



# **Chinese Beginners**

## **Stage 6 Syllabus**

### **Preliminary and HSC Courses**

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# 1 The Higher School Certificate Program of Study

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

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

## **2 Introduction to Chinese Beginners in the Stage 6 Curriculum**

### **2.1 The Language**

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

For the purpose of this syllabus, modern standard Chinese is taken to be *putonghua* in the spoken form, and simplified 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*. The romanised form of the character text is *Hanyu Pinyin*.

Students will be expected to be conversant with simplified characters. Questions and tasks will be set in simplified characters and all written responses should be in simplified characters.

### **2.2 Description of Target Group**

The Chinese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Chinese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies *Assessment, Certification and Examination Manual*.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.

## 2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/*Putonghua*, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

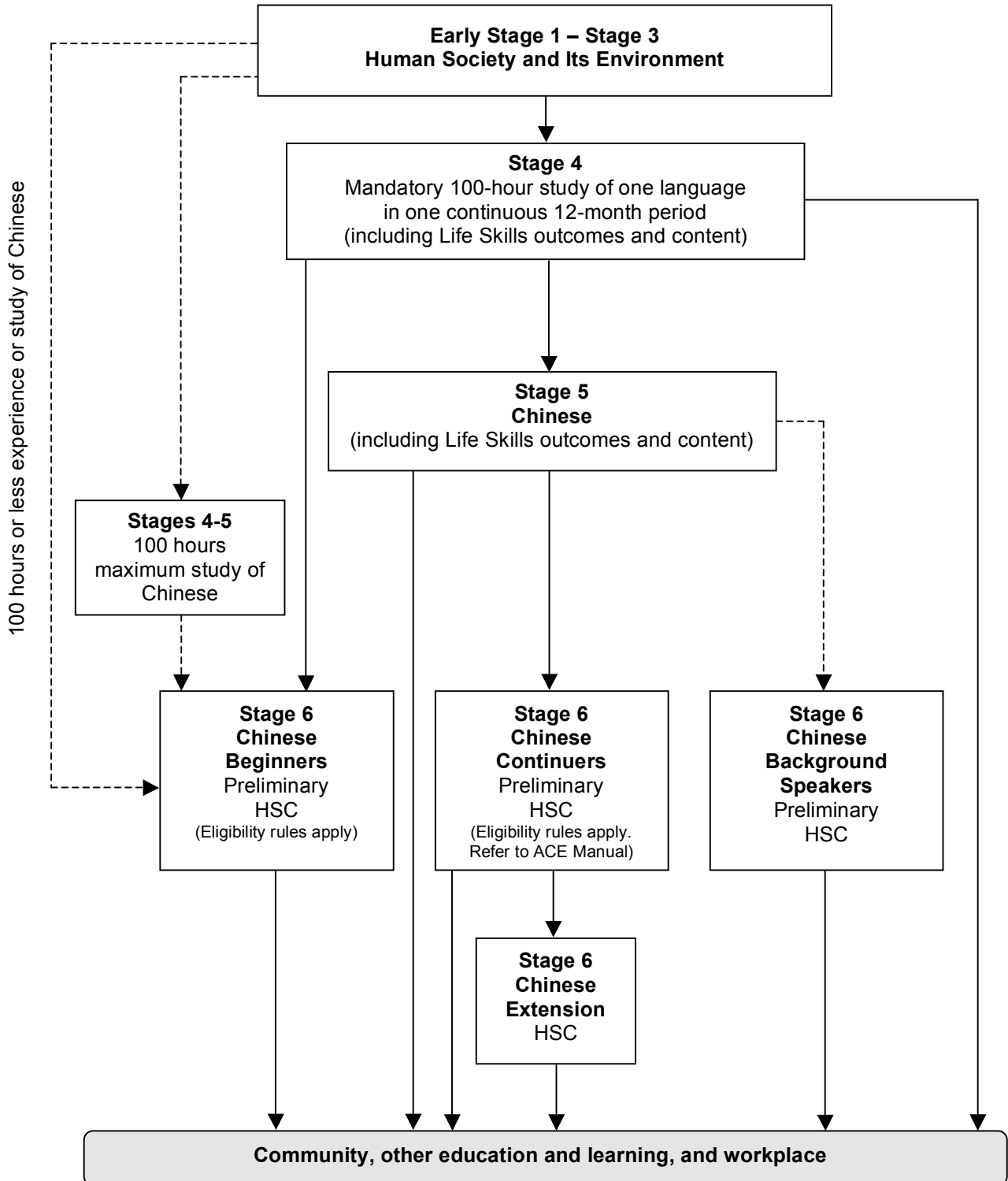
China has a significant profile in economic, political and cultural developments, both globally and, in particular, in the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities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

The ability to communicate in Chinese contributes significantly to the sociocultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian, and indeed to global, society.

The study of Chinese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### 3 Continuum of Learning

The diagram places the syllabus in the context of the K-12 Chinese curriculum.



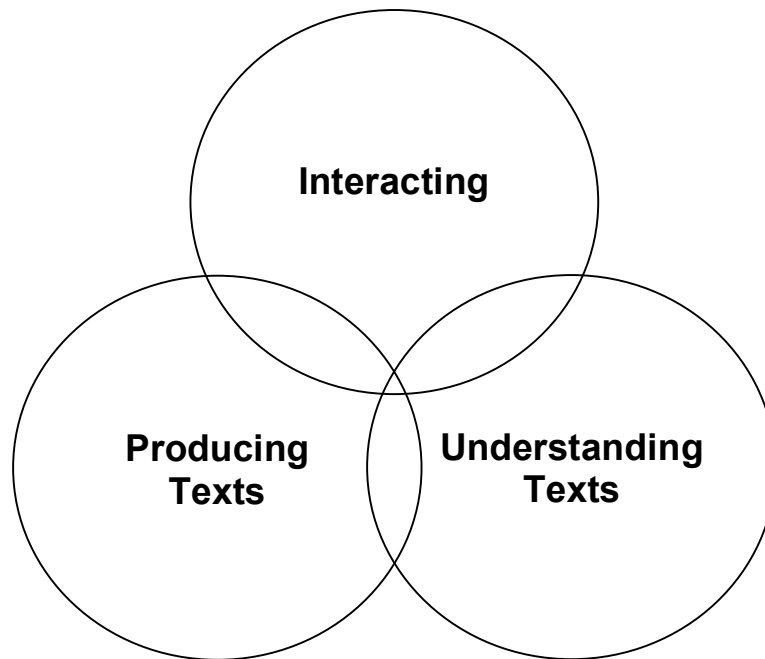
## 4 Aim

The aim of the *Chinese Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

## 5 Objectives

### Communication



#### **Objective 1 – Interacting**

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Chinese in interpersonal situations.

#### **Objective 2 – Understanding Texts**

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

#### **Objective 3 – Producing Texts**

Students will create and present texts in Chinese for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

## **6 Course Structure**

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

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

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

In the HSC course students will extend and refine their communication skills in Chinese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

Objectives	Outcomes
<b>Interacting</b>	A student:
	1.1 establishes and maintains communication in Chinese
	1.2 manipulates linguistic structures to express ideas effectively in Chinese
	1.3 sequences ideas and information
	1.4 applies knowledge of the culture of Chinese-speaking communities to interact appropriately
<b>Understanding Texts</b>	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
	2.6 identifies and explains aspects of the culture of Chinese-speaking communities in texts
<b>Producing Texts</b>	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
	3.4 applies knowledge of the culture of Chinese-speaking communities to the production of texts.

## 7.2 Key Competencies

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

Key competencies are embedded in the *Chinese Beginners Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction the key competencies of **planning and organising activities** and **working with others and in teams** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of **using technology**. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of **solving problems**.

## **8 Content**

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

## 8.1 Content of Chinese Beginners Preliminary and HSC Courses

### Objective 1 – Interacting

**Outcomes:**

A student:

- 1.1 establishes and maintains communication in Chinese
- 1.2 manipulates linguistic structures to express ideas effectively in Chinese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Chinese-speaking communities to interact appropriately.

**Students learn about:**

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- formal and informal language, and when and where it is used
- sociolinguistic conventions relating to everyday activities
- the linking of *Hanzi* with a sound and meaning
- the construction of *Hanzi* and sounds.

**Students learn to:**

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction, eg 好吧! *Hao ba!* 明天见! *Mingtian jian!*
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience
- maintain an interaction by responding to and asking questions and sharing information
- use appropriate language features to enhance communication, eg tone, intonation
- structure information and ideas coherently
- apply appropriate social conventions in formal and informal contexts, eg terms of address 李老师 *Li laoshi*, 王先生 *Wang xiansheng*
- use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations 谢谢! *Xiexie!* 不客气。 *Bu keqi*
- relate *Hanzi* components to pictures representing objects and ideas, eg 雨 *yu*
- recognise similar phonetic components, eg 马 *ma*, 妈 *ma*, 吗 *ma*.

## Objective 2 – Understanding Texts

### Outcomes:

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Chinese-speaking communities in texts.

### Students learn about:

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, enhance or promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts
- register and common expressions in language use
- the construction of *Hanzi* and meaning
- ways to deconstruct *Hanzi*.

### Students learn to:

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts
- explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms
- explore the specific written forms used to convey meaning, eg radicals 亻, 讠
- recognise that compound *Hanzi* are composed of two sides which may be related in sound or meaning to the compound *Hanzi*.

**Objective 3 – Producing Texts**

**Outcomes:**

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
- 3.4 applies knowledge of the culture of Chinese-speaking communities to the production of texts.

**Students learn about:**

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- the application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use
- key features of the writing system
- meaning conveyed in words.

**Students learn to:**

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts
- write *Hanzi* and build words using familiar symbols, eg 明 *ming*
- analyse ways in which words are constructed, eg how particles are used for grammatical effect, 了 *le* particle for completed action, 着 *zhe* particle for continuing action, 过 *guo* particle indicating a certain experience in the past.

## 8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the Chinese-speaking communities.

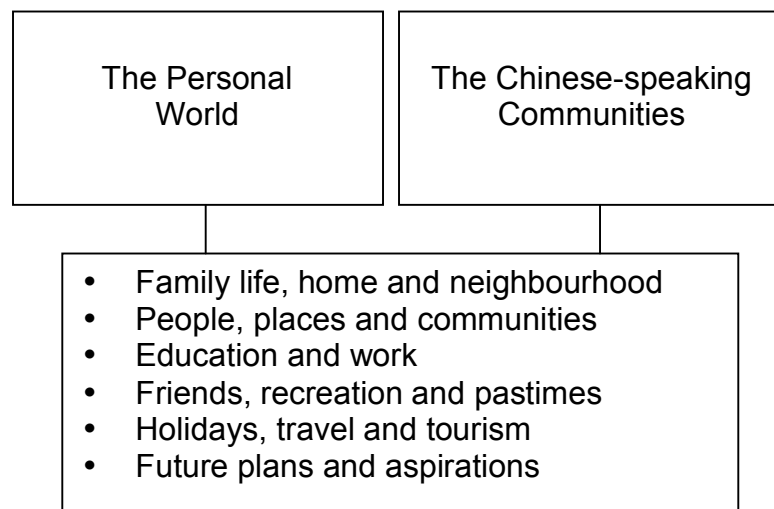
The two perspectives will enable students to develop knowledge and understanding of and skills in the Chinese language, linked to cultural values, attitudes and practices.

The perspective, *the personal world*, will enable students to use Chinese to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the Chinese-speaking communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Chinese is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

### Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

### 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following written texts in the external examination. The language to be used is the modern standard version of Chinese.

article (eg for a school magazine)  
diary/journal entry  
email  
informal letter

message  
note  
postcard  
script of a talk (to an audience)

### 8.4 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

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

Tasks can be described as having five elements:

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

### 8.5 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

### 8.6 Characters

A list of characters that are relevant to the topics will be provided in a separate document.

### 8.7 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Chinese Beginners Stage 6*.

## 8.8 Grammar

Throughout the Chinese Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Students will be expected to **recognise** and **use** the following grammatical structures:

### A: PARTS OF SPEECH

Item/Function	Example(s)	In phrases/sentences
<b>Nouns</b> common  proper	人, 书  白大伟, 王老师	
<b>Measure Words</b> animals classroom objects clothes general length weight monetary time	只, 条  本  件, 条, 双  个  米, 公里  斤, 公斤  块(元), 毛(角), 分  点(钟), 分钟	一只猫, 两条鱼  一本书  一件毛衣, 两条裤子, 一双皮鞋  三个学生  五米, 三十公里  半斤, 两公斤  十块两毛五(分)  三点五分
<b>Pronouns</b> personal  demonstrative  interrogative pronouns	我(们), 你/您(们), 他/她/它(们)  这, 那 这儿/这里, 那儿/那里  谁, 什么, 哪  哪儿? 几, 多少	他是谁? 这是什么? 您是哪位? 你住哪儿? 今天几月几号?

Item/Function	Example(s)	In phrases/sentences
<b>Numerals</b> counting  ordinals  approximations  fractions  percentages  decimals	零, 一, 二, 三, 四 千, 百, 十  第  三四, 五六, 八九, 十一二 二三十  三分之一  百分之十  五点一	三点零五分 两千九百三十五  第一课, 第二天  三四个人
<b>Verbs</b> action  emotive  auxiliary  direction  special	走, 看, 写  喜欢, 觉得, 知道, 爱  能, 会, 要, 可以, 应该  上/下, 来/去/回  是, 有	看电影  我喜欢打球。  她会画画儿。  他下楼了。 我回来了。 你去哪儿?  那是电脑。 他们有汽车。
<b>Adverbs</b> frequency  sequence  linking  quantity  degree  negation  progress	常常, 不常, 又, 再  就, 才, 刚  也, 还  都, 只  很, 非常, 最  不, 没(有)  正, 正在	我不常游泳。  我就来。 老师才来。 她刚走。  我喜欢游泳, 也喜欢打球。  我们都学习汉语。 只有两个  你最喜欢什么运动?  我不冷。 他没上课。  正下雨呢。 他正在看书。

Item/Function	Example(s)	In phrases/sentences
<b>Adjectives</b> monosyllabic disyllabic monosyllabic (colours) nouns as adjectives	大/小, 多/少, 长/短 高兴 白, 红, 蓝, 黑, 绿 男, 女	他的头发很长。 老师今天很高兴。 白衬衫, 黑皮鞋 男生, 女人
<b>Prepositions</b> distance position direction object focus comparative	从, 离 在 对, 给 把 比	从三月到五月 我家离学校很近。 在桌子下面 她对你说什么? 谁给我打电话? 把书打开。 她比我高。
<b>Conjunctions</b> linking (pro)nouns alternative phrases	和, 跟 还是 (question) 因为...	他和我是同学。 你跟我一起走。 你想去北京还是想去西安? 我昨天没上课, 因为我生病了。
<b>Particles</b> verbal structural modal	了, 过 的 (possessive) 的 (attributive) 得 (complement) 地 (adverbial) 吗, 呢, 吧 了	我买了一个苹果。 我去过中国。 老师的词典, 我(的)妈妈 我喜欢的人 我跑得(很)快。 高兴地说 你明天来吗? 走吧! 你呢? 我吃饱了。 太好了!

**B: SENTENCE PARTS**

Item/Function	Example(s)	In phrases/sentences
<b>Subject</b> noun/pronoun  verb-construction	桌子/他  学习汉语	桌子很大/他是我朋友。  学习汉语很有意思。
<b>Predicate</b> verb as...  adjective as...  noun as...	唱, 看  漂亮  星期五	她唱歌。 他看书。  我姐姐很漂亮。  今天星期五。
<b>Object</b> noun (phrase)  pronoun  adjective (phrase)  verb (phrase)	英语  他  热  打乒乓球	她会说英语。  爸爸叫他。  我觉得很热。  他们喜欢打乒乓球。
<b>Attributives</b> (pro)noun  adjective  adverb + adjective  numeral + measure word	他  有意思  很多  两个	他的汽车  有意思的电影  很多地方  两个朋友
<b>Adverbial Adjunct</b> adverb as...  adjective as...  preposition-construction as...  noun as... (i) indicating time  (ii) indicating place	非常  快, 高兴  从北京, 往东  在悉尼  下个星期  前面	非常好看  快走 高兴地说  他从北京来。 往东走 在悉尼工作  下个星期去旅游  在前面走

Item/Function	Example(s)	In phrases/sentences
<b>Complements</b>		
of degree	V得很快	跑得很快
of result	V到/在/给/好	看到她/住在上海/送给他一本书/ 吃好了
of direction	V来/去	进来, 出去

**C: SENTENCE TYPES**

Item/Function	Example(s)	In phrases/sentences
<b>Statements</b>	subject, verb, object	她喜欢跳舞。
<b>Questions</b>		
吗 type	...吗?	你会游泳吗?
affirmative-negative	verb 不/没 verb	你会不会开车?
...using a pronoun	什么, 谁, 哪, 怎么, 几, 多少	你什么时候起床?
alternative type	还是	你学习汉语还是学习日语?
<b>Exclamations</b>	啊, 了	天气真好啊! 太好了!
<b>Imperatives</b>	吧 (suggestive) 不要 (command)	走吧! 不要去!

## 9 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Chinese Beginners syllabus is contained in *Assessment and Reporting in Chinese Beginners Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Chinese Beginners are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)

## 10 Post-school Opportunities

The study of Chinese Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Chinese Beginners Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Chinese in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Chinese Beginners Stage 6. This information can be found on the TAFE NSW website ([www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)).

### Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Chinese Beginners Stage 6 so that the degree of recognition available can be determined.

## 11 Glossary

article	a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news.
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.
colloquialism	an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing.
dialect	a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language.
idiom	an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words.
register	language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written.
text	the actual wording of anything spoken or written.
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.