Chinese - Foundation

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	CHN215114
COURSE SPAN	2014 — 2022
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2019. Use A-Z Courses to find the current version (if available).

The study of Chinese contributes to the overall education of learners, particularly in the areas of communication, intercultural understanding and general knowledge

Through studying Chinese, learners gain access to Chinese-speaking communities in China and across the world, including Australia. The ability to communicate in Chinese will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply Chinese culture and language skills to work, further study, training or personal interests. This Foundation course is designed for beginners with no experience of learning Chinese. This course is also suitable for learners who have had some prior exposure to Chinese and who wish to develop their skills, knowledge, and understanding of Chinese language and culture. This course provides a pathway to the study of Chinese Level 3 (CHN315114). This course teaches Standard Chinese, also known as Mandarin, Putonghua and Guoyu.

Course Description

Learners will use Chinese to communicate with others by:

- listening and responding to basic spoken Chinese
- communicating in basic spoken Chinese
- reading and responding to basic written Chinese
- expressing ideas and information in basic written Chinese.

This is done within a contextual framework of two prescribed themes:

1. The individual
2. Chinese-speaking communities.

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how language and culture are inter-related.

The themes have a number of topics and sub-topics. The placement of the topics under themes is intended to provide a particular perspective for each of the topics. The sub-topics expand on the topics and guide the learner and teacher as to how the topics *will or may* be treated.

In this Level 2 Foundation course there is a special, *compulsory* focus on the 'Contemporary Society and Culture' Topic of the 'Chinese-speaking communities' Theme. This Topic's sub-topics will include:

- contemporary Chinese social customs
- significant aspects of daily life in Chinese-speaking communities
- significant aspects of contemporary Chinese culture.

It is not expected that all themes and topics will require the same amount of study time. The length of time and depth devoted to each topic will vary according to the linguistic needs and interests of the learner, and the *compulsory* focus noted above.

Rationale

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

The ability to communicate in Chinese may, in conjunction with other skills acquired in the study of this course, provide learners with enhanced vocational opportunities, and the ability to apply Chinese to work, further study, training or leisure situations.

This Foundation course is suitable for beginners with no experience of learning Chinese as well as learners who have had some prior exposure to Chinese and who wish to develop their skills, knowledge, and understanding of Chinese language and culture.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. use Chinese to communicate with others by listening and responding to basic spoken Chinese
2. use Chinese to communicate with others by communicating in basic spoken Chinese
3. use Chinese to communicate with others by reading and responding to basic written Chinese
4. use Chinese to communicate with others by expressing ideas and information in basic written Chinese
5. interpret contemporary Chinese customs and daily life, and the cultural context in which Chinese is used
6. reflect on their own culture through the study of Chinese culture
7. use Chinese as a language system
8. make connections between English and another language
9. apply planning and organisational skills.

Access

There are no access restrictions or prerequisite requirements for entry into this course.



Pathways

This course provides a pathway to the study of Chinese Level 3 and various vocational education and training (VET) packages that include language components/ units of competency.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.



Course Content

THEMES

1. The Individual

This theme enables the learner to explore aspects of his or her own life, for example, sense of self, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the learner to study topics from the perspective of others.

TOPICS		
Personal World	**Education**	**Daily Life**
Sub-topics studied may include, but are not limited to: • personal information • home and neighbourhood • family/friends.	Sub-topics studied may include, but are not limited to: • school life • future plans and aspirations.	Sub-topics studied may include, but are not limited to: • routine • food and drink • interests, leisure and hobbies • work.

2. The Chinese-Speaking Communities

This theme explores topics from the perspective of contemporary Chinese communities and encourages the learner to reflect on his or her own and other cultures.

TOPICS		
Compulsory Focus Topic **Contemporary Society and Culture**	**People and Places**	**Arts and Entertainment**
Sub-topics studied ***will*** include, but are not limited to: • contemporary Chinese social customs (note: the historical origins of such customs/traditions are not the focus of this study) • significant aspects of daily life in Chinese-speaking communities (e.g. family relationships and structures, school/work and home life, holidays and festivals, food and drink, leisure and hobbies) • significant aspects of contemporary Chinese culture.	Sub-topics studied *may* include, but are not limited to: • getting around (transport and directions) • tourist attractions in China • significant geographical and climatic features of China • shopping and eating/dining out • meeting people.	Sub-topics studied *may* include, but are not limited to: • media • cinema • music and songs • literature • sport • theatre and performing arts • computer games • art • architecture.

USE OF ENGLISH

Learners will study a range of oral and written texts in Chinese. It may be appropriate in some circumstances to select texts using English. Equally, it may be appropriate for a learner to respond to a text in English on some occasions.



TEXT TYPES

The learner will become familiar with a variety of text types. Providers may introduce the learner to a wider range of text types in the course of their teaching and learning program:

advertisement	instruction	postcard
announcement	invitation	report/ account
article	letter	review
brochure	map	song
cartoon/ comic	menu	speech
chart	narrative	story
commentary	news item	survey
conversation/ interview	note/ message	table
diary/ journal entry	profile	talk (script)
discussion	play	
email	poem	

VOCABULARY

While there is no nationally prescribed vocabulary list, it is expected that learners will be familiar with a range of vocabulary and idioms relevant to the themes described in the course.

DICTIONARIES

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

GRAMMAR AND STRUCTURES

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

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

Developing the learner's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending awareness of the system of structures underlying the language, as well as the ability both to apply and adapt this knowledge.

The following grammatical structures are those that the learner is expected to recognise and use.

A: PARTS OF SPEECH

Item/Function	**Example(s)**	**In phrases/sentences**
Nouns		
common	人, 书	
proper	白大伟,王老师	
Measure Words		

animals	只, 条	一只猫,两条鱼
classroom objects	本	一本书
clothes	件, 条, 双	一件毛衣,两条裤子,一双皮鞋
general	个	三个学生
length	米, 公里	五米,三十公里
weight	斤, 公斤	半斤,两公斤
monetary	块(元), 毛(角),分	十块两毛五(分)
time	点(钟), 分钟	三点五分
Pronouns		
personal	我(们), 你/您(们),	
	他/她/它(们)	
demonstrative	这,那	
	这儿/这里, 那儿/那里	
interrogative pronouns	谁,什么,哪	他是谁?
		这是什么?
		您是哪位?
	哪儿?	你住哪儿?
	几,多少	今天几月几号?
Numerals		
counting	零, 一, 二, 三, 四	三点零五分
	千, 百, 十	两千九百三十五
ordinals	第	第一课,第二天
approximations	三四, 五六, 八九, 十一二	三四个人
	二三十	
fractions	三分之一	
percentages	百分之十	
decimals	五点一	
Verbs		
action	走, 看, 写	看电影
emotive	喜欢, 觉得, 知道, 爱	我喜欢打球。
auxiliary	能, 会, 要, 可以, 应该	她会画画儿
direction	上/下, 来/去/回	他下楼了。
		我回来了。
		你去哪儿?
special	是, 有	那是电脑。
		他们有汽车。
Adverbs		
frequency	常常， 不常， 又， 再	我不常游泳。
sequence	就， 才， 刚	我就来。
		老师才来。
		她刚走。
linking	也， 还	我喜欢游泳，也喜欢打球。

quantity	都， 只	我们都学习汉语。
		只有两个
degree	很， 非常， 最	你最喜欢什么运动？
negation	不， 没（有）	我不冷。
		他没上课。
progress	正, 正在	正下雨呢。
		他正在看书。
Adjectives		
monosyllabic	大/小， 多/少， 长/短	他的头发很长。
disyllabic	高兴	老师今天很高兴。
monosyllabic (colours)	白， 红， 蓝， 黑， 绿	白衬衫， 黑皮鞋
nouns as adjectives	男， 女	男生, 女人
Prepositions		
distance	从， 离	从三月到五月
		我家离学校很近。
position	在	在桌子下面
direction	对， 给	她对你说什么?
		谁给我打电话？
object focus	把	把书打开。
comparative	比	她比我高。
Conjunctions		
linking (pro)nouns	和， 跟	他和我是同学。
		你跟我一起走。
alternative	还是 (question)	你想去北京还是想去西安？
phrases	因为…	我昨天没上课,因为我生病了。
Particles		
verbal	了， 过	我买了一个苹果。
		我去过中国。
structural	的 (possessive)	老师的词典，我(的)妈妈
	的 (attributive)	我喜欢的人
	得 (complement)	我跑得(很)快。
	地 (adverbial)	高兴地说
modal	吗, 呢, 吧	你明天来吗?
		走吧!
		你呢?
	了	我吃饱了。
		太好了!

B: SENTENCE PARTS

Item/Function	Example(s)	In phrases/sentences
Subject		
noun/pronoun		

	桌子/他	桌子很大/他是我朋友。
verb-construction	学习汉语	学习汉语很有意思。
Predicate		
verb as...	唱， 看	她唱歌。
		他看书。
adjective as...	漂亮	我姐姐很漂亮。
noun as...	星期五	今天星期五。
Object		
noun (phrase)	英语	她会说英语。
pronoun	他	爸爸叫他。
adjective (phrase)	热	我觉得很热。
verb (phrase)	打乒乓球	他们喜欢打乒乓球。
Attributives		
(pro)noun	他	他的汽车
adjective	有意思	有意思的电影
adverb + adjective	很多	很多地方
numeral + measure word	两个	两个朋友
Adverbial Adjunct		
adverb as...	非常	非常好看
adjective as...	快, 高兴	快走
		高兴地说
preposition-construction	从北京， 往东	他从北京来。
		往东走
as...	在悉尼	在悉尼工作
noun as...		
indicating time	下个星期	下个星期去中国
indicating place	前面	在前面走
Complements		
of degree	V得很快	跑得很快
of result	V到/在/给/好	看到她/住在上海/送给他一本书/吃好了
of direction	V来/去	进来,出去

C: SENTENCE TYPES

Item/Function	Example(s)	In phrases/sentences
Statements	subject, verb, object	她喜欢跳舞。
Questions		
吗 type	...吗?	你会游泳吗?
affirmative-negative	verb 不/没 verb	你会不会开车? 他有没有弟弟？
...using a pronoun	什么, 谁, 哪, 怎么, 几, 多少	你什么时候起床?
alternative type	还是	你学习汉语还是学习日语?
Exclamations		

	啊, 了	天气真好啊!
		太好了!
Imperatives		
	吧 (suggestive)	走吧!
	不要 (command)	不要去!

CHARACTERS

The following characters are prescribed for active use in this Foundation course. The characters are listed in alphabetical order. Learners will be able to use and understand the 129 characters on the list, as well as a wider range of vocabulary and idiomatic expressions relevant to the topics prescribed in this course.

Learners will be able to use simplified characters consistently in tasks requiring written responses in Chinese.

A	爱											
B	八	爸	白	百	北	半	吧	比	不	本		
C	才	长	车	吃	出	从	常	菜				
D	大	打	的	弟	点	电	东	都	对	多		
E	儿	二										
F	饭	房	非	分								
G	给	高	个	工	关	国	过	哥				
H	好	和	很	后	会	火	还	话	欢	回		
J	几	家	见	叫	节	姐	今	九	旧			
K	开	看	口	快	可	课	块					
L	来	老	了	里	六	乐						
M	妈	吗	们	买	没	毛	每	妹	名	明	么	
N	那	男	南	你	年	女						
P	朋											
Q	七	气	千	请	去							
R	人	日										
S	三	上	少	生	十	是	四	书	水	说	什	
T	他	她	太	天	听	同						
W	玩	晚	五		网	为	文	问	我	午		
X	西	先	下	小	写	新	姓	喜	学			
Y	要	也	一	用	有	友	又	以	雨	月	因	
Z	在	早	这	中	住	最	字	走	坐	子	做	找

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications the Authority issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners.

It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Chinese-Foundation Level 2 will be based on whether the learner can:

1. listen and respond to spoken Chinese
2. communicate in spoken Chinese
3. read and respond to written Chinese texts
4. express ideas and information in written Chinese
5. understand contemporary Chinese daily life, customs and culture
6. apply planning and organisational skills



Standards

Criterion 1: listen and respond to spoken Chinese

Based on the grammar and structures in this Level 2 Foundation course content, the learner listens to spoken Chinese and responds.*

Rating A	Rating B	Rating C
the learner is able to understand spoken texts that more closely resemble the pace/tempo used in authentic conversation. Some repetition and/or rephrasing may be requested from the speaker for clarification.	the learner requires moderated delivery speech and some repetition and/or rephrasing.	the learner requires moderated delivery speech and frequent repetition and/or rephrasing.
the learner's response is appropriate to all aspects of the spoken text.	the learner's response is appropriate to most aspects of the spoken text.	the learner's response is appropriate to some aspects** of the spoken text.

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** For example, a learner might: complete two of four actions given as a spoken instruction; confuse a required sequence, or fail to respond to spoken details.

Criterion 2: communicate in spoken Chinese

Rating 'A':
Based on the grammar and structures in this Level 2 Foundation course content, the learner engages in conversation in familiar contexts. The learner's oral communication in Chinese is characterised by:

Rating 'B':
Based on the grammar and structures in this Level 2 Foundation course content, the learner engages in ***simple*** conversation in familiar contexts. The learner's oral communication in Chinese is characterised by:

Rating 'C':
Based on the grammar and structures in this Level 2 Foundation course content, the learner engages in ***simple*** conversation in familiar contexts. The learner's oral communication in Chinese is characterised by:

Rating A	Rating B	Rating C
speech that closely resembles the pace/tempo used in authentic conversation. There may be occasional hesitation	speech that is sometimes slow or uneven in pace. There may be some hesitation	fragmentary speech with frequent hesitation
occasional errors in tone, pronunciation, stress and/or intonation	some errors in tone, pronunciation, stress and/or intonation	frequent errors in tone, pronunciation, stress and/or intonation
use of both simple and complex sentences	use of simple sentences	use of short, simple sentences and/or phrases
command of a wide range of structures and vocabulary*	command of a range of structures and vocabulary*	command of a very narrow range of structures and vocabulary*
a high degree of fluency and accuracy. While there may be occasional errors and imperfect control of some patterns, listeners clearly understand what is said.	a degree of fluency and accuracy. While there are errors, listeners generally understand what is said.	listeners gaining a partial understanding of what is said, but their understanding is impeded by a lack of fluency and accuracy.

* As defined by the grammar and structures of this course's content.

Criterion 3: read and respond to written Chinese texts

Based on the grammar and structures in this Level 2 Foundation course content, the learner reads Chinese texts and responds.*

Rating A	Rating B	Rating C
The learner makes some use of external references** during the reading process.	The learner is dependent on use of external references** during the reading process.	The learner is heavily dependent on use of external references** during the reading process.
The learner's response is appropriate to most aspects of the written texts.	The learner's response is appropriate to the general aspects of the written texts.	The learner's response is appropriate to some aspects*** of the written texts.

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** 'External references' may include, but are not limited to: the use of dictionaries; and the prompts of others.

Criterion 4: express ideas and information in written Chinese

Based on the grammar and structures in this Level 2 Foundation course content, the learner writes Chinese text. The learner's text is characterised by:

Rating A	Rating B	Rating C
correct character formation and punctuation	generally correct character formation and correct use of basic punctuation. There may be errors in the formation of more complex characters	correct formation of simple characters, and correct use of basic punctuation
use of both simple and complex sentences	use of simple sentences	use of short, simple sentences and/or phrases
command of a wide range of structures and vocabulary*	command of a range of structures and vocabulary*	command of a very narrow range of structures and vocabulary*
a high degree of fluency and accuracy. While there may be some errors and imperfect control of some patterns, readers understand what is written.	a degree of fluency and accuracy. While there are errors, readers generally understand what is written.	content which allows readers to gain a partial understanding of what is written, but their understanding is impeded by a lack of fluency and accuracy.

* As defined by the grammar and structures of this course's content.

Criterion 5: understand contemporary Chinese daily life, customs and culture

The learner:

Rating A	Rating B	Rating C
identifies and accurately describes a wide range of contemporary customs and aspects of daily life in Chinese-speaking communities	identifies and describes a variety of contemporary customs and aspects of daily life in Chinese-speaking communities	describes some given* contemporary customs and aspects of daily life in Chinese-speaking communities
identifies and describes distinctive characteristics** of Chinese culture	identifies distinctive characteristics** of Chinese culture	
identifies, describes and plausibly explains differences between contemporary culture of	identifies and describes significant differences between contemporary culture	describes some differences between contemporary culture of Chinese-

Chinese-speaking communities and Australian culture	of Chinese-speaking communities and Australian culture	speaking communities and Australian culture
uses appropriate referencing/citation methods.	uses some appropriate referencing/citation methods.	uses referencing/citation methods as directed.

* 'Given' – for example, as selected or directed by teacher.

** 'Distinctive characteristics' are those that might be considered unique or characteristic of Chinese culture, as opposed to those shared with – or common to – other cultures in a region.

Criterion 6: apply planning and organisational skills

The learner:

Rating A	Rating B	Rating C
maintains task focus	maintains task focus for agreed periods of time	maintains task focus for limited periods of time
sets short-, medium- and long-term goals* which are measurable, achievable and realistic, and plans effective actions	sets short- and medium-term goals* which are measurable, achievable and realistic, and plans accordingly	sets short-term goals* which are generally measurable, achievable and realistic, and follows given plans/directions
reflects – orally and/or in writing – on progress towards meeting goals, evaluates progress and plans future actions	reflects – orally and/or in writing – on progress towards meeting goals and articulates ways in which goals can be met in the future	reflects – orally and/or in writing – on progress towards meeting goals in a constructive manner
considers, selects and uses strategies to manage and complete activities within established timelines.	selects and uses strategies to perform tasks within established timelines.	uses strategies as directed to perform tasks within established timelines.

* Within the context of a Level 2 language course 'goals' may include, but are not limited to: the completion of set tasks/assignments; and language skill acquisition. A short-term goal might be, for example, learning a vocabulary list. A medium-term goal might be improvement of of personal fluency and pronunciation in a set of words or phrases. A long-term goal might be reading and writing all prescribed characters.

Qualifications Available

Chinese – Foundation Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 6 ratings.

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 1 'C' rating

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards

This course document includes materials consistent with the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Accreditation

The accreditation period for this course is from 1 January 2019 until 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.



Version History

Version 1 – Accredited on 3 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces Chinese - Foundation (CHN215109).

Version 1.a - 27 November 2018 minor amendments to in phrases/sentences examples. Accredited renewed on 22 November 2018 for the period 3 January 2019 until 31 December 2020.

Version 1.b - Accreditation renewed on 22 July 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments: refinement of Rationale statement; and Learning Outcomes.

Version 1.c - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2022, without amendments.

Tasmanian Government

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