

VCE

**Chinese Language Culture and Society
Study Design 2023-2027**

A focus on Area of Study 1

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Welcome

Purpose of this webinar:

This webinar will focus on Area of Study 1 in the new study design for VCE Chinese Language Culture and Society 2023-2027.


It will support teachers to teach and assess Outcome 1 and to use the Prescribed Text list for Units 3 and 4.

Presenters:

Languages Unit personnel



Guest expert teacher of this VCE study

Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

Send

 Participant  QA

VCAA program of implementation PL

- Pre recorded video - overview of changes (May 2022)
- Live Webinar 1 - overview (June 2022)
- Live Webinar 2 - focus on Area of Study 1 (August 2022)

👉 **All three recordings will be available on the**
[VCE Chinese Language Culture and Society Study Page](#)

Overview – what this webinar will cover

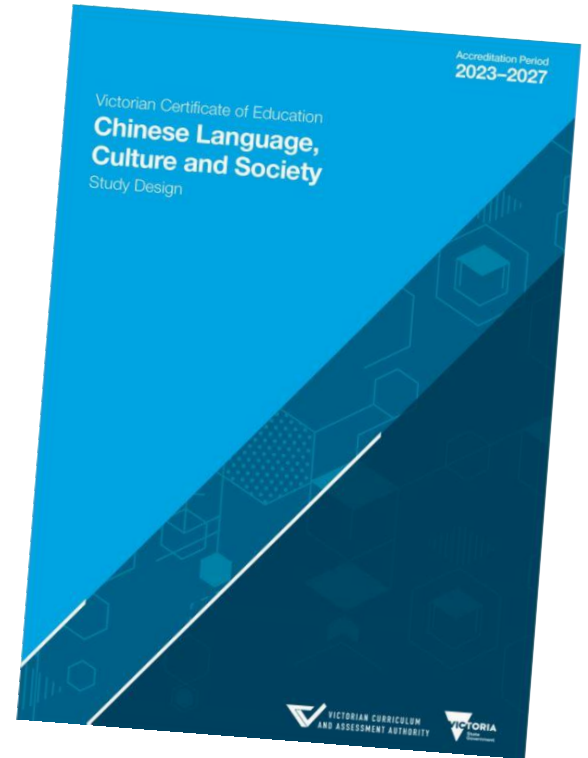
- Reminder about the overall structure of the revised study design
- Culture and Society in Chinese-speaking Communities strand
- Topics for this strand in Units 1, 2, 3 and 4.
- “Unpack” the outcomes, key knowledge and key skills in this strand
- Social enquiry skills
- Prescribed texts
- Further support and resources

Publication of the Study Design

The revised and reaccredited VCE **Chinese Language, Culture and Society Study Design 2023-2027** Study Design has been published.

You can find it on the VCAA website, on the study design page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chineselanguage-cultureandsociety/Pages/Index.aspx>



Strands

Culture and Society in Chinese-speaking Communities strand	Area of Study 1
Chinese Language strand	Area of Study 2 Area of Study 3

Structure of the study

Unit 1	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Confucianism and social harmony
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	Listening and responding Reading and writing in Chinese
Unit 2	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Major Chinese philosophies and Chinese myths and legends
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	Speaking in Chinese Reading, viewing and writing in Chinese
Unit 3	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Chinese philosophies and their impact on Chinese society
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	Listening and responding Reading and writing in Chinese
Unit 4	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Social and economic development of contemporary China
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	Speaking in Chinese Reading, viewing and writing in Chinese

Structure of the study

Unit 1	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Confucianism and social harmony
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	
Unit 2	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Major Chinese philosophies and Chinese myths and legends
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	
Unit 3	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Chinese philosophies and their impact on Chinese society
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	
Unit 4	Culture and Society in Chinese-speaking Communities strand	Area of Study 1	Outcome 1	Social and economic development of contemporary China
	Chinese Language strand	Area of Study 2 Area of Study 3	Outcome 2 Outcome 3	

Entry to this VCE Study

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](#) and in the [VCE and VCAL Administrative Handbook](#).

Topics in Area of Study 1

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.

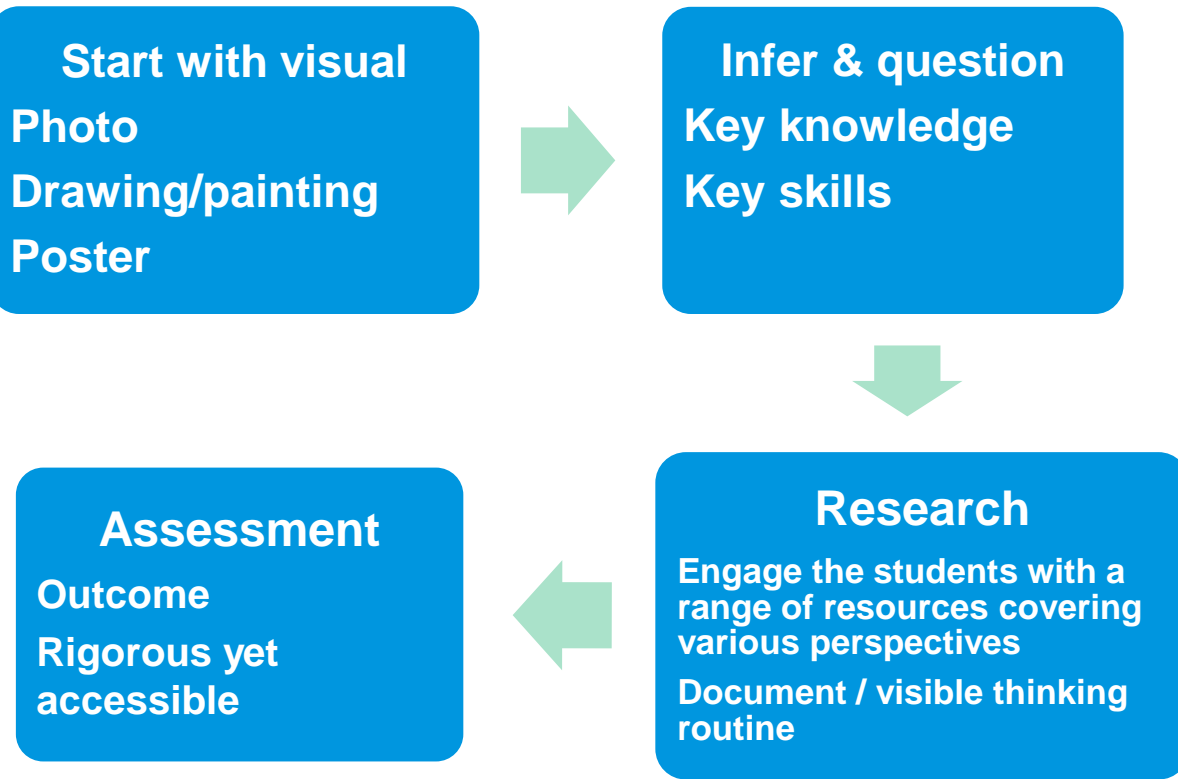
Students will be expected to study the topics listed in the table below.

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.

Tips for teaching social enquiry skills



Unit 1 Outcome 1

Area of Study 1	Outcome statement	Suitable tasks may be selected from:
Confucianism and social harmony	Discuss and analyse , in English, key features of Confucian ideas and their impacts on relationships in Chinese-speaking communities	<ul style="list-style-type: none">• magazine article in English• written research report in English

Unit 1 Outcome 1

Area of Study 1	Outcome statement	Suitable tasks may be selected from:
Confucianism and social harmony	Discuss and analyse , in English, key features of Confucian ideas and their impacts on relationships in Chinese-speaking communities	<ul style="list-style-type: none">• magazine article in English• written research report in English

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.

Unit 1 Outcome 1

Key knowledge	Key skills
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

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.

<i>investigate</i>	<i>explain</i>
<i>summarise</i>	<i>examine</i>
<i>select</i>	<i>conclude</i>
<i>organise</i>	<i>interpret</i>
<i>reflect</i>	<i>analyse</i>
<i>synthesise</i>	<i>evaluate</i>

Command terms

<i>discuss</i>	<i>analyse</i>
<i>research</i>	<i>investigate</i>

<https://www.vcaa.vic.edu.au/Documents/exams/GlossaryofCommandTerms.docx>

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY **VICTORIA State Government**

Glossary of command terms

This glossary of command terms provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations.

The glossary can be used by:

- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations
- examination panels in the development of assessment items for external examinations.

The glossary may be used in classrooms by teachers across all F–10 curriculum areas and VCE studies to help students better understand the requirements of command terms in the context of their discipline. Students may benefit from using the glossary in the context of questions and tasks they are working on as opposed to learning the terms in isolation.

It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the glossary. For example, an 'evaluate' question will require a different response in Mathematics than it will in History.

The list of terms in the glossary is not intended to be exhaustive or limiting; other terms may be used if required and/or appropriate, allowing study-specific questions to be constructed. Additionally, not all terms in the glossary will be suitable for use in all disciplines and studies. Reference to the relevant curriculum and VCE study design is paramount when developing internal and external assessments.

When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

Term	Explanation
account of	Describe a series of events or transactions.
account for	State reasons for; report on.
analyse	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
apply	Use; employ in a particular situation or context.
assess	Make a judgment about, or measure, determine or estimate, the value, quality, outcomes, results, size, significance, nature or extent of something.
calculate	Determine from given facts, figures or information; obtain a numerical answer showing the relevant stages in the working; determine or find (e.g. a number, answer) by using mathematical processes.
clarify	Make a statement or situation more comprehensible.
compare	Recognise similarities and differences and the significance of these similarities and differences.

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Unit 2 Outcome 1

Area of Study 1	Outcome statement	Suitable tasks may be selected from:
Major Chinese philosophies and Chinese myths and legends	Research a selected Chinese myth or legend and produce a response in English about its connection to Confucianism, Daoism and/or Buddhism	<ul style="list-style-type: none">• written research report in English• exploratory essay in English

Unit 2 Outcome 1

Area of Study 1	Outcome statement	Suitable tasks may be selected from:
Major Chinese philosophies and Chinese myths and legends	Research a selected Chinese myth or legend and produce a response in English about its connection to Confucianism, Daoism and/or Buddhism	<ul style="list-style-type: none">• written research report in English• exploratory essay in English

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.

Unit 2 Outcome 1

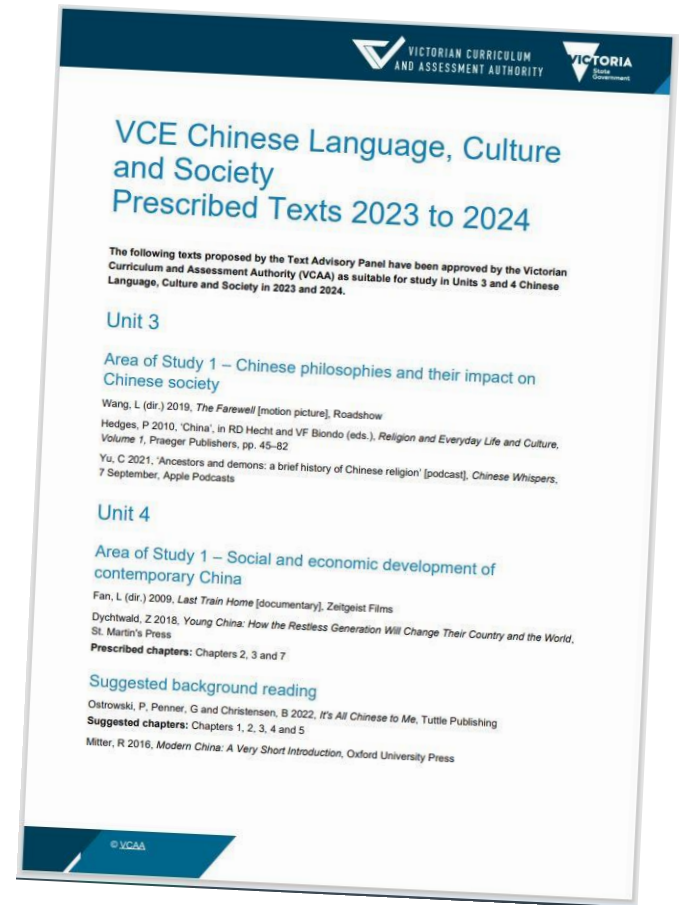
Key knowledge	Key skills
<ul style="list-style-type: none">• the key features of Confucianism, Daoism and Buddhism• the interrelationship between Confucianism, Daoism and Buddhism, and their explanations of the world and the relationship between humans and the environment• Chinese creation myths such 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)	<ul style="list-style-type: none">• 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

How to develop a task for this strand

- **Task design:**
 - Compliant
 - To provide evidence that determine the achievement of outcomes
 - Multiple entry points for accessibility
 - Differentiate (Bloom, SOLO taxonomy)
- **Different task types (balance of assessment)**
 - Questions with a shorter response
 - Designing sequential questions for a common stimulus (consider introducing an alternative entry point for each question but increase the level of difficulty)
 - Extended response
- **Tailoring a question to target specific aspects of content**
- **Assess a “representative sample” of Key Knowledge and Key Skills (as long as it aligns with the outcome statement)**

Units 3 and 4: Prescribed texts

- Prescribed texts are used to support the teaching of content in Area of Study 1 at Unit 3 and 4 level
- Questions in the written examination will be based on these prescribed texts.
- 2023-2024 prescribed text list is now published on the Study Page



Unit 3 Outcome 1

Area of Study 1	Outcome statement	Task statement
Chinese philosophies and their impact on Chinese society	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.	An essay, written analysis or report in English.

Unit 3 Prescribed texts (2023-24)



Hedges, P 2010, 'China', in RD Hecht and VF Biondo (eds.), *Religion and Everyday Life and Culture*, Volume 1, Praeger Publishers, pp. 45–82

Yu, C 2021, 'Ancestors and demons: a brief history of Chinese religion' [podcast], *Chinese Whispers*, 7 September, Apple Podcasts

Wang, L (dir.) 2019, *The Farewell* [motion picture], Roadshow

Unit 3 Outcome 1

Area of Study 1	Outcome statement	Task statement
Chinese philosophies and their impact on Chinese society	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.	An essay, written analysis or report in English.

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.

Unit 3 Outcome 1

Area of Study 1	Outcome statement	Task statement
Chinese philosophies and their impact on Chinese society	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.	An essay, written analysis or report in English.

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.

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Unit 3 Outcome 1

Key knowledge	Key skills
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

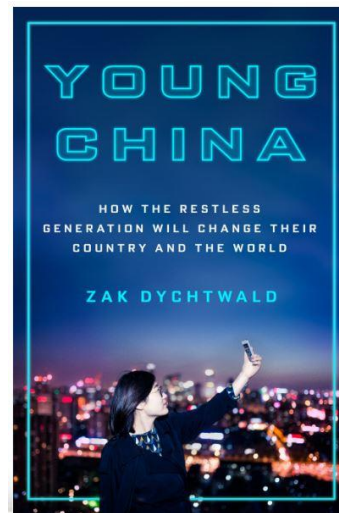
Unit 4 Outcome 1

Area of Study 1	Outcome statement	Task statement
Social and economic development of contemporary China	Investigate the impact of social and economic development on contemporary Chinese values, and produce a written response in English with <u>reference to text(s) studied</u> .	An essay, written analysis or report in English.

Unit 4 Prescribed texts (2023-24)



Fan, L (dir.) 2009, *Last Train Home* [documentary], Zeitgeist Films



Dychtwald, Z 2018, *Young China: How the Restless Generation Will Change Their Country and the World*, St. Martin's Press
Prescribed chapters: Chapters 2, 3 and 7

Unit 4 Outcome 1

Area of Study 1	Outcome statement	Task statement
Social and economic development of contemporary China	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 .	An essay, written analysis or report in English.

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.

Unit 4 Outcome 1

Area of Study 1	Outcome statement	Task statement
Social and economic development of contemporary China	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.	An essay, written analysis or report in English.

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.

Unit 4 Outcome 1

Key knowledge	Key skills
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

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.
- Oral examination: approximately 15 minutes
- Written examination: 2 hours plus 15 minutes reading time

Coming soon

- Support materials (formerly called Advice for Teachers)
- Examination specifications (oral and written)
- Sample written examination

Thank you

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