Chinese

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	CHN315114
COURSE SPAN	2014 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. 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 course builds on Chinese - Foundation and provides a pathway to the study of Chinese at university level. This course teaches Modern Standard Chinese, also known as Mandarin, Putonghua and Guoyu.

Course Description

Learners will use Chinese to communicate with others by:

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

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

1. The individual
2. Chinese-speaking communities
3. The changing world.

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 may be treated.

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.

The learner will negotiate **at least one** topic drawn from the themes and their topics/sub-topics for more detailed study.



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

Learning Outcomes

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

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

Access

This Level 3 course is designed for learners who have successfully completed Chinese – Foundation Level 2, or its equivalent.

Pathways

Chinese – Foundation Level 2 provides a pathway to this course.

This course provides a pathway to the study of Chinese at tertiary level, and to 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 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.



Course Content

THEMES

1. The Individual

The theme 'The Individual' 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 identity (name, age, address, telephone number, date and place of birth, age, sex, marital status, nationality, origin, family character) • relationships (family, friends, occupations of parents) • house and home (type of accommodation, rooms, furniture, own room, services, amenities, region, common plants and animals) • personal health and welfare • personal opinions.	Sub-topics studied may include, but are not limited to: • school • personal aspirations/future career • courses/subjects • examinations.	Sub-topics studied may include, but are not limited to: • life at home • daily routine • hobbies and interests/sport • shopping and money facilities, foodstuffs, clothes and fashion, household articles, medicine, prices, weights and measures • food and drink • travel to and from places • holidays • invitations and appointments • services (postal, telephone, bank, police, hospital, garage, repairs, petrol station) • weather • emails, SMS.

2. Chinese-Speaking Communities

The theme 'Chinese-speaking Communities' explores topics from the perspective of Chinese-speaking communities and encourages the learner to reflect on his or her own and other cultures.

TOPICS		
Past and Present	**People and Places**	**Arts and Entertainment**
Sub-topics studied may include, but are not limited to: • social customs/traditions and their historical origin • important historical events and their commemoration (e.g. by national holidays or festivals, monuments, naming of features such as buildings or roads) • historical links with Australia • some important personalities in Chinese contemporary society and/or history • changes in social structures and attitudes (e.g. the family, women's issues, religion).	Sub-topics studied may include, but are not limited to: • city and country life • Chinese influences on Australian culture and society (e.g. food and drink, fashions) • shopping • getting around (transport and directions) • significant geographical and climatic features of China.	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.

3. The Changing World

The theme 'The Changing World' enables the learner to explore change as it affects aspects of the world such as work, technology, trade and tourism and social issues.

TOPICS		
Social Issues	**Travel and Tourism**	**The World of Work**
Sub-topics studied may include, but are not limited to: • immigration/migration • relationships with neighbouring / regional nations • health • the young and the elderly • the environment.	Sub-topics studied may include, but are not limited to: • tourist attractions in China • visiting China • entering and leaving China, travel document (passport, visa, tickets) • hotels, hostels, camping grounds • hosting Chinese visitors • home stay.	Sub-topics studied may include, but are not limited to: • the effect of technological developments • types of jobs, professions, trades • men and women in the workforce • Australia and China as trading partners • attitudes to work.

USE OF ENGLISH

While it is expected that 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.

Note: at its meeting on 3 April 2013, TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

TEXT TYPES

The learner will be expected to be familiar with a variety of text types. Text types indicated with an asterisk (*) are those that the learner may be expected to produce in the external examination of this Level 3 course. Teachers may introduce the learner to a wider range of text types in the course of their teaching and learning program:

advertisement	invitation	presentation
announcement	letter*	profile*
article	list	poem
brochure	map	recipe
chart	menu	report
conversation/interview*	narrative*	review
diary/journal entry*	news item	song
discussion	note/message	speech/talk
editorial	novel/short story	survey
email*	on-line texts	table
film	play	
form (fill in)	postcard	

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

Teachers will assist learners to develop the necessary skills and confidence to use dictionaries effectively.

For details regarding the use of dictionaries in the external assessment process see *'What can I take to my exam?'*.

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.

In this Level 3 course it is assumed that the learner will already have acquired a significant understanding of the function of grammar in Chinese through prior knowledge or study of Chinese.

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 and Noun phrases		
common	人, 书	
title	王老师, 王先生	
plural suffix	们	
particle	的	
	the possessive 的	这是我的书。
	的 with adjectives	考大学不是重要的问题。
	的 used to mark a complex description	昨天在学校前面看报纸的那个人是爸爸的朋友。
Noun phrases	的 used to form noun phrases	开车的是我的哥哥。
	有些，有的	
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。
dysyllabic	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…所以	我昨天没上课,因为我生病了。
	虽然…但是	虽然我不喜欢吃中餐，但是我还是点了一盘饺子。
	如果…就	如果明天下雨，我们就不去打篮球了。
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...		
(i) indicating time	下个星期	下个星期去旅游
(ii) 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?** 你有没有课外活动?
...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 course. The characters are listed in alphabetical order. Learners will be able to use and understand these 342 characters, as well as a wider range of vocabulary and idiomatic expressions relevant to the topics prescribed in the course.

A 爱、 澳
B 八、 爸、 吧、 白、 百、 半、 班、 帮、 报、 包、 杯、 备、 北、 本、 笔、 比、 便、 边、 别、 病、 不
C 才、 菜、 差、 茶、 长、 常、 场、 车、 城、 吃、 出、 穿、 春、 次、 从、 错
D 大、 打、 带、 但、 当、 到、 道、 的、 得、 地、 等、 第、 弟、 电、 点、 店、 定、 东、 动、 都、 读、 对、 短、 多
E 二、 儿
F 发、 法、 饭、 方、 放、 房、 飞、 非、 分、 风、 父、 服
G 该、 刚、 高、 告、 哥、 个、 给、 跟、 更、 工、 公、 共、 关、 贵、 国、 果、 过

H 还、孩、海、汉、好、号、和、黑、很、红、候、后、花、话、坏、欢、黄、会、回、活、火
J 几、己，机、家、间、见、件、讲、教、交、叫、节、姐、借、今、进、近、京、经、旧、九、久、就、觉
K 开、看、考、可、客、课、空、口、快、块
L 来、蓝、老、乐、了、冷、离、里、利、两、六、路、绿
M 妈、吗、买、卖、忙、毛、么、美、没、每、妹、们、面、明、名、母

N 那、哪、难、男、南、呢、能、年、你、您、女
P 怕、旁、跑、朋、便、票
Q 七、期、起、气、千、前、钱、亲、请、秋、去
R 然、让、热、人、认、日、容、如
S 三、色、上、少、谁、什、生、师、十、时、使、是、事、市、识、试、书、水、说、四、思、送、算、虽、岁、所
T 他、她、它、太、天、听、同、头
W 外、完、玩、万、晚、王、为、位、文、问、我、五、午、物
X 西、希、习、喜、下、夏、先、现、想、象、小、校、些、写、谢、心、新、信、兴、星、行、姓、学
Y 亚、样、要、也、业、一、医、意、衣、易、宜、以、已、因、应、用、有、又、友、右、雨、语、远、月、乐、远
Z 在、再、早、怎、站、长、找、这、着、真、正、知、支、只、中、钟、种、住、祝、准、子、字、自、走、最、昨、左、做、作、坐

CHARACTERS LISTED BY TOPIC

The Individual: Personal World – Personal Identity

比、病、长、穿、短、房、非、父、服、高、号、黑、红、黄、间、件、觉、口、蓝、绿、吗、名、母、您、起、亲、认、色、识、岁、它、头、象、心、姓、样、衣、怎

The Individual: Education

班、包、本、毕、笔、才、场、第、读、刚、还、汉、候、教、借、就、开、考、期、试、算、同、完、晚、校、星、业、语、只、支、钟、昨、作、做

The Individual: Daily Life - Recreation and Leisure

吧、把、杯、菜、茶、常、得、电、店、动、分、共、果、贵、欢、花、进、久、快、块、空、乐、毛、慢、跑、便、物、兴、喜、些、运、宜、再、正、祝

The Individual: Daily Life - Travel Experiences

北、边、次、带、等、东、发、飞、跟、过、公、海、火、机、离、路、面、南、旁、气、汽、往、位、西、信、行、右、站、左、坐

Chinese-speaking Communities: Past and Present

春、道、地、方、告、讲、节、京、如、诉

Chinese-speaking Communities: People and Places

被、别、差、冬、法、活、客、秋、思、所、夏、谢、意、因、真、种

The Changing World: Social Issues - Youth Issues
爱、错、对、该、关、坏、己、交、经、怕、让、望、希、现、已、应

The Changing World: Travel and Tourism

澳、城、风、更、近、景、冷、利、票、热、使、市、送、亚、雨、远

The Changing World: The World of Work

帮、报、备、但、当、回、难、然、容、事、虽、想、医、易、着、准

Work Requirements

From their study of these themes and related topics/sub-topics learners will undertake at least one substantial assessment task (approximately 1000 words or equivalent). The mode of presentation is not prescribed. It may be a written report, an oral report or presentation, or a multimodal* presentation. The task will be assessed internally, and will be a significant source of evidence for the assessment of the Learning Outcomes, 'gain a detailed understanding and appreciation of Chinese customs and traditions, and the cultural context in which Chinese is used' and 'critically reflect on their own culture through the study of Chinese culture' (criterion 5) and criterion 6.

While the report/presentation of the assessment task may be in English, Chinese should be used as appropriate (for example, when discussing Chinese concepts, using direct quotations from sources in Chinese, or referring to Chinese terms).

Learners will negotiate the task with their teacher. While not prescribed, the nature of the task will be one that engages the learner in critical reflection and that provides opportunities to present reasoned arguments/points of view and analysis. An issue-based approach is more appropriate than one that is purely descriptive in nature. For example, an activity or topic might be framed as a question such as:

- 'In what ways, and to what extent, has Chinese culture influenced Australian culture?'
- 'Compare and contrast
  - the lyrics and music of a popular Chinese song with the lyrics and music of a popular Australian song.
  or
  - the front page of a Chinese newspaper with the front page of an Australian newspaper.
  or
  - a popular Chinese television show with a popular Australian television show.
  What do these similarities and differences tell us about the two cultures?'

- 'In what ways, and to what extent, have Chinese-speaking communities in Australia contributed to our multicultural society?'

- 'Compare and contrast the role of sport/art/performing arts in Chinese and Australian society. How might the similarities and differences be explained?'

- 'Compare and contrast contemporary daily life in Chinese and Australian society. How might the similarities and differences be explained?'

**Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation).*

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.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.



Quality Assurance Process

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

- a match between the standards for 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 gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

Additionally, the Office of TASC may select to undertake scheduled audits of this course and its work requirements (Provider standards 1, 2, 3 and 4).

External Assessment Requirements

The external assessment requirements for the course Chinese Level 3 consists of:

- an oral examination; and
- a written examination.

The criteria to be externally assessed are 1, 2, 3, & 4.

For details regarding the use of dictionaries in the external assessment process see *'What can I take to my exam?'*.

Note: at its meeting on 3 April 2013, TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

For further information see the TASC's External Assessment Guidelines for this course which can be found in the Supporting Documents below.

Criteria

The assessment for Chinese Level 3 will be based on the degree to which 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. demonstrate understanding of Chinese culture
6. apply negotiation, planning and organisational skills

* = denotes criteria that are both internally and externally assessed.



Standards

Criterion 1: listen and respond to spoken Chinese

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner listens to spoken Chinese and responds.*

Rating A	Rating B	Rating C
In spoken conversations the learner listens to speech paced in a normal, conversational manner. Occasionally repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner generally listens to speech paced in an authentic, conversational manner but requires slower pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed. Repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner requires moderated delivery and repetition and/or rephrasing.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of most main points / general aspects of the spoken text. Points of detail, additional information and/or specifics may not be addressed.**

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

** Illustrative example:

> Given oral text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."
>
> Question: 'Explain why Sue goes to the city.'
>
> Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 2: communicate in spoken Chinese

This criterion is both internally and externally assessed.

Rating 'A':
Based on the grammar and structures in the Level 3 course content, the learner engages in conversation ***in familiar and unfamiliar contexts***. The learner's oral communication in Chinese is characterised by:

Rating 'B':
Based on the grammar and structures in the Level 3 course content, the learner engages in conversation ***in familiar and unfamiliar contexts***. The learner's oral communication in Chinese is characterised by:

Rating 'C':
Based on the grammar and structures in the Level 3 course content, the learner engages in conversation ***in familiar contexts***. The learner's oral communication in Chinese is characterised by:

Rating A	Rating B	Rating C
speech with a pace/tempo used in authentic conversation. There may be occasional hesitation	speech with a pace/ tempo generally like that used in authentic conversation. There may be hesitation and/or uneven pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed	fragmentary speech with frequent hesitation

the ability to respond appropriately and spontaneously to changes in the flow/subject of a conversation		
appropriate self-correction	some self-correction	a lack of self-correction
very few 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
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Listeners clearly understand what is said.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, listeners understand what is said.	a limited degree of fluency and accuracy. While there are errors, listeners generally understand what is said.

* As defined by this course's content.

Criterion 3: read and respond to written Chinese texts

This criterion is both internally and externally assessed.

Based on the grammar and structures in the Level 3 course content, the learner reads Chinese texts and responds.*

Rating A	Rating B	Rating C
The learner makes some use of external references** during aspects of the reading process.	The learner makes frequent use of external references** during the reading process.	The learner is dependent on use of external references** during the reading process.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of most main points / general aspects of the written text. Points of detail, additional information and/or specifics may not be addressed.***

* '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.

*** Illustrative example:

> Given written text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."
>
> Question: 'Explain why Sue goes to the city.'
>
> Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 4: express ideas and information in written Chinese

This criterion is both internally and externally assessed.

Based on the grammar and structures in the Level 3 course content, the learner writes Chinese text.
The learner's written text is characterised by:

Rating A	Rating B	Rating C
correct character formation and punctuation	generally correct character formation, and correct use of punctuation	generally correct character formation, and correct use of basic punctuation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of short, simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Readers clearly understand what is written.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, readers understand what is written.	some degree of fluency and accuracy. While there are errors, readers generally understand what is written.

* As defined by this course's content.

Criterion 5: demonstrate understanding of Chinese culture

The learner:

Rating A	Rating B	Rating C
analyses** a wide range of Chinese contemporary and traditional social customs, and aspects of contemporary daily life	identifies and accurately describes a wide range of Chinese contemporary and traditional social customs, and aspects of contemporary daily life	identifies and describes a range of Chinese contemporary and traditional social customs, and aspects of contemporary daily life
analyses** distinctive characteristics* of Chinese culture	identifies and accurately describes distinctive characteristics* of Chinese culture	identifies and describes some distinctive characteristics* of Chinese culture
critically analyses** differences and similarities between the culture of Chinese-speaking communities and Australian culture, and accurately accounts for these.	identifies, describes and offers logical suggestions to account for differences and similarities between the culture of Chinese-speaking communities and Australian culture.	identifies, describes and offers suggestions to account for differences and similarities between the culture of Chinese-speaking communities and Australian culture.

* '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.

** Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

** Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions).

Criterion 6: apply negotiation, planning and organisational skills

The learner uses negotiation, planning, task and time management strategies, and applied the principles of academic integrity. The learner:

Rating A	Rating B	Rating C
proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates goals which are measurable, achievable and realistic
evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	uses planning tools to achieve objectives within proposed times
reflects on progress towards meeting goals and timelines, critically evaluates progress and plans effective future actions	reflects on progress towards meeting goals and timelines, analyses progress and plans future actions	reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future
meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy	meets specified/ negotiated timelines and addresses all required task characteristics*	meets specified/negotiated timelines and addresses most aspects of required task characteristics*
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

* 'required task characteristics' may include: word limits; mode of response; and presentation requirements.

Qualifications Available

Chinese Level 3 (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 10 ratings (6 ratings from the internal assessment and 4 ratings from the external assessment).

The minimum requirements for an award in Chinese Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
9 'A' ratings, 1 'B' rating (3 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
4 'A' ratings, 4 'B' ratings, 2 'C' ratings (1 'A' rating, 2 'B' ratings and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
5 'B' ratings, 4 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
8 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 '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 has been renewed from 1 January 2021 until 31 December 2025.

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 21 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces Chinese (CHN315109) that expired on 31 December 2013.

Version 1.a - 22 November 2018 minor amendments to parts of speech and sentence types examples. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2020.

Version 1.b - Accreditation renewed on 13 July 2020 for the period 1 January 2021 to 31 December 2021 (no amendments made).

Version 1.c - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

- CHN315114 TASC Exam Paper 2018.pdf (2018-11-22 12:21pm AEDT)
- CHN315114 - Assessment Panel Report 2018.pdf (2019-01-31 03:37pm AEDT)
- CHN315114 Chinese TASC Exam Paper 2019.pdf (2019-11-19 06:10pm AEDT)
- CHN315114 Chinese Audio File Exam 2019-Abridged.mp3 (2019-11-21 11:44am AEDT)
- CHN315114 Assessment Report 2019.pdf (2020-01-24 02:47pm AEDT)
- CHN315114 Chinese TASC Exam Paper 2020.pdf (2020-12-09 11:43am AEDT)
- CHN315114 Exam 2020 audio file.mp3 (2020-11-13 09:37pm AEDT)
- CHN315114 Assessment Report 2020.pdf (2021-01-13 10:28am AEDT)
- CHN315114 Chinese Exam 2021 audio files.mp3 (2021-11-18 01:59pm AEDT)
- CHN315114 Chinese TASC Exam Paper 2021.pdf (2021-11-18 02:01pm AEDT)
- CHN315114 Assessment Report 2021.pdf (2022-01-24 12:53pm AEDT)
- CHN315114 Chinese External Assessment Specifications.pdf (2023-03-27 11:12am AEDT)
- CHN315114 Chinese TASC Exam Paper 2022.pdf (2022-11-09 12:40pm AEDT)
- Chinese 22.mp3 (2022-11-12 10:46am AEDT)
- CHN315114 Assessment Report 2022.pdf (2023-03-01 04:41pm AEDT)
- CHN315114 Chinese TASC Exam Paper 2023.pdf (2023-11-07 04:08pm AEDT)
- Chinese Audio Files 2023.mp3 (2023-11-08 08:14am AEDT)

Tasmanian Government

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