

Recommendation

A Sound Achievement (C) or above in Year 10 Chinese. In the event that a student has Chinese language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

Chinese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of language elements of Chinese to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Chinese.

Delivery (mode, time requirements, lessons)

Lessons are delivered via an online platform. Students have access to scheduled lessons. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, stationery and English-Chinese bilingual dictionary

Structure

Chinese is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Unit 1	Unit 2
<p>我的世界 My World</p> <ul style="list-style-type: none">• Family/carers• Peers• Education	<p>探索世界 Exploring our world</p> <ul style="list-style-type: none">• Travel and exploration• Social customs• Chinese influences around the world

Assessment

Summative assessment

Unit 1		Unit 2	
Internal assessment 1 (IA1): Examination — short response	20%	Internal assessment 3 (IA3): Multimodal presentation and interview	30%
Internal assessment 2 (IA2): Examination — extended response	25%	Internal assessment 4 (IA4): Examination — combination response	25%

Disclaimer All of the above information is accurate at the time of publication based on General Senior Syllabus Chinese 2025 V1.0