



# **Heritage Chinese (Mandarin)**

## **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 Heritage Chinese 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 characters in the written form. This does not preclude the use of resources in full form (complex) characters.

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

### 2.2 Description of Target Group

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

This course recognises the varying degrees of affinity with the culture of Chinese-speaking communities and the diversity of knowledge and skills in Chinese that students will have acquired prior to enrolling in the Heritage language course. At entry level to the course, students will have typically undertaken:

- some study of Chinese in a community, primary and/or secondary school in Australia, and/or
- formal education in a school where Chinese was the medium of instruction up to the age of ten.

Eligibility criteria apply (see *Language Courses Eligibility Criteria* at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/heritage-lang-ec-st6-syl-2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/heritage-lang-ec-st6-syl-2010.pdf) ).

## 2.3 Rationale

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, intercultural capability, literacy, cognitive and social development, and general knowledge. It also promotes understanding and appreciation of the diverse attitudes and values within the wider Australian community and beyond, in recognition that multilingualism and multiculturalism are integral parts of Australian society.

This Heritage language course enables students to strengthen their personal connections to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

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

China has an important role in economic, political and cultural developments, regionally and nationally. Chinese is the language of communication of one of the world's largest populations and is one of the official languages of the United Nations.

Australia has strong cultural, political and trade connections with China and with other countries in the Asian region where Chinese is an official language and which have significant Chinese communities.

There is a long history of Chinese migration to Australia and the well-established community of Chinese origin has long provided opportunities to support the learning of the Chinese language and the maintenance of Chinese cultural heritage. In addition, opportunities to learn Chinese have greatly increased in all education sectors across Australia.

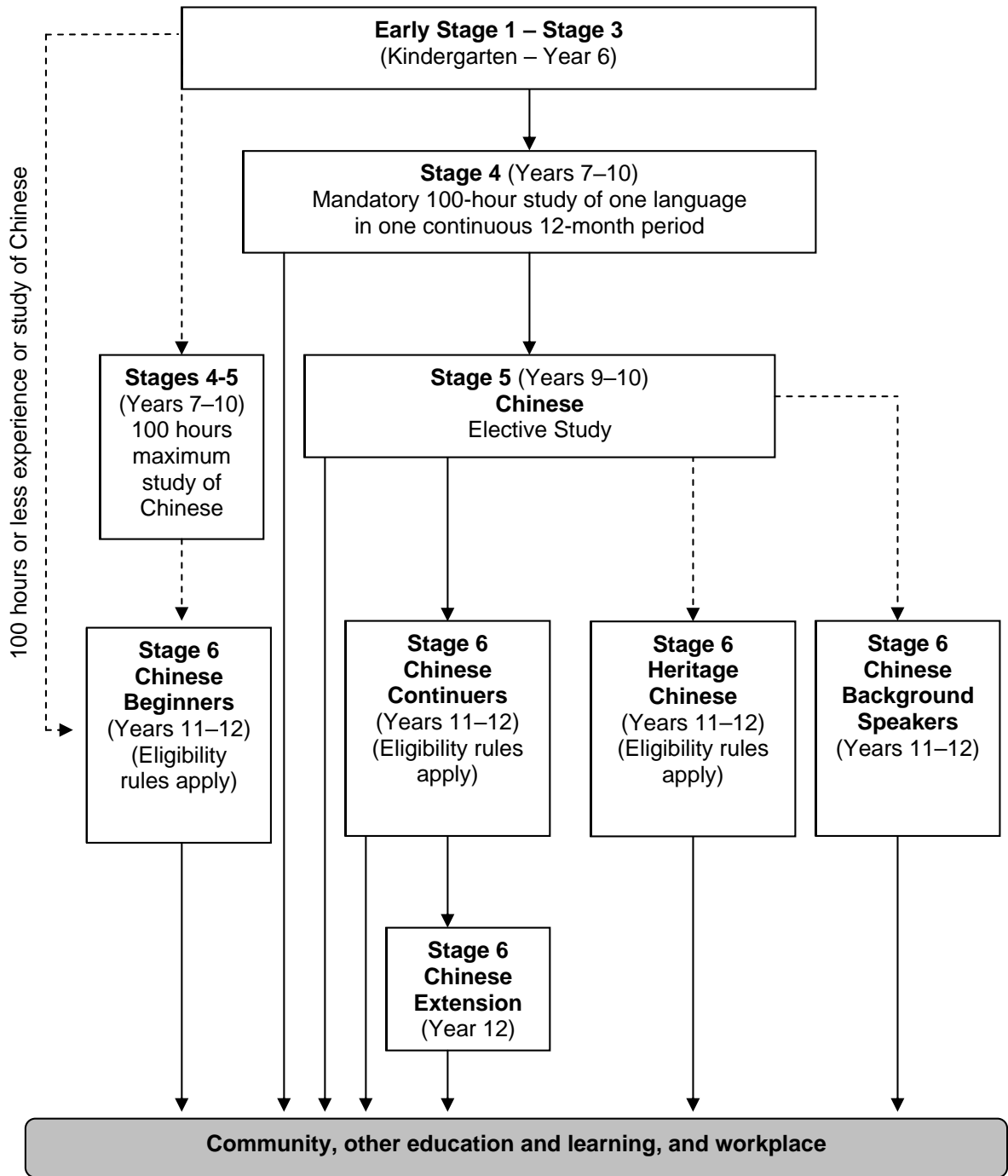
Heritage learners bring to their language-learning prior knowledge and experience in both Chinese and English. The provision of a course for these learners will allow for an even greater number of young Australians to study Chinese, which will equip them with communication skills beyond community and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

The cultural, intellectual and social benefits of language-learning reach beyond the individual to society as a whole. Proficiency in languages is a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

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

### 3 Continuum of Learning

This diagram places the syllabus in the context of the K–12 Chinese curriculum.



## **4 Aims**

The Heritage Chinese language course aims to enhance, extend and expand the linguistic and intercultural knowledge, understanding and skills that Heritage language learners bring to their studies. It aims to develop their ability to:

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

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

## **5 Objectives**

The overall objective of the Heritage Chinese course is to develop intercultural capability through the integration of language, culture and learning. The study of their heritage language provides students with opportunities to build on their language skills and to develop a strengthened sense of identity.

Students should be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Chinese, applying knowledge and understanding of the relationships between language, culture and identity
2. create texts to express meaning in written Chinese, demonstrating knowledge and understanding of the relationships between language, culture and identity
3. analyse spoken and written texts in Chinese to interpret meaning, examining and reflecting on relationships between language, culture and identity.

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

## 6 Course Structure

### The Preliminary Course (120 indicative hours)

The Preliminary course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*.

### The HSC Course (120 indicative hours)

The HSC course continues to focus on the *Issues*, studied through the *Perspectives* using texts drawn from the *Contexts*. The student will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in Chinese. The student explores in depth an area of interest related to one of the *Issues* through the *Personal Investigation*.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, understanding, skills and values that students are expected to achieve by the end of the course. They are derived from the objectives.

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

## 7.2 Key Competencies

Heritage 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 Heritage Chinese Stage 6 course 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 a set of **Issues**. The study of these Issues will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**.

## 8.1 Content of the Heritage Chinese Preliminary and HSC Courses

The following statements of **knowledge, understanding and skills** are derived from the outcomes and describe the substance of the subject matter that is to be studied. They provide the basis for planning programs of study and units of work.

**Objective 1.** Students will interact with others to exchange meaning in spoken Chinese, applying knowledge and understanding of the relationships between language, culture and identity.

### Outcomes

A student:

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

### Knowledge, understanding and skills

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

- use vocabulary and expressions accurately and appropriately
- apply knowledge of tones to convey meaning
- use appropriate speech patterns with authentic intonation
- manipulate Chinese to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, presentations and interviews
- express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view
- understand and apply knowledge of linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of intonation and register when interacting, with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- apply knowledge of authentic expressions, such as idioms and colloquialisms
- understand the nature of culture and identity in interpersonal interactions.

**Objective 2.** Students will create texts to express meaning in written Chinese, demonstrating knowledge and understanding of the relationships between language, culture and identity.

### **Outcomes**

A student:

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

### **Knowledge, understanding and skills**

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

- use resources to build vocabulary and check grammar
- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate Chinese to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- apply knowledge of the conventions of the writing system, such as stroke order, number and direction when writing texts
- apply knowledge of *Hanzi* consistently and accurately when creating texts
- use authentic expressions, such as idioms and colloquialisms appropriately
- vary the structure and format of texts appropriate to context, purpose and audience
- apply word-processing skills, such as input methods for Chinese, to create texts
- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others.

**Objective 3.** Students will analyse spoken and written texts in Chinese to interpret meaning, examining and reflecting on relationships between language, culture and identity.

**Outcomes**

A student:

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

**Knowledge, understanding and skills**

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

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

## **8.2 Issues, Perspectives and Contexts**

### **8.2.1 Issues**

The study of **Issues** will be undertaken through a range of texts viewed from the **Perspectives** and drawn from the **Contexts**. Each Issue will be studied through one or more of the Perspectives and related texts drawn from one or more of the Contexts, so as to ensure that all the Perspectives and Contexts are covered in a balanced way throughout the course.

Through studying the following Issues, students will develop the ability to reflect on and respond to aspects of the language and culture of Chinese-speaking communities locally, regionally and globally.

- **Young people and their relationships**  
Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in a contemporary society**  
Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.
- **The changing nature of work**  
Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
- **The individual as a global citizen**  
Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.
- **Chinese identity in the international context**  
Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.

### 8.2.2 Perspectives

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

**Personal** – individual identity

**Community** – connections with Chinese-speaking communities locally, regionally and worldwide

**International** – connections with the world as a global citizen.

### 8.2.3 Contexts and texts

The way language is used and its interpretation vary according to contexts of language use. The **Contexts** below provide settings within which students can explore and convey personal understanding in relation to the **Issues**.

- **Social and Community Settings** (such as home, family, school, workplace, the internet)
- **Contemporary Literature and the Arts**
- **Media** (such as television, newspapers, radio, the internet).

Texts drawn from the Contexts will provide students with a range of authentic examples of how language is used. Students will read, listen to and view a range of authentic texts in Chinese, either in their original or adapted form, relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts. The texts listed below are examples of those that students are likely to have experienced and are likely to encounter in the future.

Contexts	Examples of texts
Social and Community Settings	discussions, interviews, letters, job applications, social networking websites
Contemporary Literature and the Arts	films, television programs, short stories, poems, extracts from novels and plays, songs
Media	articles, interviews, commentaries, reviews

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

### 8.3 Personal Investigation

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

Students choose their area of interest from one of the **Issues**, focusing their investigation of language through one of the **Perspectives** in depth, or more broadly across two or three Perspectives. Texts form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research. Texts may be drawn from one, two or all three of the **Contexts**, depending on the nature of the investigation and the availability of suitable research material.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Chinese are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of investigation in sufficient depth to meet the outcomes of the course.

As evidence of their research, students will be required to provide a personal interpretation as well as demonstrate knowledge of their area of interest through the Personal Investigation. The Personal Investigation will include both an oral and written component. These components will form part of the school assessment requirements.

Research into their chosen area of interest may not begin before the commencement of Year 12. However, throughout the course students should be provided with opportunities to develop the research, language and evaluative skills necessary to undertake the Personal Investigation.

Students will be required to develop familiarity with the content of their Personal Investigation, such that they are able to provide a brief written summary and participate in an oral interview. The Personal Investigation is the basis for the oral component of the external examination.

#### **Knowledge, understanding and skills**

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

- use their personal understanding and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for appropriateness and relevance
- organise information and ideas in a presentation for a particular context, purpose and audience

- use strategies developed during the course to find resources and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understanding of, or perspectives on, issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

## **8.4 Tasks**

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

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

Tasks can be described as having five elements:

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

## **8.5 Characters**

A list of characters will be provided in a separate document. It is expected that students will be able to recognise and use the characters on the list as well as understand a wider range of characters relevant to the content of the course.

In school-based assessment and in the external written examination, characters may be included that are not on the list. In such cases they will only be glossed if it is reasonable to expect that students may not be familiar with them.

## **8.6 Grammar**

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

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

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

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

	<b>The Subject-Predicate Phrase</b> 主谓词组	语气柔和
	<b>The Verb-Object Phrase</b> 动宾词组	逛商场、说不出话
	<b>Endocentric Phrase</b> 偏正词组	非常倒霉、灰灰的天空
	<b>Numeral-Measure Word Phrase</b> 数量词组	一朵朵云
	<b>The Complementary Phrase</b> 补充词组	休息一会儿、跳得非常好
	<b>The Phrase Locality</b> 方位词组	学校前面
	<b>The Oppositive Phrase</b> 同位词组	首都堪培拉、咱们大家
	<b>The Set Phrase</b> 固定词组	英联邦国家、共和国、以前
	<b>The Prepositional Phrase</b> 介词词组	从现在开始、在草地上
<b>Sentence Elements</b> 句子成分	<b>Subject</b> 主语	羊吃草。
	<b>Predicate</b> 谓语	他听流行歌曲。
	<b>Object</b> 宾语	妹妹打篮球。
	<b>Attributive</b> 定语	我看武打电影。
	<b>The Adverbial Adjunct</b> 状语	她无心上学。
	<b>Complements</b> 补语	他做完作业了。

Types of Sentence 句子种类	Simple Sentence 单句	
	Subject-Predicate Sentence 主谓句	爸爸送我生日礼物。
	Non Subject-Predicate Sentence 非主谓句	小心火车! 下雨了!
	Declarative Sentence 陈述句	飞机起飞了。
	Interrogative Sentence 疑问句	你考完试了吗? 你为什么没有打电话? 什么地方最好玩儿? 你不是去过中国吗?
	Imperative Sentence 祈使句	不许吸烟! 请坐!
Exclamatory Sentence 感叹句	今年的夏天真热啊! 好极了!	
Complex Sentence 复句	Coordinative Relation 联合关系	又....., 又..... 一边....., 一边..... 一面....., 一面..... 一方面....., 一方面..... 不是....., 而是..... .....或者.....
	Successive Relation 承接关系	(先) .....然后(再、接着) ..... ....., 就..... 一....., 就.....
	Progressive Relation 递进关系	.....还..... 不但....., 而且(还、也、又) .....
	Alternative Relation 选择关系	(还是) ....., 还是..... 或者....., 或者..... 不是....., 就是.....
	Adversative Relation 转折关系	虽然....., 但是..... 尽管....., 但是..... ....., 反而..... ....., 却.....

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

## **9 Other Considerations**

### **9.1 The place of English**

Heritage Chinese learners may have gained some knowledge of Chinese in their early years while also developing strong English language skills through living and attending school in Australia. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Chinese in an expanding range of contexts. Using Chinese as the primary medium of instruction will maximise these learning opportunities in the classroom.

With the development of their bilingual and bicultural identity, Heritage learners increase their ability to move between Chinese and English depending on the context of language use. This capacity to mediate meanings between English and Chinese is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. Therefore, the use of English has a role in learning and in assessment in allowing students, for example, to interpret linguistic, cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

### **9.2 The role of digital technologies**

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

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

The internet and other digital technologies offer numerous opportunities for students to interact with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries.

Access to authentic and interactive online resources in Chinese may provide an effective means of developing all language skills. Establishing networks and partnerships, such as sister-school relationships online, will also provide opportunities for students to interact in Chinese, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be presented, captured, monitored, stored and assessed through a range of appropriate digital technologies.

### 9.3 Dictionaries

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include print, electronic and online dictionaries. 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 *Suggested Resources* on the Board of Studies website. Students are able to use monolingual and/or bilingual print dictionaries in the external written examination. Students are also able to use print character dictionaries in the external written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Heritage Chinese Stage 6*.

## 10 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Heritage Chinese syllabus is contained in *Assessment and Reporting in Heritage Chinese 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 HSC 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 Heritage Chinese Stage 6 are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc).

## 11 Post-school Opportunities

The study of Heritage Chinese 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 Heritage Chinese 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 course will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisation (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 Heritage 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 Heritage Chinese 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 Heritage Chinese Stage 6 so that the degree of recognition available can be determined.