

## A Guide to the New K–10 Syllabus

The new *Chinese K–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 7 and Year 9 students. Schools that wish to offer the 100-hours mandatory requirement of the School Certificate with students in Year 8 in 2005 must implement the syllabus with these students in 2005.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

### What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- experience Chinese in a range of contexts through the integration of listening, reading, speaking and writing skills
- experience, enjoy and respond to features of the culture of Chinese-speaking communities
- gain knowledge of, and develop skills in, the application of grammatical structures.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the amended *Chinese Beginners Stage 6 Syllabus* (1999), the *Chinese Continuers Stage 6 Syllabus* (1999), the *Chinese Background Speakers Stage 6 Syllabus* (1999) and the

*Chinese Extension Stage 6 Syllabus* (1999) will assist in the implementation of the new *Chinese K–10 Syllabus*.

### What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Chinese in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus. Differences include:

- outcomes that provide more extensive statements of the knowledge, understanding, skills, values and attitudes that each student is expected to achieve as a result of effective teaching and learning
- explicit outcomes that focus on the connections between Chinese and English, and intercultural understanding and relationships
- a glossary that addresses new aspects of the syllabus and provides definitions of current terminology in languages study
- extension outcomes and content to help teachers address the needs and interests of students who have progressed beyond the Stage 5 essential content
- outcomes and stage statements from Stage 1 (including Early Stage 1) to Stage 5 that describe the continuum of learning in Chinese. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities
- an overview statement that shows how each cross-curriculum area is embedded in the essential content
- content relating to the use and understanding of information and communication technologies (ICT) incorporated in the syllabus content

### The features of the content pages

Objectives, outcomes and content are linked in tables to assist teachers with planning and programming.

Content is expressed as *Students learn to* and *Students learn about* in a consistent format.

*Chinese K–10 Syllabus*

**Speaking**

**Outcome 4.UL.3:** A student establishes and maintains effective communication in familiar situations.

<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the purpose and context of communication and their influence on the choice of structure, format and vocabulary</li> <li>verbal and nonverbal links with a conversational partner</li> <li>manipulation of known structures for speaking in new contexts</li> <li>ways of showing that the purpose of communication has been achieved</li> <li>the use of information and communication technologies for communicative purposes.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>initiate an interaction, eg by greeting, asking a question, interjecting, 你忙不忙? <i>Nǐ máng bù máng?</i> (Are you busy?)</li> <li>maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking, agreeing, acknowledging, replying, and asking for repetition or clarification, 请你说一遍。 <i>Qǐng nǐ zài shuō yī biàn。</i> (Please say it again.)</li> <li>select and incorporate modelled structures when producing own texts</li> <li>conclude an interaction using verbal cues and leave taking, eg 祝你……快乐! <i>Zhù nǐ……kuài le!</i> (Have a happy...!) 明天见! <i>Míngtiān jiàn!</i> (See you tomorrow!)</li> <li>produce original text using information and communication technologies.</li> </ul>
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**Writing**

**Outcome 4.UL.4:** A student applies a range of linguistic structures to express own ideas in writing.

<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>the purpose and context of communication and their influence on the choice of structure, format and vocabulary</li> <li>accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text</li> <li>manipulation of known structures for writing in new contexts</li> <li>the importance of the logical development of ideas in constructing text</li> <li>the use of information and communication technologies for communicative purposes.</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>plan, draft and edit when constructing own text</li> <li>use available resources to access structures and vocabulary to build a message</li> <li>select and incorporate modelled linguistic structures in own writing</li> <li>express ideas and provide additional details in a series of linked sentences, eg using connectives, 还有 <i>hái yǒu</i> (also), 也 <i>yě</i> (also)</li> <li>produce original text using information and communication technologies, eg word processing, digital images.</li> </ul>
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Cross-curriculum content is embedded in the syllabus content.

Language-specific examples are provided to clarify content where appropriate.

- Life Skills outcomes and content for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate
- the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework and is incorporated in the syllabus. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

### How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Chinese. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Chinese K–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus, pp 15–18)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus, pp 25–50) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on page 19 and Extension outcomes and content on page 20 of the syllabus will assist teachers to develop programs to cater for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

The inclusion of outcomes and stage statements that describe a continuum of learning from Stage 1 (including Early Stage 1) to Stage 5 will assist teachers to program for students in K–10 who have not yet demonstrated Stage 3 outcomes.

### How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Chinese K–10 Syllabus* are not appropriate.

### What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<b>distributed with the syllabus</b>	<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>■ this guide to the new <i>Chinese K–10 Syllabus</i></li> <li>■ draft Descriptions of Levels of Achievement</li> </ul>
<b>3 months after distribution of the syllabus</b>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>■ advice on programming</li> <li>■ sample units of work</li> <li>■ sample assessment activities</li> </ul>
<b>6 months after distribution of the syllabus</b>	<p><b>Phase 3</b> (incorporates Phases 1 and 2)</p> <ul style="list-style-type: none"> <li>■ annotated samples of student work</li> </ul>
<b>12 months after implementation of the syllabus</b>	<p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>■ final Descriptions of Levels of Achievement</li> </ul>

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The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.

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