



Key information for the Chinese in Context Stage 6 Syllabus

- The [Chinese in Context Stage 6 Syllabus](#) is designed for students who have typically been brought up using the Chinese language outside the classroom, and who have a connection to Chinese culture. Typically, their oral proficiency is more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or another language different from Chinese) is the medium of instruction.
- Students wishing to undertake the Chinese in Context Stage 6 course must apply for an [eligibility determination](#).
- Schools and teachers use syllabuses to develop educational programs for students. The Chinese in Context course is intended to provide students with the opportunities to develop their communication skills, knowledge and understanding of Chinese language, culture and identity through 6 modules and related texts.
- Each module in the syllabus relates to a single issue, with the exception of the 6th module, Personal Investigation, which can relate to any of the issues. The Personal Investigation module may not commence until Year 12.
- The Chinese in Context Stage 6 Syllabus has 3 objectives – Interacting, Processing and responding, and Composing. Each objective has related outcomes and content which summarise the associated knowledge, understanding and skills that students are expected to achieve at the end of the course.
- Students read, listen to and view a range of texts and types of texts in Chinese relevant to the course issues. In addition, students are expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences. Students analyse and evaluate texts from linguistic and cultural perspectives, and create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.
- NESA provides a prescribed character list for Chinese in Context course on their [Chinese in Context Stage 6 Syllabus webpage](#).
- Students are expected to recognise and use grammatical structures which are included in the Chinese in Context Stage 6 Syllabus and should be read in conjunction with the content of the syllabus.
- The [Assessment and Reporting in Chinese in Context Stage 6 webpage](#) includes the recommended (for Year 11) and mandated (for Year 12) course components and weightings. Also refer to this document for assessment and reporting updates.

HSC examinations

- The HSC Chinese in Context examination consists of a written paper worth 80 marks and an oral examination worth 20 marks.
- The written paper will consist of 2 sections, Section I – Processing and responding (50 marks) and Section II – Composing texts (30 marks). Students are able to use monolingual and/or bilingual dictionaries in the written examination.
- In the oral examination, students are required to respond to 2 questions in the form of a monologue. The questions will relate to the course issues and may also relate to the Personal Investigation.
- Past HSC papers by NESA, are a useful resource to help students to become familiar with the examination format and structure. Past papers for Chinese in Context course can be found on [NESA's website](#). Note that past papers do have a different format – as the syllabus was released in 2023 for use from 2024, the first HSC examination using the syllabus will be held in 2025.



Support materials

NESA has support materials on the [Chinese in Context Stage 6 Syllabus webpage](#).

General HSC information

- The [NSW Education Standards Authority \(NESA\)](#) oversees the Higher School Certificate (HSC), offering resources for students on exam preparation, course selection, and academic integrity.
- The [NESA HSC glossary](#) provides teachers with guidance on how to use key terms consistently, ensuring students understand their meanings and apply them appropriately across various subjects for effective exam preparation.
- The NESA [HSC assessment moderation](#) process ensures fairness by adjusting school assessment marks based on exam results, making them comparable across schools.
- The [ACE rules](#) outline HSC school-based assessment integrity, task development, marking, appeals, and record-keeping. They cover malpractice policies, illness/misadventure procedures, task notifications, ranking, and restrictions on reporting final marks, ensuring compliance with NESA's assessment standards.
- HSC monitoring advice, Section 1.6 outlines HSC record-keeping requirements, including teaching programs, assessment documentation, interventions and work samples. Visit [Stage 6 – monitoring implementation and support](#) for more information.
- School-based assessment for the HSC contributes to a student's final mark and is designed to evaluate students' understanding and skills based on syllabus outcomes.

Contact us

If you would like further information or support, please email LanguagesandCulture@det.nsw.edu.au or reach out to our team via the Languages Statewide Staffroom – join by completing [this short survey](#).

