

CHINESE SECOND LANGUAGE & SECOND LANGUAGE ADVANCED

NEW STUDY DESIGNS 2019-2023

2020 CLTAV ONLINE WORKSHOP

CHINESE SECOND LANGUAGE (CSL) & SECOND LANGUAGE ADVANCED (CSLA) (SOME BACKGROUND)

- Chinese SL Started in 1992(HC, CATs) and VCE started in 1997 (Outcomes, SACs), introduction of translation into Study Design and assessment in 2008;
- Chinese SLA started in 2004; Translation was introduced into Study Design and assessment in 2008;
- Shared study design until 2019;
- Eligibility:
- Chinese SL: Australia-born, no more than 6 months accumulative study of Chinese where medium of instruction is in Chinese, or residency of no more than 36 months in China, Hong Kong, Taiwan, and Macao;
- Chinese SLA: have had education in a school where medium of instruction in Chinese no more than 7 years equivalent to Year 7 in Victoria
- Separate study designs starting 2019
- Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.
- Duration: four units for two years (year 11 & 12). Each unit involves at least 50 hours of scheduled classroom instruction.

CHINESE SECOND LANGUAGE (CSL) & SECOND LANGUAGE ADVANCED (CSLA)

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|-------------|------------|------------|------------|-------------|--------------|--------------|--------------|
| Chinese Second Language | 912 | 970 | 972 | 854 | 859 | 782 | 751 | 756 |
| Chinese Second Language Advanced | 435 | 481 | 478 | 525 | 438 | 540 | 499 | 566 |
| Chinese First Language// Chinese FL Northern HT | 1,669 -- | 1,566 - | 1,618 - | 1,895 - | 1,841 95 | 2,070 117 | 2,140 152 | 1,863 301 |
| Chinese Language, Culture & Society | | | | | | | 63 | 126 |

CHINESE SL & SLA

- Each has a separate study design from 2019
- Stronger emphasis on intercultural competence and reflection on the ways in which culture influences communication
- Builds on the concepts and terminology in the Victorian Curriculum F-10 to allow a clear transition
- There are no longer prescribed tasks for Units 1 and 2 SACs

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- Current detailed study has been removed. (This currently involves work completed for SACs 2a and 2b in Unit 4)
- Three separate SACs in Unit 4, two of which require in-depth analysis of chosen aspects of culture.
- Areas of study organised under
Interpersonal Communication,
Interpretive Communication
and Presentational Communication
and outcomes for each unit reflect these. No English for All SACs in Unit 4.

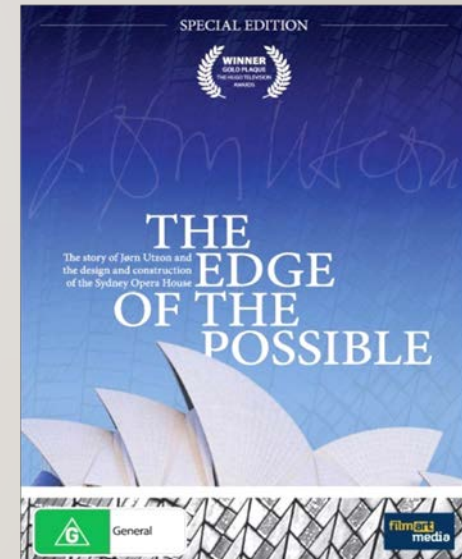
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- Structure builds on the concepts and terminology in the Victorian Curriculum F–10 to allow a clear transition

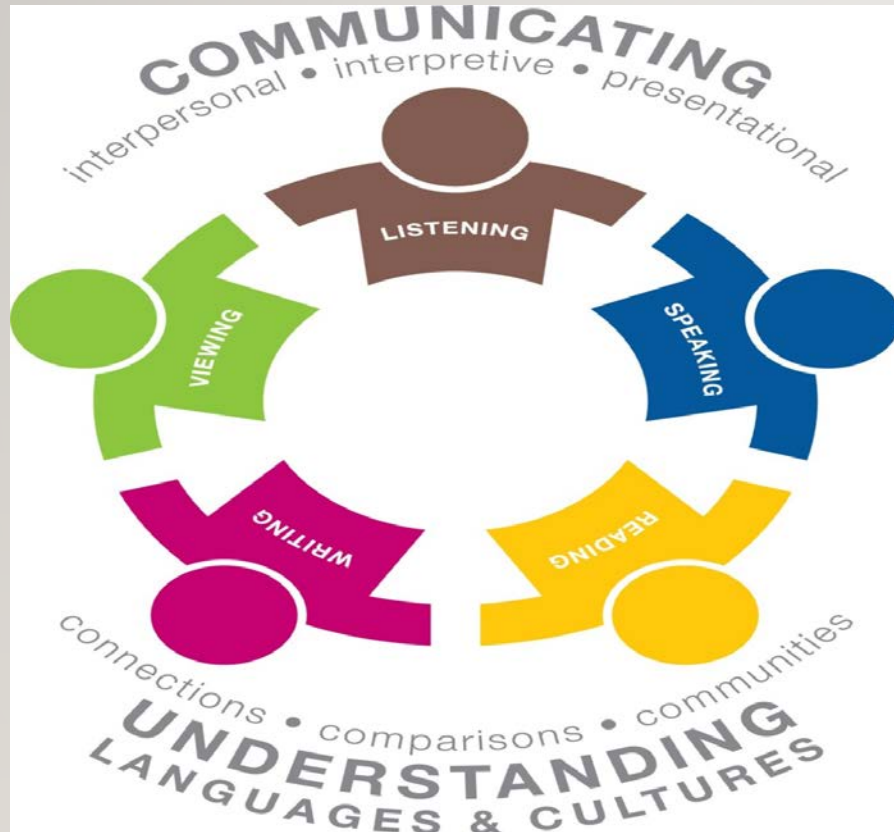
Viewing included as 5th macroskill

- Assessment tasks for Units 1 and 2 to be devised by the teacher
- Key knowledge and key skills for each area of study are in separate lists.

Viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations, charts, tables or maps related to the subtopic.



CHINESE SLA



Three Areas of Study
Interpersonal
communication

Interpretive
communication

Presentational
communication

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- Shared cross-study specifications, prescribed themes and topics (3 themes, 9 topics and 45 subtopics)
- 21 text types (commonly used: diary, speech, story, report, newspaper & magazine articles, blog, email, letter)
- 5 writing styles (personal, informative, imaginative, persuasive, evaluative)
- Vocabulary: 440 (SL) & 610 (SLA) individual characters (about 1800 words or expressions)
- Grammar: verbs and verb phrases, aspects, nouns, determiners (determinative), modifiers, localisers, numerical expressions, classifiers (measure words, particles, sentences and phrase types, cohesive devices, formulaic expressions, fillers and acclamations and style.

VCE CHINESE SECOND LANGUAGE & SECOND LANGUAGE ADVANCED STUDY DESIGNS 2019-2023

- Prescribed themes and topics, and suggested subtopics

| The Individual | The Chinese-speaking Communities | The World Around Us |
|---|--|--|
| <p>Personal identity For example, <i>naming, appearance and personalities, family and friends, daily routine/ life, interests and hobbies, health and nutrition, leisure activities.</i></p> <p>Relationships For example, <i>family and kinship, social relationships, home and neighbourhood, pets.</i></p> <p>Education and aspirations For example, <i>school life, study and routines, future plans and priorities, further education, employment opportunities, the world of work.</i></p> | <p>History and culture For example, <i>festivals, customs and traditions, legends and fables, famous people.</i></p> <p>Arts and entertainment For example, <i>Chinese calligraphy and painting, Chinese opera, film, music/dance, sports.</i></p> <p>Living in a Chinese-speaking community For example, <i>urban and rural life, Chinese food and tea, Chinese costumes/fashion, holidays, sightseeing and places of interest, getting around (transport and directions, tickets and reservations}, travel plans and accommodation.</i></p> | <p>Global and contemporary society For example, <i>global citizenship, social and economic development, cultural diversity, the human impact on nature, environment and sustainability, volunteering, ideals, wellbeing of youth.</i></p> <p>Communication and media For example, <i>the internet and social media, news media and its influence, idols and celebrities.</i></p> <p>The influence of science and technology For example, <i>innovations in science and technology, the impact of science and technology on society, smart houses, jobs of the future.</i></p> |

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

(NEW TOPICS AND SUBTOPICS ADDED)

- Prescribed Themes and topics:

| The Individual (2 subtopics) | The Chinese-Speaking Communities (6 subtopics) | The World Around us (7 subtopics) |
|--|---|---|
| <p>Personal Identity (new: health & nutrition)</p> <p>Relationships (Home & neighbourhood)</p> <p>Education & aspirations</p> | <p>History & Culture</p> <p>Arts & Entertainment (Chinese calligraphy & painting, Chinese opera, film, music/dances)</p> <p>Living in a Chinese-Speaking Community (Chinese food & teas, Chinese costumes/fashion)</p> | <p>Global & Contemporary Society (new: cultural diversity, the human impact on nature, volunteering)</p> <p>Communication & media (the internet and social media; idols and celebrities)</p> <p>The influence of Science & technology (smart houses, jobs of the future)</p> |

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- **Units 1-4**

- Units 1 & 2 (Year 11, Requirements)
- Units 3 & 4 (Year 12, Requirements)

- **Outcomes are organised in Areas of Study: Themes, topics and subtopics**

- **Key knowledge and key skills are separated**

- **Assessment: Outcomes and SACs 50%**

- Unit 1—three areas of study (7 tasks)
- Unit 2---three areas of study (9 tasks)
- Unit 3---three areas of study (4 tasks, role-play, listening & views and writing)
- Unit 4---three areas of study (3 tasks, interview, reading comprehension & writing)

**Some responses in English
for Unit 1 Outcome 2**

**No SAC responses
required in English**

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- **Students are required to study and analyse “cultural products or practices” as part of some assessment tasks and SACS.**
- **Cultural products and practices may include: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.**

Be clear about:

- a) Unit
- b) Area of Study
- c) Outcome

2. Theme, topic and sub topic
3. Gather resources
4. Which learning activities will students complete?
5. Consider the lists of key knowledge and key skills
6. For Units 1 and 2, which type of task will be chosen?

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1. **Need to cover all topics from the list of themes and topics over the two year period: Units 1- 4**
 2. Listed subtopics are only suggestions
 3. Usually one topic and subtopic covered for each Area of Study
 4. Text types students can be expected to produce are listed in the study design
 5. Preamble to each unit and outcome both contain important information
- **VCE Assessment principles**
 - valid and reasonable
 - equitable
 - balanced
 - efficient.



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- The online *Advice for Teachers* documents are on the VCAA website
- They include a set of performance descriptors for all SACS in Units 3 and 4
- The *Advice for Teachers* document replaces the current *Assessment Handbook*
- Exam specifications and sample SACS are no longer in study designs

The online *Advice for Teachers* contains:

- suggested learning activities for each unit
 - performance descriptors for the SACs in Units 3 and 4
 - detailed examples of activities on specific topics leading
 - to an assessment task
- 

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- **Unit 1 Outcomes**

- **Outcome 1**

- • Participate in a conversation, interview or role-play
- • Give a talk to the class about the selected subtopic, asking and answering questions.

- **Outcome 2**

- • Write a descriptive summary of a film including information from a review of the film •
Listen to a conversation and view a map to write directions
- • Read an article and listen to an announcement to write instructions.

- **Outcome 3**

- • Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- • Write an imaginative children's story

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 1 SAMPLE

- **Exchange meaning in a spoken interaction in Chinese.**
- **Examples of learning activities**
- Read a short story that introduces a Chinese family, take notes and highlight the differences observed between Australia and countries where Chinese is spoken.
- View a short clip on YouTube about a traditional family in a country where Chinese is spoken. Reflect on how it differs from a family in Australia.
- Listen to a conversation between an Australian student and a student living in China about their own family. In Chinese, answer prepared questions about the conversation.
- Listen to a student from a country where Chinese is spoken talking about his/her experience with an Australian family. Reflect on how this information correlates to other material on the topic by discussing it with a classmate.
- Summarise all the findings discovered on this topic in a table, a graph or Venn diagram.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 1 SAMPLE

- Read an email from a friend who describes their Chinese family. Write them a reply and respond to their questions.
- Read source material about customs and traditions of Chinese families on the internet. Extract information and make comparisons with information about Australian families from online sources.
- Note vocabulary used in any material viewed, heard or read relating to family. Discuss any words or phrases that are not readily translatable into English.
- Write six to eight questions to ask someone who has researched family relationships. Swap questions with a classmate and answer their questions based on research material.
- Prepare a three-minute speech to give to the class about a Chinese family, the relationships among family members, noting major similarities and differences between Australia and countries where Chinese is spoken. Create PowerPoint slides to support the speech in Chinese. Respond to questions from other students about this topic.
- Interview another student in the class using prepared questions. Discuss specific aspects of a Chinese family that have been researched. Concentrate on the customs and traditions of a Chinese family and its daily routines.
- Produce an article of 200 characters outlining some aspects of customs and traditions of Chinese families.
- Read journal entries written by students in Australia and countries where Chinese is spoken to gain an insight into the character of Chinese families.
- Find a blog on the internet written by someone who has been overseas and done a homestay with a Chinese family. Annotate it to identify key points that represent individual experiences.
- Watch a video or film about families in countries where Chinese is spoken. Take notes about their lives.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 1 SAMPLE

- **Detailed example**
- **Read an email from a friend who talks about their Chinese family. Write them a reply and respond to their questions.**
- Create a workbook to record information, notes and details gathered throughout the area of study. Develop a glossary of key terms and concepts.
- Read a series of personal emails, practising reading for detail and for gist. Practise reading the comprehension questions before reading the emails and then again afterwards.
- Take notes on email writing, paying attention to the kind of writing required for the text type, audience and purpose, and note specific grammatical structures and conventions that are required for an appropriate reply.
- Draft the email, paying attention to the inclusion of detail, content and answers for the task.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT I, OUTCOME I SAMPLE (SL)

| | |
|---|--|
| Theme: | The Individual |
| Topic(s): | Personal identity, Relationships and Education & Aspirations |
| Outcome: | Participate in a conversation, interview or role-play |
| Task: | Informal conversation (3-4 minutes) |
| Date: | Term 1, Week 6 |
| Key knowledge and skills | |
| To achieve this outcome the student will draw on the following key knowledge and key skills: | |
| Key knowledge | |
| <ul style="list-style-type: none">• ideas and concepts related to the selected subtopics• vocabulary and grammar suitable for exchanging information on the selected subtopic• oral language for participating in an informal, personal, spoken interaction in Italian, including idioms• language and behaviours required to effectively initiate, maintain and close a spoken exchange• a range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations | |
| Key skills | |
| <ul style="list-style-type: none">• discuss the selected subtopics• link and sequence ideas and information• recognise and respond to cues for turn-taking• use a range of question and answer forms• self-correct language use as appropriate | |
| Scenario | |
| 任务：你正在中国交流，而你所在的学校希望在其学校杂志上发布所有交流学生的个人资料。该杂志的编辑（一名学生）采访你，以更好地了解你并能够撰写你的简介。回答她的问题，谈谈你的身份，与家人和朋友的关系，你的学校生活，学习，兴趣和爱好，为什么决定参加中国的学生交流以及你的未来计划等。 Task: You are on exchange in China and the school that you are attending wants to publish profiles of all the exchange students in their school magazine. The editor of this magazine (a student) interviews you to get to know you better and to be able to write the profile. Answer her questions, speaking about who you are, your relationships with family and friends, your school life, your studies, your interest and hobbies, why you decided to participate in a student exchange in China and your plans for the future etc. | |

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 2 SAMPLE

- **Area of Study 2: Interpretive communication**
- **Theme:** The Chinese-speaking communities
Topic: History and culture
Sub topic: Famous people
- **Outcome 2**
- Interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 2 SAMPLE (SL)

| Task Sections | Marks | Your Marks |
|----------------------|-----------|------------|
| Part A: Viewing Task | 10 | |
| Part B: Reading Task | 25 | |
| Part C: Writing Task | 20 | |
| Total Marks | 55 | |

- Write your answers in blue or black pen or at least HB 2 pencil
- Complete each section in the correct task books provided
- This task will be completed over two separate lessons: Parts A & B during lesson 1 and Part C during lesson 2. No changes can be made to Part A & B during lesson 2 of the task.
- Read the questions carefully to ensure that you answer questions in the correct language. Responses in the wrong language will not receive marks.

Allowed Materials

- Students are permitted to bring into the exam room: pens, pencils, highlighters, erasers, sharpeners, rulers.
- Students are permitted to bring a Chinese and/or Chinese-English bilingual dictionary into the exam room

At the end of the task...

- Ensure you immediately cease writing upon request.
- Each paper will be collected separately.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 2 SAMPLE (SL)

- **Part C: Writing Task**

- 请根据之前的视频片段和阅读材料完成以下写作。
- Complete the writing task based on the video that you watched and the reading materials.
- 你是大明，一个月以前刚刚来澳洲学习。上星期六你参加了同学马克的生日会。现在你写一篇日记，谈谈生日会的情况和你的一些感想。You are Daming, who just came to Australia a month ago. You attended your friend Mark's birthday party last Saturday. Now write a diary to talk about the birthday party include activities, food etc, and your feelings. (200-250 words)

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 3, UNIT 1

- **Unit 1 - Area of Study 3: Presentational communication**
- **Theme:** The Individuals
Topic: Education & Aspirations
Sub topic: Student Exchanges
- **Outcome 3**
- Present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023

UNIT 1, OUTCOME 3 SAMPLE (SL)

| | |
|-------------------|--|
| Theme: | The individual |
| Topic(s): | Education and aspirations |
| Outcome: | Present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose. |
| Task: | <ul style="list-style-type: none"> • Write an article, speech or diary entry of 250 words in Chinese • The task will be completed in 45 minutes of class time |
| Date: | 4 June |
| Resources: | Students may use an Chinese-English bilingual dictionary |
| | <p><i>Choose one of the following topics and write approximately 250 words on it in Chinese.</i></p> <p>Question 1 Article <i>You have been on exchange in China for the past 5 weeks and will soon be returning to Australia. Write an article for the host school's magazine in which you discuss the similarities and differences between school in Italy and Australia and the benefits of having done this exchange.</i></p> <p>Question 2 Diary <i>You are on exchange in China and have just finished your first week of school. Write a diary entry in which you reflect on the similarities and differences of school life in Italy and Australia and express your hopes and/or intentions for the rest of the exchange.</i></p> <p>Question 3 Speech <i>Last year, during the Australian summer holidays, you spent 6 weeks in China as an exchange student. Your Chinese teacher has asked you to share your experiences with the other students interested in going on exchange to China. In your speech discuss both family life and school life, reflecting on both the positive experiences and the challenges you faced.</i></p> |

VCE CHINESE SL & SLASTUDY DESIGNS 2019-2023

UNIT 2

Area of Study 1: Interpersonal Communication

Outcome 1: Respond in writing in Chinese to spoken, written or visual texts presented in Chinese.

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.


Area of Study 2: Interpretive Communication

Outcome 2 Interpret information from texts and write responses in Chinese.

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Chinese-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

Area of Study 3: Presentational Communication

Outcome 3 Present information, concepts and ideas in evaluative or persuasive writing in Chinese.

- Narrate a life story, event or incident that highlights an aspect of culture
 - **Tell** the class a personal or reflective story about a cultural event
 - Present and explain an aspect of culture referring to a portfolio or a PowerPoint presentation.
- 

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, OUTCOME 1, UNIT 2-EXAMPLE

| Unit 2 | Outcome 1: Interpersonal communication |
|------------|--|
| Theme: | The individual / The Chinese-speaking communities |
| Topic(s): | Area of Study 1; Travel in Chinese <ul style="list-style-type: none"> Personal identity; Travel Cultural heritage; customs, traditions and celebrations of different ethnic and religious groups, modern and traditional arts and entertainment, folklore. |
| Outcome: | Respond in writing in Chinese to spoken, written or visual texts presented in Chinese. |
| Task: | <ul style="list-style-type: none"> Write a blog, letter or email of 200 words in Chinese in response to a stimulus text The task will be completed in 45 minutes of class time |
| Date: | Week 6:August, 2019 |
| Resources: | Students may use an Chinese-English bilingual dictionary |

Writing Task:
Write an **Email to a friend**, in Chinese convincing them to sign up to the China Study Tour, outlined in the Itinerary below as well as a map of China. Your friend has trepidations about safety, worth, and value for money of the trip.

Itinerary:

- Day 1: Melbourne—Shanghai (QF 378), stay in the sister school student dormitory
- Day 2: Nanjing Road, the Bund, Pudong, Cultural Streets in both CBD and Pudong
- Day 3: attending classes of culture in the morning, trip to Zhujiajiao and a Chinese show in the evening
- Day 4: a trip to Hangzhou and board on a Gaotie to Beijing, stay in the sister school student dormitory
- Day 5: cultural classes in the school and a trip to Lama Temple and Hutong, taste local traditional food
- Day 6: a trip to Great Wall, Summer Palace, dinner of Beijing roasted duck
- Day 7: Visit the Imperial Palace, Tiananmen Square, Temple of Heaven, Hong Qiao Market
- Day 8: Gaotie to Xi'an, visit Terracotta Warriors, Huaqing Temple, local markets, banquet of Jiaozi
- Day 9: Fly to Guilin, river cruise to Yangshuo, local markets in Yangshuo
- Day 10: A trip to caves and parks in Guilin
- Day 11: A trip to Hong Kong, shopping

Map of China



VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, OUTCOME 2, UNIT 2-EXAMPLE

- **Part One:**

- Watch the video then answer the questions in Chinese.
- <https://youtu.be/SWvbkcaCGi0> (silent the video when playing but with voiceover.)
- 根据视频的内容完成表格 (Use the given words to complete the table according to the video)
- 中国的春节 (Questions in both English and Chinese)

- **Part B: Reading Task**

- 阅读对话，然后用中文回答问题
- Read the dialogue then answer following questions in Chinese.

- **Part C: Writing**

- 你是马克，最近你在帮助学校筹办中国春节文化日。你已经计划了很多活动，比如介绍中国春节时的一些习俗、文化表演、准备传统食物、做手工等等。现在请你给全校的老师和同学写一封邮件，介绍一下中国春节活动日会有哪些活动，鼓励大家都来参加，同时你也建议大家春节期间，注意健康饮食等。你的邮件里可以用录像和阅读中的信息。你的邮件的字数是100-150 (SL) 150-200 (SLA) 汉字。
- You are Mark. Recently, you are helping the school to organize the Chinese New Year activities. You have already planned a lot of activities, such as introduction of some traditions and customs during Chinese Spring Festival, some cultural performances, preparing Chinese traditional food, doing handcraft and more. Now, write an email to all the teachers and students of the school, introducing the activities for the Cultural Day and encourage everyone to come as well as suggest everyone to pay attention to eating healthily during Chinese New Year. You are asked to use the information from the video and the reading for preparing your email. The length of your email is 200-250 words Chinese characters.

-

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, OUTCOME 3, UNIT 2-EXAMPLE

| Unit 2 | Outcome 3: Presentational Communication |
|------------|---|
| Theme: | The Chinese-speaking communities |
| Topic(s): | Historical and culture <ul style="list-style-type: none">Famous people |
| Outcome: | Explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken. |
| Task: | <ul style="list-style-type: none">research cultural products or practices that demonstrate an aspect of the culture studied and develop an oral presentation of 3-4 minutes in Chinese to present to the class. A list of suggested topics has been provided, but you may in consultation with your teacher select your own topic of interest;use visual, digital media or other resources to support the presentation – these may not contain any text other than headings/ titles which must be in Chinese;your teacher will ask you a couple of questions in Chinese about your presentation once you have finished presenting. <p>Please note:</p> <ul style="list-style-type: none">you will have 3 lessons of class time to prepare the presentation and speech and can work it on at home as wellyour presentation and speech will be corrected and returned to you at least 1 week prior to you presenting to the class. This relies on you submitting the task on time. If you do not submit the task on time, you may not receive feedback 1 week prior but will still be required to present on the due date.presentations and speeches must be submitted on the LMSno notes or cue cards are allowed when presenting |
| Date: | 7 November (PPT presentation and hand in your speech) |
| Resources: | This task is open book. The use of translating devices or websites is strictly forbidden. The work submitted <u>must</u> be the student's own original work. |

VCE CHINESE SECOND LANGUAGE ADVANCED STUDY DESIGN 2019-2023, OUTCOME 3, UNIT 2-EXAMPLE

| History eras | Main Events and Contributions |
|--------------------------------------|---|
| Qin Shihuang (China's First Emperor) | Founder of Qin Dynasty |
| | United China in 221 BC |
| | Economic reforms including standardization of Chinese units of measurements |
| | The Great Wall |
| Confucius | Family background |
| Kongzi | Early life |
| | Legacy |
| | Philosophy |
| Jackie Chan | Early life |
| | Film Career |
| | Other careers |
| | Personal life |
| Yao Ming | Early life and CBA career |
| | NBA career |
| | National Team Career |
| | Personal life |

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, OUTCOME 3, UNIT 2-EXAMPLE

| Text Type Planner: Speech | |
|---|---------------------------------|
| Greet your audience | 女士们、先生们；老师们、同学们， 你们好！ |
| Introduction Clearly identify the topic of your speech and outline your topic | 我是.....,是11年级的学生，今天我要给大家说说..... |
| Body ideas organised in paragraphs using TEEL Information can be organised in several ways, for example : * Chronological order (if it's a biography or recounting a historical event) *If you are assessing the contribution someone has made to Chinese society, each paragraph might explain a particular contribution *Depending on your topic, it is possible for the speech to be persuasive, in which case each paragraph represents an 'argument'. E.g. Qin Shihuang, a greater leader or a devil dictator? *Countdown style – 10 facts | |
| Conclusion Reflect on the significance of the person/ event/ product etc in Chinese history/ culture | |
| Closing remarks | 我说完了，谢谢大家。 |

VCE CHINESE SECOND LANGUAGE ADVANCED STUDY DESIGN 2019-2023, **UNIT 3**

Area of Study 1: Interpersonal Communication

Outcome 1 Participate in a spoken exchange in Chinese to resolve an issue

Area of Study 2: Interpretive Communication

Outcome 2 Interpret information from texts and write responses in Chinese.

Area of Study 3: Presentational Communication

Outcome 3 Present information, concepts and ideas in evaluative or persuasive writing in Chinese.



VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, UNIT 3

| Outcomes | Marks allocated* | Assessment tasks |
|--|------------------|---|
| Outcome 1 Participate in a spoken exchange in Chinese to resolve an issue. | 20 | A three- to four-minute role-play, focusing on negotiating a solution to a personal issue. |
| Outcome 2 Interpret information from texts and write responses in Chinese. | 15 | Responses to specific questions or instructions using information extracted from spoken, written and viewed texts on the selected subtopic. |
| Outcome 3 Present information concepts and ideas in evaluative or persuasive writing in Chinese | 15 | A 250-300 characters evaluative or persuasive piece of writing addressing an issue. |
| Total marks | 50 | |

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, UNIT 3 OUTCOME 2 SAMPLE

Unit 3 Outcome 2:

Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic

Theme: The Chinese-speaking communities

Topic: Cultural perspectives

Sub-topic: Music

Assessment Task:

Students listen to a short spoken interview with a popular singer

- They read a short article about this singer
- Students view a poster advertising their concert

Students respond to a series of questions based on the three texts

The set of questions should allow students to interpret

information from the texts identifying main points and specific detail

- Students are required to demonstrate knowledge of the ideas and concepts related to the sub-topic



VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, UNIT 3 OUTCOME 2 SAMPLE (SLA)

Topic: History and Culture

Sub-topic: Famous People

Assessment Task:

- 1. Listen to a conversation about purchase of a gift for Chinese New Year**
- 2. Read a summary about how people would celebrate Chinese New Year differently**
- 3. View a photograph of Chinese zodiac**
- 4. Students respond to a series of questions based on the three texts in both English and Chinese**

Listening scripts:

大为：安娜，现在都快十一点了，我们该出门了？

安娜：去哪儿啊，大为？

大为：你忘了？兰兰的父母请我们中午去她家吃火锅，跟他们一起庆祝中国新年！

安娜：哦，是今天啊？可是我还没给他们买礼物呢？

大为：你不用买了，我已经买好了兰花，因为兰兰说他妈妈喜欢兰花。

安娜：听说过去中国人去作客时常送一些吃的，喝的或者用的，对不对？

大为：对，但是现在中国人跟西方人一样，也喜欢送花。如果你非要买礼物，可以买一些羊肉带上。

安娜：为什么要买羊肉？

大为：吃火锅需要羊肉，所以越多越好。安娜：说到火锅，我正想问你，过年不是要吃鱼和肉，为什么要吃火锅？是不是因为现在天气很冷？大为：不完全对，北京人就爱吃火锅，什么季节都可以吃。也因为几乎什么都可以放在火锅里吃吧。

安娜：我明白了，兰兰的父母一定以为我们海外学生刚来不久，没吃过火锅呢。大为：有道理。不过，我们必须走了！

安娜：好，走吧！

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, UNIT 3 OUTCOME 2 SAMPLE (SLA)

- **Part A: Reading Passage:** 中国人一向非常重视过年，不论你在哪里，都要赶回家过团圆年，吃团圆饭。通常全国各地都放七天假，所以人们更要和家人度过这个节日了。应该怎么过好这个假期，一直是人们所关心的问题。下面是几个网友对如何才是你喜欢的过年方式的看法：
黄兰：我是比较传统的人，所以大年三十晚上一家人一边吃年夜饭一边看“春晚”，给孩子红包等还是我最期待的庆祝方式。
张明：我们一家人不喜欢天天大吃大喝又不活动，所以最近两年我带上老少一家人开车出游，和西方人一样去接近大自然，我们都感到很快活。
孙建国：以前回北京过年除了吃还是吃，每次回家都胖很多，这太不健康了！今年我每天都去健身房跑步和健身，感觉非常好！
王强：我平时工作忙，没时间和老爸打乒乓球。过年放假太好了，我天天和老爸打一上午的乒乓球，真痛快。
林芳：平时上班天天忙个不停，没时间看书。现在好了，先生几乎天天带着儿子去公园里玩儿，我在家洗衣服和收拾完房间后，就看小说。过年这几天下来，我已经看了好几本小说！
刘利：我平时一下班就在家里打游戏，很少出门。今年我每天都出去走走，体会一下北京城的变化。
李美兰：每年过节北京到处都是人和车，去哪里都很慢。我最近两年喜欢像“老外”那样出国旅游。我去年去了澳洲，很喜欢那里的天气和风景。今年我带女儿去了美国游学，女儿玩得很高兴。

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, UNIT 3 OUTCOME 2 SAMPLE (SLA)

- An Image (Viewing):



a. 录音中的安娜和大伟是谁？他们再讨论什么？

b. 根据大伟所说，北京人喜欢吃什么？为什么？

c. 根据阅读中的信息，简要说明中国人怎么和为什么改变了他们庆祝中国新年的方法？

d. 在录音和阅读中，可以了解到中国人当代的生活方式收到了西方什么样的影响？

e. 根据录音、阅读和图中的信息，(用100字以上)说明中国人庆祝中国新年的传统有哪些？这些传统方式有什么涵义？

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, UNIT 4

Area of Study 1: Interpersonal Communication

Outcome 1 Share information, feelings and opinions in a spoken exchange in Chinese

Area of Study 2: Interpretive Communication

Outcome 2 Analyse information from written and/or spoken and/or viewed texts for use in a written response in Chinese.

Area of Study 3: Presentational Communication

Outcome 3 Describe and evaluate aspects of a cultural event or interaction in original writing in Chinese.

VCE CHINESE SECOND LANGUAGE ADVANCED STUDY DESIGN 2019-2023, **UNIT 4**

| Outcomes | Marks allocated* | Assessment tasks |
|---|------------------|--|
| Outcome 1 Share information, feelings and opinions in a spoken exchange in Chinese. | 20 | A three- to four-minute interview providing information and responding to questions about a cultural artifact. |
| Outcome 2 Analyse information from written and/or spoken and/or viewed texts for use in a written response in Chinese. | 15 | A 300 word written response for a specific audience and purpose, incorporating information from three or more texts. |
| Outcome 3 Describe and evaluate aspects of a cultural event or interaction in original writing in Chinese. | 15 | A 350 word evaluative or persuasive piece of writing for a specific audience and purpose. |
| Total marks | 50 | |

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS

- **Oral Examination: (2020: 12-28 October)**
- **Format:**
- The examination will consist of two sections. The examination will be conducted by two assessors. Upon entering the examination room, students are to verbally provide their student number in English. Students are then to indicate to the assessors, in Chinese, their chosen subtopic and the supporting visual material that they have brought with them for the discussion in Section 2. The supporting visual material is a requirement. This introductory information will not be assessed.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS

Oral Examination

approximately 15 minutes

General conversation: 7 minutes, focus on the first theme & second theme (apart from the topic that the student of being assessed); Discussion: 8 minutes, focus on a cultural product of the student of being assessed has been studying during the year. The cultural product should relate to the second & third themes of the Study Design.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS (ORAL)

- **Section 1 – Conversation** (approximately seven minutes) Section 1 of the examination involves a general conversation between the student and the two assessors about the student’s personal world and their interactions with the Chinese language and culture as learners. The assessors will begin the conversation with questions about the student’s personal world. The assessors will then ask general questions about the student’s interactions with the Chinese language and culture as learners. Students may support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme ‘The individual’ and the prescribed theme ‘The Chinese-speaking communities’.
- **Section 1 will be worth 20 marks.**
- **Section 2 – Discussion** (approximately eight minutes) Following the conversation, the student will be required to discuss their chosen subtopic and the supporting visual material that they have brought with them. The subtopic and the supporting visual material must be related to either the prescribed theme ‘The Chinese-speaking communities’ or the prescribed theme ‘The world around us’. The focus of the discussion will be on exploring aspects of the subtopic, including information, opinions and ideas. The student will be expected to respond to questions on the subtopic itself and the supporting visual material that they have brought with them. Section 2 will be worth 20 marks.
- **The total marks for the examination will be 40.**

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS (ORAL)

- **Assessment Criteria (and Descriptors):**
- **Section I---CONVERSATION:**
- **1. Content and communication Information, ideas and opinions about the student's personal world and their interactions with the language and culture as learners (10 marks)**
 - • relevance, depth and range of information, ideas and opinions
 - • capacity to elaborate and reflect on information, ideas and opinions
 - • capacity to interact with assessors • effective communication.
- **2. Language Accurate and appropriate language structures and vocabulary related to the student's personal world and their interactions with the language and culture as learners (10 marks)**
 - • appropriateness of vocabulary, grammar and sentence structures
 - • clarity of expression, including pronunciation, intonation, stress and tempo

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS (ORAL)

- **Assessment Criteria (and descriptors):**
- **SECTION 2 – DISCUSSION**
- **1. Content and communication Information, ideas and opinions related to the chosen subtopic and supporting visual material from either the prescribed theme ‘The [Language]-speaking communities’ or the prescribed theme ‘The world around us’ (10 marks)**
 - • relevance, depth and range of information, ideas and opinions
 - • capacity to elaborate and reflect on information, ideas and opinions
 - • capacity to interact with assessors • effective communication
- **2. Language Accurate and appropriate language structures and vocabulary related to the chosen subtopic and supporting visual material from either the prescribed theme ‘The [Language]-speaking communities’ or the prescribed theme ‘The world around us’ (10 marks)**
 - • appropriateness of vocabulary, grammar and sentence structures
 - • clarity of expression, including pronunciation, intonation, stress and tempo

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS (WRITTEN)


2 hours plus 15 minutes reading time (length of listening 4½-5 minutes including the listening in Section 2)

Section 1: Listening comprehension: Part A & Part B:

- **Questions in Part A will be phrased in English for responses in English.**
- **Questions in Part B will be phrased in English and Chinese for responses in Chinese.**
- **Each part will be worth 10 marks. Section 1 will be worth a total of 20 marks.**

Section 2: Reading, Listening & Viewing: two parts (2A & 2B):

Section 2 will consist of two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes and will represent different text types.

- **A visual text may be included in Part A and/or Part B of Section 2.**
 - **Part A will be worth 20 marks.**
 - **Part B will be worth 15 marks.**
 - **Section 2 will be worth a total of 35 marks.**
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VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS (WRITTEN)

- **Section 3**

- In Section 3 students will be required to write a text that presents ideas and/or information and/or opinions and/or arguments. There will be a choice of four tasks. Students must attempt one of these tasks. Each task will be related to one of the prescribed themes. Each task will specify a context, purpose, text type, writing style.
- The four tasks in Section 3 will differ from the task in Part B of Section 2 in both text type and style of writing.
- The student will be required to write a response of 200–250 (SL) or 300-350 (SLA) characters. The tasks will be phrased in English and Chinese for a response in Chinese.
- A visual text may be included in this section of the examination.
- Section 3 will be worth a total of 20 marks.
- **The total marks for the examination will be 75.**
- Answers are to be recorded in the spaces provided in the question and answer book.

VCE CHINESE SL & SLA STUDY DESIGNS 2019-2023, EXTERNAL EXAMINATIONS (WRITTEN)

- **Assessment criteria**
- **Section 1 Part A – Listening and responding in English (10 marks)**
 - the capacity to understand and convey general and specific aspects of texts
- **Part B – Listening and responding in Chinese (10 marks)**
 - the capacity to understand general and specific aspects of texts
 - the capacity to convey information and opinions accurately and appropriately
- **Section 2 Part A – Reading, listening and responding in English (20 marks)**
 - the capacity to understand and convey general and specific aspects of texts
- **Part B – Reading and responding in Chinese (15 marks)**
 - the capacity to understand general and specific aspects of texts
 - the capacity to convey information and opinions accurately and appropriately
- **Section 3 – Writing in Chinese (20 marks)**
 - the capacity to demonstrate relevance, breadth and depth of content
 - the capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

CLOSING REMARKS

"Better to light a candle than to curse the darkness"

“與其詛咒黑暗，不如點亮光明”。

Confucius (551 to 479 B.C.)



WHO IS SMARTER? OUR STUDENTS ARE SMARTER THAN US! (Q & A TIME)

