



Australian School of Contemporary Chinese

# Continuing Chinese

## 2026-2027

The Continuing Chinese is for high school and college students who have a Chinese background or who have previously studied in the language. It is based on the ACT Board of Senior Secondary Studies Guidelines and Course Framework for Years 11 and 12, but the course has been developed with a larger audience in mind. It aims to develop the learner's communication skills and language and cultural awareness and effectiveness.

The complete Continuing Chinese course comprises two year's learning. It is theme based. We normally take in new students at the beginning of a year, although late entry is allowed if a student is willing to do some extra work to catch up. Blended learning style ensures that every student's individual needs are considered and catered for as much as possible.

### Themes for this course include:

Year/term	Unit Title(s)/ Topics*	Length	Value
<b>2026/S1</b>	<b>The Individual</b>	<b>Semestr</b>	<b>1.0</b>
2026/T1	Relationship, image and friendship, Chinese zodiac signs and personality, personal growth, directions and geography, personal life experiences, expressing emotions about individual	Term	0.5
2026/T2	How the language reflects formal and informal relationship, gender issues, how to give and justify ideas and opinions in Chinese, and how identity and belonging is constructed in intercultural communication	Term	0.5
<b>2026/S2</b>	<b>Society and Community</b>	<b>Semestr</b>	<b>1.0</b>
2026/T3	Social engagement, climate and surroundings, entertainment (sport, TV and films, media), and how Chinese language has affected the other languages of the world	Term	0.5
2026/T4	Medical system, health, education (comparison of different educational systems), environment protection, ideas and opinions of self and others as members of society, and exploring society and community through texts about own values, beliefs, ideas and practices	Term	0.5
<b>2027/S1</b>	<b>The Changing World</b>	<b>Semestr</b>	<b>1.0</b>
2027/T1	Career and occupation (the potential job markets), fashion and how regional and national varieties enrich the Chinese language, challenges and opportunities to share responsibilities (responsibilities of self and others in the changing world), analysing a variety of texts that explore the changing world and issues that impact our world	Term	0.5
2027/T2	Travel and consumerism, and how the cultural features are shown in tourist attraction spots, tradition vs modern technology, how modern technology has affected our society	Term	0.5
<b>2027/S2</b>	<b>Diverse Perspectives</b>	<b>Semestr</b>	<b>1.0</b>
2027/T3	Invitation and hospitality, Chinese proverbs used in expressions, traditional Chinese and western cultures, analyse texts that explore a diversity of cultural expressions in literary, visual and performing arts such as in food, poetry, music artefacts, painting and plays	Term	0.5

2027/T4	Cultural influence in conversations: cultural-specific politeness (e.g. addressing, modesty), how solidarity is expressed in Chinese conversations such as asking about family members, marriage and incomes, cross-cultural communication, how the cultural values/norms expressed in the Chinese language (e.g. collectivism vs individualism, filial piety and face work), the new slang words from Chinese speaking regions, body language used in communication, and how other languages, cultures, and migration influence the Chinese language	Term	0.5
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Note: \* The actual themes/topics may vary according to teacher's choice. All teachers for this class are TQI accredited.

This course would enable students to

- enhance their capacity to communicate and interact effectively within and across languages and cultures
- show control over linguistic elements with an awareness of audience and purpose
- acquire language learning processes and strategies
- understand the interrelationship between language, culture and learning
- appreciate the importance of intercultural and intracultural capabilities
- develop capabilities that promote reflexive understanding of self and others, and encourage active global citizenship
- understand the diversity and variability of language use; how language changes with the context of situation and culture.

For those who are studying at Year 11 or Year 12 at a college, if they wish to have their learning outcomes recorded on their Year 12 Certificate, or want use their study of this course for their ATAR (Australian Tertiary Admission Rank), they need to enrol as such so the requirements for assessment, moderation and reporting can be ensured. For these students, two term's study are valued at 1.0 standard units and one year's study (2 standard units) meets course requirements for a Minor while two year's study would be counted as a Major.

Students who choose to study Chinese at Year 11 or Year 12 at their home college may also study this course at ASCC to supplement their home college study.

Students intend to enrol at ASCC for Continuing Chinese T Course may obtain an enrolment form from the school or download a form from BSSS website at

[https://www.bsss.act.edu.au/act\\_senior\\_secondary\\_system/curriculum/bsss\\_courses/languages/beginning\\_modern\\_languages\\_a-t-m](https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/bsss_courses/languages/beginning_modern_languages_a-t-m)