

# Chinese

<b>LEVEL 2</b>	<b>15 TCE CREDIT POINTS</b>
<b>COURSE CODE</b>	CHN215123
<b>COURSE SPAN</b>	2023 — 2027
<b>READING AND WRITING STANDARD</b>	NO
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course was delivered in 2023. Use [A-Z Courses](#) to find the current version (if available).

## **Chinese Level 2 enables learners to communicate in basic Chinese and develop an understanding of Chinese language and culture**

They will make comparisons between their own lives and those of Chinese-speaking teenagers. Learners will learn to use basic vocabulary and structures. They will view and listen to Chinese, read and write characters, and learn tones for speaking Chinese. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of Chinese culture. Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Chinese language and interest in Chinese-speaking communities.

## Focus Area

### Discipline-based study

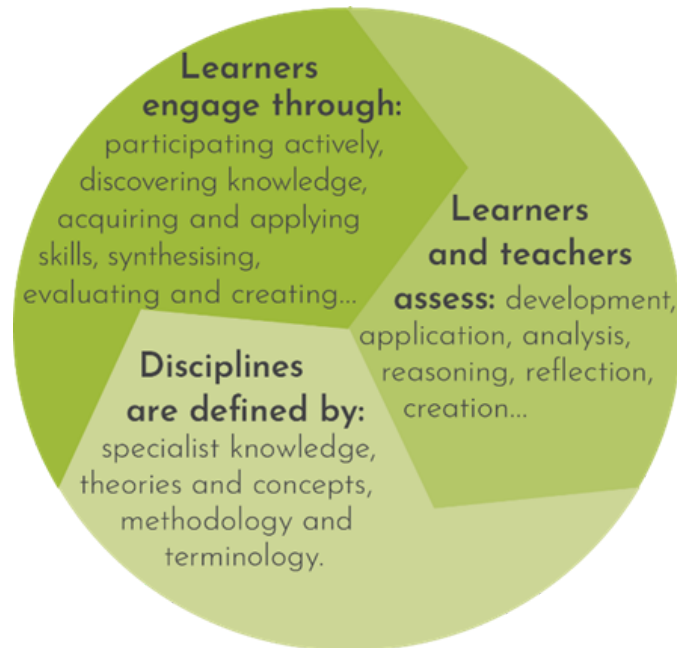
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

*Chinese* Level 2 is a Discipline-based study course.

Discipline-based study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Learners consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.



In this course learners will do this by:

- using the concepts of identity, responsibility and legacy to learn vocabulary and structures for reading and writing script, speaking, viewing and listening to Chinese language: specialist knowledge
- applying grammar structures to convey meaning in spoken and written language: theories
- exploring aspects of culture through the concepts for each module and reflecting on similarities and differences between their own cultures and those of Chinese-speaking countries and regions: concepts
- building strategies for learning a language so that they become independent learners: methodology
- using appropriate terms to discuss their own language and the Chinese language: terminology.

## Rationale

*Chinese* Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. Learning Chinese extends Tasmanian learners' intercultural competence and develops knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the twenty-first century. The study of Chinese promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.

The course provides access to *Chinese* Level 3 and also provides learners with the opportunity to develop metacognitive and metalinguistic skills. These skills help improve English literacy skills and can also be transferred to all other languages offered as part of Years 9 to 12 Education.

Learners who are able to communicate in Chinese and engage with Chinese culture will be able to contribute to Tasmanian society and the economy through such areas as the arts, business, foreign affairs, trade, education, technology, hospitality and tourism in coming decades. As China is Tasmania's largest individual trading partner and Chinese speakers form the state's largest tourist source, Chinese language skills may provide Tasmanian learners with a range of opportunities for personal, vocational and professional growth.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

## Learning Outcomes

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

1. listen and respond to spoken texts presented in basic Chinese
2. communicate in basic spoken Chinese to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Chinese
4. communicate in basic written Chinese to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to self, family and friends and other concepts related to identity
7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy.

## Pathways

Pathways in: The *Chinese* Level 2 course provides an entry point to learning Chinese and also enables learning continuity for learners who have limited or inconsistent prior learning experiences from Australian Curriculum: Chinese.

Pathways out: The *Chinese* Level 2 course provides a pathway to the *Chinese* Level 3 course.

## Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Intercultural understanding
- Literacy

The cross-curriculum priorities enabled through this course are:

- Asia and Australia's engagement with Asia

## Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

Module 1: Identity

Module 2: Responsibility

Module 3: Legacy

## Course Delivery

The three modules must be delivered in order: 1, 2, 3.

## Course Requirements

### Access

No prior knowledge of Chinese is required for participation in this course. Access to the course is restricted to learners for whom Chinese is an additional language.

### Resource requirements

There are no resource requirements for this course.

## Course Content: Module 1

### Module 1 - Identity

Learners will develop foundational communication skills in the Chinese language. In module 1, they will focus on speaking, listening, reading and writing skills related to identity. Identity relates to concepts in the student's world, that include:

- a sense of self, personal values, opinions, ideas, aspirations and relationships with others
- individuality and group affiliation in the community
- a global perspective of Australian and Chinese society.

Learners will:

- use the topics of self, family relationships and friendship to explore the concept of identity
- share personal, community and global perspectives by exploring of Chinese language and culture.

See appendix 6: Language for all relevant language structures for this module.

### Module 1 learning outcomes

The following learning outcomes are a focus for this module:

1. listen and respond to spoken texts presented in basic Chinese
2. communicate in basic spoken Chinese to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Chinese
4. communicate in basic written Chinese to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to self, family and friends and other concepts related to identity.

### Module 1 content

Learners will work with vocabulary and structures that will allow them to explore:

- topics related to their personal world, their family and friends
- the personal world of their peers in Chinese speaking communities
- the similarities and differences in the way languages are structured
- how culture plays an integral role when communicating in another language.

Learners will:

- reflect on their own and others' cultural and linguistic identity
- interact with others and communicate about themselves in culturally and linguistically appropriate ways
- culturally appropriate titles and forms of address
- use of specific language to show respect in interpersonal communications.

Learners will develop knowledge, skills and understanding through:

- using spoken, written and visual texts
- role play
- opportunities to engage with other speakers of Chinese.

### Key knowledge:

- appropriate terms for family members
- adjectives for personal descriptions
- simple possessive constructions
- affirmative construction of relevant verbs
- negative construction of relevant verbs
- formulaic expressions as vocabulary items
- culturally relevant language and structures.

### Key skills:

- describe themselves: name, age, where they live, describe personal details

- use elements of the language to communicate with and about their friends
- inquire about such information
- analyse, understand and respond to such information
- explain information about their peers in Chinese-speaking cultures, especially name, age, where they live, appearance
- enquire about aspects of peers' personal lives, family and friends
- use elements of the language to demonstrate their understanding of the role of culture in shaping Chinese language.

### **Module 1 work requirements**

This module includes the following work requirements:

- folio comprised of 1 part:
  - short response: Listen and speak

See Appendix 3 for the full specifications of the work requirements of this course.

### **Module 1 assessment**

This module has a focus on criteria 1, 2, 5 and 6.

## Course Content: Module 2

### Module 2 - Responsibility

Learners will continue to develop foundational communication skills in the Chinese language. In module 2, they will develop speaking, listening, reading and writing skills related to responsibility. Responsibility related to concepts that include:

- how people manage social responsibilities and influence decisions that affect individuals or groups such as:
  - family and community responsibilities
  - education and commitments
  - obligations as a part-time employee
- home life and daily routine
- community.

Learners will:

- share personal, community and global perspectives of responsibility
- compare perspectives for themselves and their peers in Chinese-speaking cultures
- explore Chinese language and culture.

See Appendix 6: Language for all relevant language structures for this module.

### Module 2 learning outcomes

The following learning outcomes are a focus for this module:

1. listen and respond to spoken texts presented in basic Chinese
2. communicate in basic spoken Chinese to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Chinese
4. communicate in basic written Chinese to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility

### Module 2 content

Learners will develop Chinese language related to daily life, community, education and work. They will:

- apply knowledge and skills in culturally, linguistically and socially appropriate ways
- understand the role of culture when communicating about responsibility in a different language
- explore and compare how:
  - family, community and school roles and expectations may differ between cultures
  - cultural influences shape the value placed on education in different cultures
  - expectations and obligations around employment may differ between cultures.

Module 2 assumes a knowledge of the vocabulary, characteristics and language structures identified in Module 1. Learners will further develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities, where possible, to engage with other speakers of Chinese.

### Key knowledge:

- vocabulary for family activities, including daily routine, roles and responsibilities
- vocabulary and phrases to talk about the local community
- vocabulary and phrases to talk about school and learning
- vocabulary and phrases to talk about part-time employment
- comparative structures
- relevant expressions of time
- relevant verbs to indicate a past occurrence
- relevant verbs to indicate something did not happen

- formulaic expressions as vocabulary items.

**Key skills:**

- describe duties within the family
- describe routine considerations of daily life, including food and weather
- describe their physical community and their engagement in the community
- explain responsibilities at school, attitudes to aspects of education and learning
- describe and use language about part-time employment
- enquire about such information
- make comparisons about family activities, daily routine, school and part-time employment
- enquire about and share information about their peers in Chinese-speaking communities, especially duties and roles within the family, education, the community and part-time employment
- analyse and respond to information about family, daily life, education and part-time employment.

**Module 2 work requirements**

This module includes the following work requirements:

- a folio comprised of 2 parts:
  - short response: Read and write
  - short response: Language and culture

See Appendix 3 for the full specifications of the work requirements of this course.

**Module 2 assessment**

This module has a focus on criteria 3, 4, 5 and 7.

### Module 3 - Legacy

Learners will continue to develop and consolidate foundational communication skills in the Chinese language. In module 3, they will develop speaking, listening, reading and writing skills related to legacy. Legacy relates to concepts that include:

- how people and events influence change
- how individuals and communities respond to opportunities and challenges
- contributions, achievements and influence of Chinese-speaking individuals or groups in society.

Learners will:

- explore legacy through topics including:
  - leisure time
  - the Arts
  - entertainment and media
  - sport
  - travel
- understand personal, community and global perspectives
- develop knowledge and skills to share their thoughts on topics related to legacy.

See Appendix 6 for all relevant language structures for this module.

### Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic Chinese
2. communicate in basic spoken Chinese to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Chinese
4. communicate in basic written Chinese to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy.

### Module 3 content

Learners will develop Chinese language related to personal, community and global perspectives. They will:

- apply cultural, linguistic and social knowledge and skills in appropriate ways
- understand the role culture plays when communicating about legacy in another language
- explore and compare how:
  - different languages and cultures express the notion of ordering of events in different ways
  - different languages have formal mechanisms for seeing and conveying opinions
  - the role and type of leisure varies across cultures
  - culture influences the arts, entertainment and media and the role they play in their peer's lives
  - attitudes to travel may vary between cultures.

Module 3 assumes a knowledge of the vocabulary, characters and language structures identified in Modules 1 and 2. Learners will consolidate and further develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities, where possible, to engage with other speakers of Chinese.

### Key knowledge:

- structures to talk about themselves and other people, places and events in the future
- structures to talk about themselves and other people, places and events in the past
- structures to enquire about and express opinions



- structures to facilitate the formation of complex sentences; for example, conjunctions
- formulaic expressions as vocabulary items.

#### **Key skills:**

- discuss leisure time activities such as sports and hobbies: options, commitments, conditions and comparisons
- enquire about others' leisure time activities
- convey information about travel and transport and make plans for travelling
- discuss entertainment, media and the arts, expressing preferences and opinions
- enquire about others' views of entertainment, media and the arts
- enquire about and share information about leisure time, entertainment, travel and transport for their peers in Chinese-speaking communities
- analyse and respond to information about leisure time activities, entertainment, media and the arts, sports and hobbies, travel and transport.

Learners will develop key knowledge, skills and understandings through using spoken, written and visual texts, role play and opportunities, where possible, to engage with other speakers of Chinese, both in and outside the classroom.

#### **Module 3 work requirements**

This module includes the following work requirements:

- one folio comprised of 3 parts:
  - short response: Listen and speak
  - short response: Read and write
  - response: Language and culture

See Appendix 3 for the full specifications of the work requirements of this course.

#### **Module 3 assessment**

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

#### **Assessment**

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint 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 endpoint 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.

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 processes 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 individual learners
- community confidence in the integrity and meaning of the qualification.

#### Process

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

- Provider standard 1: scope and sequence documentation:
  - course delivery plan
  - course assessment plan: assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment.

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

#### Criteria

The assessment for *Chinese Level 2* will be based on the degree to which the learner can:

1. listen and respond to basic spoken Chinese
2. communicate in basic spoken Chinese
3. read and respond to basic written Chinese
4. communicate in basic written Chinese
5. use learning and management strategies
6. use language to express ideas related to self, family and friends
7. use language to express ideas related to daily life, community, education and work
8. use language to express ideas related to personal, community and global perspectives on culture.

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

## Standards

### Criterion 1: listen and respond to basic spoken Chinese

Based on the language and structures in this Level 2 course, the learner listens to basic spoken Chinese and:

Standard Element	Rating A	Rating B	Rating C
E01 - General ideas in spoken Chinese <sup>†</sup>	accurately identifies and appropriately responds to ideas on a range of familiar topics	identifies and responds to a range of general ideas on a range of familiar topics	identifies and responds to a limited range of general ideas on a given range of familiar topics <sup>†</sup>
E02 - Specific details in spoken Chinese <sup>†</sup>	identifies and appropriately responds to a relevant range of specific details.	identifies and responds to specific details.	identifies and responds to given specific details.

<sup>†</sup> Spoken Chinese may include, but is not limited to single speakers, conversations, computer-generated voice, recordings, live production.

### Criterion 2: communicate in basic spoken Chinese

Based on the language and structures in this Level 2 course, the learner communicates in basic spoken Chinese and:

Standard Element	Rating A	Rating B	Rating C
E01 - Range of structures	uses a range of simple and complex structures in speaking about familiar topics	uses a range of simple structures in speaking about familiar topics	uses given simple structures in speaking about familiar topics
E02 - Accuracy of structures	use simple structures with accuracy and demonstrates variable accuracy if using more complex structures	use simple structures with limited accuracy	uses a given range of vocabulary and repeats simple structures in speaking about familiar topics as directed
E03 - Fluency of responses	demonstrates clear and accurate delivery of a wide range of language	demonstrates clear and accurate delivery of a range of language	demonstrates accurate delivery of a limited range of language <sup>†</sup>
E04 - Fluency of responses	responds spontaneously, effectively and cohesively on a wide range of familiar topics, may respond with occasional hesitation when using less familiar topics	responds cohesively when using familiar, pre-learned structures, but may hesitate when using less familiar language and topics	responds with frequent hesitation, may require assistance from the interlocutor to respond
E05 - Communication strategies <sup>§</sup>	sustains interaction on a broad range of familiar topics using a wide range of communication strategies.	sustains interaction on a range of familiar topics, using a range of communication strategies although may require occasional assistance from the interlocutor to respond.	sustains interaction on a limited range of familiar topics by using well-rehearsed language and frequently requires assistance from the interlocutor to respond. <sup>‡</sup>

<sup>†</sup> Consider clear and accurate pronunciation, accurate use of tones, stress and intonation as appropriate to the exchange.

<sup>‡</sup> Assistance may include, but is not limited to the student asking for repetition or translation, asking is something correct, gesturing to convey information, pointing to provide additional information

<sup>§</sup> Communication strategies may include, but are not limited to the student initiating an exchange, asking questions, checking for meaning, using discourse markers or filler words, expressing reactions

### Criterion 3: read and respond to basic written Chinese

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - General ideas in written Chinese <sup>†</sup>	accurately identifies and appropriately responds to general ideas on a range of familiar topics	identifies and responds to a range of general ideas on a range of familiar topics	identifies and responds to a limited range of general ideas on a given range of familiar topics <sup>†</sup>
E02 - Specific details in written Chinese <sup>†</sup>	identifies and appropriately responds to a range of specific details.	identifies and responds to specific details.	identifies and responds to given specific details.

<sup>†</sup> Written Chinese may include, but is not limited to printed, handwritten, online, personal, public, mass communications.

### Criterion 4: communicate in basic written Chinese

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Range of structures	uses a range of simple and complex structures when communicating about familiar topics	uses a range of simple structures and some complex structures when communicating about familiar topics	uses a given range of simple structures when communicating about familiar topics
E02 - Accuracy of structures	uses simple structures with accuracy. Accuracy is variable when more complex structures are used	uses simple structures with limited accuracy	repeats simple structures in speaking about familiar topics as directed
E03 - Orthography	uses correct spelling including accents for high-frequency and less frequent used words. Punctuation is used correctly to enhance meaning.	uses correct spelling, including accents for high-frequency words and punctuation is correct: errors do not impede meaning.	uses correct spelling, including accents, for high-frequency words and phrases and basic punctuation is correct: errors in spelling may impede meaning.

E04 - Context, purpose and audience	creates a detailed response that is relevant to context, purpose and audience.	creates a response that is relevant to context, purpose and audience.	creates a response that has limited relevance to context, purpose or audience.
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## Criterion 5: use learning and management strategies

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Analysis of Chinese texts	explains (in English) a range of similarities and differences in information and ideas from texts in Chinese	describes (in English) similarities and differences in information and ideas from texts in Chinese	identifies (in English) limited similarities and differences in information and ideas from texts in Chinese
E02 - Self management	uses a relevant range of strategies to manage and complete tasks within agreed timeframes	uses a range of strategies to manage and complete aspects of tasks within agreed timeframes	uses a given range of strategies to manage tasks as directed
E03 - Differentiating the work of others and referencing	differentiates the work of others from the learner's own <sup>†</sup> . Uses referencing conventions and methodologies accurately <sup>‡</sup> .	differentiates the work of others from the learner's own <sup>†</sup> . Uses provided referencing conventions and methodologies accurately <sup>‡</sup> .	identifies the work of others as directed <sup>†</sup> . Uses provided referencing conventions and methodologies <sup>‡</sup> as directed. There may be minor errors or inconsistencies.

<sup>†</sup> This includes, but is not limited to, ideas, images, information, data or words.

<sup>‡</sup> This may include the creation of reference lists and bibliographies.

## Criterion 6: use language to express ideas related to self, family and friends

Based on the language and structures in Module 1 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 -Applies language for identity <sup>†</sup>	selects and uses appropriate Chinese vocabulary and expressions when speaking or writing to discuss self, family and friends	uses Chinese vocabulary and expressions when speaking or writing to discuss self, family and friends	uses given Chinese vocabulary and expressions when speaking or writing to discuss self, family and friends
E02 -Translates language for identity <sup>†</sup>	identifies and explains (in English) vocabulary and expressions used related to self, family and friends when reading or listening in Chinese.	identifies and describes (in English) vocabulary and expressions used related to self, family and friends when reading or listening in Chinese.	identifies (in English) vocabulary and expressions used related to self, family and friends when reading or listening in Chinese.
Intercultural understanding for identity <sup>†</sup>	explains a range of relevant cultural ideas and information (in English) when comparing for identity for Chinese and Australian language culture and traditions.	describes a range of cultural ideas and information (in English) when comparing for identity in Chinese and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing for identity in Chinese and Australian language, culture and traditions.
E04 - Intercultural understanding	demonstrates insightful reflection in English when comparing the concept of identity in Chinese and Australian language and culture. Uses a wide range of examples in Chinese to support reflections in English.	demonstrates depth to reflections in English when comparing the concept of identity in Chinese and Australian language and culture. Uses a range of relevant examples in Chinese to support reflections in English.	demonstrates limited depth to reflections in English when comparing the concept of identity in Chinese and Australian language and culture. Uses a limited range of relevant examples in Chinese to support reflections in English.

<sup>†</sup>identity includes concepts related to self, family and friends

## Criterion 7: use language to express ideas related to daily life, community, education and work

Based on the language and structures in Module 2 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for responsibility <sup>†</sup>	selects and uses appropriate Chinese vocabulary and expressions when speaking or writing to discuss daily life, community, education and work	uses Chinese vocabulary and expressions when speaking or writing to discuss daily life, community, education and work	uses given Chinese vocabulary and expressions when speaking or writing to discuss daily life, community, education and work
E02 - Translates language for responsibility <sup>†</sup>	identifies and explains (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in Chinese.	identifies and describes (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in Chinese.	identifies (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening to Chinese.
E03 - Intercultural understanding for responsibility <sup>†</sup>	explains a range of relevant cultural ideas and information (in English) when comparing for responsibility in Chinese and Australian language, culture and traditions.	describes a range of cultural ideas and information (in English) when comparing for responsibility in Chinese and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing for responsibility Chinese and Australian language, culture and traditions.
E04 - Intercultural understanding	demonstrates insightful reflection in English when comparing the concept of responsibility in Chinese and Australian language and culture. Uses a wide range of examples in Chinese to support reflections in English.	demonstrates depth to reflections in English when comparing the concept of responsibility in Chinese and Australian language and culture. Uses a range of relevant examples in Chinese to support reflections in English.	demonstrates limited depth to reflections in English when comparing the concept of responsibility in Chinese and Australian language and culture. Uses a limited range of relevant examples in Chinese to support reflections in English.

<sup>†</sup> Listening and reading.

<sup>‡</sup> Speaking and writing.

<sup>§</sup> Considerations may include, but are not limited to the choice of strategies for mastering tones, vocabulary, characters and structures, completion of tasks related to responsibility, adherence to deadlines, timelines etc.

<sup>°</sup> Strategies may include but are not limited to consideration of paper or electronic dictionaries, translation technologies, demonstrating awareness of point of view, ethical strategies for translating and checking accuracy, development of personalised rote-learning techniques.

## Criterion 8: use language to express ideas related to personal, community and global perspectives on culture

Based on the language and structures in Module 3 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for legacy <sup>†</sup>	selects and uses appropriate Chinese vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture	uses Chinese vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture	uses given Chinese vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture
E02 - Translates language for legacy <sup>†</sup>	identifies and explains (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in Chinese.	identifies and describes (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in Chinese.	identifies (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in Chinese.
E03 - Intercultural understanding for legacy <sup>†</sup>	explains a range of relevant cultural ideas and information (in English) when comparing legacy in Chinese and Australian language, culture and traditions.	describes a range of cultural ideas and information (in English) when comparing legacy in Chinese and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing legacy in Chinese and Australian language, culture and traditions.
E04 - Intercultural understanding	demonstrates insightful reflection in English when comparing the concept of legacy in Chinese and Australian language and culture. Uses a wide range of examples in Chinese to support reflections in English.	demonstrates depth to reflections in English when comparing the concept of legacy in Chinese and Australian language and culture. Uses a range of relevant examples in Chinese to support reflections in English.	demonstrates limited depth to reflections in English when comparing the concept of legacy in Chinese and Australian language and culture. Uses a limited range of relevant examples in Chinese to support reflections in English.

<sup>†</sup> legacy includes concepts related to personal, community and global perspectives on culture.

### Qualifications Available

*Chinese* 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 eight ratings.

The minimum requirements for an award in *Chinese* Level 2 are as follows:

##### **EXCEPTIONAL ACHIEVEMENT (EA)**

6 'A' ratings, 2 'B' ratings

##### **HIGH ACHIEVEMENT (HA)**

3 'A' ratings, 4 'B' ratings, 1 'C' rating

##### **COMMENDABLE ACHIEVEMENT (CA)**

4 'B' ratings, 3 'C' ratings

##### **SATISFACTORY ACHIEVEMENT (SA)**

6 'C' ratings

##### **PRELIMINARY ACHIEVEMENT (PA)**

4 'C' ratings

A learner who otherwise achieves the rating 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**

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the [Years 11 and 12 website](#).

#### **Course Developer**

This course has been developed by the Department of Education's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

#### **Accreditation**

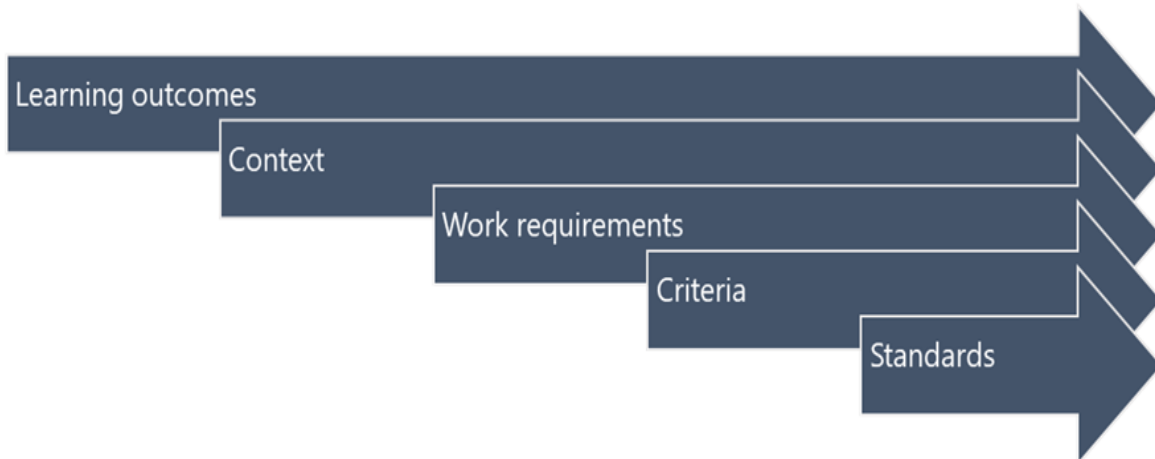
Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027.

#### **Version History**

##### **Version 1**

Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027. This course replaced *Chinese - Foundation* Level 2 (CHN215114) which expired on 31 December 2022.

Line of sight



Learning outcomes	Course content: modules	Work requirements: modules	Criteria	Criterion elements
1. listen and respond to spoken texts presented in basic Chinese	1, 2, 3	1, 3	1	1, 2
2. communicate in basic spoken Chinese to exchange information, opinions, ideas and experiences	1, 2, 3	1, 3	2	1, 2, 3, 4, 5
3. read and respond to written texts presented in basic Chinese	1, 2, 3	2, 3	3	1, 2
4. communicate in basic written Chinese to express information, opinions, ideas and experiences	1, 2, 3	2, 3	4	1, 2, 3, 4
5. use learning and management strategies	1, 2, 3	1, 2, 3	5	1, 2, 3, 4
6. use language to express ideas related to self, family and friends and other concepts related to identity	1	1	6	1, 2, 3, 4
7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility	2	2	7	1, 2, 3, 4
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy	3	3	8	1, 2, 3, 4

### Alignment to curriculum frameworks

*Chinese* Level 2 draws on the following aspects of the Combined Curriculum and Assessment Framework for Languages (CCAFL) 2021:

- Concepts: identity, responsibility, legacy (topics developed from these concepts to meet the needs of the Tasmanian beginning language student)
- Perspectives: personal, community, global
- Course objectives: interact in [Language]<sup>†</sup>, analyse [Language], create meaning in [Language]
- Knowledge and skills to be assessed: reading, writing, speaking, viewing and listening to [Language].
- Content: learning [Language], using [Language] and mediating between [Language]-speaking communities and Australian cultural contexts
- the interrelationship between language and culture and the importance of the link between culture and effective communication
- the development of the capacity for ongoing reflection about languages and cultures, including the learner’s own and those of others
- the development of an understanding of language as a system and reflection on how language is used in different contexts and may vary between different individuals and groups.

<sup>†</sup>The use of [Language] is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: Chinese.



## Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

### Module 1 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** Identity – personal, community and global aspects of the individual folio

**Mode or format:** folio

**Description:** The folio will include evidence collected over the course of the module. It will be based on concepts of identity as provided or negotiated with the teacher.

The folio will contain 1 part:

- Part 1: Listen and speak: the teacher has a conversation in Chinese with the learner about themselves, their family and friends. The learner will:
  - respond in Chinese to a series of short questions spoken in Chinese by the teacher
  - provide supporting evidence of either a recording of the conversation or a written summary of the questions and responses in English and/or Chinese.

Note: The teacher may vary questions as appropriate for individual learners.

**Size:**

- Part 1: Listen and speak: approximately 10 short responses with supporting evidence.

**Timing:** as this is a folio, individual components can be done at different times.

**Focus criterion:** 1, 2, 5 and 6

### Module 2 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** Responsibility - daily life, community, education or part-time employment folio

**Mode or format:** folio

**Description:** The folio will include evidence collected over the course of the module. It will be based on concepts of responsibility as provided or negotiated with the teacher.

The folio will contain 2 parts:

- Part 1: Read and Write - writing a short response in Chinese to a stimulus in Chinese. The stimulus may be in any mode. Teachers may wish to provide a guiding question for learners to respond to. The learner will:
  - provide a short description in English of the stimulus
  - create a response to the stimulus of 40 - 60 characters in Chinese
  - possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.
- Part 2: Language and Culture - a written response to explore similarities and differences in language and culture. The learner will:
  - provide a response, in English, to compare aspects of Australian and Chinese culture related to daily life, community, education or part-time employment

**Size:**

- Part 1: Read and write - a short response in English and 40 - 60 characters in Chinese
- Part 2: Language and culture - approximately 250 - 500 words (or equivalent if multimodal) in English and relevant examples in Chinese

**Timing:** as this is a folio, individual components can be done at different times.

**Focus criteria:** 3, 4, 5 and 7

### **Module 3 work requirements specifications**

#### **Work requirement 1 of 1**

**Title of work requirement:** Legacy - personal, community and global perspectives folio

**Mode or format:** folio

**Description:** The folio will include evidence collected over the course of the module. It will be based on concepts of legacy as provided or negotiated with the teacher.

*Note: Teachers may wish to incorporate other content from modules 1 and 2 (criteria 6 and 7) into this task designed as a culminating course activity. There may also be an opportunity to polish and refine earlier work to submit with this folio.*

The folio will contain 3 parts:

- Part 1: Listen and speak: the teacher has a conversation in Chinese with the learner about themselves, their family and friends. The learner will:
  - response in Chinese to a series of short questions spoken Chinese by the teacher
  - provide supporting evidence of either a recording of the conversation or a written summary of the questions and response in English and/or Chinese

Note: the teacher may vary questions as appropriate for individual learners.

- Part 2: Read and write: writing a short response in Chinese to a stimulus in Chinese. The stimulus may be in any mode. Teachers may wish to provide a guiding question for learners to response to. The learner will:
  - provide a short description in English of the stimulus
  - create a response to the stimulus of 60 - 100 characters in Chinese
  - possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.

**Size:** approximately 10 short responses

**Timing:** any appropriate time during the module.

**External agencies:** NA

**Relevant criterion:**

- Criterion 3: all elements

### **General capabilities and cross-curriculum priorities**

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

#### **General capabilities:**

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

#### **Cross-curriculum priorities:**

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

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

## **Glossary**

### **analyse**

Dissect to ascertain and examine constituent parts and their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences.

### **Australian Curriculum, Assessment and Reporting Authority (ACARA)**

Under the ACARA Act, ACARA's functions include: developing and administer a national school curriculum; developing and administering national assessments; collecting, managing and analysing student assessment data and other data relating to schools and comparative school performance; facilitating information sharing arrangements between Australian government bodies in relation to school data; and publishing information relating to school education, including information relating to comparative school performance.

### **audience**

The audience is the intended group of readers, listeners or viewers for the task.

### **authentic**

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practise.

### **Combined Curriculum and Assessment Framework for Languages (CCAFL)**

The CCAFL Framework (2021) provides the structure and elements that will be common to all Australian CCAFL Languages developed for students who have typically already studied the language for approximately 200 hours. It represents the foundation for the development of language-specific materials and state-based curriculum and assessment for these CCAFL Languages

### **complex sentence**

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.

### **complex or structure**

(A grammar structure that is) compound, composite, characterised by an involved combination of parts: He has eaten his cake already.

### **context**

A real, simulated, or imaginary situation. Knowledge of the language as a system and the relationship between language and culture will inform the language used in any given context.

### **create meaning in [Language]**

Creating meaning in [Language] refers to any language that students generate themselves in spoken, visual or written form. When creating meaning in [Language], students present information, experiences, opinions and ideas through a range of interactions, text types, styles of writing and media. Creating meaning in [Language] is not limited to particular contexts, purposes or audiences, and includes language for all student products.

### **culture**

Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experiences
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

Concept that influences all interaction, analysis and creation in the language learned in this course.

**cultural conventions**

Common set of norms and established standards shared by members of a group, to which each person is expected to conform.

**cultural values**

Common set of beliefs and principles shared by a group.

**digital texts**

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

**familiar**

Well-acquainted; thoroughly conversant with; well-known from long or close association; often encountered or experienced; common; of materials, texts, skills or circumstances, having been the focus of learning experiences or previously encountered in prior learning activities.

**formulaic language**

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example: How are you?

**Identity**

Topics related to the student's personal world, for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others, individuality and group affiliation as well as aspects of Australian and target language society.

**insightful**

Showing a clear and usually original understanding of a complicated problem or situation.

**intercultural competence**

The ability to think, behave and create meaning to communicate effectively with people across cultures.

**language systems**

Elements that organise how a language works, including the systems of signs and rules such as phonological, syntactic, semantic and pragmatic that underpin language use. These systems have to be internalised for effective communication and comprehension.

**Legacy**

Consideration of how people and events influence change, and how people respond to opportunities and challenges; contributions, achievements and influence of target-language speaking individuals or groups in society.

**metalinguage**

A vocabulary used to discuss language conventions and use; for example, language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register.

**mediate between languages**

To move between different linguistic and cultural systems, referencing own first languages and cultures while learning to use and to understand those of the target language.

**multimodal text**

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

**purpose**

The reason for undertaking the task and the aims for communication in a particular context.

**Responsibility**

How people manage social responsibilities and influence decisions that affect individuals or groups within society.

**Language**

**Module 1 - Identity**

**Vocabulary**

- numbers
- colours
- family
- talking about friends
- talking about pets
- days of the week
- date
- greetings, leave-taking

**Language structures**

Category	Sub-category	Examples
Noun	as predicate	今天星期五
Numbers	cardinals to 10,000	零, 一, 二, 三, 四, 。。。 千, 百, 十
	Use of 二 & 两	一二三。。。两千九百三十五。 两 with measure words 两只猫
Pronouns	personal	我(们), 你/您(们), 他/她/它(们), 自己
	demonstrative	这, 这些, 那, 那些 这儿/这里, 那儿/那里
	interrogative	谁, 什么, 哪  谁的  什么  哪  哪儿? Or 哪里  为什么  几, 多少  怎么
	possessive	using 的 e.g., 他的  我的,  without 的, 我妈妈, 我哥哥
	everyone/everybody	大家

Plural form	using 们	我们, 他们, 学生们
Verbs	action	走, 看, 写
	emotive	喜欢, 知道, 爱
	direction	上/下, 来/去/回
	special	是, 有
	post verbs (or prepositions)	在 到 他们有汽车。
Adjectives	as adverbial adjunction	快, 高兴
	monosyllabic	大/小, 多/少, 长/短
	disyllabic	高兴
	monosyllabic (colours)	白, 红, 蓝, 黑, 绿
	nouns as adjectives	男, 女
Adverbs	quantity	都, 只
	degree	很, 非常, 最
	negation	不, 没 (有)
	linking (pro)nouns	和, 跟
	"because" phrases	因为...
Dates / Times	year	年
	month, date	月, 号 / 日
	days of the week	星期一到星期六, 星期天/星期日
	time of day, including 24-hour clock	四点半, 十六点半
Measure words	animals	只, 条, 头
	general	个
	fish	条
	horses	匹



	family members	口
	pets (cats, dogs, birds)	只
	time	点(钟), 分钟
Declarative statements	subject, verb, object	她喜欢跳舞。
	using 是 (to be)	我是老师
	using 有 (to have)	我有一只猫
	verbless sentence	今天星期日
Exclamatory	sentence ending 啊!	真好吃啊!
	sentence ending 了!	太好了!
	imperatives 吧! (suggestion)	我们走吧!
Interrogative	verb 不 Verb	你去不去学校?
	是不是	你是不是中国人?
	有没有	老师有没有时间?
	stative verb (SV) 不 SV	老师忙不忙?
	using question words	谁, 谁的, 哪, 哪里 哪儿, 几, 几点, 多少, 什么, 为什么, 什么样的,
	tag questions	好吗, 好不好, 行吗, 是吗
Negative statements	with 不是	我不是学生。
	with 没有	他没有自行车。
	with 不 + static verb	房子不大。
	with 不 + verb	妈妈不去。
	with 没 + verb	我没吃。
Particles	structural 的 (possessive)	老师的词典, 我(的)妈妈
	modal 吗, 呢, 吧	你明天来吗? 走吧!
	了	太好了!

## Module 2 - Responsibility

### Vocabulary

- time
- school and school subjects
- daily routine
- part-time employment
- means of transport
- seasons and common weather expressions
- food and meals
- places around the local community

### Language structures

Category	Sub-category	Examples
Verbs	experiential aspect marker 过	indicating an experience in the past
	negation using 没 but without the 了	to indicate not having had an experience
	emotive	觉得,
Adverbs	alternative	还是 (question)
	point of time	他昨天去上海。
	but/yet/however	但是/可是
	location	use of 在 to indicate location use of 在 with 这儿 / 那儿 use of 这儿 & 那儿 with places & the names of people
	manner	means of transport 地 + verb
	frequency	常常, 不常, 又, 再
	conjunctive use of adverbs	也, 还
	sequencing	就, 才, 刚
	complement of time after a verb	她学一年
	complement of time with aspectual 了	她学了一年
comparatives		比
		比。。。一点儿

		比 to express quantity 跟。。。一样。 最 to indicate superlative
Numbers	ordinals	第一, 第二
	approximations	三四, 五六, 八九, 十一二 二三十
Measure words	length and distance	米, 公里
	weight	斤, 公斤
	monetary	块(元), 毛(角), 分
	flat objects	张
	plural (some)	些
	a little (of something)	一点儿
	books, classroom objects	本
	cars	辆
	clothes	件, 条, 双
Prepositions	range of prepositions	上, 下, 前, 后
	distance	从, 离
	position	在
	direction	对, 给
	give / for / for the benefit of	给
	use ... for ...	用
	object focus	把
	comparative	比
Interrogative		什么时候, 怎么, 怎么样, 多+SV, 不...吗?
	using 还是 (or)	你学习中文还是法文?
	pronouns	什么时候

		多长时间
	using 吗	你是中国人吗？
	using 吧	她是老师吧？
Pronouns	others/other people	别人

### Module 3 – Legacy

#### Vocabulary

- names of regions, countries, cities
- sports and hobbies
- entertainment and media
- the arts
- places including city, countryside, mountains, sea, beach, etc
- directions
- travel

#### Language structures:

Category	Sub-category	Example
Numbers/ numerals	simple fractions	三分之一
	percentages	百分之十
	decimals	五点一
Prepositions	as adverbial adjunct: preposition-construction	从北京,往东走, 他从北京来。
Time expressions	... 的时候	开车的时候别玩儿手机
	use of 以前	二十年以前我住在中国
	use of 以后	你吃了饭以后可以出去玩儿
Verbs	auxiliary	e.g. 应该, 会, 能, 要, 可以
	complement of degree or manner	indicate <i>how</i> an action is done by using 得 to link a verb and an adjective
	complement expressing possibility or capability	indicate capability by using 得 to link two verbs using 不 to indicate non-capability
	complement of result	完, 错, 对 到/给/好

	complement of direction	到。。。去；到。。。来。
	experiential aspect marker 过	indicating an experience in the past negation using 没 but without the 了, to indicate not having had an experience
	future	using 会 or 要
	imminent future	using 要。。。了 using 快要。。。了 快。。。了
	progressive action using	呢, 正 and 呢, 在, 正在。
	perfective aspect marker 了	indicating a completed action using 了 after a verb (or adjective) to indicate that once an action is complete, another will take place.  Negation using 没 but without 了 to indicate an action has been completed
	reduplication of the verb to soften tone	想想, 看看, 试试, 尝尝 etc.
	verbal aspect marker	着
	verbal measure words	次, 遍
Particles	verbal	了, 过
	structural	的 (attributive) 得 (complement) 地 (adverbial) 了
	imperatives	不要/别 (command)
	the 是。。。的 construction	我是去年去的。
	emphasising events occurring in the past	
	topic-comment constructions	这本书你看了吗？

## Further guidance: text types, styles of writing and dictionary use

### Text types

The following text types apply to all modules of Chinese Level 2. Teachers will select text types for each module based on the knowledge, skills, experience and interests of learners. Learners will be expected to be able to use the text types listed below in assessment tasks.

- Blog post
- Email
- Invitation
- Journal or diary entry
- Message/note
- Brochure
- Script of a speech
- Transcript of an interview
- Informal letter.

### Styles of writing

Teacher-developed tasks for Criterion 4 and Criterion 5:

- will include purpose, context, process, product and audience
- may be personal, informative, descriptive, either individually or in combination.

### Dictionaries

Learners are encouraged to use monolingual and / or bilingual dictionaries. Use of dictionaries is part of a range of strategies that learners can apply in order to:

- learn to mediate between languages
- reflect on language use
- understand the context for language use
- understand language as a system
- understand the limitations of resources and technologies.

Successful use of dictionaries and translation technologies requires students to understand the characteristics of vocabulary in [Language]<sup>†</sup> and how [Language] is presented in reference texts. Effective dictionary use is a skill that assists students to develop critical thinking skills, strategies for accurately confirming meaning and creating interest to engage an audience. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. (CCAFL 2021).

<sup>†</sup>The use of [Language] is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: Chinese.