



# **Chinese Extension**

**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 students' physical and spiritual development.

## **2 Rationale for Chinese Extension in the Stage 6 Curriculum**

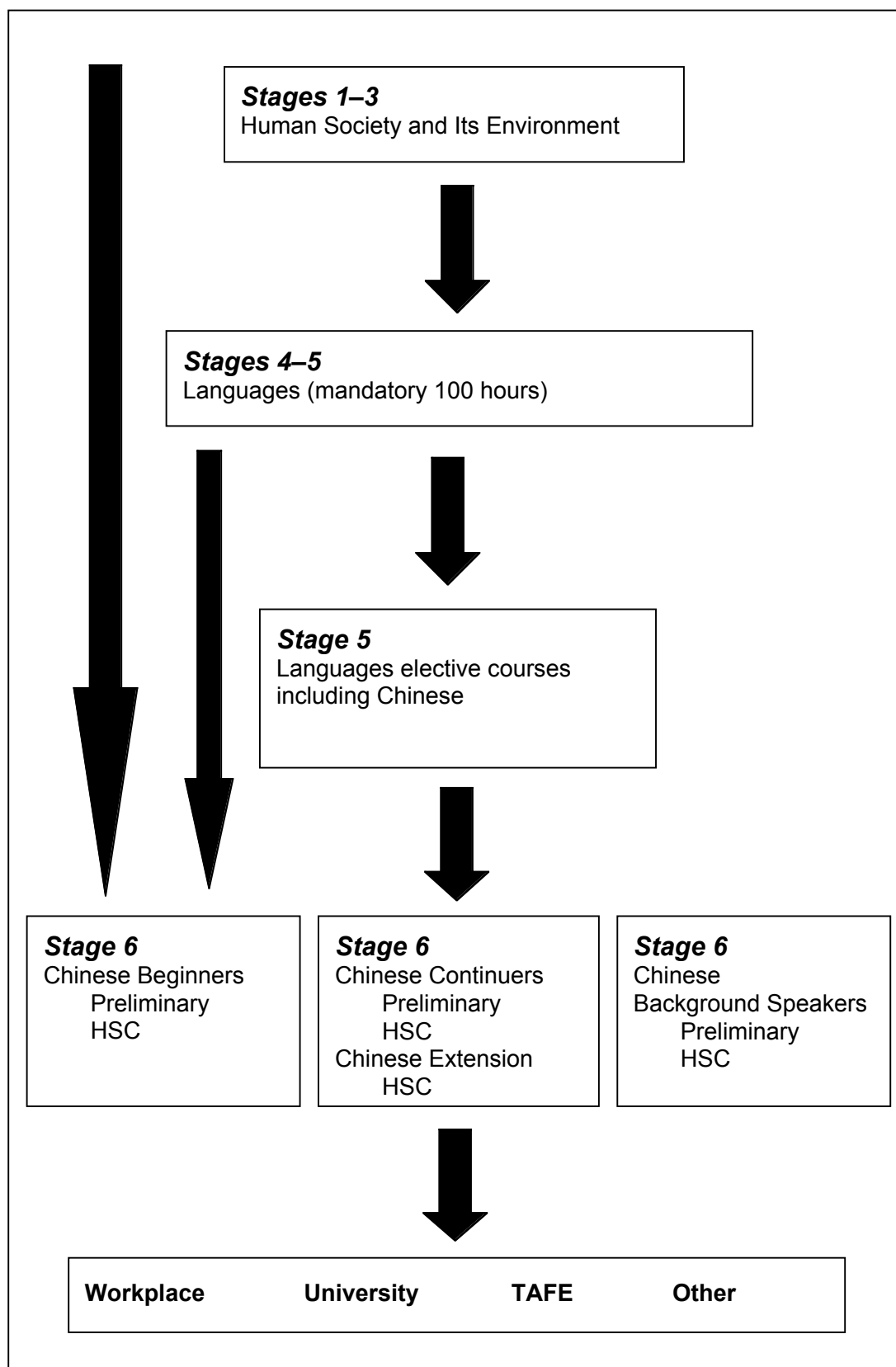
The Extension course builds upon the body of knowledge and skills acquired in the Chinese Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Chinese.

The Chinese Extension course provides opportunities for students to:

- enhance their enjoyment of learning Chinese by broadening and deepening their language experience
- gain insight into the culture of Chinese-speaking communities and the communities' perspectives on contemporary issues
- gain an appreciation of the Chinese language through the study of contemporary texts
- use Chinese as an adjunct to their career path.

The Chinese Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

### 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 Early Stage 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 students the opportunity to continue the study of Chinese at Continuers level with the option of an Extension course, or at Background Speakers level as appropriate. The Extension course builds upon the Chinese Continuers course. Students may also begin the study of Chinese in Stage 6 by studying the Chinese Beginners course.



## **4 Aim**

The aim of the *Chinese Extension Stage 6 Syllabus* is to enhance students' knowledge and understanding of a range of issues as reflected in contemporary Chinese texts, while extending their ability to use and appreciate Chinese as a medium for communication, and creative thought and expression.

## **5 Objectives**

Students will achieve the following objectives:

Objective 1 — present and discuss opinions, ideas and points of view in Chinese

Objective 2 — evaluate, analyse and respond to text that is in Chinese and that reflects the 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

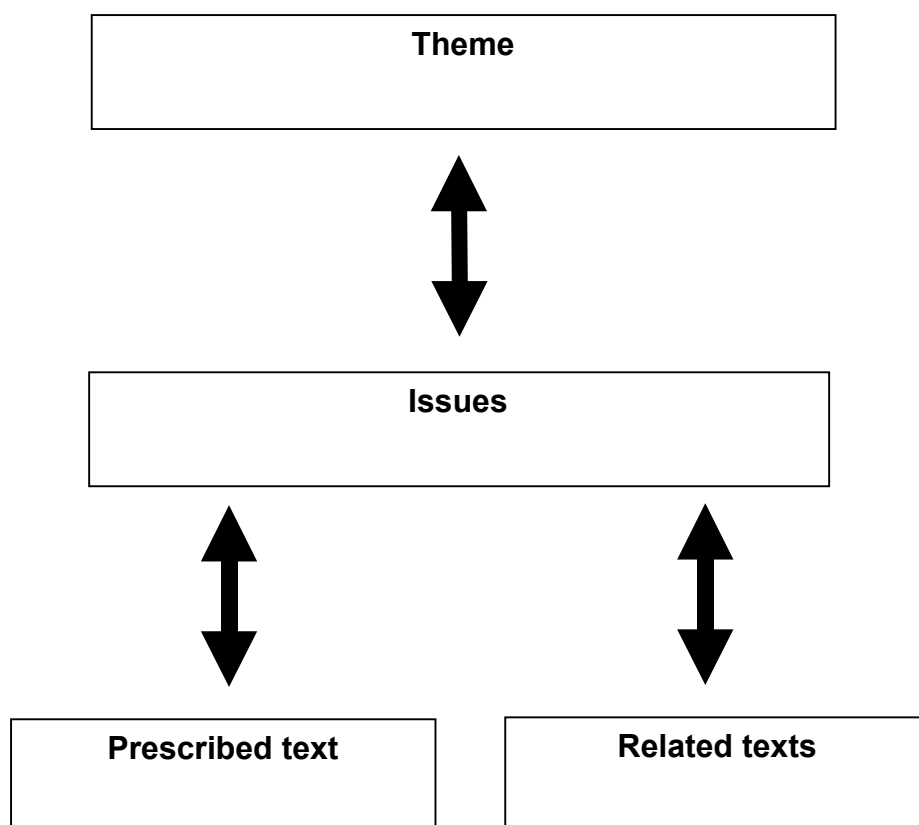
The organisational focus of the Chinese Extension course is the theme – the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

Study of the issues and prescribed text will involve:

- exploring the relationship between the issues and the prescribed text
- creating original text in response to aspects of the prescribed text
- identifying meaning and how it is conveyed in the prescribed text
- evaluating linguistic and cultural features of the prescribed text
- analysing the sociocultural context of the prescribed text.

To support the study of the issues and to further develop knowledge of Chinese and Chinese-speaking communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts.

The course structure is represented schematically below:



The prescribed text and issues, and the resources list are published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

## 7 Objectives and Outcomes

The outcomes represent the knowledge, skills and understanding that students will achieve by the end of the Chinese Extension 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. These outcomes build on the outcomes for the Chinese Continuers course. It is implicit in these outcomes that students have completed the Preliminary course in the Chinese Continuers course.

### 7.1 Table of Objectives and Outcomes

Objectives	Outcomes
The student will: 1 present and discuss opinions, ideas and points of view in Chinese	The student: 1.1 discusses attitudes, opinions and ideas in Chinese 1.2 formulates and justifies a written or spoken argument in Chinese
2 evaluate, analyse and respond to text that is in Chinese and that reflects the culture of Chinese-speaking communities	2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Chinese

## **8 Content**

### **8.1 Theme and Issues**

The theme – the individual and contemporary society – is the organisational focus of the Chinese Extension course and will be studied through a number of issues and a range of texts.

Not all issues will require the same amount of study time. The length of time and depth of treatment determined for each issue will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the students
- the linguistic and cultural complexity of the prescribed text, and of the related texts selected for study
- the nature of tasks undertaken
- the language that is used in responding
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed issues to meet the objectives and outcomes of the syllabus.

### **8.2 Text**

The term 'text' refers to any form of communication – spoken, written or visual, or any combination of these.

Students will analyse and evaluate text from linguistic (language forms and features, structure) and cultural (thematic, contextual, social and political) perspectives, and consider how they are related.

Students will also be expected to create a range of texts appropriate to a variety of contexts, purposes and audiences.

In this way, students will develop skills in listening, speaking, reading and writing. They will also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Chinese and English, and/or other languages.

#### **8.2.1 Prescribed Text**

The prescribed text may be an extract or extracts from a novel or film, or a selection of short stories or songs. Where a prescribed text consists of an extract or extracts, students should be familiar with the whole text.

Students should know and understand how particular features, used in the text type prescribed, convey meaning. A knowledge of specialised, technical terminology, however, is not a requirement.

The table below indicates the features of text types with which students should be familiar. These include both general features that relate to all text types and specific features that relate to the particular text type set for study.

<b>General features common to all text types</b>	<b>Features specific to each prescribed text type may include</b>
<ul style="list-style-type: none"> <li>• language               <ul style="list-style-type: none"> <li>– colloquial</li> <li>– dialect</li> <li>– accent</li> <li>– use of irony</li> <li>– satire</li> <li>– humour</li> <li>– tenses</li> <li>– ellipses</li> </ul> </li> <li>• structure</li> <li>• setting               <ul style="list-style-type: none"> <li>– time</li> <li>– place</li> <li>– cultural aspects</li> </ul> </li> <li>• character               <ul style="list-style-type: none"> <li>– key/secondary</li> </ul> </li> <li>• imagery               <ul style="list-style-type: none"> <li>– symbolism</li> <li>– recurrent motif</li> <li>– simile/metaphor</li> </ul> </li> <li>• relationship between author/director/narrator/singer and the audience</li> <li>• narrative technique               <ul style="list-style-type: none"> <li>– perspective</li> <li>– point of view</li> </ul> </li> <li>• tone and mood</li> </ul>	<ul style="list-style-type: none"> <li>• novel               <ul style="list-style-type: none"> <li>– plot development, sequencing of events, use of flashback</li> <li>– use of dialogue, narrative</li> <li>– use of allegory, extended metaphor</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• short story               <ul style="list-style-type: none"> <li>– brevity and compactness</li> <li>– focus on one situation or a few crucial moments</li> <li>– limited character development</li> <li>– fragmented plot</li> <li>– inconclusive or unexpected ending</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• song               <ul style="list-style-type: none"> <li>– instrumentation, voice, melody, rhythm, tempo</li> <li>– use of repetition</li> <li>– use of refrain</li> <li>– rhyme, rhythm, assonance, alliteration</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• film               <ul style="list-style-type: none"> <li>– plot development, sequencing of events, use of flashback</li> <li>– shot composition/framing/editing</li> <li>– lighting/sound/colour</li> <li>– costuming</li> </ul> </li> </ul>

Refer to the Board's website <http://www.boardofstudies.nsw.edu.au> for the prescribed text.

### **8.2.2 Rotation of prescribed text and issues**

Each year a text and 2–3 issues will be prescribed for study. These will be reviewed on a regular basis and will be published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

### **8.2.3 Related Texts**

In addition to the prescribed text, students will read, listen to and view a range of texts relevant to the prescribed issues. Texts may be authentic or modified to allow students to engage with the prescribed issues at a level appropriate to their needs, interests and experience.

## **8.3 Text Types**

The text types listed in the *Chinese Continuers Stage 6 Syllabus* are assumed knowledge.

In addition, students are expected to be able to produce the following text types in the external examination:

article  
formal letter  
monologue  
script of a conversation  
short essay

Teachers may introduce students to a wider range of text types in the course of their teaching and learning program.

## **8.4 Vocabulary**

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary and expressions relevant to the prescribed issues.

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 that would not normally have been covered in the Chinese Extension course.

### **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.

Suggested editions are published in 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

The following grammatical structures are those that students studying Chinese in an Extension course are expected to know and use. They build on the grammatical items prescribed in the *Chinese Continuers Stage 6 Syllabus*, which are assumed knowledge.

Grammatical item	Sub-elements	Example(s)
Conjunctive phrases	又... 又 ... 除了... 以外... 不但...而且... 越...越...	她又聪明又好看。 除了我以外，谁都不知道。 他不但是我的老师，而且也是我的朋友。 我越来越有钱。
Syntax	sentences with adjectival predicate  indefinite use of interrogatives	我们学校的礼堂很大。 他的房间很漂亮。  谁都没有打电话。 你要多少，我就给你多少。 我哪儿都去不了。

## **9 Course Requirements**

For the Extension course:

- the Continuers Preliminary course is a prerequisite
- the Continuers HSC course is a co-requisite
- 60 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.

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

The study of the Chinese Extension course provides students with knowledge, understanding and skills that form a valuable foundation for assessing and reporting achievement in the course for the Higher School Certificate.

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

These purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- 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 21. They ensure a common focus for internal assessment in the course across schools.

## **11.3 External Examinations**

In Chinese Extension, the external examination consists of an oral examination and a written examination. The specifications for the examination in Chinese Extension begin on page 22.

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 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 21.

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

### HSC Course

The internal assessment mark for Chinese Extension should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Speaking skills (Objective 1)	10	<ul style="list-style-type: none"> <li>discuss an issue and support a point of view</li> <li>be interviewed as a character from the prescribed text</li> <li>participate in a debate on an aspect of one of the prescribed issues</li> </ul>
Analysis of written text that is in Chinese (Objective 2)	20	<ul style="list-style-type: none"> <li>answer comprehension questions on the prescribed text</li> <li>write a diary entry in Chinese from the perspective of one of the characters in the prescribed text</li> <li>analyse the language and content of an unseen text</li> </ul>
Response to aural text that is in Chinese (Objective 2)	10	<ul style="list-style-type: none"> <li>listen to an interview on an issue and write a report for the school magazine, giving a point of view</li> <li>listen to/view a text, then answer a series of questions, analysing content</li> <li>compare and contrast the issues of two spoken texts</li> </ul>
Writing skills (Objective 1)	10	<ul style="list-style-type: none"> <li>write a school magazine article on an issue of concern</li> <li>respond to an editorial about a contemporary issue, giving a point of view</li> <li>write a notice to persuade people to attend a rally for a particular cause</li> </ul>
<b>Marks</b>	<b>50</b>	

One task may be used to assess several components. It is suggested that 2–3 tasks be sufficient to assess the HSC course outcomes.

## 11.6 HSC External Examination Specifications

The external examination consists of:

- an oral examination
- a written examination.

### **Oral Examination (approximately 15 minutes including 10 minutes preparation time)**

The use of dictionaries will not be permitted during the oral examination.

#### **Monologue**

##### ***Purpose***

The oral examination relates to Objective 1 and is designed to assess students' knowledge and skill in using spoken Chinese to present and support a point of view.

##### ***Specifications***

Students will be given 10 minutes preparation time. Students may make brief notes on the paper provided. They may refer to these notes during the examination but must not read directly from them.

Students will respond to two questions from a choice of three. The questions will be related to the prescribed issues. Students will speak for approximately 2 minutes on each question. Students' responses will take the form of a monologue, in which students present and support a point of view.

Questions will be phrased in English and Chinese, for a response in Chinese.

### **Written Examination (2 hours, including 10 minutes reading time)**

Students may use monolingual and/or bilingual print dictionaries in the written examination.

#### **Section I: Response to prescribed text**

##### ***Purpose***

Section I relates to Objective 2 and is designed to assess students' knowledge and understanding of the prescribed text and the relationship of the text to the issues, as well as the ability to respond to the prescribed text through the production of an original text.

##### ***Specifications***

There are two parts, Part A and Part B.

##### **Part A**

This part is designed to assess students' ability to respond critically to the prescribed text.

Students will be required to analyse and evaluate aspects of the prescribed text and demonstrate knowledge and understanding of language features, content, context, how meaning is conveyed, and the relationship between the prescribed text and issues.

Students will be given a short extract from the prescribed text. There will be 4–6 questions on the text. Questions will be phrased in English, for responses in English.

### **Part B**

This part is designed to assess students' ability to respond personally and creatively in Chinese to the prescribed text.

Students will be given a short extract from the prescribed text. The extract will be different from the extract provided in Part A. Students will be required to respond to an aspect of the prescribed text by, for example:

- taking the role of a character in the prescribed text
- imagining a hypothetical situation in relation to the prescribed text
- writing a description of an event in the prescribed text from a different perspective.

Students will be expected to write a letter, diary entry, description, narrative account or the script of a conversation of approximately 250 characters in Chinese.

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

## **Section II: Writing in Chinese**

### ***Purpose***

Section II relates to Objective 1 and is designed primarily to assess the students' ability to present and support a point of view about the prescribed issues through the production of an original text in Chinese.

### ***Specifications***

Students will be required to give an evaluative response, by presenting, and explaining or justifying a point of view. Students will select one of two questions. Each question will specify an audience and/or a purpose and/or a context. The questions will be related to the prescribed issues.

Students will be expected to write a short essay, article, script of a talk, formal letter or report of approximately 350 characters in Chinese.

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

**11.7 Summary of Internal and External Assessment**

<b>Internal Assessment</b>	<b>Weighting</b>	<b>External Assessment</b>	<b>Weighting</b>
Speaking skills (Objective 1)	10	Monologue (Objective 1)	10
Analysis of written text that is in Chinese (Objective 2)	20	Analysis of prescribed text (Objective 2)	15
Response to aural text that is in Chinese (Objective 2)	10	Response to prescribed text (Objective 2)	10
Writing skills (Objective 1)	10	Writing in Chinese (Objective 1)	15
<b>Marks</b>	<b>50</b>	<b>Marks</b>	<b>50</b>



## 11.8 Summary of Examination Specifications

<b>Oral Examination</b>	<b>Time allocation – approximately 15 minutes (including 10 minutes preparation time)</b>
Monologue	Objective 1 Weighting – 20% <ul style="list-style-type: none"><li>• two spoken responses in Chinese</li></ul>
<b>Written Examination</b>	<b>Time allocation – 2 hours (including 10 minutes reading time)</b>
Section I: Response to prescribed text	Objective 2 Part A Weighting – 30% <ul style="list-style-type: none"><li>• analysis of prescribed text</li></ul> Part B Weighting – 20% <ul style="list-style-type: none"><li>• response to prescribed text</li></ul>
Section II: Writing in Chinese	Objective 1 Weighting – 30% <ul style="list-style-type: none"><li>• one original text to be written in Chinese</li></ul>

## **11.9 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 E1) 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.