



# ANU H Course Continuing Chinese



Written under the Languages Framework  
Accredited from 2021 – 2022



Australian  
National  
University

Cover Art provided by ANU

ANU Image Library

Fiona Foley, Winged harvest 2001, Wood, aluminium, ochre, and stainless steel, commissioned 2000  
(WEH Stanner Building courtyard)

## Table of Contents

H Courses	1
The ACT Senior Secondary System	1
ACT Senior Secondary Certificate	2
Learning Principles	3
General Capabilities	4
Cross Curriculum Priorities	6
ANU H Course	7
Continuing Chinese	7
Rationale	7
Goals	7
Unit Titles	7
Organisation of Content	8
Assessment	8
Achievement Standards	10
Exploring Chinese Characters and Words	Value: 1.0 13
Chinese Reading and Writing in Context	Value: 1.0 15
Appendix A – Implementation Guidelines	17
Appendix B – Course Developers	20
Appendix C – Common Curriculum Elements	21
Appendix D – Glossary of Verbs	22
Appendix E – Glossary for ACT Senior Secondary Curriculum	23
Appendix F – Language Specific Information	24



## H Courses

H classification is given to a year 11 and 12 course which is designed and accredited by the Board of Senior Secondary Studies (BSSS) and an Australian university, and where successful completion of the course will be recognised both towards the ACT Senior Secondary Certificate and an undergraduate degree with that university.

The BSSS considers H courses as complementary to studies in the home college. These extension courses allow students to pursue depth of study in an area of interest, while also gaining experience in a tertiary context to prepare for future studies.

## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

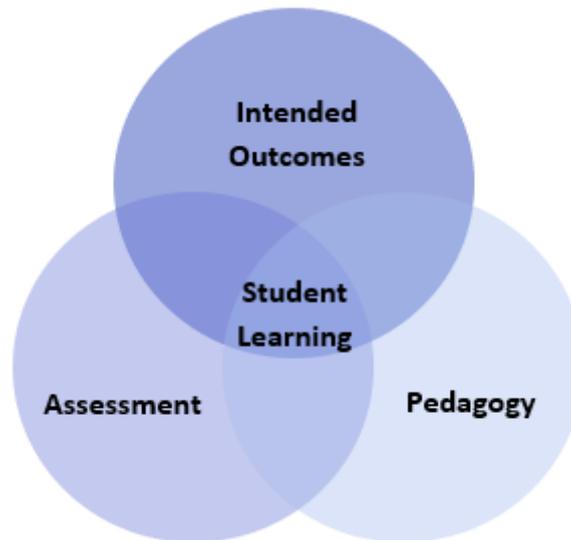
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



## Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles, and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

In ANU H Course Continuing Chinese, students become literate in English and more literate in Mandarin Chinese as they develop the knowledge, skills and dispositions to interpret and use language confidently for listening, engaging in collaborate practice, and expressing their research and conclusions about questions and issues in Chinese language and culture and consider how that translates into practical applications. Literacy in ANU H Course Continuing Chinese involves students listening to, reading, viewing, speaking, writing, and creating academic texts, and using and modifying language for different purposes in an academic university context.

### Numeracy

In ANU H Course Continuing Chinese, students become numerate as they develop the knowledge and skills to use numeracy confidently to create and interpret data as they research and communicate their findings about Chinese socio-economic, cultural, and political issues. They become aware of the contingency and malleability of data produced using mathematical methods. Numerical reasoning in ANU H Course Continuing Chinese encompasses the pattern recognition and application of patterns inherent to numeracy and language learning, as well as the knowledge, skills, behaviours, and dispositions that students need to use mathematical knowledge in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

## **Information and Communication Technology (ICT) Capability**

In ANU H Course Continuing Chinese, students develop Information and Communication Technology (ICT) capability in English and Mandarin Chinese. They learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. They consider the role of ICT in the change and evolution of modern languages and cultures. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of studying and being, as technologies evolve and understanding the risks to themselves and others in a digital environment.

## **Critical and Creative Thinking**

In ANU H Course Continuing Chinese, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider issues in Chinese language and culture. In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhance critical thinking, reflection and encourage creative, divergent, and imaginative thinking. By learning to notice, connect, compare, and analyse aspects of the target language, students develop critical, analytic, and problem-solving skills.

## **Personal and Social Capability**

In ANU H Course Continuing Chinese, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively by learning in a university context. They develop the skills to engage in respectful and thoughtful discussion and investigation of significant and controversial issues. As they investigate questions in a university context, they build personal and social capability through a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

## **Ethical Understanding**

In ANU H Course Continuing Chinese, students develop ethical understanding, as they identify and investigate the nature of ethical concepts and values and understand how reasoning can assist ethical judgement in their own and a Chinese context. Further, they problematise ethical knowledge by examining how ethics affects the generation of knowledge in Chinese language and culture studies. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others through the exploration of their ethics as researchers and thinkers in a university context.

## **Intercultural Understanding**

In ANU H Course Continuing Chinese, students develop intercultural understanding as they learn to value their own cultures, languages, and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

The development of intercultural understanding is a central aim of learning languages, as it is integral to global citizenship and lifelong learning. Students bring various preconceptions, assumptions, and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare, and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability, and sometimes the contradictions involved in using language. Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learner's communicative repertoire, providing additional resources for interpreting and making meaning.

## **Cross Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding provided in ANU H Course Continuing Chinese, will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures. It will also provide points of comparison in considering intercultural relationships, colonial and post-colonial experiences in China.

### **Asia and Australia's Engagement with Asia**

This priority in ANU H Course Continuing Chinese, will ensure that students learn about and recognise the diversity within and between the countries of the Asia region, and within Chinese speaking communities across Asia and Australia, and within China, and within Chinese speaking communities in other Asian countries. They will develop knowledge and understanding of Asian societies, cultures, beliefs, and environments, and of China in particular. Asia literacy and China literacy provides students with the skills to communicate and engage with the peoples of China and Asia so they can effectively live, work and learn in the region.

### **Sustainability**

The sustainability priority ANU H Course Continuing Chinese, provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. They will examine arguments and propositions about sustainability in Chinese and English and evaluate different approaches to living more sustainably in Chinese speaking communities and in Australia.

# ANU H Course

## Continuing Chinese

### Rationale

As outlined in the Asia's rise is changing the world and will be a defining feature of the 21st century with profound implications for people everywhere. The Asian Century is seen by the Australian Government as a prime opportunity for Australia to further strengthen its relationships with countries such as the People's Republic of China, Taiwan and the Chinese speaking diaspora, through closer educational, cultural and people-to-people links (*Australia in the Asian Century White Paper*, 2012, 1-3). China is playing an increasingly important role in the key area of economics, trade, society, culture, education, and science. With that imperative, this course provides extension for Chinese learners in the ACT by introducing them to a community of like-minded learners. In a community of hard-working scholars with access to ANU experts and the ANU libraries, students will become more adept and achieve more control over Chinese language skills and knowledge.

The H course complements the existing ACT Chinese Continuing language course by its emphasis on reading and writing in Chinese, a need identified by secondary college teachers of Chinese. Students extend their learning of broader communication skills at their home college by seeking greater command in Chinese literacy in the ANU H Course. Students investigate the nature of Chinese characters to learn both more characters, but also how to learn more characters. The H Course provides meaningful contexts in which to apply their reading and writing skills and thus achieve greater accuracy and fluency in those mediums. As such, the specific content and language covered in the units of this course are designed to be challenging for students who are currently studying Chinese Continuing at their home college or at a community college.

The course focuses on developing both essential literacy skills and a broader understanding of the role of written language in a contemporary context. Students will engage with contemporary texts from a wide range of sources to understand the usage of language learned. Given the distinctiveness of the Chinese language and its distance from English, learning Chinese characters is a particular challenge for anglophone learners that this course addresses directly. This course consolidates the first building blocks of Chinese reading and writing literacy, with a receptive knowledge of up to 800 characters, and develops skills with dictionaries and online resources to enable students to take their studies further.

### Goals

- enhance students' capacity to communicate and interact effectively within and across languages and cultures and show control over linguistic elements with an awareness of audience and purpose
- acquire language learning processes and strategies
- understand the interrelationship of language and culture, and the importance of intracultural and intercultural capabilities
- acquire skills to be a global citizen
- understand the diversity and variability of language use – how language changes with the context of situation and culture (participants and their relationship, circumstances of communication).

### Unit Titles

- Exploring Chinese Characters and Words
- Chinese Reading and Writing in Context.

## Organisation of Content

### Exploring Chinese Characters and Words

Students extend their systematic and linguistic understanding of Chinese characters at the intermediate level, with a focus on the character and word level. Drawing on ANU experts in seminars, guest lectures and tutorials, they begin with focused character and word study examining the internal structure, the stroke order, and the relationship between sound and meaning of characters, in simplified or traditional forms, and their usage in contemporary texts. Students examine the formation of Chinese words, the internal structural relationship between characters in a word, and the grammatical features of Chinese words, and how these words work in the context of basic sentence grammar. Students extend and enhance their Chinese reading and writing skills at the intermediate level by exploring how these characters and words are used in authentic written contexts.

### Chinese Reading and Writing in Context

Students extend their engagement with Mandarin Chinese language texts at the intermediate level. Students expand productive use of the characters and words studied to develop intermediate Chinese reading and writing skills. They investigate a range of contemporary written Chinese texts, digital, fiction and non-fiction used to train and foster a variety of reading skills. The writing component of the course extends from paragraph writing and functional skills such as form-filling, letter writing, emailing, and progresses to more creative writing, including journal writing and opinion pieces. This unit further develops students understanding of the grammatical features of Chinese.

## Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed in speaking, writing, and responding tasks on the degree to which they demonstrate:

- communication
- understanding.

## Assessment Task Types

Inquiry based tasks 40%	In-class tasks 60%
<p>Preparation may be collaborative or individual, and production may be interactive, the assessment is based on individual production</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Blog/Vlog</li> <li>• Debate</li> <li>• Interview</li> <li>• Report</li> <li>• Seminar</li> <li>• News website</li> <li>• Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)</li> <li>• Multimodal text with intercultural questions</li> <li>• Tutorial</li> </ul>	<p>Individual spontaneous production of language in response to an unseen stimulus/questions</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Oral interview</li> <li>• Sustained writing</li> <li>• Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)</li> </ul> <p><b>Listening, speaking, reading, and writing should be assessed in an in-class environment at least once in an academic year</b></p>

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- Each standard (1.0) unit must include an inquiry based task and an in class task.
- Any single assessment task will fall under only one category and in the next unit must fall in the alternate category.
- Each task must enable students to demonstrate higher order thinking and include open ended questions.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course. Responses may be in the target language or in English.
- It is recommended that students produce a variety of text types over a course of study
- The use of a dictionary is at the discretion of the school. The conditions of an assessment task to be specified for moderation purposes.

## **Achievement Standards**

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

**Achievement Standards for ANU H Course Continuing Chinese – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses particular linguistic, cultural, and stylistic features</li> <li>analyses language and culture in familiar and unfamiliar contexts</li> <li>analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>analyses concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses linguistic, cultural, and stylistic features</li> <li>analyses language and culture in familiar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains linguistic, cultural, and stylistic features</li> <li>describes language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies linguistic, cultural, and stylistic features</li> <li>identifies language and culture in familiar contexts</li> <li>identifies interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural, and stylistic features</li> <li>identifies some features of language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection</li> <li>identifies aspects of the perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces comprehensive texts displaying depth and breadth in the treatment of the topic and constructs logical and structured texts</li> <li>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces comprehensive texts displaying breadth in the treatment of the topic and constructs logical and structured texts</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying detailed knowledge of the topic and constructs logical and structured texts</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a wide vocabulary and uses grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying little or no understanding of the topic</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no vocabulary of the language both orally and in writing</li> </ul>

**Achievement Standards for ANU H Course Continuing Chinese – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses particular linguistic, cultural, and stylistic features</li> <li>evaluates language and culture in familiar and unfamiliar contexts</li> <li>analyses complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>evaluates concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural, and stylistic features</li> <li>analyses language and culture in familiar and unfamiliar contexts</li> <li>explains complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>analyses concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural, and stylistic features</li> <li>explains language and culture in familiar and unfamiliar contexts</li> <li>explains interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>explains concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural, and stylistic features</li> <li>describes language and culture in familiar contexts</li> <li>describes interconnections and reflect on own values between own beliefs and practices, and ideas represented or expressed in texts</li> <li>describe concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural, and stylistic features</li> <li>identifies some features of language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices, and ideas represented or expressed in texts with little to no reflection</li> <li>identifies concepts and perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces insightful texts displaying independence, depth, and breadth in the treatment of the topic, substantiates decisions and constructs logical conclusions</li> <li>displays clear and thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</li> <li>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs logical conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds appropriately</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a wide vocabulary and uses grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some detail in the treatment of the topic</li> <li>displays knowledge of the target language and responds appropriately</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>displays some knowledge of the target language</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no vocabulary of the language both orally and in writing</li> </ul>

## Exploring Chinese Characters and Words

**Value: 1.0**

### Unit Description

Students consolidate and develop reading, recognition and writing skills in modern Chinese, with a focus on the character and word level. They extend their systematic and linguistic understanding of Chinese characters at the intermediate level, with a focus on the character and word level. Drawing on ANU experts in seminars, guest lectures and tutorials, they begin with focused character and word study examining the internal structure, the stroke order, and the relationship between sound and meaning of characters, in simplified or traditional forms, and their usage in contemporary texts.

Students examine the formation of Chinese words, the internal structural relationship between characters in a word, and the grammatical features of Chinese words, and how these words work in the context of basic sentence grammar. Students extend and enhance their Chinese reading and writing skills at the intermediate level by exploring how these characters and words are used in authentic written contexts. (See Appendix F for language specific information.)

### Specific Unit Goals

This unit should enable students to:

- understand the internal structure, semantics, and aesthetics of Chinese characters
- extend and enhance Chinese reading and writing skills
- apply critical understanding to use characters and words in written contexts.

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

#### Engaging with Texts

- critically analyse internal structure of characters, the use of radicals, stroke order and aesthetics of characters
- synthesis character structure to be able to use the dictionary
- synthesis character semantics to be able to learn characters independently.

#### Contexts of Language and Culture

- synthesise knowledge of characters to read complex sentences, short passages, and to compose simple sentences
- evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time, e.g. Chinese internet terminology
- critically analyse, reflect on, and monitor own language learning and intercultural experiences.

#### Values, beliefs, perspectives

- critically analyse how meaning is constructed through cultural, intercultural, and intracultural knowledge
- understand the significance of cultural, intercultural, and intracultural perspectives
- critically analyse own values, beliefs, ideas, and practices in relation to those represented in texts.

### **Features of Language Use**

- apply receptive knowledge of 600-800 characters
- apply productive knowledge of 300-500 characters
- respond appropriately to audience, purpose, and context in spoken and written interactions with consideration of gender, age, or dialect
- evaluate and use processes and strategies to make meaning when viewing, listening, and reading
- apply specific grammatical features and functions (see appendix F) with a focus on communication, and increasing accuracy, complexity, and fluency.

### **Reflection**

- self-reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition
- self-reflect on learning in the university context.

### **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### **Assessment**

Refer to pages 8 - 10.

## Chinese Reading and Writing in Context

**Value: 1.0**

Students extend their engagement with Mandarin Chinese language texts at the intermediate level. Students expand productive use of the characters and words studied to develop intermediate Chinese reading and writing skills. They investigate a range of contemporary written Chinese texts, digital, fiction and non-fiction used to train and foster a variety of reading skills. The writing component of the course extends from paragraph writing and functional skills such as form-filling, letter writing, emailing, and progresses to more creative writing, including journal writing and opinion pieces. This unit further develops students understanding of the grammatical features of Chinese. (See Appendix F for language specific information.)

### Specific Unit Goals

This unit should enable students to:

- understand how language and characters are used in a range of contemporary Chinese texts for particular purposes and audiences
- synthesise language techniques for writing for particular audiences and purposes
- enhance the capacity to communicate effectively.

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

#### Engaging with texts

- critically analyse the language techniques and generic features of a range of near-authentic and authentic Chinese texts, e.g. simple poems, simple song lyrics
- analyse texts using skim reading, deconstruction, and summary techniques.

#### Contexts of Language and Culture

- critically analyse texts to make sound guesses about unknowns from the contexts of known language
- evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time
- analyse, reflect on, and monitor own language learning and intercultural experiences.

#### Values, beliefs, perspectives

- analyse how meaning is constructed through cultural, intercultural, and intracultural knowledge
- understand the significance of cultural, intercultural, and intracultural perspectives
- critically analyse own values, beliefs, ideas, and practices in relation to those represented in texts.

### **Features of Language Use**

- apply the characters learned in unit one
- respond appropriately to audience, purpose, and context in spoken and written interactions with consideration of gender, age, or dialect
- evaluate and use processes and strategies to make meaning when viewing, listening, and reading
- apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity, and fluency.

### **Reflection**

- self-reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition
- self-reflect on learning in the university context.

### **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### **Assessment**

Refer to pages 8 - 10.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete two standard 1.0 units for a minor course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Students must be enrolled in BSSS Continuing Chinese in their home college to be eligible for this H Course.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

### Guidelines for Delivery

#### Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

#### Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

## **Moderation**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

### **Visual evidence for judgements made about practical performances**

#### **(also refer to BSSS Website Guidelines)**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

[http://www.bsss.act.edu.au/grade\\_moderation/moderation\\_information\\_for\\_teachers](http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers)

for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

Name	College
Lihong Rambeau	Australian National University

## Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

## Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups, or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment, and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Language Specific Information

The following lists provide guidance on the various components of the course:

### Character Content will include:

#### Radical

- Form and meaning

#### Internal structure

- Form, sound and meaning
- Types of character formation
- Character aesthetics (basic [handwriting] calligraphy)
- Introduction to the complex or traditional character forms

#### Stroke order

- Basic principles of stroke order sequence
- Stroke order sequence of simple characters
- Stroke order sequence of complex characters

### Word, phrase, and basic grammar content will include:

#### Internal word structures

- Joint compound (联合式)
- Modifier-modified (偏正式)
- Verb-complement (补充式)
- Verb-object (动宾式)
- Subject-predicate (主谓式)
- Reduplicated (重叠式)

#### Grammatical features and concepts

- Grammatical terminology: Parts of speech, Subject, Object, etc.
  - Verb: transitive and intransitive, separable, and inseparable
  - Noun: place and non-place words
  - Adjectives vs. verbs
- Word order
- Statements, questions, and negations
- Subjectless and objectless sentences
- Complement
- Object-fronting
- Passives
- *Ba*-construction
- Comparatives
- Tenses and aspects
- Modal particles

#### Word formations

- Suffix
- Prefix

### Dictionary work will include:

- Types of dictionary
- How to look up characters using pinyin (sound)
- How to look up characters using stroke order
- How to find a WORD in the dictionary

### Reading and Writing:

- Develop readings skills through texts based on the characters and words studied
- Engaging with contemporary written Chinese texts:
  - Near-authentic reading texts
  - Online dictionary sites
  - Online sites – maps, menus, advertising, magazines, online shopping etc.

This course will consolidate and apply the literacy knowledge introduced in Unit 1, drawing on and expanding productive use of the characters and words studied to develop intermediate Chinese reading and writing skills.

A range of contemporary written Chinese texts will be used to train and foster a variety of reading skills, including:

- Near-authentic reading texts
- Online dictionary sites
- Online sites – advertising, magazines, online shopping etc.
- 'manhua' Chinese graphic novels
- simple poems
- song lyrics
- film subtitles and scenarios

The writing component of the course will begin with paragraph writing and functional skills such as form-filling, letter writing, emailing, etc. and will progress to more creative writing, including journal writing and opinion pieces. The course will further develop students understanding of the grammatical features of Chinese.

The following lists provide guidance on the various components of the unit:

#### **Reading**

- Develop readings skills through texts based on the characters and words studied
- Reading for gist and main ideas: skimming and scanning
- Speed reading
- Reading for detail and deeper understanding

#### **Writing**

- Coherence and cohesion
- Transitional and connective expressions
- Comparison between oral and written expressions
- Calligraphy
- Structure: topic sentence, paragraphs, introduction, conclusion etc.

#### **Grammar and Expressions**

- Consolidate understanding of grammatical functions introduced in Unit 1
- Expand grammatical understanding to an intermediate level