



Chinese Continuers

Stage 6

Syllabus

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1 The Higher School Certificate Program of Study

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

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

2 Introduction to Chinese in the Stage 6 Curriculum

2.1 The Language

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

For the purpose of this syllabus, modern standard Chinese is taken to be *putonghua* in the spoken form, and simplified character text in the written form. Throughout the Chinese speaking communities, modern standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua. The romanised form of the character text is *Hanyu Pinyin*.

In the external assessment, it is expected that students will be conversant with simplified characters. Questions and tasks will be set in simplified characters and all written responses are expected to be in simplified characters.

2.2 Description of Target Group

The *Chinese Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Chinese for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Chinese-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and modern standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

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

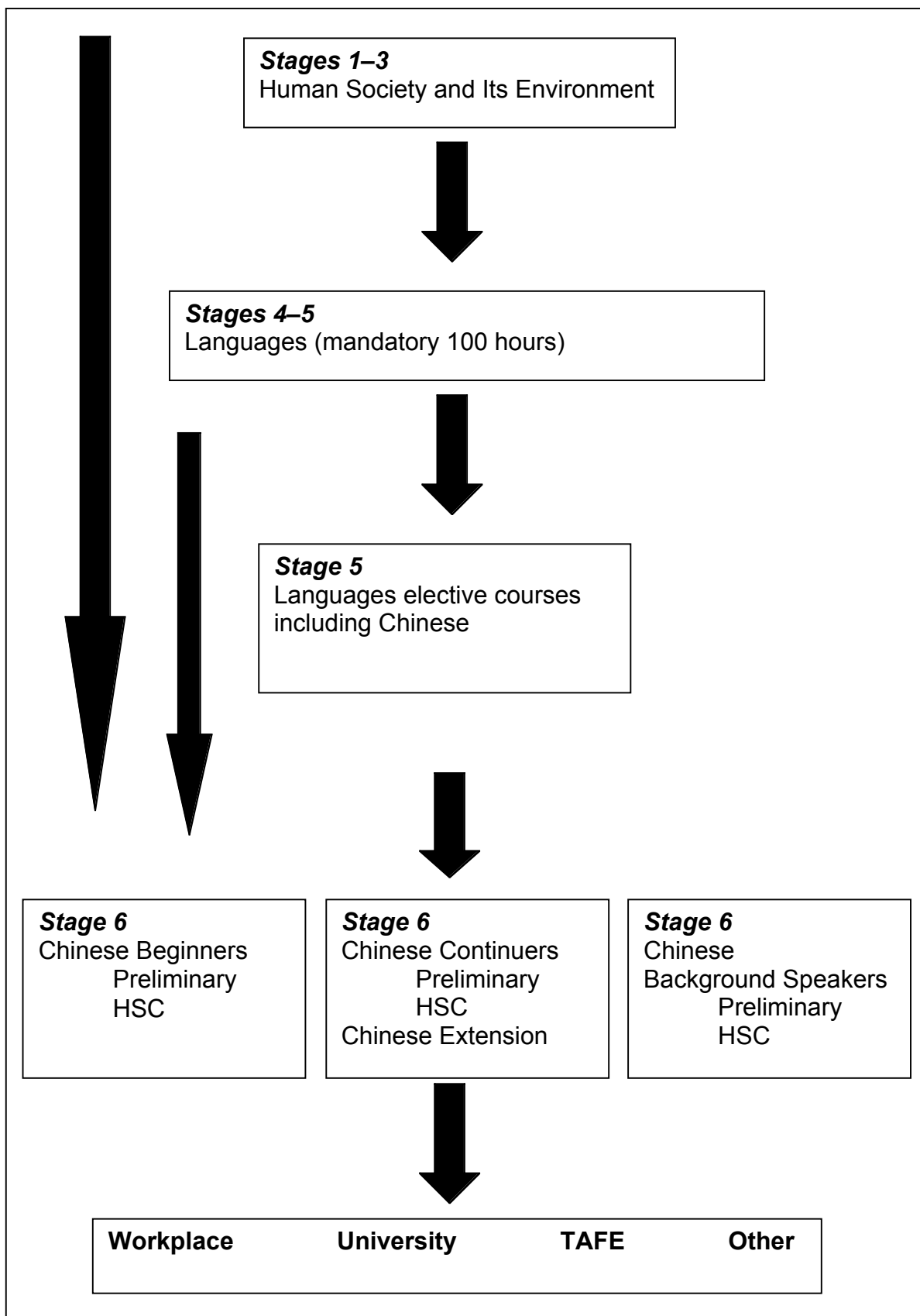
Chinese culture and language have a continuous history of more than 5 000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture.

Chinese is especially important in Australia because it is widely spoken in the community, and the study of it by Australians will enhance the positive features of a culturally diverse society and generate mutual respect. The study of Chinese provides access to an important cultural and linguistic heritage.

Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. These options may include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

The significance of Chinese within and beyond Australia requires strategies for the building of sociocultural, economic and political engagement: learning Chinese in the Australian context will support such engagement.

3 Continuum of Learning for Chinese Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stages 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Chinese.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Chinese builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Chinese at Continuers level or Background Speakers level as appropriate. A Chinese Extension course is also available for the student at Continuers level. Students may also begin the study of Chinese in Stage 6.

4 Aims

The aims of the syllabus are to develop students’:

- ability to use Chinese to communicate with others
- understanding and appreciation of the cultural contexts in which Chinese is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Chinese and English, and/or other languages
- cognitive, learning and social skills
- potential to apply Chinese to work, further study, training or leisure.

5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Chinese

Objective 2 – express ideas through the production of original texts in Chinese

Objective 3 – analyse, process and respond to texts that are in Chinese

Objective 4 – understand aspects of the language and culture of
Chinese-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Chinese and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Chinese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Chinese-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Chinese-speaking communities will develop further.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in Chinese	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas on known topics 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Chinese	2.1 applies knowledge of language structures to create original text # 2.2 describes, narrates and reflects on real or imaginary experience in the past, present or future 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Chinese	3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information 3.2 summarises, interprets and evaluates information
4. understand aspects of the language and culture of Chinese-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

written or spoken text created by students incorporating their own ideas

7.2 Key Competencies

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

Key competencies are embedded in the *Chinese Continuers Syllabus* to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis 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 ***solving problems***.

8 Content of Chinese Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Chinese-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Chinese. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables students to study topics from the perspective of other individuals.

The theme, *the Chinese-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as youth issues, and tourism and hospitality.

Theme: the individual	Theme: the Chinese-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity eg: <ul style="list-style-type: none"> – appearance and personality – family, friends and relationships – home and neighbourhood – daily routine • education and aspirations eg: <ul style="list-style-type: none"> – school life, facilities, rules and routine – study habits – subjects and exams – further education and future plans • recreation and leisure eg: <ul style="list-style-type: none"> – sport, interests – shopping, eating out and entertainment – parties • travel experiences eg: <ul style="list-style-type: none"> – holidays and sightseeing – travel plans and requirements – transport and accommodation 	Topics: <ul style="list-style-type: none"> • history and culture eg: <ul style="list-style-type: none"> – tradition and beliefs † – festivals and customs † – legends and fables † – famous people † – places of interest in China and Asia † • lifestyles eg: <ul style="list-style-type: none"> – food types and cuisine – entertainment † – urban and rural life † – daily life – education 	Topics: <ul style="list-style-type: none"> • youth issues eg: <ul style="list-style-type: none"> – technology in daily life † – environment † – social life • the world of work eg: <ul style="list-style-type: none"> – careers and occupations – casual work • tourism and hospitality eg: <ul style="list-style-type: none"> – tourism in Australia and Chinese-speaking communities – cross-cultural perspectives – interaction with visitors in Australia

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Chinese-speaking communities — underlies the study of all the themes and topics.

8.1.2 Texts

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Chinese in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Chinese or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

8.1.3 Vocational Education and Training

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 27.

8.2 Tasks

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

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

Tasks can be described as having four elements:

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

8.3 Text Types

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which students may be expected to produce in the external examination. Teachers may introduce students to a wider range of text types in the course of their teaching and learning program.

advertisement	form	play
announcement	formal letter	poem
article	informal letter*	postcard*
chart	interview	recipe
conversation*	list	recount*
description*	message*/note*	report*
dialogue	narrative account*	song
diary entry*	news item	speech/talk (script)*
documentary	notice	table/timetable
e-mail*/fax*	novel/short story	
film	personal profile*	

8.4 Vocabulary

A list of characters will be provided as a resource for teachers and students. It is expected that students will be able to use and understand the characters on the list, as well as a wider range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

All texts provided in the written examination will be in simplified characters.

It is expected that students will be able to use simplified characters consistently in tasks requiring written responses in Chinese. A small number of *pinyin* will be accepted. The *pinyin* should be confined to vocabulary and expressions which would not normally be expected to have been covered during a 400–500 hour course. The use of full form characters or *pinyin* will not be acceptable for items included in the character list.

8.4.1 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). Further information is also provided in the External Examinations section in this syllabus.

8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Chinese through prior knowledge or study of Chinese.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying Chinese in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Number	两 and 二	两千二百 两块二
	telephone numbers (use of <i>yao</i> 一)	三零七一一一九
	percentages	百分之九十 五
	decimals and fractions	五点五 三分之二
	large numbers	一千五百二十三万九千八百
	use of 零 as a place marker	五百零三
	ordinal prefix 第	这是她第一次到美国去。
	monetary expressions	这件衣服十五块九毛九。
Nouns and noun phrases	personal pronouns	他，她，它； 他们；咱们
	plural suffix 们	同学们 朋友们
	names and titles	孙中山 王老师 王力教授
	classifiers (measure words)	三本书
	the connectives 跟 and 和	我跟妈妈去买菜。 我和爸爸去看电影。

Grammatical item	Sub-elements	Example(s)
Nouns and noun phrases (cont)	<p>the subordinating particle 的</p> <p>the possessive 的</p> <p>的 with adjectives</p> <p>的 used to mark a complex description</p> <p>的 used to form noun phrases</p>	<p>这是我的书。 那些是你的。</p> <p>考大学不是重要的问题。</p> <p>昨天在学校前面看报纸的那个人是爸爸的朋友。</p> <p>街上卖唱的是我妹妹。</p>
	'some' using 有些, 有的, 一些, (一)	有的学生很有钱, 有的没有钱。
	'each' and 'every'	人人知道。 每个学生都要上这门课。
Verbs and verb phrases	有 indicating existence	那儿有三家商店。
	sentences using 有 and 没有	你有笔吗? 我没有钱。
	verb-object constructions	她看什么书? 我爸爸每天都做饭。
	compound directional complements	她赶上来了。 小明跑出去了。
	the verbal suffix 过	这两本书你看过了没有? 我从来没去过美国。
	the complement of degree formed with 得	她长得很漂亮。 她字写得很漂亮。
	verb reduplication with complement of degree	她写字写得很漂亮。
	final sentence particle 了	他去年去法国了。
	了 used with 就要, 快要 or 快要 to indicate imminent action	快要下雨了。 你放心, 大夫就要来了。

Grammatical item	Sub-elements	Example(s)
Verbs and verb phrases (cont)	the verbal suffix 了	他去年买了房子。
	了 used with 就 to indicate sequence	他买了东西就回家去。
	the verbal suffix 了 used with sentence particle 了	我们学了一年的中文了。
	verbal complements of location	他站在学校前面。
	action in progress with 在, 正在 or 正 and/or final 呢	他还在听音乐。 他正在看书呢。
	action in progress with 著	他们看著电视吃饭呢。
	auxiliary verbs (modal verbs): 能, 可以, 会, 应该	明天不能来了, 后天行不行? 考试时可以不可以查词典? 你会开车吗? 妈妈今天不舒服, 我应该早一点儿回家。
	把, 被 constructions †	小明把水喝了。 水被小明喝了。
	verb reduplication	他听不懂, 请你再说一说。 可以让我看一看吗?
	好 as complement of result	你吃好了吗?
	在, 给, 到, 成 used with objects as complements of result	他亲眼看到小王偷东西。 昨天的课文我还没翻成英文。

† receptive use

Grammatical item	Sub-elements	Example(s)
Verbs and verb phrases (cont)	the construction 是…的	他是去年从北京来的。
	passive constructions †	那些东西给学生吃光了。
Prepositions (Coverbs)	prepositional use of 到，从，坐，骑	从上海到北京坐飞机要多长时间？ 小明骑自行车去买菜了。
	在	我哥哥在工厂工作。
	往	往东走。 往左拐。
	离	你家离这儿远吗？
	给，替	他常常给我买礼物。 你替我还这本书好吗？
	对，向	我对运动不感兴趣。 请替我向他们问好。
	用	我还不会用毛笔写字。
Adjectives	reduplication	高高兴兴 清清楚楚 马马虎虎
Adverbs and adverbial phrases	adverbial suffix 地	学生们大声地唱歌儿。
	other adverbs 还，又，再，也，只，都	请你再说一遍。 他们也都不知道。 我还不会写这个字。
	sequence indicators 就，才，先，再	她做完作业就出去了。 他四十岁才学会了开车。 我们先吃饭再出去吧。

† receptive use

Grammatical item	Sub-elements	Example(s)
Adverbs and adverbial phrases (cont)	intensifiers	我非常喜欢跳舞。 妈妈特别希望我毕业以后上大学。 真不错！ 这真不好意思！ 好极了。
	adverb reduplication	他慢慢儿地走了。
	adverbs of frequency	我的男朋友总是／很少／差不多每天都锻炼身体。
Comparison	using 比	他的弟弟比我大。
	using 没有 … (那么)	中文语法没有英文语法那么难。
	similarity and difference using 一样，不一样	学会英文跟学会中文一样难。 这两个问题不一样。
	degrees	那张画贵一点儿。 昨天看的电影更有意思。
	using adjectives	他的头发跟我的一样长。
	with the complement of degree	她写字写得比我快。
Time words and phrases	time and clock time	十五个小时／钟头； 一点四十五分 两点三刻
	age	我今年十六岁。
	clauses formed with 的时候，以前，以后	老师上课的时候不要说话。 我吃晚饭以前做作业。 我下课以后听音乐。

Grammatical item	Sub-elements	Example(s)
Time words and phrases (cont)	time expressions	我想明年春天开始学日语。
	complements of time indicating duration of an action	我等了半天他还没来。 请您等一会儿。
	continuation of time to some point using 从...到	从早上到现在。
Place words and phrases	compass directions	东，东南，东北 南 西，西南，西北 北
	在 location word	他住在动物园附近。
	远and 近	我上学的地方很远。 学校离车站很近。
Particles	modal particles 呢and 吧	他找谁呢？ 你呢？ 吃饭吧！
Question words	who? what? why?	谁拿了我的书包？ 你有什么事？ 你为什么没打电话？
	when? where?	我们什么时候回家？ 妈，我的毛衣在哪儿？ 什么地方最好玩儿？
	how? 怎么，怎么样	你们的新老师怎么样？ 到火车站怎么走？
	asking quantities	你们中文班有多少学生？ 你带了多少钱？
	questions with 多 plus an adjective	你多大？ 你学了多长时间中文？
	which? 哪，哪样，哪种	她是哪国人？ 你喜欢哪种水果？

† receptive use

Grammatical item	Sub-elements	Example(s)
Syntax	equative sentences	王先生是老师吗？ 是，他是老师。
	sentences with an adjectival predicate †	他非常高兴。 这两件衣服是旧的。
	sentences with two objects	她教我汉语。
	sentences with 还是	她是中国人还是法国人？
	verbal expressions in sequence to show purpose of action	我想到中国去学汉语。
	conditional clauses	如果没有空就别来吧！ 你要是不回家，妈妈就会生气。 你不想开车就坐车去吧。 只要你早去，你就一定能见到她。
	clauses with 虽然…可是	他虽然写得很快，可是个字都没写对。
	clauses with 因为…所以	因为他没告诉我，所以我不知道。
	indefinite use of interrogatives †	谁都不喜欢他。 多少钱都买不到爱。 我哪儿都不想去。

† receptive use

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

10 Post-school Opportunities

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

In addition, the study of Chinese 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 in Vocational Education and Training (VET)

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

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 TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Chinese.

Recognition by TAFE NSW

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

11 Assessment and Reporting

11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*

- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

11.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 31. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

11.3 External Examinations

In Chinese Stage 6, the external examination consists of an oral examination and a written examination. The specifications for the examination in Chinese Stage 6 begin on page 32.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 31.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

11.5 Assessment Components, Weightings and Tasks

Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	listening and reading comprehensions, oral presentations, conversations, written observations, interviews, video analyses, observations, questionnaires, discussions, letters, diary entries, notes and reports
Listening and responding (Objective 3)	30	
Reading and responding (Objectives 1 and 3)	40	
Writing in Chinese (Objective 2)	10	
Marks	100	

HSC Course

The internal assessment mark for Chinese Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	conversations, discussions, role-plays, interviews, oral presentations
Listening and responding (Objective 3)	25	listening comprehensions, letters, videos, songs, film analyses, discussions, interviews
Reading and responding (Objectives 1 and 3)	40	reading comprehensions, questionnaires
Writing in Chinese (Objective 2)	15	diary entries, notes, written observations, questionnaires, written reports
Marks	100	

One task may be used to assess several components. It is suggested that 3–5 tasks be sufficient to assess the HSC course outcomes.

11.6 HSC External Examinations Specifications

The external examination consists of:

- an oral examination
- a written examination.

Oral Examination (approximately 10 minutes)

Conversation

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Chinese. It relates to Objective 1.

Specifications

The examination consists of a general conversation between the student and the examiner. The conversation will be about the student's personal world, for example their life, family and friends, interests and aspirations.

Written Examination (3 hours, including 10 minutes reading time)

The student is able to use monolingual and/or bilingual print dictionaries in the written examination.

Section I: Listening and responding

Purpose

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English or Chinese, as specified, to questions on this information. The questions may require the student to identify information related to the context, purpose and audience of the text.

Specifications

The texts in this section will be related to the themes prescribed in the syllabus.

The student hears seven to ten texts in Chinese covering a number of text types. The total listening time, for one reading of all the texts without pauses, will be approximately 7–8 minutes.

Some texts will be short; that is, one reading of each text may be approximately 35–45 seconds. Some texts may be longer; that is, one reading of each text may be up to 60 seconds in length. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types such as completing a table, chart, list or form, or responding to multiple-choice items, that will require a response in Chinese or English as specified, or responding to open-ended questions, that will require a response in English.

Questions will be phrased in English for responses in English or Chinese as specified.

Section II: Reading and responding

Purpose

Section II of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise and/or evaluate information from texts.

In Part B, the student will be expected to demonstrate both an understanding of a written text, and the ability to exchange information, by responding in Chinese to information provided in the text.

Specifications

Section II of the written examination has two parts, Part A and Part B. The texts in both parts will be related to the themes prescribed in the syllabus.

Part A

The student will be required to read two texts in Chinese of 600–750 characters in total.

Questions on the texts will be phrased in English, for responses in English.

Part B

The student will be required to read a short text in Chinese of approximately 200 characters such as a letter, message, advertisement or notice.

The student will be required to exchange information in response to questions, statements, comments and/or other specific items provided in the text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of 200–250 characters in Chinese.

The task will be phrased in English, for a response in Chinese.

Section III: Writing in Chinese

Purpose

Section III of the written examination is designed primarily to assess the student's ability to express ideas through the production of original texts in Chinese. It relates to Objective 2.

Specifications

The student will be required to respond to two tasks, graded in difficulty. The tasks will involve presentation of ideas and/or information and/or opinions. The tasks will require different kinds of writing: the first will be informative or descriptive and the second will be reflective, persuasive or evaluative, and could require the student to explain or justify a point of view. There will be a choice of questions for each task. The tasks will be related to the themes prescribed in the syllabus. Tasks will accommodate a range of student interests and will be set to ensure they:

- have different purposes, audiences and contexts
- require different text types (see table of text types for productive use).

The student will be expected to write two responses of 250–375 characters each in Chinese.

The tasks will be phrased in English, for a response in Chinese.

11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Speaking (Objectives 1 and 4)	20	<ul style="list-style-type: none"> • An oral examination consisting of: Conversation • A written examination consisting of: Listening and Responding Reading and Responding Part A Part B Writing in Chinese 	20
Listening and Responding (Objective 3)	25		
Reading and Responding (Objectives 1 and 3)	40		
Writing in Chinese (Objective 2)	15		
Marks	100	Marks	100

11.8 Summary of Examination Specifications

Oral Examination	Time allocation – approximately 10 minutes
Conversation	Objective 1 Weighting – 20%
Written Examination	Time allocation – 3 hours (including 10 minutes reading time)
Section I: Listening and responding	Objective 3 Weighting – 25% <ul style="list-style-type: none"> seven to ten texts in Chinese with responses in English or Chinese as specified
Section II: Reading and responding	Objectives 1 and 3 <p>Part A Weighting – 25%</p> <ul style="list-style-type: none"> two texts in Chinese with responses in English <p>Part B Weighting – 15%</p> <ul style="list-style-type: none"> one text in Chinese with response in Chinese
Section III: Writing in Chinese	Objective 2 Weighting – 15% <ul style="list-style-type: none"> two original texts to be written in Chinese

11.9 Criteria for Judging Performance

Oral Examination

Conversation

When judging performance in the oral examination, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to maintain a conversation (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- variety and appropriateness of vocabulary and sentence structures.

Written Examination

Listening and responding

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately.

Reading and responding

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

Part A

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately.

Part B

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures.

Writing in Chinese

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses.

11.10 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.