

**Updated – version 1.1**

Amendments to study design history

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| --- | --- | --- | --- |
| Version | Status | Release Date | Comments |
| 1.1 | Current | December 2022 | Correction to numbering sequence in table for Chinese characters and Pinyin (pages 13–23). |
| 1.0 | Superseded | March 2022 | Original study design. |

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Important information

Accreditation period

Units 1–4: 1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA’s website.

To assist teachers in developing courses, the VCAA publishes online Support materials (incorporating the previously known Advice for teachers).

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

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Introduction

Scope of study

Through this study students develop an understanding of the language, traditional and contemporary social structures and cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

The language to be studied is Modern Standard Chinese.

For the purpose of this study design, Modern Standard Chinese is taken to be Putonghua in the spoken form and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua.

Students may use simplified or complex characters in tasks requiring written responses in Chinese characters. All questions, tasks and texts provided in Chinese in the written examination will be written   
in both simplified characters and complex characters.

Rationale

The Chinese language is spoken by about a quarter of the world’s population. It is the major language of communication in China, Hong Kong, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

Aims

This study enables students to:

* use Chinese to communicate with others
* understand and appreciate the cultural contexts in which Chinese is used
* understand aspects of the cultural practices and traditions of communities that use the Chinese language
* recognise the role of language and culture in effective communication and the important cultural and linguistic heritage of Chinese-speaking peoples
* understand their own culture(s) through the study of other cultures
* understand language as a system
* gain awareness of different attitudes and values within the wider Australian community and beyond
* apply their understanding of Chinese language, culture and society to work, further study, training   
  and leisure.

Structure

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and key skills students are required to demonstrate.

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](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx) and in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Chinese Language, Culture and Society to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The Support materials provide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy   
Act 1988* and *Copyright Act 1968*, must be met.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from   
A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale   
of 0–50; it is a measure of how well the student performed in relation to all others who completed the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Chinese Language, Culture and Society are as follows:

* Unit 3 School-assessed Coursework: 25 per cent
* Unit 4 School-assessed Coursework: 25 per cent
* end-of-year examinations: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Strands and topics

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

* Culture and Society in Chinese-speaking Communities
* Chinese Language.

Culture and Society in Chinese-speaking Communities strand

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.

Prescribed texts for Units 3 and 4

In Area of Study 1 throughout Units 1–4, the term ‘text’ refers to article(s) or extract(s) from a range of sources. All texts will be in English and will relate to the prescribed topics in the Culture and Society in Chinese-speaking Communities strand for each of Units 3 and 4. Students will be expected to be familiar with the prescribed texts for Area of Study 1 for each of Units 3 and 4. Section 3 of the written examination will be based on these prescribed texts.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the   
[*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx).

Chinese Language strand

VCE Chinese language study is underpinned by the concepts of communicating and understanding languages and cultures. The objective of this strand is for students to understand the role of language and culture in shaping meaning and to reflect on the cultures of Chinese-speaking communities. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. This study requires communication in Chinese in a variety of situations and for multiple purposes. These purposes include exchanging information, creating texts, interpreting the meaning of texts and reflecting on language experiences to improve communication in the future.

Prescribed topics and suggested subtopics

The Chinese Language strand has four prescribed topics, each of which has a list of suggested subtopics. All four prescribed topics are to be studied over the course of Units 1–4. The order in which the topics are studied is not prescribed; teachers may choose which topics are studied for each unit, and the subtopic through which they will teach the topic. The subtopic will provide the context for teaching, learning and assessment of achievement.

When planning the Chinese Language strand, teachers should consider the depth of study required in each area of study and allocate topics and subtopics appropriately to support logically sequenced language skill development. It is not expected that all topics will require the same amount of study time and some may be more suited to Units 1 and 2 or to Units 3 and 4, depending on the learning program.

The prescribed topics and suggested subtopics are provided in the table below.

|  |  |
| --- | --- |
| Strand | Prescribed topics and suggested subtopics for Units 1–4 |
| **Chinese Language** | ***Personal, family and school life*:** *family life, daily routine, pets, friends, the school day*  ***Festivals*:** *Chinese New Year, Mid-Autumn Festival, other festivals of the Chinese-speaking communities*  ***Lifestyles*:** *leisure activities, travel, food culture, entertainment*  ***Future aspirations*:** *gaining employment, study abroad, part-time work, further study* |

***Bold italics*** = prescribed topics; *italics* = suggested subtopics

Text types

Students come into contact with a wide range of texts when undertaking Chinese language study. They practise listening, speaking, reading, writing and viewing skills by engaging with texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students.

For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic.

It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general. The following list is not intended to be exhaustive. It focuses instead on text types that students may not be familiar with and that, consequently, may require a particular teaching and learning emphasis. (Characteristics of some text types are set out in the Support materials.)

The text types that students can reasonably be expected to produce by the completion of this study are:

|  |  |  |
| --- | --- | --- |
| Advertisement | Email/letter | Postcard |
| Article | Invitation | Report |
| Blog post | Personal profile | Script for a speech/dialogue |
| Diary/journal entry | Plan/itinerary | Story |

Writing styles

The student is expected to be familiar with, and be able to produce in Chinese, the following three styles of writing: personal, imaginative and informative when writing. (Information about the main characteristics of each style of writing is published in the Support materials.)

Vocabulary

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

All questions, tasks and texts provided in Chinese in the written examination will be written in simplified characters and complex characters.

Chinese characters and Pinyin

Students may use simplified or complex characters in tasks requiring written responses in Chinese characters. For these tasks, a small amount of Pinyin will be accepted.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | | | | | |
| 1. ài  爱 | àihào 爱好 | àixīn 爱心 | àiqíng 爱情 | xǐ’ài  喜爱 |  |
| 2. ān  安 | ānquán 安全 | píng’ān  平安 | ānpái  安排 |  |  |
| **B** | | | | | |
| 3. bái  白 | báisè 白色 | míngbai 明白 | báitiān 白天 |  |  |
| 4. bān  班 | bānjí 班级 | shàngbān 上班 | bānhuì 班会 |  |  |
| 5. bàn  办 | bàngōngshì 办公室 | bànshì 办事 |  |  |  |
| 6. bàn  半 | yíbàn 一半 | bànxiǎoshí 半小时 | bàntiān 半天 |  |  |
| 7. bāo  包 | shūbāo 书包 | bāozi 包子 |  |  |  |
| 8. bào  报 | bàogào 报告 | bàozhǐ 报纸 |  |  |  |
| 9. bǐ  比 | bǐsài 比赛 | bǐjiào 比较 |  |  |  |
| 10. bǐ  笔 | bǐyǒu 笔友 | máobǐ 毛笔 |  |  |  |
| 11. biàn  变 | biànhuà 变化 | biànchéng 变成 |  |  |  |
| 12. biàn/pián  便/便 | fāngbiàn 方便 | piányi 便宜 |  |  |  |
| 13. bié  别 | biérén 别人 | fēnbié 分别 |  |  |  |
| 14. bìng  病 | bìngrén 病人 | kànbìng 看病 | shēngbìng 生病 | bìngjià 病假 |  |
| **C** | | | | | |
| 15. cài  菜 | diǎncài 点菜 | càidān 菜单 | mǎicài 买菜 | zhóngguócài  中国菜 |  |
| 16. cān  参 | cānjiā 参加 | cānguān 参观 |  |  |  |
| 17. chá  茶 | zhōngguóchá 中国茶 | chádiǎn 茶点 |  |  |  |
| 18. cháng/zhǎng  长/长 | chángduǎn 长短 | xiàozhǎng 校长 | zhǎngdà  长大 |  |  |
| 19. cháng  常 | jīngcháng 经常 | jiācháng 家常 | píngcháng 平常 | rìcháng  日常 |  |
| 20. chǎng  场 | yùndòngchǎng 运动场 | qiúchǎng 球场 | chǎnghé 场合 |  |  |
| 21. chàng  唱 | chànggē 唱歌 | héchàngduì 合唱队 |  |  |  |
| 22. chē  车 | qìchē 汽车 | huǒchē 火车 | diànchē 电车 | gōnggòngqìchē 公共汽车 | chēzhàn 车站 |
| 23. chéng  成 | chénggōng 成功 | chéngwéi 成为 | chéngjì 成绩 |  |  |
| 24. chéng  城 | Zhōngguóchéng 中国城 | chéngshì 城市 | chénglǐ 城里 |  |  |
| 25. chī  吃 | chīfàn 吃饭 | xiǎochī 小吃 | hǎochī  好吃 |  |  |
| 26. chū  出 | chūlái/chūqù 出来/出去 | chūkǒu 出口 |  |  |  |
| 27. chù  处 | hǎochù 好处 | huàichù 坏处 |  |  |  |
| 28. chūn  春 | chūnjié 春节 | chūnjuǎn 春卷 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **D** | | | | | |
| 29. dǎ  打 | dǎdiànhuà 打电话 | dǎqiú 打球 | dǎchē/dǎdī 打车/打的 |  |  |
| 30. dà  大 | dàjiā 大家 | dàxué 大学 | dàduōshù  大多数 |  |  |
| 31. diàn  电 | diànhuà 电话 | diànshì 电视 | diànnǎo 电脑 |  |  |
| 32. diàn  店 | shāngdiàn 商店 | fàndiàn 饭店 |  |  |  |
| 33. dòng  动 | dòngwù 动物 | yùndòng 运动 | dòngshǒu  动手 |  |  |
| 34. duì  队 | qiúduì 球队 | duìyuán 队员 | duìzhǎng 队长 |  |  |
| 35. duō  多 | duōshǎo 多少 | duōshuō 多说 |  |  |  |
| **E** | | | | | |
| 36. ér  儿 | érzi 儿子 | nǚ’ér 女儿 |  |  |  |
| **F** | | | | | |
| 37. fā/fà  发 | tóufà  头发 | fāshēng 发生 | fāxìn 发信 |  |  |
| 38. fǎ  法 | fāngfǎ 方法 | fǎlǜ 法律 |  |  |  |
| 39. fàng  放 | fàngxué 放学 | fàngxīn 放心 | fàngjià  放假 |  |  |
| 40. fēi  飞 | fēijī 飞机 | qǐ fēi 起飞 |  |  |  |
| 41. fēi  非 | fēicháng 非常 |  |  |  |  |
| 42. fēn  分 | yīfēnqián  一分钱 | yīdiǎnèrshífēn  一点二十分 | fēnxīn  分心 | shífēn  十分 |  |
| **G** |  |  |  |  |  |
| 43. gāo  高 | gāoxìng 高兴 | hěn gāo 很 高 |  |  |  |
| 44. gōng  工 | gōngrén 工人 | gōngzuò 工作 | gōngchǎng 工厂 | dǎgōng 打工 |  |
| 45. gōng  公 | gōnglì 公立 | gōngpíng 公平 | gōnggòng 公共 |  |  |
| 46. gōng  功 | gōngkè 功课 | yònggōng 用功 |  |  |  |
| 47. gòng  共 | yígòng 一共 | gòngtóng 共同 |  |  |  |
| 48. guǎn  馆 | túshūguǎn 图书馆 | měishùguǎn 美术馆 | guǎnzi 馆子 |  |  |
| 49. guó  国 | guójiā 国家 | guógē 国歌 |  |  |  |
| 50. guǒ  果 | shuǐguǒ 水果 | guǒzhī 果汁 |  |  |  |
| 51. guò  过 | guò shēngrì 过 生日 | guònián 过年 |  |  |  |
| **H** | | | | | |
| 52. hǎi  海 | hǎibiān 海边 | hǎiwài 海外 |  |  |  |
| 53. hàn  汉 | Hànyǔ 汉语 | hǎohàn 好汉 |  |  |  |
| 54. hào  号 | hàomǎ 号码 | jǐyuèjǐhào 几月几号 |  |  |  |
| 55. hé  合 | hédelái 合得来 | shìhé 适合 | hézuò  合作 |  |  |
| 56. huā  花 | huāqián 花钱 | huāyuán 花园 |  |  |  |
| 57. huà  化 | wénhuà 文化 | huàxué 化学 |  |  |  |
| 58. huà  话 | shuōhuà 说话 |  |  |  |  |
| 59. huān  欢 | xǐhuān  喜欢 | huānyíng 欢迎 |  |  |  |
| 60. huàn  换 | jiāohuàn 交换 | huànchē 换车 | huànqián 换钱 |  |  |
| 61. huí  回 | huíjiā 回家 | láihuí 来回 |  |  |  |
| 62. huì/kuài  会/会 | kāihuì 开会 | shēngrì huì 生日会 | kuàijì 会计 |  |  |
| 63. huó  活 | shēnghuó 生活 | huódòng 活动 |  |  |  |
| **J** | | | | | |
| 64. jī  机 | shǒujī 手机 | jīchǎng 机场 | jīhuì 机会 |  |  |
| 65. jì  记 | rìjì 日记 | bǐjì 笔记 |  |  |  |
| 66. jiā  家 | jiātíng 家庭 | zhuānjiā 专家 | zài jiā 在 家 |  |  |
| 67. jià  假 | jiàqī 假期 | qǐngjià 请假 |  |  |  |
| 68. jiāng  将 | jiānglái 将来 | jiāngyào 将要 |  |  |  |
| 69. jiāo  交 | jiāopéngyou 交朋友 | jiāo zuòyè 交 作业 | jiāotōng 交通 |  |  |
| 70. jiào  教 | jiàoshī 教师 | jiàoshì 教室 | jiàoyù 教育 | jiājiào 家教 |  |
| 71. jiào/jué  觉/觉 | shuìjiào 睡觉 | juéde 觉得 |  |  |  |
| 72. jiē  接 | jiē diànhuà 接 电话 | jiērén 接人 |  |  |  |
| 73. jié  节 | jiérì 节日 | guòjié 过节 | jiémù  节目 | zhōngqīujié  中秋节 |  |
| 74. jiè  借 | jièshū 借书 | jièqián 借钱 |  |  |  |
| 75. jīn  今 | jīntiān 今天 | jīnnián 今年 |  |  |  |
| 76. jìn  近 | zuìjìn 最近 | hěnjìn 很 近 | jìnlái 近来 |  |  |
| 77. jīng  经 | yǐjīng 已经 | jīngcháng 经常 | jīngguò  经过 |  |  |
| 78. jiǔ  酒 | hóngjiǔ 红酒 | báijiǔ 白酒 |  |  |  |
| 79. jiù  旧 | jiùshū 旧书 | jiùchē 旧车 |  |  |  |
| **K** | | | | | |
| 80. kāi  开 | kāichē 开车 | kāixīn 开心 | kāishǐ 开始 | dǎkāi 打开 |  |
| 81. kàn  看 | kànqiú 看球 | kànjiàn 看见 | hǎokàn 好看 |  |  |
| 82. kǎo  考 | kǎoshì 考试 | gāokǎo 高考 |  |  |  |
| 83. kē  科 | kēxué 科学 | kēmù 科目 |  |  |  |
| 84. kě  可 | kěyǐ 可以 | kě’ài 可爱 |  |  |  |
| 85. kè  客 | kèqi 客气 | kèrén 客人 | kèchē 客车 | qǐngkè 请客 |  |
| 86. kè  课 | shàngkè 上课 | kèběn 课本 | kèbiǎo 课表 |  |  |
| 87. kōng/kòng  空/空 | kōngfángzi 空房子 | kōngjiān 空间 | yǒukòng 有空 |  |  |
| 88. kǒu   口 | rénkǒu 人口 | kǒuyǔ 口语 |  |  |  |
| 89. kuài  快 | kuàilè 快乐 | kuàichē 快车 | hěnkuài 很快 |  |  |
| **L** | | | | | |
| 90. lǎo  老 | lǎoshī 老师 | lǎobǎn 老板 | gǔlǎo 古老 |  |  |
| 91. lè/yuè  乐/乐 | kuàilè 快乐 | yīnyuè 音乐 | yuèduì 乐队 |  |  |
| 92. lěng  冷 | tiānqìlěng  天气冷 |  |  |  |  |
| 93. lì  力 | gěilì 给力 | nǔlì 努力 | lìqi 力气 |  |  |
| 94. lì  历 | lìshǐ 历史 | jīnglì 经历 |  |  |  |
| 95. liàn  练 | liànxí 练习 | xùnliàn 训练 |  |  |  |
| 96. lù  路 | mǎlù 马路 | jǐ lù chē 几路车 |  |  |  |
| 97. lǚ  旅 | lǚyóu 旅游 | lǚxíng 旅行 |  |  |  |
| **M** | | | | | |
| 98. mǎ  马 | mǎshàng 马上 | mǎlù 马路 | mǎhu 马虎 |  |  |
| 99. mǎi  买 | mǎidōngxi 买东西 | mǎipiào 买票 |  |  |  |
| 100. mài  卖 | pāimài 拍卖 | mǎimài 买卖 |  |  |  |
| 101. máng  忙 | hěnmáng 很忙 | bāngmáng 帮忙 |  |  |  |
| 102. měi  美 | měihǎo 美好 | měilì 美丽 |  |  |  |
| 103. měi  每 | měitiān 每天 | měishíměikè 每时每刻 |  |  |  |
| 104. mén  门 | xiàomén 校门 | ménkǒu 门口 | yì mén kè 一门课 |  |  |
| 105. mí  迷 | qiúmí 球迷 | mírén 迷人 | míxìn 迷信 |  |  |
| 106. mǐ  米 | mǐfàn 米饭 | dàmǐ 大米 |  |  |  |
| 107. miàn  面 | miàntiáo 面条 | chǎomiàn 炒面 | miànzi 面子 |  |  |
| 108. míng  明 | míngtiān 明天 | míngxīng 明星 |  |  |  |
| 109. míng  名 | míngzi 名字 | yǒumíng 有名 |  |  |  |
| 110. mò  末 | zhōumò 周末 | qīmò  期末 |  |  |  |
| **N** | | | | | |
| 111. nán  男 | nánxiào 男校 | nánzǐ 男子 | nánnǚlǎoshào 男女老少 |  |  |
| 112. nán  难 | kùnnán 困难 | nánkàn 难看 |  |  |  |
| 113. nián  年 | niánjí 年级 | niánqīng  年轻 |  |  |  |
| **P** | | | | | |
| 114. péng  朋 | péngyǒu 朋友 | qīnpénghǎoyǒu 亲朋好友 |  |  |  |
| 115. piào  票 | diànyǐngpiào 电影票 | piàojià 票价 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q** | | | | | |
| 116. qī  期 | xīngqī 星期 | xuéqī 学期 | qīwàng  期望 |  |  |
| 117. qǐ  起 | qǐlái 起来 | yīqǐ 一起 | qǐcháng  起床 |  |  |
| 118. qì  气 | tiānqì 天气 | shēngqì 生气 | qìhòu 气候 | qìqiú 气球 |  |
| 119. qián  钱 | qiánbāo 钱包 | duōshǎoqián  多少钱 |  |  |  |
| 120. qīn  亲 | fùqīn  父亲 | mǔqīn  母亲 | qīnrén  亲人 |  |  |
| 121. qiú  球 | zúqiú 足球 | pīngpāngqiú 乒乓球 | qiúyuán 球员 | qiúduì 球队 |  |
| 122. qù  去 | qù xuéxiào 去学校 | guòqù 过去 | qùnián 去年 |  |  |
| **R** | | | | | |
| 123. rè  热 | rèxīn 热心 | rè sǐ le 热死了 | rènào  热闹 |  |  |
| 124. rén  人 | rénmen 人们 | rénqíng 人情 |  |  |  |
| 125. rèn  认 | rènshi 认识 | rènzhēn 认真 |  |  |  |
| 126. róng  容 | róngyì 容易 | xiàoróng 笑容 |  |  |  |
| 127. ròu  肉 | zhūròu 猪肉 | yángròu 羊肉 | niúròu 牛肉 | ròu bāozi 肉包子 |  |
| 128. rú  如 | rúguǒ 如果 | bǐrú 比如 |  |  |  |
| **S** | | | | | |
| 129. shān  山 | shānshuǐ 山水 | shānhuǒ 山火 | huǒshān 火山 |  |  |
| 130. shàng  上 | shàngxué 上学 | shàngmian 上面 |  |  |  |
| 131. shǎo/shào  少/少 | duōshǎo 多少 | shǎojiàn 少见 | shào’ér 少儿 | shàonián 少年 |  |
| 132. shè  社 | shèhuì 社会 | shètuán 社团 |  |  |  |
| 133. shēng  生 | shēnghuó 生活 | xuéshēng 学生 |  |  |  |
| 134. shī  师 | shīshēng 师生 | shīfu 师傅 |  |  |  |
| 135. shí  时 | xiǎoshí 小时 | shídài 时代 | shíjiān 时间 |  |  |
| 136. shì  市 | shìchǎng 市场 | chéngshì  城市 |  |  |  |
| 137. shì  事 | gùshi 故事 | shìqing 事情 | méishì 没事 |  |  |
| 138. shì  室 | jiàoshì 教室 | shìnèi 室内 | shìwài 室外 | bàngōngshì  办公室 |  |
| 139. shì  视 | diànshì 电视 |  |  |  |  |
| 140. shǒu  手 | zuǒyòushǒu 左右手 | èrshǒuchē 二手车 | shǒujī  手机 |  |  |
| 141. shū  书 | shūfǎ 书法 | dúshū 读书 |  |  |  |
| 142. shù  数 | shùxué 数学 | shùzì 数字 | shùlǐhuà 数理化 |  |  |
| 143. shuǐ  水 | kāishuǐ 开水 | shuǐpíng 水平 |  |  |  |
| 144. shuō  说 | xiǎoshuō 小说 | shuōfú 说服 |  |  |  |
| 145. sòng  送 | sònglǐ 送礼 | sòngrén 送人 |  |  |  |
| 146. suì  岁 | suìshu 岁数 | suìyuè 岁月 |  |  |  |
| **T** | | | | | |
| 147. tài  太 | tàitai 太太 | tàijíquán  太极拳 |  |  |  |
| 148. tāng  汤 | miàntāng 面汤 | jītāng 鸡汤 |  |  |  |
| 149. tí  题 | tímù 题目 | wèntí 问题 |  |  |  |
| 150. tīng  听 | tīngxiě 听写 | tīng yīnyuè 听 音乐 |  |  |  |
| 151. tóng  同 | tóngxué 同学 | tóngyàng 同样 |  |  |  |
| **W** | | | | | |
| 152. wài  外 | wàiyǔ 外语 | guówài 国外 | wàimiàn 外面 | wàimài 外卖 |  |
| 153. wán  完 | wánchéng 完成 | wánměi 完美 |  |  |  |
| 154. wǎn  晚 | wǎnshàng 晚上 | wǎnhuì 晚会 | wǎnfàn 晚饭 |  |  |
| 155. wǎng  网 | shàngwǎng 上网 | wǎngqiú 网球 |  |  |  |
| 156. wàng  忘 | wàngjì 忘记 | nánwàng 难忘 |  |  |  |
| 157. wèi  味 | fēngwèi 风味 | kǒuwèi 口味 |  |  |  |
| 158. wén  文 | wénxué 文学 | zuòwén 作文 |  |  |  |
| 159. wǔ  午 | shàngwǔ 上午 | xiàwǔ 下午 | wǔfàn 午饭 |  |  |
| **X** | | | | | |
| 160. xī  西 | xīfāng 西方 | dōngxi 东西 | xīcān 西餐 |  |  |
| 161. xí   习 | xuéxí 学习 | fùxí 复习 |  |  |  |
| 162. xià  下 | xiàbān 下班 | xiàchē 下车 | lóuxià 楼下 |  |  |
| 163. xiān  先 | xiānsheng 先生 | shǒuxiān 首先 |  |  |  |
| 164. xiàn  现 | xiànzài 现在 | chūxiàn 出现 |  |  |  |
| 165. xiǎo  小 | xiǎoxué 小学 | xiǎoxīn 小心 | xiǎoshíhou 小时候 |  |  |
| 166. xiào  校 | xuéxiào 学校 | xiàochē 校车 | xiàozhǎng 校长 |  |  |
| 167. xiē  些 | yìxiē 一些 | yǒuxiē 有些 |  |  |  |
| 168. xiě  写 | xiězì 写字 | xiězuò 写作 |  |  |  |
| 160. xīn  新 | xīnshēng 新生 | xīnshū 新书 |  |  |  |
| **Y** | | | | | |
| 170. yǎng  养 | péiyǎng 培养 | yǎnggǒu 养狗 | yǎngmāo 养猫 |  |  |
| 171. yàng  样 | yíyàng 一样 | yàngzi 样子 |  |  |  |
| 172. yè  业 | zuòyè 作业 | bìyè 毕业 |  |  |  |
| 173. yī  衣 | máoyī 毛衣 | dàyī 大衣 |  |  |  |
| 174. yī  医 | yīshēng 医生 | yīyuàn 医院 |  |  |  |
| 175. yǐ  以 | yǐwéi 以为 | kěyǐ 可以 |  |  |  |
| 176. yì  意 | yìsi 意思 | yìyì 意义 |  |  |  |
| 177. yīn  音 | pīnyīn 拼音 | yīnyuè 音乐 |  |  |  |
| 178. yīng  英 | Yīngyǔ 英语 | Yīngguó 英国 |  |  |  |
| 179. yòng  用 | yǒuyòng 有用 | yòngchù 用处 | yòngxīn 用心 |  |  |
| 180. yóu  游 | yóuyǒng 游泳 | yóuxì 游戏 |  |  |  |
| 181. yú  鱼 | jīnyú 金鱼 | yúmǐzhīxiāng 鱼米之乡 |  |  |  |
| 182. yǔ  雨 | xiàyǔ 下雨 | yǔshuǐ 雨水 |  |  |  |
| 183. yǔ  语 | wàiyǔ 外语 | yǔyán 语言 |  |  |  |
| 184. yuán  元 | yuándàn  元旦 | yīyuán  一元 |  |  |  |
| 185. yuán  园 | gōngyuán 公园 | yuánlín 园林 | yuándīng 园丁 |  |  |
| 186. yuǎn  远 | yuǎnjìn 远近 | yǒngyuǎn 永远 |  |  |  |
| 187. yuè  月 | yuèbǐng 月饼 | míngyuè 明月 | yīyuè  一月 |  |  |

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| **Z** | | | | | |
| 188. zài  再 | zàijiàn 再见 | zàicì 再次 |  |  |  |
| 189. zǎo  早 | zǎoshang 早上 | zǎofàn 早饭 |  |  |  |
| 190. zhàn  站 | chēzhàn 车站 | zhàntái 站台 |  |  |  |
| 191. zhǎo  找 | zhǎorén 找人 | zhǎoqián 找钱 | zhǎodào  找到 |  |  |
| 192. zhī  知 | zhīdào 知道 | zhīshi 知识 |  |  |  |
| 193. zhōng  中 | zhōngjiān 中间 | qīzhōng 期中 |  |  |  |
| 194. zhù  住 | zhù nǎr 住哪儿 | zhùxiào 住校 | zhùzhǐ 住址 |  |  |
| 195. zì  自 | zìxí 自习 | zìxué 自学 | zìjǐ 自己 |  |  |
| 196. zì  字 | hànzì 汉字 | zìdiǎn 字典 | wénzì 文字 |  |  |
| 197. zǒng  总 | zǒngzhī 总之 | zǒngshì 总是 |  |  |  |
| 198. zǒu  走 | xíngzǒu 行走 | zǒulù 走路 |  |  |  |
| 199. zuó  昨 | zuótiān 昨天 |  |  |  |  |
| 200. zuò  做 | zuò zuòyè 做 作业 | zuòfàn 做饭 |  |  |  |

Grammar

The student is expected to recognise and use the following grammatical items:

**1. Numerical expressions**

一、二、三、四、五、六、七、八、九、十、

零、百、千、万、十万、百万、亿

两

**2. Sequential word**: 第

**3. Nouns**

词头: prefix

老：老师、老板、老外

阿：阿姨、阿哥、阿妹

词尾: suffix

子：儿子、孙子、椅子、桌子

家：作家、科学家、歌唱家

化：现代化、自动化

专有名词

国名：中国、美国、英国、澳大利亚、新西兰、

地名：北京、上海、西安、南京、香港、墨尔本、悉尼、堪培拉

人名：孔子、老子、秦始皇、孙中山、毛泽东、邓小平

名胜：长城、故宫、颐和园、兵马俑

季节：春天、夏天、秋天、冬天

**4. Pronouns**

我、你、她/他、它、我们、你们、她们/他们、它们

**5. Measurement words**

常见量词：个、家、斤、张、本、只、支、条、双、部、件

**6. Locations**

上、下、边、里、外、中、左、右、前、后、对（面）

上边、下边、里面、外面、中间、左边、右边、前边、后边、对面

**7. Prepositions**

在、从、向、到、当、自

**8. Conjunctions**

虽然……但是……、不仅……而且……、因为……所以……、又……又……、

一……就……、如果……、和、跟

**9. Sentence patterns**

有字句： 我有一个哥哥。 桌上有两本书。

是字句 ：我是澳大利亚人。 他是老师。

主谓句：我学习中文。我喜欢吃中国饭。

无动词句：今天星期天。我今年十八岁。

比字句：他比我高。

**10. Particles**

了：表示动作行为或状态的改变或完成

花红了。

他去中国了。

着：表示一种状态的持续

墙上挂着一张画。

他坐着写字。

过：强调一种行为已经发生

他去过北京三次了。

的：我的书；她的手机

地：认真地学习；飞快地跑过来

得：手洗得很干净；做得到

**11. Adjectives**

单音形容词：单音形容词一般不单用，如果单用往往有比较的意思

好、快、胖、瘦、美、

双音形容词：好看、快乐、肥胖、瘦小、美丽

形容词的生动形式：高高的、胖胖的、漂漂亮亮的

颜色：红、黄、蓝、黑、绿、棕/咖啡

**12. Verbs/tenses**

单音动词：吃、喝、睡、走、来、跑、跳、去、做、想

双音动词：研究、学习、旅游、帮助

动词词组：吃饭、学汉语、去学校、起来、出国

**13. Auxiliary verbs**

要、会

**14. Adverbs**

很：很高兴

挺…的：挺高兴的

非常：非常高兴

已经：他已经喜欢上了汉语。

才：他昨天晚上十点才回家。

就：他明天就去中国工作。

**15. Interrogatives**

什么、什么时候、谁、几、哪里/哪儿、为什么

Unit 1

In this unit students focus on Confucianism, China’s most important school of thought. They explore the foundations of Chinese moral judgments and examine the significance and impact of Confucianism on life in Chinese society. Students examine the core values of this significant philosophical tradition in China, how it has influenced the structure of Chinese society and its contribution to social harmony.

Students develop language skills to use appropriate vocabulary and expressions to interact with other speakers of the language. They share information related to subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They develop their listening and reading comprehension skills in Chinese and respond to questions effectively, conveying information obtained. They also respond to written texts by producing original texts in Chinese to express their personal ideas, opinions and views.

Area of Study 1

Confucianism and social harmony

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.

Outcome 1

On completion of this unit the student should be able to discuss and analyse, in English, key features of Confucian ideas and their impacts on relationships in Chinese-speaking communities.

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

Key knowledge

* 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

Key skills

* 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

Area of Study 2

Listening and responding

In this area of study students develop their capacity to access information from a range of spoken texts in Chinese, locate the key points and supporting ideas, and convey their understanding in both Chinese and English. They use evidence from stimulus texts to support their responses. The focus of this area of study should be a subtopic from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics) and should provide an opportunity for students to learn about the culture(s) of the Chinese-speaking communities.

Outcome 2

On completion of this unit the student should be able to listen to spoken texts and respond to questions in both English and Chinese.

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

Key knowledge

* ideas and concepts related to a given subtopic
* vocabulary and grammatical structures related to the subtopic
* conventions of text types and language for conveying information in writing
* the characteristics of spoken texts, including intonation, tone and stress, and how these influence meaning

Key skills

* listen to spoken texts and extract information
* locate main ideas and supporting ideas
* use appropriate spelling, grammar, characters and punctuation to convey meaning accurately in Chinese
* recognise common patterns of word formation, loan words and grammatical markers and use these   
  to interpret texts
* convey, in English, the meaning of information obtained in spoken texts

Area of Study 3

Reading and writing in Chinese

In this area of study students develop the ability to read short texts in Chinese and produce a written response in Chinese characters. Students use information obtained from written texts to express personal ideas in a written response in Chinese. Students use appropriate vocabulary and linguistic structures that   
are related to the subtopic selected from the table of prescribed topics and suggested subtopics.

Outcome 3

On completion of this unit the student should be able to read and comprehend simple texts in Chinese and create a simple piece of personal writing in Chinese.

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

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary including characters and content related to the subtopic studied
* common patterns of word formation, loan words and grammatical markers and structures related to the subtopic studied
* the main features of Chinese texts
* the characteristics of personal writing

Key skills

* produce characters to express meaning in a written response to texts
* associate the meanings of characters with their key features, such as radicals
* identify main points and supporting ideas in written texts
* establish and confirm meaning through re-reading and referring to dictionaries
* select and make use of relevant reference materials
* summarise and synthesise information from texts
* convey meaning accurately in written texts in Chinese
* apply the features of text types and the characteristics of personal writing

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement   
in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass   
the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* magazine article in English
* written research report in English
* listening to spoken texts (for example, conversations, discussions or speeches) to obtain information to respond to questions in English and Chinese
* responding to simple Chinese texts by producing, in Chinese sentences, a piece of writing focusing on personal experiences or opinions
* personal diary entry in Chinese
* personal reply to a letter or an email in Chinese.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

In this unit students extend their understanding of Chinese philosophies through the study of Daoism and Buddhism, and consider their significance in the myths and legends of China. Students undertake research about Chinese cultural practices related to legend worshipping to gain insights into how the three major philosophies of Confucianism, Daoism and Buddhism are kept alive in daily life in Chinese-speaking communities.

This unit also focuses on developing students’ capacity to interact and comment in spoken Chinese. Students are given opportunities to view and read a range of Chinese language texts related to subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They consolidate their comprehension skills and writing skills to produce texts that are appropriate for context and situation.

Area of Study 1

Major Chinese philosophies and Chinese myths and legends

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.

Outcome 1

On completion of this unit the student should be able to research a selected Chinese myth or legend and produce a response in English about its connection to Confucianism, Daoism and/or Buddhism.

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

Key knowledge

* 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)

Key skills

* 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

Area of Study 2

Speaking in Chinese

In this area of study students develop the capacity to initiate and conduct a spoken interaction in Chinese on a subtopic selected from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They research the chosen subtopic and use relevant Chinese vocabulary and grammatical structures to convey meaning. They use culturally appropriate forms of address and appropriate cues for turn-taking to interact effectively with other speakers of Chinese.

Outcome 2

On completion of this unit the student should be able to initiate and maintain a spoken interaction in Chinese on the subtopic studied.

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

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary, structures and content related to the subtopic studied
* conventions of appropriate text types such as a dialogue, a discussion and a speech
* appropriate non-verbal forms of communication, such as gestures and eye contact
* a variety of question forms, cues for turn-taking, exclamations and fillers

Key skills

* use vocabulary and expressions related to the subtopic studied
* link and sequence ideas and information
* initiate, maintain, direct as appropriate and close an exchange
* use fillers, affirming phrases and formulaic expressions to respond and support the exchange
* use gestures, stance and facial expression to enhance meaning
* use appropriate forms of address

Area of Study 3

Reading, viewing and writing in Chinese

In this area of study students develop the ability to respond to simple written and viewed texts   
on the same selected subtopic. Students draw information from these stimulus materials and respond in Chinese characters. They provide specific and general information about aspects of the texts and about the subtopic studied, or about imaginary experiences based on aspects of the texts.

Outcome 3

On completion of this unit the student should be able to read a simple text and view a visual text on the same subtopic, and produce a response in either informative or imaginative writing.

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

Key knowledge

* ideas and concepts related to the subtopic studied
* relevant characters, vocabulary and structures related to the subtopic studied
* common patterns of word formation, loan words and grammatical markers
* features of Chinese texts and text types
* key characteristics of informative writing and imaginative writing

Key skills

* access information, characters and vocabulary from simple written and viewed texts
* summarise information from sources
* write appropriately for the context, purpose, style of writing and specified audience
* apply the conventions of a specified text type
* use language structures related to describing, comparing and commenting on features of the subtopic
* draw on content in stimulus texts to develop and support ideas

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills   
in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement   
in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass   
the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* written research report in English
* exploratory essay in English
* an interview, discussion or a conversation in Chinese
* role-play in Chinese
* a short story in Chinese
* informative report or article in Chinese.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are   
of comparable scope and demand.

Unit 3

In this unit students investigate and examine how Chinese traditional values impact on aspects of culture in the Chinese-speaking world. Students explore and analyse, in English, the relationship that the three philosophies of Confucianism, Daoism and Buddhism have with a range of Chinese cultural and social contexts.

Students consolidate their language skills by reading and listening to texts on subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They convey their understanding of the texts by responding to questions in Chinese characters, and they develop skills to produce informative writing. Students also use their knowledge to interpret and analyse meaning from linguistic and contextual features of a range of Chinese language stimulus materials and produce simple texts as responses.

Prescribed texts for Units 3 and 4

In this study, in Area of Study 1 throughout Units 1–4, the term ‘text’ refers to article(s) or extract(s) from a range of sources. All texts will be in English and will relate to the prescribed topics for each of Units 3 and 4. Students are expected to be familiar with the prescribed texts for Area of Study 1 for Unit 3.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the   
*[VCAA Bulletin](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)*[.](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)

Area of Study 1

Chinese philosophies and their impact on Chinese society

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.

Outcome 1

On completion of this unit the student should be able to 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.

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

Key knowledge

* 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

Key skills

* 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

Area of Study 2

Listening and responding

In this area of study students access information from a range of short spoken Chinese texts on a selected subtopic from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They develop comprehension skills to locate and identify the main ideas and supporting ideas in the stimulus texts and develop written responses in Chinese.

Outcome 2

On completion of this unit the student should be able to use information from spoken texts to respond to specific questions in writing in Chinese.

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

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary and structures related to the selected subtopic
* common patterns of word formation, loan words and grammatical markers
* conventions of language for conveying information and ideas in writing

Key skills

* listen to short spoken texts and extract information
* access and identify main ideas and supporting ideas
* link ideas and information from the texts in a logical way
* use vocabulary, grammatical structures and expressions appropriately to develop responses in Chinese
* select, organise and make effective use of information gathered

Area of Study 3

Reading and writing in Chinese

In this area of study students develop their ability to read short Chinese stimulus texts. They use the information and concepts found in these texts to produce responses in Chinese characters. Students respond to questions and then produce an informative report or article in Chinese on the subtopic studied.

Outcome 3

On completion of this unit the student should be able to read two written texts on a selected subtopic and respond in Chinese.

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

Key knowledge

* vocabulary and structures related to the subtopic studied
* ideas and concepts related to the selected subtopic
* linguistic features of informative writing in Chinese
* appropriate characteristics and conventions for the text type of a report or article in Chinese

Key skills

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

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and   
within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design   
of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student   
on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  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. | **20** | An essay, written analysis or report in English. |
| **Outcome 2**  Use information from spoken texts to respond to specific questions in writing in Chinese. | **15** | Listen to spoken texts in Chinese and use the information obtained to answer a series of questions in Chinese. |
| **Outcome 3**  Read two written texts on a selected subtopic and respond in Chinese. | **15** | Answer questions on the texts in written Chinese  AND  Write a 100–150 character informative report or informative article on the selected subtopic. |
| **Total marks** | **50** |  |

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.

Unit 4

In this unit, students explore key ideas related to the social and economic development of contemporary China. They study topics such as economic change, technological change, and social and political change, and they consider the role of Chinese philosophies as well as social and cultural values in contemporary China.

Students reflect upon their own and others’ cultural values and further develop cross-cultural communication skills on subtopics chosen from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). They participate in oral interactions in Chinese to exchange meaning. Information is also accessed through a range of texts, and there is an emphasis on further development of students’ capacity to convey meaning effectively in imaginative and personal writing in Chinese.

Prescribed texts for Units 3 and 4

In this study, in Area of Study 1 throughout Units 1-4, the term ‘text’ refers to article(s) or extract(s) from a range of sources. Students are expected to be familiar with the prescribed texts for Area of Study 1 for Unit 4.

Texts for Units 3 and 4 will be prescribed annually by the VCAA and will be published annually in the   
[*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx).

Area of Study 1

Social and economic development of contemporary China

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.

Outcome 1

On completion of this unit the student should be able to 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.

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

Key knowledge

* 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

Key skills

* 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

Area of Study 2

Speaking in Chinese

In this area of study students develop the capacity to initiate, maintain and close an oral exchange on a subtopic selected from the table of prescribed topics and suggested subtopics on [page 11](#PrescribedTopics). Students develop language skills related to making arrangements and completing transactions, and use relevant grammatical structures to ask for or give assistance or advice, suggesting, explaining, agreeing and disagreeing where appropriate. They use fillers, affirming phrases and formulaic expressions to interact effectively with other speakers of Chinese.

Outcome 2

On completion of this unit the student should be able to establish and maintain a spoken exchange in Chinese related to making arrangements and completing transactions.

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

Key knowledge

* vocabulary and structures related to the subtopic studied
* ideas and concepts related to the subtopic studied
* conventions of informal and formal conversations in Chinese: for example, appropriate forms of address, question and answer forms, cues for turn-taking, exclamations and fillers
* oral language and culturally appropriate behaviours required to make arrangements and complete   
  a transaction

Key skills

* convey meaning accurately in spoken Chinese
* interact with others to obtain and provide goods, services or information
* use language structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing or disagreeing
* use appropriate intonation, tones, stress and pitch
* use fillers, affirming phrases and formulaic expressions related to making arrangements and completing   
  a transaction

Area of Study 3

Reading, viewing and writing in Chinese

In this area of study students develop the capacity to comprehend written texts in Chinese and to interpret a visual stimulus on the same selected subtopic. They use information and ideas found in these stimulus texts to create a response in Chinese characters. Students extend their skill by producing an extended piece of writing in Chinese on the selected subtopic. They demonstrate their ability to produce imaginative and personal writing and to write appropriately for a specific audience, context and purpose.

Outcome 3

On completion of this unit the student should be able to use a written and a visual text about a selected subtopic to produce an extended personal or imaginative response in written Chinese.

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

Key knowledge

* ideas and concepts related to the subtopic studied
* vocabulary and structures related to the subtopic studied
* linguistic structures and features of imaginative and personal writing
* conventions of text types such as a letter, story and blog post

Key skills

* extract meaning from linguistic and contextual features of written and visual texts
* write appropriately for the specified context, purpose, text type and audience
* access characters and vocabulary from texts
* plan and revise for coherence of form, language and structure
* show knowledge of and use simple stylistic features such as repetition and contrast
* interpret meaning from cognates, grammatical markers and common patterns of word formation
* establish and confirm meaning through re-reading, using headings or diagrams, and referring to   
  digital and print dictionaries

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design   
of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student   
on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Investigate the impact of social and economic development on contemporary Chinese values, and produce a written response in English with reference to text(s) studied. | **20** | An essay, written analysis or report in English. |
| **Outcome 2**  Establish and maintain a spoken exchange in Chinese related to making arrangements and completing transactions. | **15** | A two- to three-minute role-play in Chinese. |
| **Outcome 3**  Use a written and a visual text about a selected subtopic to produce an extended personal or imaginative response in written Chinese. | **15** | An approximately 150-character response in Chinese.  Select from: a letter, a story or a blog post. |
| **Total marks** | **50** |  |

External assessment

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

Contribution to final assessment

The examinations will contribute 50 per cent to the study score.

End-of-year examinations

Description

* an oral examination
* a written examination.

The written examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examinations will be completed under the following conditions:

* Duration:
* Oral examination: approximately 15 minutes
* Written examination: 2 hours
* Date: end-of-year, on a date to be published annually by the VCAA
* VCAA examination rules will apply. Details of these rules are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)
* The examinations will be marked by assessors appointed by the VCAA.

Further advice

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