

Accreditation Period

Units 1 and 2

2017-2022

Units 3 and 4

2018-2022

Victorian Certificate of Education

CHINESE LANGUAGE, CULTURE AND SOCIETY

STUDY DESIGN



www.vcaa.vic.edu.au

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 1, 2 Lonsdale Street, Melbourne VIC 3000

Accredited by the Victorian Registration and Qualifications Authority
Level 4, 2 Lonsdale Street, Melbourne VIC 3000

ISBN: 978-1-925264-45-6

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Important information

Accreditation period

Units 1 and 2: 1 January 2017 – 31 December 2022

Units 3 and 4: 1 January 2018 – 31 December 2022

Implementation of this study for Units 1 and 2 commences in January 2017.

Implementation of this study for Units 3 and 4 commences in January 2018.

Sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) 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.

Copyright

VCE schools may reproduce parts of this Study Design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx.

Introduction

Scope of study

Through this study students develop an understanding of the language, social structures, traditions and contemporary 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.

Rationale

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. 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 is designed to enable 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 which 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 for that unit. Each outcome is described in terms of key knowledge and key skills.

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.

Eligibility criteria for VCE Chinese Language, Culture and Society

Students are not eligible for this study if they have had either:

- six months or more education in a school where Chinese is the medium of instruction, or
- two years (24 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong and Macau. Students cannot receive credit for both this study and any other Chinese study. 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.

Eligibility criteria for VCE Chinese studies

There are four different Chinese studies in the VCE: Chinese First Language, Chinese Second Language, Chinese Second Language Advanced and Chinese Language, Culture and Society. Entry into these studies is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the [VCE and VCAL Administrative Handbook](#).

Duration

Each unit involves at least 50 hours of scheduled classroom instruction normally over the duration of a semester.

Changes to the study design

During its period of accreditation minor changes to the study will be notified in the [VCAA Bulletin](#). The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes and advice about VCE studies published in the *VCAA 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](#). Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

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 this study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* provides 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.

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 the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, 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 and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) 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: oral examination } 15 per cent
written examination } 35 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](#) for authentication procedures. All assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

Strands and topics

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

- Chinese Language
- Culture and Society in Chinese-speaking communities

The table below sets out the prescribed strands and topics for each unit:

| Strand | Unit 1 topics | Unit 2 topics | Unit 3 topics | Unit 4 topics |
|---|--|--|---|------------------------------------|
| Culture and Society in Chinese-speaking communities | Chinese family culture, filial relationships and education | Chinese myths and legends, Chinese art | Chinese philosophies and aspects of culture | Contemporary Chinese social values |
| Chinese Language | Family and school life | Travel experience, geography | Leisure, lifestyles, entertainment | Youth issues, world of work |

Chinese Language strand

Text types

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with and which, consequently, may require a particular teaching and learning emphasis. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the end-of-year examination. (Characteristics of some text types are set out in the *Advice for teachers* companion document.)

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

Kinds of writing

The student is expected to be familiar with, and be able to produce, the following three kinds of writing: personal, imaginative and informative when writing in Chinese. (Details of each kind of writing are published in the *Advice for teachers* companion document.)

Vocabulary

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

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 |
| 2. | ān 安 | ānquán 安全 | píng'ān 平安 | |

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 | bāozǐ 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 | bìngfáng 病房 | shēngbìng 生病 | bìngjià 病假 |

C

| | | | | | | |
|-----|--------------------|-----------------------|-------------------|-----------------|-----------------------|---------------|
| 15. | cài 菜 | diǎncài 点菜 | càidān 菜单 | mǎicài 买菜 | | |
| 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 | | | |
| 19. | cháng 常 | jīngcháng 经常 | jiācháng 家常 | píngcháng 平常 | | |
| 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 | | | |
| 26. | chū 出 | chūlái/chūqù 出来/出去 | chūkǒu 出口 | | | |
| 27. | chù 处 | hǎochù 好处 | huàichù 坏处 | | | |
| 28. | chuáng 床 | qǐchuáng 起床 | shàngchuáng 上床 | | | |
| 29. | chūn 春 | chūntiān 春天 | chūnjuǎn 春卷 | | | |

D

| | | | | |
|-----|-----------|------------------|---------------|---------------------|
| 30. | dǎ 打 | dǎdiànhuà 打电话 | dǎqiú 打球 | dǎchē/dǎdī 打车/打的 |
| 31. | dà 大 | dàjiā 大家 | dàxué 大学 | |
| 32. | diàn 电 | diànhuà 电话 | diànshì 电视 | diànnǎo 电脑 |
| 33. | diàn 店 | shāngdiàn 商店 | fàndiàn 饭店 | |
| 34. | dòng 动 | dòngwù 动物 | yùndòng 运动 | dòngshǒu 动手 |
| 35. | duì 队 | qiúduì 球队 | duìyuán 队员 | duìzhǎng 队长 |
| 36. | duō 多 | duōshǎo 多少 | duōshuō 多说 | |

E

37. ér 儿 érzi 儿子 nǚ'ér 女儿

F

38. fā/fà 发 báifà 白发 fāshēng 发生 fāxìn 发信
39. fǎ 法 fāngfǎ 方法 fǎnglǜ 法律
40. fàng 放 fàngxué 放学 fàngxīn 放心 kāifàng 开放
41. fēi 飞 fēijī 飞机 qǐ fēi 起飞
42. fēi 非 fēicháng 非常 shìfēi 是非

G

43. gāo 高 gāoxìng 高兴 hěngāo 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 yíngòng 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
56. huā 花 huāqián 花钱 huāyuán 花园

| | | | | | |
|----------|-----------------|---------------------|--------------------|----------------|---------------|
| 57. | huà 化 | wénhuà 文化 | huàxué 化学 | | |
| 58. | huà 话 | shuōhuà 说话 | huàtí 话题 | | |
| 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. | jǐ 己 | zìjǐ 自己 | zhījǐ 知己 | | |
| 66. | jì 记 | rìjì 日记 | bǐjì 笔记 | | |
| 67. | jiā 家 | jiātíng 家庭 | zhuānjiā 专家 | zài jiā 在家 | |
| 68. | jià 假 | jiàqī 假期 | qǐngjià 请假 | | |
| 69. | jiāng 将 | jiānglái 将来 | jiāngyào 将要 | | |
| 70. | jiāo 交 | jiāopéngyou 交朋友 | jiāo zuòyè 交 作业 | jiāotōng 交通 | |
| 71. | jiào 教 | jiàoshī 教师 | jiàoshì 教室 | jiàoyù 教育 | jiājiào 家教 |
| 72. | jiào/jué 觉/觉 | shuìjiào 睡觉 | juéde 觉得 | | |
| 73. | jiē 接 | jiē diànhuà 接 电话 | jiēren 接人 | | |
| 74. | jié 节 | jiérì 节日 | guòjié 过节 | | |
| 75. | jiè 借 | jièshū 借书 | jièqián 借钱 | | |
| 76. | jīn 今 | jīntiān 今天 | jīnnián 今年 | | |
| 77. | jìn 近 | zuìjìn 最近 | hěnjìn 很 近 | jìnlái 近来 | |
| 78. | jīng 经 | yǐjīng 已经 | jīngcháng 经常 | | |

| | | | | | |
|----------|------------------|-------------------|------------------|---------------|--------------|
| 79. | jiǔ 酒 | hóngjiǔ 红酒 | báijiǔ 白酒 | | |
| 80. | jiù 旧 | jiùshū 旧书 | jiùchē 旧车 | | |
| K | | | | | |
| 81. | kāi 开 | kāichē 开车 | kāixīn 开心 | kāishǐ 开始 | dǎkāi 打开 |
| 82. | kàn 看 | kànqiú 看球 | kànjiàn 看见 | hǎokàn 好看 | |
| 83. | kǎo 考 | kǎoshì 考试 | gāokǎo 高考 | | |
| 84. | kē 科 | kēxué 科学 | kēmù 科目 | | |
| 85. | kě 可 | kěyǐ 可以 | kě'ài 可爱 | | |
| 86. | kè 客 | kèqì 客气 | kèrén 客人 | kèchē 客车 | qǐngkè 请客 |
| 87. | kè 课 | shàngkè 上课 | kèběn 课本 | kèbiǎo 课表 | |
| 88. | kōng/kòng 空/空 | kōngfángzi 空房子 | kōngjiān 空间 | yǒukòng 有空 | |
| 89. | kǒu 口 | rénkǒu 人口 | kǒuyǔ 口语 | | |
| 90. | kuài 快 | kuàilè 快乐 | kuàichē 快车 | hěнкуài 很快 | |
| L | | | | | |
| 91. | lǎo 老 | lǎoshī 老师 | lǎobǎn 老板 | gǔlǎo 古老 | |
| 92. | lè/yuè 乐/乐 | kuàilè 快乐 | yīnyuè 音乐 | yuèduì 乐队 | |
| 93. | lì 力 | gěilì 给力 | nǔlì 努力 | lìqì 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 | měishí měikè 每时每刻 | | |
| 104. mén 门 | xiàomén 校门 | ménkǒu 门口 | yì mén kè 一门课 | |
| 105. mí 迷 | qiú mí 球迷 | mí rén 迷人 | mí xìn 迷信 | |
| 106. mǐ 米 | mǐ fàn 米饭 | dà mǐ 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 | mòqī 末期 | | |
| N | | | | |
| 111. nán 男 | nánxiào 男校 | nánzi 男子 | nánnǚlǎoshào 男女老少 | |
| 112. nán 难 | kùnnán 困难 | nánkàn 难看 | | |
| 113. nián 年 | niánjí 年级 | guònián 过年 | | |
| P | | | | |
| 114. péng 朋 | péngyǒu 朋友 | qīnpénghǎoyǒu 亲朋好友 | | |
| 115. piào 票 | diànyǐngpiào 电影票 | piàojià 票价 | | |
| 116. píng 平 | shuǐpíng 水平 | píng'ān 平安 | | |
| Q | | | | |
| 117. qī 期 | xīngqī 星期 | xuéqī 学期 | | |
| 118. qǐ 起 | qǐlái 起来 | yìqǐ 一起 | | |
| 119. qì 气 | tiānqì 天气 | shēngqì 生气 | qìhòu 气候 | qìqiú 气球 |
| 120. qián 钱 | qiánbāo 钱包 | língqián 零钱 | | |

| | | | | |
|-----------------------|-------------------|--------------------|-----------------|------------------|
| 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 | | |
| 124. rén 人 | rénmen 人们 | rénqíng 人情 | | |
| 125. rèn 认 | rènshi 认识 | rènzhēn 认真 | | |
| 126. rì 日 | rìcháng 日常 | jiérì 节日 | rìzi 日子 | |
| 127. róng 容 | róngyì 容易 | xiàoróng 笑容 | | |
| 128. ròu 肉 | zhūròu 猪肉 | yáng ròu 羊肉 | niúròu 牛肉 | ròu bāozi 肉包子 |
| 129. rú 如 | rúguǒ 如果 | bǐrú 比如 | | |
| S | | | | |
| 130. shān 山 | shānshuǐ 山水 | shānhuǒ 山火 | huǒshān 火山 | |
| 131. shàng 上 | shàngxué 上学 | shàngbān 上班 | shàngmian 上面 | |
| 132. shǎo/shào 少/少 | duōshǎo 多少 | shǎojiàn 少见 | shào'ér 少儿 | shàonián 少年 |
| 133. shè 社 | shèhuì 社会 | shètuán 社团 | | |
| 134. shēng 生 | shēnghuó 生活 | xuéshēng 学生 | | |
| 135. shī 师 | shīshēng 师生 | shīfu 师傅 | | |
| 136. shí 时 | xiǎoshí 小时 | shídài 时代 | shíjiān 时间 | |
| 137. shì 市 | shìchǎng 市场 | shàngshì 上市 | | |
| 138. shì 事 | gùshi 故事 | shìqing 事情 | méishì 没事 | |
| 139. shì 室 | jiàoshì 教室 | shìnèi 室内 | shìwài 室外 | |
| 140. shì 视 | diànshì 电视 | shìlì 视力 | | |
| 141. shǒu 手 | zuǒyòushǒu 左右手 | èrshǒuchē 二手车 | | |
| 142. shū 书 | shūfǎ 书法 | dúshū 读书 | | |

| | | | |
|----------------|----------------|----------------|-----------------|
| 143. shù 数 | shùxué 数学 | shùzì 数字 | shùlǐhuà 数理化 |
| 144. shuǐ 水 | kāishuǐ 开水 | shuǐpíng 水平 | |
| 145. shuō 说 | xiǎoshuō 小说 | shuōfú 说服 | |
| 146. sòng 送 | sònglǐ 送礼 | sòngren 送人 | |
| 147. suì 岁 | suìshu 岁数 | suìyuè 岁月 | |

T

| | | | |
|----------------|----------------|--------------------|--|
| 148. tài 太 | tàitai 太太 | tàiyáng 太阳 | |
| 149. tāng 汤 | miàntāng 面汤 | jītāng 鸡汤 | |
| 150. tí 题 | tímù 题目 | wèntí 问题 | |
| 151. tīng 听 | tīngxiě 听写 | tīng yīnyuè 听音乐 | |
| 152. tóng 同 | tóngxué 同学 | tóngyàng 同样 | |

W

| | | | | |
|----------------|-----------------|---------------|---------------|--------------|
| 153. wài 外 | wàiyǔ 外语 | guówài 国外 | wàimiàn 外面 | wàimài 外卖 |
| 154. wán 完 | wánchéng 完成 | wánměi 完美 | | |
| 155. wǎn 晚 | wǎnshàng 晚上 | wǎnhuì 晚会 | wǎnfàn 晚饭 | |
| 156. wǎng 网 | shàngwǎng 上网 | wǎngqiú 网球 | | |
| 157. wàng 忘 | wàngjì 忘记 | nánwàng 难忘 | | |
| 158. wèi 味 | fēngwèi 风味 | kǒuwèi 口味 | | |
| 159. wén 文 | wénxué 文学 | zuòwén 作文 | | |
| 160. wǔ 午 | shàngwǔ 上午 | xiàwǔ 下午 | wǔfàn 午饭 | |

X

| | | | |
|--------------|--------------|--------------|-------------|
| 161. xī 西 | xīfāng 西方 | dōngxī 东西 | xīcān 西餐 |
| 162. xí 习 | xuéxí 学习 | fùxí 复习 | |
| 163. xǐ 喜 | xǐhuān 喜欢 | xǐ'ài 喜爱 | |

| | | | |
|----------------|-----------------|----------------|-------------------|
| 164. xià 下 | xiàbān 下班 | xiàchē 下车 | lóuxià 楼下 |
| 165. xiān 先 | xiānsheng 先生 | shǒuxiān 首先 | |
| 166. xiàn 现 | xiànzài 现在 | chūxiàn 出现 | |
| 167. xiǎo 小 | xiǎoxué 小学 | xiǎoxīn 小心 | xiǎoshíhou 小时候 |
| 168. xiào 校 | xuéxiào 学校 | xiàochē 校车 | xiàozhǎng 校长 |
| 169. xiē 些 | yìxiē 一些 | yǒuxiē 有些 | |
| 170. xiě 写 | xiězì 写字 | xiězuò 写作 | |
| 171. xīn 新 | xīnshēng 新生 | xīnshū 新书 | |

Y

| | | | |
|----------------|----------------|----------------------|----------------|
| 172. yǎng 养 | péiyǎng 培养 | yǎnggǒu 养狗 | yǎngmāo 养猫 |
| 173. yàng 样 | yíyàng 一样 | yàngzi 样子 | |
| 174. yè 业 | zuòyè 作业 | bìyè 毕业 | |
| 175. yī 衣 | máoyī 毛衣 | dàyī 大衣 | |
| 176. yī 医 | yīshēng 医生 | yīyuàn 医院 | |
| 177. yǐ 以 | yǐwéi 以为 | kěyǐ 可以 | |
| 178. yì 意 | yìsī 意思 | yìyì 意义 | |
| 179. yīn 音 | pīnyīn 拼音 | yīnyuè 音乐 | |
| 180. yīng 英 | Yīngyǔ 英语 | Yīngguó 英国 | |
| 181. yòng 用 | yǒuyòng 有用 | yòngchù 用处 | yòngxīn 用心 |
| 182. yóu 游 | yóuyǒng 游泳 | yóuxì 游戏 | |
| 183. yú 鱼 | jīnyú 金鱼 | yúmǐzhǐxiāng 鱼米之乡 | |
| 184. yǔ 雨 | xiàyǔ 下雨 | yǔshuǐ 雨水 | |
| 185. yǔ 语 | wàiyǔ 外语 | yǔyán 语言 | |
| 186. yuán 园 | gōngyuán 公园 | yuánlín 园林 | yuándīng 园丁 |

187. yuǎn 远 yuǎnjìn 远近 yǒngyuǎn 永远

188. yuè 月 yuèbǐng 月饼 míngyuè 明月

Z

189. zài 再 zàijiàn 再见 zàicì 再次

190. zǎo 早 zǎoshàng 早上 zǎofàn 早饭

191. zhàn 站 chēzhàn 车站 zhàntái 站台

192. zhǎo 找 zhǎorén 找人 zhǎoqián 找钱

193. zhī 知 zhīdào 知道 zhīshi 知识

194. zhōng 中 zhōngjiān 中间 qīzhōng 期中

195. zhù 住 zhù nǎr 住哪儿 zhùxiào 住校 zhùzhǐ 住址

196. zì 自 zìxí 自习 zìxué 自学 zìjǐ 自己

197. zì 字 hànzì 汉字 zìdiǎn 字典 wénzì 文字

198. zǒng 总 zǒngzhī 总之 zǒngshì 总是

199. zǒu 走 xíngzǒu 行走 zǒulù 走路

200. zuó 昨 zuótiān 昨天

201. 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. 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、德国、澳大利亚、新西兰、日本、韩国

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、李白、孙中山、毛泽东、邓小平

名胜: 长城、故宫、颐和园、兵马俑

3. Measure words

常见量词: 个、家、斤、张、本、只、支、条、双、部、件

4. 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

5. Prepositions

在、从、向、到、当、自

6. Conjunctions

虽然……但是……、不仅……而且……、因为……所以……、又……又……、
一……就……、如果……、和、跟

7. 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。

8. 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

9. 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：红红的、高高的、胖胖的、漂漂亮亮的

10. Verbs/tenses

单音动词：吃、喝、睡、走、来、跑、跳、去、做

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

11. 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。

Culture and Society in Chinese-speaking Communities strand

Topics

Students will be expected to be familiar with the topics listed on page 9. Teachers will decide which topics will be the focus of whole class study.

Social enquiry skills

Students develop the capacity to gather and evaluate a variety of source material and 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 this study 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 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](#).

Unit 1

In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

Area of Study 1

Family and education in China

This area of study focuses on two important aspects of life in modern China: the concept of the family and aspects of the contemporary education system.

Students are introduced to the tradition of filial piety, its origins and its influence on the development of young people. They examine generational change in the extended family, the social impact of the former policy of one child families and naming practices within families.

Students analyse, in English, texts about China's education system and consider how the schooling system in China reflects Chinese cultural values.

Outcome 1

On completion of this unit the student should be able to discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China.

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

Key knowledge

- features of family relationships in China
- the concept of filial piety
- the Chinese extended family
- naming practices in Chinese families
- the education system in China
- aspects of school life and daily routines in China and associated cultural values.

Key skills

- summarise and analyse information related to family relationships and the education system
- 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 speaking in Chinese

In this area of study students develop their capacity to interact in Chinese in social settings and share personal information and experiences with others. They use various ways of naming people and vary their level of formality when speaking about their personal world and aspects of life in Chinese-speaking communities with people of different ages and positions. They access information from a range of spoken texts and use evidence to support their ideas and opinions.

Outcome 2

On completion of this unit the student should be able to establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community.

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

Key knowledge

- aspects of family and friendship in Chinese-speaking communities
- daily routine and school life
- school subjects and exams
- conventions of informal conversation in Chinese, for example ways of naming people, question and answer forms, cues for turn-taking, exclamations and fillers
- vocabulary, structures and content related to given topics.

Key skills

- use structures related to describing, explaining and commenting on personal experiences
- exchange facts and use appropriate vocabulary and expressions
- use appropriate intonation, tones, stress and pitch
- convey meaning accurately
- recognise common patterns of word formation, loan words and grammatical markers and use these to infer meaning
- listen to spoken texts and extract information.

Area of Study 3

Reading and writing in Chinese

This area of study focuses on developing the student's ability to read short texts on aspects of the family in Chinese-speaking communities and the education system in China. They create texts in characters. Students produce informative writing and express personal ideas in written texts in Chinese.

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 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

- the education system in China
- daily school life
- the structure of Chinese families
- characters and vocabulary
- common patterns of word formation, loan words and grammatical markers
- grammatical structures related to the topics studied
- the main features of Chinese texts.

Key skills

- use character writing to express meaning
- infer meaning using key features of Chinese characters
- identify main points and supporting ideas in texts
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries
- select and make use of relevant reference materials
- summarise and synthesise information from texts
- convey meaning accurately in written texts.

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:

- interview in Chinese
- role-play in Chinese
- magazine article in English
- article in Chinese
- informative report in Chinese
- imaginative story in Chinese
- written research report in English
- an oral presentation 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

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

Area of Study 1

Myths, legends and art of China

This area of study focuses on two facets of Chinese culture: Chinese mythology and legends, and Chinese art.

Students are introduced to Chinese mythology evident in contemporary culture, including the dragon symbol and the importance of Chinese New Year and the Lantern festival. Students learn about legendary emperors and deities.

Students explore Chinese art through examining sources in English on areas such as calligraphy, painting, sculpture, ceramics, film and photography. They consider how these art forms represent aspects of Chinese culture.

Outcome 1

On completion of this unit the student should be able to research selected examples of Chinese mythology and legends, and art, and produce a written report in English.

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

Key knowledge

- Chinese mythology and legends in contemporary culture
- Chinese New Year, the dragon symbol and the Lantern festival
- the legendary emperors Qin Shi Huang and Qianlong and the deities Guan Gong (God of Fortune) and Mazu (the Sea Goddess)
- Chinese art forms such as:
 - brush and ink painting and calligraphy
 - contemporary visual art in China
 - painting and ceramics.

Key skills

- analyse and discuss the cultural significance of Chinese myths and legends
- examine and reflect on the evidence of Chinese myths and legends in contemporary culture
- explain how Chinese art forms represent aspects of Chinese culture
- draw on content in reference texts to develop and support ideas.

Area of Study 2

Listening and speaking in Chinese

In this area of study students develop the capacity to interact in Chinese in order to make arrangements and collaborate with others. They exchange information about travel plans in China, comparing information and expressing preferences. Students access information from a range of spoken texts and use evidence to support their ideas.

Outcome 2

On completion of this unit the student should be able to establish and maintain a basic spoken exchange in Chinese related to planning travel in China.

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

Key knowledge

- aspects of tourism in China
- facets of transport and accommodation in China
- regional differences in China
- linguistic structures related to asking for or giving assistance
- appropriate non-verbal forms of communication, such as gestures and eye contact.

Key skills

- listen to spoken texts and extract information
- give and request directions
- interpret simple maps of Chinese cities
- use vocabulary and expressions appropriate to travel
- use fillers, affirming phrases and formulaic expressions related to negotiation and transaction
- request services and public information
- initiate, maintain, direct as appropriate and close an exchange
- use gesture, stance and facial expression to enhance meaning and negotiate
- use appropriate forms of address.

Area of Study 3

Reading and writing in Chinese

This area of study focuses on developing students' ability to read short texts on features of Chinese geography and regional differences in China. They use information found in these sources to create texts in characters. Students produce a piece of writing in Chinese which provides information about specific aspects of the geography of China.

Outcome 3

On completion of this unit the student should be able to read and comprehend simple written texts in Chinese and create a simple text in Chinese about the geography of China.

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

Key knowledge

- geographical features of China
- regional differences in China
- relevant characters and vocabulary
- common patterns of word formation, loan words and grammatical markers
- grammatical structures related to the topics studied
- key features of written Chinese texts.

Key skills

- access characters and vocabulary from simple texts
- summarise information from sources
- write appropriately for the context, purpose and audience described
- apply the conventions of a selected text type, such as a short story, a report or an article
- read maps and street directories
- use structures related to describing, comparing and commenting on features of geography
- draw on content in reference 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
- interview in Chinese
- magazine article in English
- informative article in Chinese
- role-play in Chinese
- an oral presentation.

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 significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China using appropriate intonation, tones and stress with the appropriate vocabulary and expressions. Students produce simple texts using their knowledge to infer meaning from linguistic and contextual features of various sources.

Prescribed texts for Units 3 and 4

In this study 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, Unit 3.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the [VCAA Bulletin](#).

Area of Study 1

Chinese culture and philosophy

This area of study focuses on influential Chinese schools of thought and significant aspects of culture. Students will 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.

Students are introduced to two of the following three Chinese philosophies: Confucianism, Daoism and Buddhism. They investigate the influence of two of these schools of thought on contemporary culture in China.

Students investigate the concept of Guanxi in Chinese culture. They examine sources in English to gain an understanding of the principles on which this concept is based and consider the influence of this concept on life in contemporary Chinese-speaking communities.

Outcome 1

On completion of this unit the student should be able to discuss in English the significance and influence of two Chinese philosophies and Guanxi in contemporary Chinese culture.

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

Key knowledge

- the belief systems of two of the following three philosophies: Confucianism, Daoism and Buddhism
- the significance of either Confucianism, Daoism or Buddhism in shaping contemporary China
- the significance of Guanxi in contemporary China.

Key skills

- summarise, synthesise and evaluate information from texts
- reflect on and analyse the influence of Chinese philosophies or religions on the culture of Chinese-speaking communities and other cultures
- explain how features of contemporary Chinese culture are reflected in Guanxi

- draw on content in reference texts to develop and support ideas
- interpret and draw conclusions from information gathered from a range of sources
- critically reflect on their own and others' cultural values
- structure writing to sequence main ideas and develop ideas logically.

Area of Study 2

Listening and speaking in Chinese

In this area of study students interact in spoken Chinese and present and comment on factual information. They vary their level of formality when speaking with people of different ages and positions. They access information about leisure and lifestyle activities from a range of spoken texts and use evidence to support their ideas and opinions.

Outcome 2

On completion of this unit the student should be able to understand and use information from a spoken text related to an aspect of leisure and lifestyle in Chinese-speaking communities, and present this information in spoken Chinese.

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

Key knowledge

- popular leisure activities in China
- major sporting events in China
- young people's entertainment in China
- language structures related to describing, explaining and commenting on leisure activities.

Key skills

- apply conventions of conversation including question and answer forms, cues for turn-taking, exclamations and fillers
- exchange facts and use vocabulary and expressions appropriate to the topic areas
- use appropriate intonation, tones, stress and pitch
- select, organise and make effective use of evidence gathered
- convey meaning accurately.

Area of Study 3

Reading and writing in Chinese

In this area of study students develop their ability to read short texts on features of contemporary Chinese lifestyle and cultural characteristics. They use material found in these sources to create texts in characters. Students produce a piece of writing in Chinese on this theme.

Outcome 3

On completion of this unit the student should be able to read and comprehend written texts in Chinese about aspects of life in a Chinese-speaking community and write a report in Chinese.

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

Key knowledge

- Chinese food culture
- changes in youth culture and relationships
- structures related to describing, comparing and commenting on features of lifestyle and leisure.

Key skills

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

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 *Advice for teachers* 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 |
|--|------------------|--|
| <p>Outcome 1 Discuss in English the significance and influence of two Chinese philosophies and Guanxi in contemporary Chinese culture.</p> | 25 | A 600-word written report in English. |
| <p>Outcome 2 Understand and use information from a spoken text related to an aspect of leisure and lifestyle in Chinese-speaking communities, and present this information in spoken Chinese.</p> | 15 | Listen to a three-minute spoken text in Chinese and use the information obtained to answer questions in spoken Chinese. |
| <p>Outcome 3 Read and comprehend written texts in Chinese about aspects of life in a Chinese-speaking community and write a report in Chinese.</p> | 10 | <p>Read two texts in Chinese about one of the following topics:</p> <ul style="list-style-type: none"> • Chinese food culture • changes in youth culture and relationships <p>AND</p> <p>Answer questions on the texts in written Chinese</p> <p>AND</p> <p>Write a 100–150 character report in Chinese on the selected topic.</p> |
| Total marks | 50 | |

*School-assessed Coursework for Unit 3 contributes 25 per cent.

External assessment

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

- an oral examination: 15 per cent
- a written examination: 35 per cent.

Details on the two end-of-year examinations can be found on pages 36–38.

Unit 4

This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students investigate technological, social and political change in China. They reflect upon their own and others' cultural values and further develop the capacity to interact with other speakers of the language. Information is also accessed through a range of spoken texts on the world of work and there is an emphasis on conveying meaning accurately in spoken Chinese. Students also further develop their writing skills in the area of future employment.

Prescribed texts for Units 3 and 4

In this study 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 4.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the [VCAA Bulletin](#).

Area of Study 1

Modern China

This area of study focuses on exploring contemporary Chinese social values. Students consider one of the following aspects of life in China: technological change, social and political change and the role of China in the global economy.

Students will 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.

Outcome 1

On completion of this unit the student should be able to investigate contemporary Chinese social and cultural values in English and produce a written report in English.

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

Key knowledge

- technological change in China
- social and political change in China
- contemporary Chinese cultural values
- the role of China in the global economy.

Key skills

- summarise and synthesise information from sources
- reflect on and analyse aspects of social change in China
- infer points of view, opinions and cultural values
- explain how features of Chinese culture are reflected in the areas of technological, political and social change
- draw on content in reference texts to develop and support ideas
- interpret and draw conclusions from information gathered from a range of sources
- critically reflect on their own and others' cultural values
- structure writing to sequence main ideas and develop ideas logically.

Area of Study 2

Listening and speaking in Chinese

In this area of study students develop their capacity to interact in spoken Chinese and present and comment on factual information. They explore the world of work for young people in China. Students access information from a range of spoken texts and use evidence to support their ideas and opinions.

Outcome 2

On completion of this unit the student should be able to establish and maintain a spoken exchange in Chinese about an employment-related issue experienced by young people in Chinese-speaking communities.

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

Key knowledge

- the world of work for young people in China
- work skills and gaining employment
- further education and training
- future plans
- job interviews
- job advertisements online.

Key skills

- interact with others and discuss selected topics related to the world of work
- link ideas to explain opinions
- use appropriate intonation, tones, stress and pitch
- select, organise and make effective use of evidence gathered
- convey meaning accurately in spoken Chinese.

Area of Study 3

Reading and writing in Chinese

In this area of study students develop their ability to read short texts in Chinese on balancing study, leisure and work, gaining employment and occupations of the future. They use material found in these sources to create texts in characters. Students produce a piece of writing in Chinese on this theme.

Outcome 3

On completion of this unit the student should be able to read and comprehend written texts in Chinese about the world of work in China and produce a written text in Chinese.

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

Key knowledge

- the meaning of balanced study, leisure and work
- gaining employment
- occupations of the future
- conventions of text types such as articles, reports, letters and blog posts
- the experience of working overseas.

Key skills

- infer meaning from linguistic and contextual features
- write appropriately for the context, purpose and audience described
- access characters and vocabulary texts
- refer to digital or print dictionaries
- plan and revise for coherence of form, language and structure
- show knowledge of and use simple stylistic features such as repetition and contrast
- infer meaning from cognates, grammatical markers and common patterns of word formation.

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 *Advice for teachers* 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 contemporary Chinese social and cultural values in English and produce a written report in English. | 25 | A 600–800 word written report, in English, on aspects of Chinese social and cultural values. |
| Outcome 2 Establish and maintain a spoken exchange in Chinese about an employment-related issue experienced by young people in Chinese-speaking communities. | 15 | A two- to three-minute role-play in Chinese. |
| Outcome 3 Read and comprehend written texts in Chinese about the world of work in China and produce a written text in Chinese. | 10 | A 100–150 character text in Chinese. Select from: an article, an email or a report. |
| Total marks | 50 | |

*School-assessed Coursework for Unit 4 contributes 25 per cent.

External assessment

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

- an oral examination
- a written examination.

Contribution to final assessment

The oral examination will contribute 15 per cent.

The written examination will contribute 35 per cent.

Oral examination (approximately 15 minutes)

The oral examination has two sections and will be conducted in Chinese. It will be conducted with two assessors and will be recorded for verification purposes.

Section 1: General conversation in Chinese (7 minutes)

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

Section 2: Presentation of a visual stimulus in Chinese (8 minutes)

Students will provide a two-minute description of an item they have brought to the examination, such as a picture, a cartoon or an artefact. The stimulus will be related to the prescribed topics for Units 3 and 4. Students will then respond in Chinese to a series of simple questions on the stimulus provided.

Written examination

Description

All key knowledge and key skills that underpin Unit 3 and Unit 4 are examinable. Section 3 of this examination will be based on the prescribed texts described on page 22.

A panel appointed by the VCAA will set the examination.

Format

Students will answer a series of questions requiring short and extended responses in the following three sections:

- Section 1: Listening to Chinese and responding in both Chinese and in English.
- Section 2: Writing in Chinese.
- Section 3: Responding in English. Analyse and evaluate information from reading texts and produce a response of 300 words in English.

Conditions

The examination will be completed under the following conditions:

- Duration: two 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](#).
- Assessors appointed by the VCAA will mark the examination.

Contribution to final assessment

The written examination will contribute 35 per cent.

Further advice

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

Contribution of assessment tasks to study score

| School-assessed Coursework | % | End-of-year examinations | % |
|---|----------|--|----------|
| Unit 3 | | Oral examination | |
| 600-word written report in English | 12.5 | Conversation in Chinese | 7 |
| Response to questions – spoken Chinese | 7.5 | Response to a visual stimulus in Chinese | 8 |
| 100–150 character report in Chinese | 5 | | |
| Unit 4 | | Written examination | |
| 600–800 word written report in English | 12.5 | Section 1: Listening and responding | |
| A two- to three-minute role-play in Chinese | 7.5 | Part A: Response in English | 7.5 |
| 100–150 character written text in Chinese. | 5 | Part B: Response in Chinese | 7.5 |
| | | Section 2: Writing in Chinese | 10 |
| | | Section 3: Responding in English to stimulus | 10 |