. The Support materials provide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy
Act 1988* and *Copyright Act 1968*, must be met.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from
A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale
of 0–50; it is a measure of how well the student performed in relation to all others who completed the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Chinese Language, Culture and Society are as follows:

* Unit 3 School-assessed Coursework: 25 per cent
* Unit 4 School-assessed Coursework: 25 per cent
* end-of-year examinations: 50 per cent.

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

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Strands and topics

There are separate prescribed topics in each unit of this study that are organised under two strands:

* Culture and Society in Chinese-speaking Communities
* Chinese Language.

Culture and Society in Chinese-speaking Communities strand

Topics

The Culture and Society in Chinese-speaking Communities strand is in Area of Study 1 in Units 1–4. It has a prescribed topic for each of Units 1, 2, 3 and 4.

Students will be expected to study the topics listed in the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strand | Unit 1 topic | Unit 2 topic | Unit 3 topic | Unit 4 topic |
| Culture and Society in Chinese-speaking Communities | Confucianism and social harmony  | Major Chinese philosophies and Chinese myths and legends | Chinese philosophies and their impact on Chinese society | Social and economic development of contemporary China |

Social enquiry skills

Students develop the capacity to gather and evaluate a range of source material, analyse it and communicate their findings. Further, they reflect on different cultural perspectives and explain comparative approaches. Students will be required to demonstrate their understanding of social and cultural issues relevant to the Chinese-speaking world.

Prescribed texts for Units 3 and 4

In Area of Study 1 throughout Units 1–4, the term ‘text’ refers to article(s) or extract(s) from a range of sources. All texts will be in English and will relate to the prescribed topics in the Culture and Society in Chinese-speaking Communities strand for each of Units 3 and 4. Students will be expected to be familiar with the prescribed texts for Area of Study 1 for each of Units 3 and 4. Section 3 of the written examination will be based on these prescribed texts.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the
[*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx).

Chinese Language strand

VCE Chinese language study is underpinned by the concepts of communicating and understanding languages and cultures. The objective of this strand is for students to understand the role of language and culture in shaping meaning and to reflect on the cultures of Chinese-speaking communities. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. This study requires communication in Chinese in a variety of situations and for multiple purposes. These purposes include exchanging information, creating texts, interpreting the meaning of texts and reflecting on language experiences to improve communication in the future.

Prescribed topics and suggested subtopics

The Chinese Language strand has four prescribed topics, each of which has a list of suggested subtopics. All four prescribed topics are to be studied over the course of Units 1–4. The order in which the topics are studied is not prescribed; teachers may choose which topics are studied for each unit, and the subtopic through which they will teach the topic. The subtopic will provide the context for teaching, learning and assessment of achievement.

When planning the Chinese Language strand, teachers should consider the depth of study required in each area of study and allocate topics and subtopics appropriately to support logically sequenced language skill development. It is not expected that all topics will require the same amount of study time and some may be more suited to Units 1 and 2 or to Units 3 and 4, depending on the learning program.

The prescribed topics and suggested subtopics are provided in the table below.

|  |  |
| --- | --- |
| Strand  | Prescribed topics and suggested subtopics for Units 1–4 |
| **Chinese Language** | ***Personal, family and school life*:** *family life, daily routine, pets, friends, the school day****Festivals*:** *Chinese New Year, Mid-Autumn Festival, other festivals of the Chinese-speaking communities****Lifestyles*:** *leisure activities, travel, food culture, entertainment****Future aspirations*:** *gaining employment, study abroad, part-time work, further study* |

***Bold italics*** = prescribed topics; *italics* = suggested subtopics

Text types

Students come into contact with a wide range of texts when undertaking Chinese language study. They practise listening, speaking, reading, writing and viewing skills by engaging with texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students.

For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic.

It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general. The following list is not intended to be exhaustive. It focuses instead on text types that students may not be familiar with and that, consequently, may require a particular teaching and learning emphasis. (Characteristics of some text types are set out in the Support materials.)

The text types that students can reasonably be expected to produce by the completion of this study are:

|  |  |  |
| --- | --- | --- |
| Advertisement | Email/letter | Postcard |
| Article | Invitation  | Report |
| Blog post | Personal profile | Script for a speech/dialogue |
| Diary/journal entry | Plan/itinerary | Story |

Writing styles

The student is expected to be familiar with, and be able to produce in Chinese, the following three styles of writing: personal, imaginative and informative when writing. (Information about the main characteristics of each style of writing is published in the Support materials.)

Vocabulary

It is expected that students of VCE Chinese Language, Culture and Society will be able to understand and use the items on the character list below, as well as a wider range of vocabulary relevant to the topics prescribed in the study design.

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

Chinese characters and Pinyin

Students may use simplified or complex characters in tasks requiring written responses in Chinese characters. For these tasks, a small amount of Pinyin will be accepted.

|  |
| --- |
| **A** |
| 1. ài 爱 | àihào爱好 | àixīn爱心 | àiqíng爱情 | xǐ’ài喜爱 |  |
| 2. ān 安 | ānquán安全 | píng’ān 平安 | ānpái安排 |  |  |
| **B** |
| 3. bái 白 | báisè白色 | míngbai明白 | báitiān白天 |  |  |
| 4. bān 班 | bānjí班级 | shàngbān上班 | bānhuì班会 |  |  |
| 5. bàn 办 | bàngōngshì办公室 | bànshì办事 |  |  |  |
| 6. bàn 半 | yíbàn一半 | bànxiǎoshí半小时 | bàntiān半天 |  |  |
| 7. bāo 包 | shūbāo书包 | bāozi包子 |  |  |  |
| 8. bào 报 | bàogào报告 | bàozhǐ报纸 |  |  |  |
| 9. bǐ 比 | bǐsài比赛 | bǐjiào比较 |  |  |  |
| 10. bǐ 笔 | bǐyǒu笔友 | máobǐ毛笔 |  |  |  |
| 11. biàn 变 | biànhuà变化 | biànchéng变成 |  |  |  |
| 12. biàn/pián 便/便 | fāngbiàn方便 | piányi便宜 |  |  |  |
| 13. bié 别 | biérén别人 | fēnbié分别 |  |  |  |
| 14. bìng 病 | bìngrén病人 | kànbìng看病 | shēngbìng生病 | bìngjià病假 |  |
| **C** |
| 15. cài 菜 | diǎncài点菜 | càidān菜单 | mǎicài买菜 | zhóngguócài中国菜 |  |
| 16. cān 参 | cānjiā参加 | cānguān参观 |  |  |  |
| 17. chá 茶 | zhōngguóchá中国茶 | chádiǎn茶点 |  |  |  |
| 18. cháng/zhǎng 长/长 | chángduǎn长短 | xiàozhǎng校长 | zhǎngdà长大 |  |  |
| 19. cháng 常 | jīngcháng经常 | jiācháng家常 | píngcháng平常 | rìcháng日常 |  |
| 20. chǎng 场 | yùndòngchǎng运动场 | qiúchǎng球场 | chǎnghé场合 |  |  |
| 21. chàng 唱 | chànggē唱歌 | héchàngduì合唱队 |  |  |  |
| 22. chē 车 | qìchē汽车 | huǒchē火车 | diànchē电车 | gōnggòngqìchē公共汽车 | chēzhàn车站 |
| 23. chéng 成 | chénggōng成功 | chéngwéi成为 | chéngjì成绩 |  |  |
| 24. chéng 城 | Zhōngguóchéng中国城 | chéngshì城市 | chénglǐ城里 |  |  |
| 25. chī 吃 | chīfàn吃饭 | xiǎochī小吃 | hǎochī好吃 |  |  |
| 26. chū 出 | chūlái/chūqù出来/出去 | chūkǒu出口 |  |  |  |
| 27. chù 处 | hǎochù好处 | huàichù坏处 |  |  |  |
| 28. chūn 春 | chūnjié春节 | chūnjuǎn春卷 |  |  |  |

|  |
| --- |
| **D** |
| 29. dǎ 打 | dǎdiànhuà打电话 | dǎqiú打球 | dǎchē/dǎdī打车/打的 |  |  |
| 30. dà 大 | dàjiā大家 | dàxué大学 | dàduōshù大多数 |  |  |
| 31. diàn 电 | diànhuà电话 | diànshì电视 | diànnǎo电脑 |  |  |
| 32. diàn 店 | shāngdiàn商店 | fàndiàn饭店 |  |  |  |
| 33. dòng 动 | dòngwù动物 | yùndòng运动 | dòngshǒu动手 |  |  |
| 34. duì 队 | qiúduì球队 | duìyuán队员 | duìzhǎng队长 |  |  |
| 35. duō 多 | duōshǎo多少 | duōshuō多说 |  |  |  |
| **E** |
| 36. ér 儿 | érzi儿子 | nǚ’ér女儿 |  |  |  |
| **F** |
| 37. fā/fà 发 | tóufà头发 | fāshēng发生 | fāxìn发信 |  |  |
| 38. fǎ 法 | fāngfǎ方法 | fǎlǜ法律 |  |  |  |
| 39. fàng 放 | fàngxué放学 | fàngxīn放心 | fàngjià放假 |  |  |
| 40. fēi 飞 | fēijī飞机 | qǐ fēi起飞 |  |  |  |
| 41. fēi 非 | fēicháng非常 |  |  |  |  |
| 42. fēn 分 | yīfēnqián一分钱 | yīdiǎnèrshífēn一点二十分 | fēnxīn分心 | shífēn十分 |  |
| **G** |  |  |  |  |  |
| 43. gāo 高 | gāoxìng高兴 | hěn gāo很 高 |  |  |  |
| 44. gōng 工 | gōngrén工人 | gōngzuò工作 | gōngchǎng工厂 | dǎgōng打工 |  |
| 45. gōng 公 | gōnglì公立 | gōngpíng公平 | gōnggòng公共 |  |  |
| 46. gōng 功 | gōngkè功课 | yònggōng用功 |  |  |  |
| 47. gòng 共 | yígòng一共 | gòngtóng共同 |  |  |  |
| 48. guǎn 馆 | túshūguǎn图书馆 | měishùguǎn美术馆 | guǎnzi馆子 |  |  |
| 49. guó 国 | guójiā国家 | guógē国歌 |  |  |  |
| 50. guǒ 果 | shuǐguǒ水果 | guǒzhī果汁 |  |  |  |
| 51. guò 过 | guò shēngrì过 生日 | guònián过年 |  |  |  |
| **H** |
| 52. hǎi 海 | hǎibiān海边 | hǎiwài海外 |  |  |  |
| 53. hàn 汉 | Hànyǔ汉语 | hǎohàn好汉 |  |  |  |
| 54. hào 号 | hàomǎ号码 | jǐyuèjǐhào几月几号 |  |  |  |
| 55. hé 合 | hédelái合得来 | shìhé适合 | hézuò合作 |  |  |
| 56. huā 花 | huāqián花钱 | huāyuán花园 |  |  |  |
| 57. huà 化 | wénhuà文化 | huàxué化学 |  |  |  |
| 58. huà 话 | shuōhuà说话 |  |  |  |  |
| 59. huān 欢 | xǐhuān喜欢 | huānyíng欢迎 |  |  |  |
| 60. huàn 换 | jiāohuàn交换 | huànchē换车 | huànqián换钱 |  |  |
| 61. huí 回 | huíjiā回家 | láihuí来回 |  |  |  |
| 62. huì/kuài 会/会 | kāihuì开会 | shēngrì huì生日会 | kuàijì会计 |  |  |
| 63. huó 活 | shēnghuó生活 | huódòng活动 |  |  |  |
| **J** |
| 64. jī 机 | shǒujī手机 | jīchǎng机场 | jīhuì机会 |  |  |
| 65. jì 记 | rìjì日记 | bǐjì笔记 |  |  |  |
| 66. jiā 家 | jiātíng家庭 | zhuānjiā专家 | zài jiā在 家 |  |  |
| 67. jià 假 | jiàqī假期 | qǐngjià请假 |  |  |  |
| 68. jiāng 将 | jiānglái将来 | jiāngyào将要 |  |  |  |
| 69. jiāo 交 | jiāopéngyou交朋友 | jiāo zuòyè交 作业 | jiāotōng交通 |  |  |
| 70. jiào 教 | jiàoshī教师 | jiàoshì教室 | jiàoyù教育 | jiājiào家教 |  |
| 71. jiào/jué 觉/觉 | shuìjiào睡觉 | juéde觉得 |  |  |  |
| 72. jiē 接 | jiē diànhuà接 电话 | jiērén接人 |  |  |  |
| 73. jié 节 | jiérì节日 | guòjié过节 | jiémù节目 | zhōngqīujié中秋节 |  |
| 74. jiè 借 | jièshū借书 | jièqián借钱 |  |  |  |
| 75. jīn 今 | jīntiān今天 | jīnnián今年 |  |  |  |
| 76. jìn 近 | zuìjìn最近 | hěnjìn很 近 | jìnlái近来 |  |  |
| 77. jīng 经 | yǐjīng已经 | jīngcháng经常 | jīngguò经过 |  |  |
| 78. jiǔ 酒 | hóngjiǔ红酒 | báijiǔ白酒 |  |  |  |
| 79. jiù 旧 | jiùshū旧书 | jiùchē旧车 |  |  |  |
| **K** |
| 80. kāi 开 | kāichē开车 | kāixīn开心 | kāishǐ开始 | dǎkāi打开 |  |
| 81. kàn 看 | kànqiú看球 | kànjiàn看见 | hǎokàn好看 |  |  |
| 82. kǎo 考 | kǎoshì考试 | gāokǎo高考 |  |  |  |
| 83. kē 科 | kēxué科学 | kēmù科目 |  |  |  |
| 84. kě 可 | kěyǐ可以 | kě’ài可爱 |  |  |  |
| 85. kè 客 | kèqi客气 | kèrén客人 | kèchē客车 | qǐngkè请客 |  |
| 86. kè 课 | shàngkè上课 | kèběn课本 | kèbiǎo课表 |  |  |
| 87. kōng/kòng 空/空 | kōngfángzi空房子 | kōngjiān空间 | yǒukòng有空 |  |  |
| 88. kǒu  口 | rénkǒu人口 | kǒuyǔ口语 |  |  |  |
| 89. kuài 快 | kuàilè快乐 | kuàichē快车 | hěnkuài很快 |  |  |
| **L** |
| 90. lǎo 老 | lǎoshī老师 | lǎobǎn老板 | gǔlǎo古老 |  |  |
| 91. lè/yuè 乐/乐 | kuàilè快乐 | yīnyuè音乐 | yuèduì乐队 |  |  |
| 92. lěng冷 | tiānqìlěng天气冷 |  |  |  |  |
| 93. lì 力 | gěilì给力 | nǔlì努力 | lìqi力气 |  |  |
| 94. lì 历 | lìshǐ历史 | jīnglì经历 |  |  |  |
| 95. liàn 练 | liànxí练习 | xùnliàn训练 |  |  |  |
| 96. lù 路 | mǎlù马路 | jǐ lù chē几路车 |  |  |  |
| 97. lǚ 旅 | lǚyóu旅游 | lǚxíng旅行 |  |  |  |
| **M** |
| 98. mǎ 马 | mǎshàng马上 | mǎlù马路 | mǎhu马虎 |  |  |
| 99. mǎi 买 | mǎidōngxi买东西 | mǎipiào买票 |  |  |  |
| 100. mài 卖 | pāimài拍卖 | mǎimài买卖 |  |  |  |
| 101. máng 忙 | hěnmáng很忙 | bāngmáng帮忙 |  |  |  |
| 102. měi 美 | měihǎo美好 | měilì美丽 |  |  |  |
| 103. měi 每 | měitiān每天 | měishíměikè每时每刻 |  |  |  |
| 104. mén 门 | xiàomén校门 | ménkǒu门口 | yì mén kè一门课 |  |  |
| 105. mí 迷 | qiúmí球迷 | mírén迷人 | míxìn迷信 |  |  |
| 106. mǐ 米 | mǐfàn米饭 | dàmǐ大米 |  |  |  |
| 107. miàn 面 | miàntiáo面条 | chǎomiàn炒面 | miànzi面子 |  |  |
| 108. míng 明 | míngtiān明天 | míngxīng明星 |  |  |  |
| 109. míng 名 | míngzi名字 | yǒumíng有名 |  |  |  |
| 110. mò 末 | zhōumò周末 | qīmò期末 |  |  |  |
| **N** |
| 111. nán 男 | nánxiào男校 | nánzǐ男子 | nánnǚlǎoshào男女老少 |  |  |
| 112. nán 难 | kùnnán困难 | nánkàn难看 |  |  |  |
| 113. nián 年 | niánjí年级 | niánqīng年轻 |  |  |  |
| **P** |
| 114. péng 朋 | péngyǒu朋友 | qīnpénghǎoyǒu亲朋好友 |  |  |  |
| 115. piào 票 | diànyǐngpiào电影票 | piàojià票价 |  |  |  |

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| **Q** |
| 116. qī 期  | xīngqī星期 | xuéqī学期 | qīwàng期望 |  |  |
| 117. qǐ 起 | qǐlái起来 | yīqǐ一起 | qǐcháng起床 |  |  |
| 118. qì 气 | tiānqì天气 | shēngqì生气 | qìhòu气候 | qìqiú气球 |  |
| 119. qián 钱 | qiánbāo钱包 | duōshǎoqián多少钱 |  |  |  |
| 120. qīn亲 | fùqīn父亲 | mǔqīn母亲 | qīnrén亲人 |  |  |
| 121. qiú 球 | zúqiú足球 | pīngpāngqiú乒乓球 | qiúyuán球员 | qiúduì球队 |  |
| 122. qù 去 | qù xuéxiào去学校 | guòqù过去 | qùnián去年 |  |  |
| **R** |
| 123. rè 热 | rèxīn热心 | rè sǐ le热死了 | rènào热闹 |  |  |
| 124. rén 人 | rénmen人们 | rénqíng人情 |  |  |  |
| 125. rèn 认 | rènshi认识 | rènzhēn认真 |  |  |  |
| 126. róng 容 | róngyì容易 | xiàoróng笑容 |  |  |  |
| 127. ròu 肉 | zhūròu猪肉 | yángròu羊肉 | niúròu牛肉 | ròu bāozi肉包子 |  |
| 128. rú 如 | rúguǒ如果 | bǐrú比如 |  |  |  |
| **S** |
| 129. shān 山 | shānshuǐ山水 | shānhuǒ山火 | huǒshān火山 |  |  |
| 130. shàng 上 | shàngxué上学 | shàngmian上面 |  |  |  |
| 131. shǎo/shào 少/少 | duōshǎo多少 | shǎojiàn少见 | shào’ér少儿 | shàonián少年 |  |
| 132. shè 社 | shèhuì社会 | shètuán社团 |  |  |  |
| 133. shēng 生 | shēnghuó生活 | xuéshēng学生 |  |  |  |
| 134. shī 师 | shīshēng师生 | shīfu师傅 |  |  |  |
| 135. shí 时 | xiǎoshí小时 | shídài时代 | shíjiān时间 |  |  |
| 136. shì 市 | shìchǎng市场 | chéngshì城市 |  |  |  |
| 137. shì 事 | gùshi故事 | shìqing事情 | méishì没事 |  |  |
| 138. shì 室 | jiàoshì教室 | shìnèi室内 | shìwài室外 | bàngōngshì办公室 |  |
| 139. shì 视 | diànshì电视 |  |  |  |  |
| 140. shǒu 手 | zuǒyòushǒu左右手 | èrshǒuchē二手车 | shǒujī手机 |  |  |
| 141. shū 书 | shūfǎ书法 | dúshū读书 |  |  |  |
| 142. shù 数 | shùxué数学 | shùzì数字 | shùlǐhuà数理化 |  |  |
| 143. shuǐ 水 | kāishuǐ开水 | shuǐpíng水平 |  |  |  |
| 144. shuō 说 | xiǎoshuō小说 | shuōfú说服 |  |  |  |
| 145. sòng 送 | sònglǐ送礼 | sòngrén送人 |  |  |  |
| 146. suì 岁 | suìshu岁数 | suìyuè岁月 |  |  |  |
| **T** |
| 147. tài 太 | tàitai太太 | tàijíquán太极拳 |  |  |  |
| 148. tāng 汤 | miàntāng面汤 | jītāng鸡汤 |  |  |  |
| 149. tí 题 | tímù题目 | wèntí问题 |  |  |  |
| 150. tīng 听 | tīngxiě听写 | tīng yīnyuè听 音乐 |  |  |  |
| 151. tóng 同 | tóngxué同学 | tóngyàng同样 |  |  |  |
| **W** |
| 152. wài 外 | wàiyǔ外语 | guówài国外 | wàimiàn外面 | wàimài外卖 |  |
| 153. wán 完 | wánchéng完成 | wánměi完美 |  |  |  |
| 154. wǎn 晚 | wǎnshàng晚上 | wǎnhuì晚会 | wǎnfàn晚饭 |  |  |
| 155. wǎng 网 | shàngwǎng上网 | wǎngqiú网球 |  |  |  |
| 156. wàng 忘 | wàngjì忘记 | nánwàng难忘 |  |  |  |
| 157. wèi 味 | fēngwèi风味 | kǒuwèi口味 |  |  |  |
| 158. wén 文 | wénxué文学 | zuòwén作文 |  |  |  |
| 159. wǔ 午 | shàngwǔ上午 | xiàwǔ下午 | wǔfàn午饭 |  |  |
| **X** |
| 160. xī 西 | xīfāng西方 | dōngxi东西 | xīcān西餐 |  |  |
| 161. xí  习 | xuéxí学习 | fùxí复习 |  |  |  |
| 162. xià 下 | xiàbān下班 | xiàchē下车 | lóuxià楼下 |  |  |
| 163. xiān 先 | xiānsheng先生 | shǒuxiān首先 |  |  |  |
| 164. xiàn 现 | xiànzài现在 | chūxiàn出现 |  |  |  |
| 165. xiǎo 小 | xiǎoxué小学 | xiǎoxīn小心 | xiǎoshíhou小时候 |  |  |
| 166. xiào 校 | xuéxiào学校 | xiàochē校车 | xiàozhǎng校长 |  |  |
| 167. xiē 些 | yìxiē一些 | yǒuxiē有些 |  |  |  |
| 168. xiě 写 | xiězì写字 | xiězuò写作 |  |  |  |
| 160. xīn 新 | xīnshēng新生 | xīnshū新书 |  |  |  |
| **Y** |
| 170. yǎng 养 | péiyǎng培养 | yǎnggǒu养狗 | yǎngmāo养猫 |  |  |
| 171. yàng 样 | yíyàng一样 | yàngzi样子 |  |  |  |
| 172. yè 业 | zuòyè作业 | bìyè毕业 |  |  |  |
| 173. yī 衣 | máoyī毛衣 | dàyī大衣 |  |  |  |
| 174. yī 医 | yīshēng医生 | yīyuàn医院 |  |  |  |
| 175. yǐ 以 | yǐwéi以为 | kěyǐ可以 |  |  |  |
| 176. yì 意 | yìsi意思 | yìyì意义 |  |  |  |
| 177. yīn 音 | pīnyīn拼音 | yīnyuè音乐 |  |  |  |
| 178. yīng 英 | Yīngyǔ英语 | Yīngguó英国 |  |  |  |
| 179. yòng 用 | yǒuyòng有用 | yòngchù用处 | yòngxīn用心 |  |  |
| 180. yóu 游 | yóuyǒng游泳 | yóuxì游戏 |  |  |  |
| 181. yú 鱼 | jīnyú金鱼 | yúmǐzhīxiāng鱼米之乡 |  |  |  |
| 182. yǔ 雨 | xiàyǔ下雨 | yǔshuǐ雨水 |  |  |  |
| 183. yǔ 语 | wàiyǔ外语 | yǔyán语言 |  |  |  |
| 184. yuán元 | yuándàn元旦 | yīyuán一元 |  |  |  |
| 185. yuán 园 | gōngyuán公园 | yuánlín园林 | yuándīng园丁 |  |  |
| 186. yuǎn 远 | yuǎnjìn远近 | yǒngyuǎn永远 |  |  |  |
| 187. yuè 月 | yuèbǐng月饼 | míngyuè明月 | yīyuè一月 |  |  |

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| **Z** |
| 188. zài 再 | zàijiàn再见 | zàicì再次 |  |  |  |
| 189. zǎo 早 | zǎoshang早上 | zǎofàn早饭 |  |  |  |
| 190. zhàn 站 | chēzhàn车站 | zhàntái站台 |  |  |  |
| 191. zhǎo 找 | zhǎorén找人 | zhǎoqián找钱 | zhǎodào找到 |  |  |
| 192. zhī 知 | zhīdào知道 | zhīshi知识 |  |  |  |
| 193. zhōng 中 | zhōngjiān中间 | qīzhōng期中 |  |  |  |
| 194. zhù 住 | zhù nǎr住哪儿 | zhùxiào住校 | zhùzhǐ住址 |  |  |
| 195. zì 自 | zìxí自习 | zìxué自学 | zìjǐ自己 |  |  |
| 196. zì 字 | hànzì汉字 | zìdiǎn字典 | wénzì文字 |  |  |
| 197. zǒng 总 | zǒngzhī总之 | zǒngshì总是 |  |  |  |
| 198. zǒu 走 | xíngzǒu行走 | zǒulù走路 |  |  |  |
| 199. zuó 昨 | zuótiān昨天 |  |  |  |  |
| 200. zuò 做 | zuò zuòyè做 作业 | zuòfàn做饭 |  |  |  |

Grammar

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

**1. Numerical expressions**

一、二、三、四、五、六、七、八、九、十、

零、百、千、万、十万、百万、亿

两

**2. Sequential word**: 第

**3. Nouns**

词头: prefix

老：老师、老板、老外

阿：阿姨、阿哥、阿妹

词尾: suffix

子：儿子、孙子、椅子、桌子

家：作家、科学家、歌唱家

化：现代化、自动化

专有名词

国名：中国、美国、英国、澳大利亚、新西兰、

地名：北京、上海、西安、南京、香港、墨尔本、悉尼、堪培拉

人名：孔子、老子、秦始皇、孙中山、毛泽东、邓小平

名胜：长城、故宫、颐和园、兵马俑

季节：春天、夏天、秋天、冬天

**4. Pronouns**

我、你、她/他、它、我们、你们、她们/他们、它们

**5. Measurement words**

常见量词：个、家、斤、张、本、只、支、条、双、部、件

**6. Locations**

上、下、边、里、外、中、左、右、前、后、对（面）

上边、下边、里面、外面、中间、左边、右边、前边、后边、对面

**7. Prepositions**

在、从、向、到、当、自

**8. Conjunctions**

虽然……但是……、不仅……而且……、因为……所以……、又……又……、

一……就……、如果……、和、跟

**9. Sentence patterns**

有字句： 我有一个哥哥。 桌上有两本书。

是字句 ：我是澳大利亚人。 他是老师。

主谓句：我学习中文。我喜欢吃中国饭。

无动词句：今天星期天。我今年十八岁。

比字句：他比我高。

**10. Particles**

了：表示动作行为或状态的改变或完成

花红了。

他去中国了。

着：表示一种状态的持续

墙上挂着一张画。

他坐着写字。

过：强调一种行为已经发生

他去过北京三次了。

的：我的书；她的手机

地：认真地学习；飞快地跑过来

得：手洗得很干净；做得到

**11. Adjectives**

单音形容词：单音形容词一般不单用，如果单用往往有比较的意思

好、快、胖、瘦、美、

双音形容词：好看、快乐、肥胖、瘦小、美丽

形容词的生动形式：高高的、胖胖的、漂漂亮亮的

颜色：红、黄、蓝、黑、绿、棕/咖啡

**12. Verbs/tenses**

单音动词：吃、喝、睡、走、来、跑、跳、去、做、想

双音动词：研究、学习、旅游、帮助

动词词组：吃饭、学汉语、去学校、起来、出国

**13. Auxiliary verbs**

要、会

**14. Adverbs**

很：很高兴

挺…的：挺高兴的

非常：非常高兴

已经：他已经喜欢上了汉语。

才：他昨天晚上十点才回家。

就：他明天就去中国工作。

**15. Interrogatives**

什么、什么时候、谁、几、哪里/哪儿、为什么

Unit 1

In this unit students focus on Confucianism, China’s most important school of thought. They explore the foundations of Chinese moral judgments and examine the significance and impact of Confucianism on life in Chinese society. Students examine the core values of this significant philosophical tradition in China, how it has influenced the structure of Chinese society and its contribution to social harmony.

Students develop language skills to use appropriate vocabulary and expressions to interact with other speakers of the language. They share information related to subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They develop their listening and reading comprehension skills in Chinese and respond to questions effectively, conveying information obtained. They also respond to written texts by producing original texts in Chinese to express their personal ideas, opinions and views.

Area of Study 1

Confucianism and social harmony

This area of study focuses on the significance and impact of Confucianism. Students are introduced to
the core principles of Confucianism (loyalty, righteousness, propriety, wisdom and trust), the origin of Confucianism and its contribution to Chinese social harmony through its thousand-year history. Students examine the Chinese moral belief (benevolence) built upon those Confucianist principles, its role in the formation of a collective mindset and its application in the daily activities of Chinese people. They also examine the representation of Confucianism in artistic and literary forms, and engage with a range of texts, in English, to analyse and interpret how Confucianism serves as the most influential school of thought and regulates societal interactions in Chinese-speaking communities.

Outcome 1

On completion of this unit the student should be able to discuss and analyse, in English, key features of Confucian ideas and their impacts on relationships in Chinese-speaking communities.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the origin and development of Confucianism
* the core principles of Confucianism
* the development of a collective mindset and the development of family and social harmony
* the key Confucian ideas that regulate everyday activities and social interactions in Chinese-speaking communities

Key skills

* analyse and explain the influence of Confucian ideas on Chinese cultural and social practices
* summarise and examine the representation of Confucianism in artistic and literary forms
* select and make use of relevant reference materials
* draw conclusions from information from a range of sources
* organise and make effective use of evidence gathered

Area of Study 2

Listening and responding

In this area of study students develop their capacity to access information from a range of spoken texts in Chinese, locate the key points and supporting ideas, and convey their understanding in both Chinese and English. They use evidence from stimulus texts to support their responses. The focus of this area of study should be a subtopic from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics) and should provide an opportunity for students to learn about the culture(s) of the Chinese-speaking communities.

Outcome 2

On completion of this unit the student should be able to listen to spoken texts and respond to questions in both English and Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* ideas and concepts related to a given subtopic
* vocabulary and grammatical structures related to the subtopic
* conventions of text types and language for conveying information in writing
* the characteristics of spoken texts, including intonation, tone and stress, and how these influence meaning

Key skills

* listen to spoken texts and extract information
* locate main ideas and supporting ideas
* use appropriate spelling, grammar, characters and punctuation to convey meaning accurately in Chinese
* recognise common patterns of word formation, loan words and grammatical markers and use these
to interpret texts
* convey, in English, the meaning of information obtained in spoken texts

Area of Study 3

Reading and writing in Chinese

In this area of study students develop the ability to read short texts in Chinese and produce a written response in Chinese characters. Students use information obtained from written texts to express personal ideas in a written response in Chinese. Students use appropriate vocabulary and linguistic structures that
are related to the subtopic selected from the table of prescribed topics and suggested subtopics.

Outcome 3

On completion of this unit the student should be able to read and comprehend simple texts in Chinese and create a simple piece of personal writing in Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary including characters and content related to the subtopic studied
* common patterns of word formation, loan words and grammatical markers and structures related to the subtopic studied
* the main features of Chinese texts
* the characteristics of personal writing

Key skills

* produce characters to express meaning in a written response to texts
* associate the meanings of characters with their key features, such as radicals
* identify main points and supporting ideas in written texts
* establish and confirm meaning through re-reading and referring to dictionaries
* select and make use of relevant reference materials
* summarise and synthesise information from texts
* convey meaning accurately in written texts in Chinese
* apply the features of text types and the characteristics of personal writing

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement
in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass
the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* magazine article in English
* written research report in English
* listening to spoken texts (for example, conversations, discussions or speeches) to obtain information to respond to questions in English and Chinese
* responding to simple Chinese texts by producing, in Chinese sentences, a piece of writing focusing on personal experiences or opinions
* personal diary entry in Chinese
* personal reply to a letter or an email in Chinese.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

In this unit students extend their understanding of Chinese philosophies through the study of Daoism and Buddhism, and consider their significance in the myths and legends of China. Students undertake research about Chinese cultural practices related to legend worshipping to gain insights into how the three major philosophies of Confucianism, Daoism and Buddhism are kept alive in daily life in Chinese-speaking communities.

This unit also focuses on developing students’ capacity to interact and comment in spoken Chinese. Students are given opportunities to view and read a range of Chinese language texts related to subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They consolidate their comprehension skills and writing skills to produce texts that are appropriate for context and situation.

Area of Study 1

Major Chinese philosophies and Chinese myths and legends

In this area of study students extend their knowledge of Chinese philosophies. While consolidating their learning about Confucianism, they are introduced to the major philosophies of Daoism and Buddhism. Students explore the creation myths of ancient China through the study of English language source materials and examples of artefacts. Through the study of Chinese cultural practices, students form an understanding of Chinese traditional values. Students study the interrelationship between the philosophies of Confucianism, Daoism and Buddhism, and the ways these philosophies explain the world and the relationship between humans and the environment.

Outcome 1

On completion of this unit the student should be able to research a selected Chinese myth or legend and produce a response in English about its connection to Confucianism, Daoism and/or Buddhism.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the key features of Confucianism, Daoism and Buddhism
* the interrelationship between Confucianism, Daoism and Buddhism, and their explanations of the world and the relationship between humans and the environment
* Chinese creation myths such as Nüwa, Pangu, Huangdi (the Yellow Emperor) and Shennong
(the Flame Emperor)
* archaeological evidence of the impact of Chinese philosophies, such as Qin Shi Huang and his Terracotta Warriors
* worship of the deities such as Guan Gong (God of Fortune) and Ma Zu (the Sea Goddess)

Key skills

* explain how Confucianism, Daoism and Buddhism represent aspects of Chinese traditional values
* apply understanding of Confucianism, Daoism and Buddhism and their role in explaining the Chinese-speaking world
* analyse and discuss the characteristics, ideas and functions of selected myths and legends
* interpret and explain how elements of Confucianism, Daoism and Buddhism are represented in Chinese mythology and cultural practices
* draw on content in reference texts to develop and support ideas

Area of Study 2

Speaking in Chinese

In this area of study students develop the capacity to initiate and conduct a spoken interaction in Chinese on a subtopic selected from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They research the chosen subtopic and use relevant Chinese vocabulary and grammatical structures to convey meaning. They use culturally appropriate forms of address and appropriate cues for turn-taking to interact effectively with other speakers of Chinese.

Outcome 2

On completion of this unit the student should be able to initiate and maintain a spoken interaction in Chinese on the subtopic studied.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary, structures and content related to the subtopic studied
* conventions of appropriate text types such as a dialogue, a discussion and a speech
* appropriate non-verbal forms of communication, such as gestures and eye contact
* a variety of question forms, cues for turn-taking, exclamations and fillers

Key skills

* use vocabulary and expressions related to the subtopic studied
* link and sequence ideas and information
* initiate, maintain, direct as appropriate and close an exchange
* use fillers, affirming phrases and formulaic expressions to respond and support the exchange
* use gestures, stance and facial expression to enhance meaning
* use appropriate forms of address

Area of Study 3

Reading, viewing and writing in Chinese

In this area of study students develop the ability to respond to simple written and viewed texts
on the same selected subtopic. Students draw information from these stimulus materials and respond in Chinese characters. They provide specific and general information about aspects of the texts and about the subtopic studied, or about imaginary experiences based on aspects of the texts.

Outcome 3

On completion of this unit the student should be able to read a simple text and view a visual text on the same subtopic, and produce a response in either informative or imaginative writing.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* ideas and concepts related to the subtopic studied
* relevant characters, vocabulary and structures related to the subtopic studied
* common patterns of word formation, loan words and grammatical markers
* features of Chinese texts and text types
* key characteristics of informative writing and imaginative writing

Key skills

* access information, characters and vocabulary from simple written and viewed texts
* summarise information from sources
* write appropriately for the context, purpose, style of writing and specified audience
* apply the conventions of a specified text type
* use language structures related to describing, comparing and commenting on features of the subtopic
* draw on content in stimulus texts to develop and support ideas

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills
in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement
in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass
the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* written research report in English
* exploratory essay in English
* an interview, discussion or a conversation in Chinese
* role-play in Chinese
* a short story in Chinese
* informative report or article in Chinese.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are
of comparable scope and demand.

Unit 3

In this unit students investigate and examine how Chinese traditional values impact on aspects of culture in the Chinese-speaking world. Students explore and analyse, in English, the relationship that the three philosophies of Confucianism, Daoism and Buddhism have with a range of Chinese cultural and social contexts.

Students consolidate their language skills by reading and listening to texts on subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They convey their understanding of the texts by responding to questions in Chinese characters, and they develop skills to produce informative writing. Students also use their knowledge to interpret and analyse meaning from linguistic and contextual features of a range of Chinese language stimulus materials and produce simple texts as responses.

Prescribed texts for Units 3 and 4

In this study, in Area of Study 1 throughout Units 1–4, the term ‘text’ refers to article(s) or extract(s) from a range of sources. All texts will be in English and will relate to the prescribed topics for each of Units 3 and 4. Students are expected to be familiar with the prescribed texts for Area of Study 1 for Unit 3.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the
*[VCAA Bulletin](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)*[.](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)

Area of Study 1

Chinese philosophies and their impact on Chinese society

In this area of study students consider how the three major Chinese philosophies of Confucianism, Daoism and Buddhism connect and influence the Chinese-speaking world. Students use the prescribed texts as the basis of their study but may also draw on texts from outside the prescribed list in this area of study.

Students investigate aspects of culture illustrated in the prescribed texts and analyse and explain them, drawing on their knowledge of Chinese philosophies. Students apply their understanding of Chinese philosophies to consider to what extent the traditional values and ideas formed by Confucianism, Daoism or Buddhism are presented and/or challenged in those texts. They use the three Chinese philosophies and traditional values as a lens to evaluate themes presented in the texts, such as the tension between individualism and collectivism, Chinese cultural identity, and change and continuity in Chinese society.

Outcome 1

On completion of this unit the student should be able to discuss, in English, the influence of one or more of the three major Chinese philosophies on an aspect of the Chinese-speaking world, making reference to text(s) studied.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the key ideas of the three major Chinese philosophies: Confucianism, Daoism and Buddhism
* the significance of Confucianism, Daoism and Buddhism in shaping Chinese culture and society
* the role of Confucianism, Daoism and Buddhism in shaping Chinese cultural identity
* the impact of change and continuity with regard to China’s traditional values, focusing on the debate around individualism and collectivism
* the extent to which traditional values continue to influence Chinese-speaking communities in a changing world

Key skills

* summarise, synthesise and evaluate information from texts
* reflect on and analyse the influence of Chinese philosophies on the culture and society of Chinese-speaking communities and other cultures
* analyse and explain the impact of change and continuity on Chinese cultural practices
* investigate and draw on content in texts to support and develop ideas, explanations, points of view
and arguments
* critically reflect on their own and others’ cultural values
* interpret and draw conclusions from information gathered from a range of sources
* structure writing to sequence main ideas and develop ideas logically

Area of Study 2

Listening and responding

In this area of study students access information from a range of short spoken Chinese texts on a selected subtopic from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They develop comprehension skills to locate and identify the main ideas and supporting ideas in the stimulus texts and develop written responses in Chinese.

Outcome 2

On completion of this unit the student should be able to use information from spoken texts to respond to specific questions in writing in Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary and structures related to the selected subtopic
* common patterns of word formation, loan words and grammatical markers
* conventions of language for conveying information and ideas in writing

Key skills

* listen to short spoken texts and extract information
* access and identify main ideas and supporting ideas
* link ideas and information from the texts in a logical way
* use vocabulary, grammatical structures and expressions appropriately to develop responses in Chinese
* select, organise and make effective use of information gathered

Area of Study 3

Reading and writing in Chinese

In this area of study students develop their ability to read short Chinese stimulus texts. They use the information and concepts found in these texts to produce responses in Chinese characters. Students respond to questions and then produce an informative report or article in Chinese on the subtopic studied.

Outcome 3

On completion of this unit the student should be able to read two written texts on a selected subtopic and respond in Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* vocabulary and structures related to the subtopic studied
* ideas and concepts related to the selected subtopic
* linguistic features of informative writing in Chinese
* appropriate characteristics and conventions for the text type of a report or article in Chinese

Key skills

* access characters and vocabulary from simple written texts in Chinese
* summarise information from sources
* extract meaning from linguistic and contextual features
* plan and revise for coherence of form, language and structure
* apply the conventions of an informative report or article
* write appropriately for the context, purpose and audience described
* establish and confirm meaning through re-reading, using headings or diagrams, and referring to digital and print dictionaries

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and
within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design
of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student
on the tasks set out in the following table.

Contribution to final assessment

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

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Discuss, in English, the influence of one or more of the three major Chinese philosophies on an aspect of the Chinese-speaking world, making reference to text(s) studied. | **20** | An essay, written analysis or report in English. |
| **Outcome 2**Use information from spoken texts to respond to specific questions in writing in Chinese. | **15** | Listen to spoken texts in Chinese and use the information obtained to answer a series of questions in Chinese. |
| **Outcome 3**Read two written texts on a selected subtopic and respond in Chinese. | **15** | Answer questions on the texts in written ChineseANDWrite a 100–150 character informative report or informative article on the selected subtopic. |
| **Total marks** | **50** |  |

External assessment

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

Unit 4

In this unit, students explore key ideas related to the social and economic development of contemporary China. They study topics such as economic change, technological change, and social and political change, and they consider the role of Chinese philosophies as well as social and cultural values in contemporary China.

Students reflect upon their own and others’ cultural values and further develop cross-cultural communication skills on subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They participate in oral interactions in Chinese to exchange meaning. Information is also accessed through a range of texts, and there is an emphasis on further development of students’ capacity to convey meaning effectively in imaginative and personal writing in Chinese.

Prescribed texts for Units 3 and 4

In this study, in Area of Study 1 throughout Units 1-4, the term ‘text’ refers to article(s) or extract(s) from a range of sources. Students are expected to be familiar with the prescribed texts for Area of Study 1 for Unit 4.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the
[*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx).

Area of Study 1

Social and economic development of contemporary China

This area of study focuses on an exploration of the social and economic development of contemporary China. Students consider contemporary Chinese social and cultural values, and they explore key ideas within one or more of the following aspects of life in contemporary China: economic change, technological change, and social and political change. Students use the prescribed texts as the basis of their study but may also use texts from outside the prescribed list in this area of study.

Through the study of aspects of life and the social values of contemporary China, students gain an understanding of the extent to which Chinese traditional values continue to influence political and social, technological and economic change. Students continue to use their knowledge of the key ideas from the three major Chinese philosophies (Confucianism, Daoism and Buddhism) to explore aspects of the development of values in contemporary China.

Outcome 1

On completion of this unit the student should be able to investigate the impact of social and economic development on contemporary Chinese values, and produce a written response in English with reference
to text(s) studied.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* economic development of contemporary China
* technological change in China
* social and political change in China
* the role of Confucianism, Daoism and Buddhism in shaping contemporary Chinese cultural values

Key skills

* explain how features of Chinese culture are reflected in the areas of technological, economic, and social and political change
* compare a variety of perspectives about aspects of social and economic development in contemporary China
* reflect on and analyse aspects of social change in China
* infer points of view, opinions and cultural values
* critically reflect on their own and others’ cultural values
* interpret and draw conclusions from information gathered from a range of sources
* draw on content in reference texts to support explanations, ideas, points of view and arguments
* summarise, synthesise and evaluate information from sources
* structure writing to logically sequence and develop main ideas

Area of Study 2

Speaking in Chinese

In this area of study students develop the capacity to initiate, maintain and close an oral exchange on a subtopic selected from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). Students develop language skills related to making arrangements and completing transactions, and use relevant grammatical structures to ask for or give assistance or advice, suggesting, explaining, agreeing and disagreeing where appropriate. They use fillers, affirming phrases and formulaic expressions to interact effectively with other speakers of Chinese.

Outcome 2

On completion of this unit the student should be able to establish and maintain a spoken exchange in Chinese related to making arrangements and completing transactions.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* vocabulary and structures related to the subtopic studied
* ideas and concepts related to the subtopic studied
* conventions of informal and formal conversations in Chinese: for example, appropriate forms of address, question and answer forms, cues for turn-taking, exclamations and fillers
* oral language and culturally appropriate behaviours required to make arrangements and complete
a transaction

Key skills

* convey meaning accurately in spoken Chinese
* interact with others to obtain and provide goods, services or information
* use language structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing or disagreeing
* use appropriate intonation, tones, stress and pitch
* use fillers, affirming phrases and formulaic expressions related to making arrangements and completing
a transaction

Area of Study 3

Reading, viewing and writing in Chinese

In this area of study students develop the capacity to comprehend written texts in Chinese and to interpret a visual stimulus on the same selected subtopic. They use information and ideas found in these stimulus texts to create a response in Chinese characters. Students extend their skill by producing an extended piece of writing in Chinese on the selected subtopic. They demonstrate their ability to produce imaginative and personal writing and to write appropriately for a specific audience, context and purpose.

Outcome 3

On completion of this unit the student should be able to use a written and a visual text about a selected subtopic to produce an extended personal or imaginative response in written Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary and structures related to the subtopic studied
* linguistic structures and features of imaginative and personal writing
* conventions of text types such as a letter, story and blog post

Key skills

* extract meaning from linguistic and contextual features of written and visual texts
* write appropriately for the specified context, purpose, text type and audience
* access characters and vocabulary from texts
* plan and revise for coherence of form, language and structure
* show knowledge of and use simple stylistic features such as repetition and contrast
* interpret meaning from cognates, grammatical markers and common patterns of word formation
* establish and confirm meaning through re-reading, using headings or diagrams, and referring to
digital and print dictionaries

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design
of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student
on the tasks set out in the following table.

Contribution to final assessment

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

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Investigate the impact of social and economic development on contemporary Chinese values, and produce a written response in English with reference to text(s) studied. | **20** | An essay, written analysis or report in English. |
| **Outcome 2**Establish and maintain a spoken exchange in Chinese related to making arrangements and completing transactions. | **15** | A two- to three-minute role-play in Chinese. |
| **Outcome 3**Use a written and a visual text about a selected subtopic to produce an extended personal or imaginative response in written Chinese. | **15** | An approximately 150-character response in Chinese.Select from: a letter, a story or a blog post. |
| **Total marks** | **50** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

Contribution to final assessment

The examinations will contribute 50 per cent to the study score.

End-of-year examinations

Description

* an oral examination
* a written examination.

The written examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examinations will be completed under the following conditions:

* Duration:
* Oral examination: approximately 15 minutes
* Written examination: 2 hours
* Date: end-of-year, on a date to be published annually by the VCAA
* VCAA examination rules will apply. Details of these rules are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)
* The examinations will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examinations, their weighting, the question format(s) and any other essential information. The specifications are published in the first year of implementation of
the revised Unit 3 and 4 sequence together with any sample material.