

# Prep to Year 2 standard elaborations — Australian Curriculum: Chinese

## Second language learner pathway: Prep to Year 10 sequence

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### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep\* and Year 7. In addition, the Chinese language curriculum has three learner pathways: first language, second language, and background language. SEs are provided for two sets of achievement standards:

- second language learner pathway: Prep to Year 10 sequence
- second language learner pathway: Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at the end of each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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\* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

By the end of Year 2, students use spoken and written Chinese to communicate with teachers and peers. They participate in structured and routine interactions, such as using 谢谢, 再见, 请, AS1 using learnt sounds, formulaic phrases, and verbal and non-verbal responses. They respond to and receive information, for example, 你好, 你好吗? AS2. They follow simple instructions, including 排队, 请坐, 不要说话 AS3. They use the four tones of Chinese but not always with accuracy. Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢, 不喜欢 AS4). They can match characters to the meanings and sounds of familiar words, including numbers (八 ...), colours (红 ...) and family members (爸爸, 妈妈) AS5. Students use strategies such as imitation and basic contextual cues for comprehension. They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption.

Students recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking. They recognise the tonal nature of Chinese and know that characters are formed by strokes. Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They are aware of the word order of simple sentences. They recognise the conventions for using Chinese to communicate with family, friends and teachers. They recognise the similarities and differences between Chinese and Australian contexts, language and culture. They can identify themselves as learners of languages.

<b>Key</b>	AS1, ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Chinese for Foundation–10</i> , <a href="http://www.australiancurriculum.edu.au/f-10-curriculum/languages/chinese">www.australiancurriculum.edu.au/f-10-curriculum/languages/chinese</a>

# Prep to Year 2 Chinese standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of a student’s work has the following characteristics:</b>					
<b>Communicating</b>	<b>purposeful</b> use of spoken and written Chinese to communicate with teachers and peers	<b>effective</b> use of spoken and written Chinese to communicate with teachers and peers	use of spoken and written Chinese to communicate with teachers and peers	<b>guided</b> use of spoken and written Chinese to communicate with teachers and peers	<b>directed</b> use of spoken and written Chinese to communicate with teachers and peers
	participation in structured and routine interactions with <b>purposeful</b> use of learnt sounds, formulaic phrases, and verbal and non-verbal responses	participation in structured and routine interactions with <b>effective</b> use of learnt sounds, formulaic phrases, and verbal and non-verbal responses	participation in structured and routine interactions (AS1) with use of learnt sounds, formulaic phrases, and verbal and non-verbal responses	participation in structured and routine interactions with <b>guided</b> use of learnt sounds, formulaic phrases, and verbal and non-verbal responses	participation in structured and routine interactions with <b>directed</b> use of learnt sounds, formulaic phrases, and verbal and non-verbal responses
	<b>purposeful</b> response to and receipt of information	<b>effective</b> response to and receipt of information	response to and receipt of information (AS2)	<b>basic</b> response to and receipt of information	<b>fragmented</b> response to and receipt of information
	<b>purposeful</b> following of simple instructions	<b>effective</b> following of simple instructions	following of simple instructions (AS3)	<b>partial</b> following of simple instructions	<b>fragmented</b> following of simple instructions
	use of the four tones of Chinese <b>typically</b> with accuracy	use of the four tones of Chinese <b>usually</b> with accuracy	use of the four tones of Chinese but not always with accuracy	<b>guided</b> use of the four tones of Chinese but not always with accuracy	<b>directed</b> use of the four tones of Chinese but not always with accuracy
	<b>purposeful</b> responses to short predictable imaginative and informative texts, expressing simple likes and dislikes	<b>effective</b> responses to short predictable imaginative and informative texts, expressing simple likes and dislikes	responses to short predictable imaginative and informative texts, expressing simple likes and dislikes (AS4)	<b>guided</b> responses to short predictable imaginative and informative texts, expressing simple likes and dislikes	<b>directed</b> responses to short predictable imaginative and informative texts, expressing simple likes and dislikes
	<b>accurate</b> matching of characters to the meanings and sounds of familiar words, including numbers, colours and family members	<b>effective</b> matching of characters to the meanings and sounds of familiar words, including numbers, colours and family members	matching of characters to the meanings and sounds of familiar words, including numbers, colours and family members (AS5)	<b>guided</b> matching of characters to the meanings and sounds of familiar words, including numbers, colours and family members	<b>directed</b> matching of characters to the meanings and sounds of familiar words, including numbers, colours and family members

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	<u>purposeful</u> use of strategies such as imitation and basic contextual cues for comprehension	<u>effective</u> use of strategies such as imitation and basic contextual cues for comprehension	use of strategies such as imitation and basic contextual cues for comprehension	<u>guided</u> use of strategies such as imitation and basic contextual cues for comprehension	<u>directed</u> use of strategies such as imitation and basic contextual cues for comprehension
	<u>purposeful</u> creation of simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption	<u>effective</u> creation of simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption	creation of simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption	<u>guided</u> creation of simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption	<u>directed</u> creation of simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption
Understanding	<u>purposeful</u> recognition that Chinese is a major language in Australia	<u>effective</u> recognition that Chinese is a major language in Australia	recognition that Chinese is a major language in Australia	<u>guided</u> recognition that Chinese is a major language in Australia	<u>directed</u> recognition that Chinese is a major language in Australia
	<u>considered</u> identification of the language's distinctive systems of writing and speaking	<u>informed</u> identification of the language's distinctive systems of writing and speaking	identification of the language's distinctive systems of writing and speaking	<u>guided</u> identification of the language's distinctive systems of writing and speaking	<u>directed</u> identification of the language's distinctive systems of writing and speaking
	<u>considered</u> recognition of the tonal nature of Chinese	<u>informed</u> recognition of the tonal nature of Chinese	recognition of the tonal nature of Chinese	<u>guided</u> recognition of the tonal nature of Chinese	<u>directed</u> recognition of the tonal nature of Chinese
	<u>considered</u> knowledge that characters are formed by strokes	<u>informed</u> knowledge that characters are formed by strokes	knowledge that characters are formed by strokes	<u>guided</u> knowledge that characters are formed by strokes	<u>directed</u> knowledge that characters are formed by strokes
	<u>purposeful</u> differentiation between the Pinyin and characters associated with familiar objects in their immediate environment	<u>effective</u> differentiation between the Pinyin and characters associated with familiar objects in their immediate environment	differentiation between the Pinyin and characters associated with familiar objects in their immediate environment	<u>guided</u> differentiation between the Pinyin and characters associated with familiar objects in their immediate environment	<u>directed</u> differentiation between the Pinyin and characters associated with familiar objects in their immediate environment
	<u>considered</u> recognition of the use of tone marks in Pinyin	<u>informed</u> recognition of the use of tone marks in Pinyin	recognition of the use of tone marks in Pinyin	<u>guided</u> recognition of the use of tone marks in Pinyin	<u>directed</u> recognition of the use of tone marks in Pinyin

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Understanding	<b>considered</b> awareness of the word order of simple sentences	<b>informed</b> awareness of the word order of simple sentences	awareness of the word order of simple sentences	<b>basic</b> awareness of the word order of simple sentences	<b>fragmented</b> awareness of the word order of simple sentences
	<b>considered</b> recognition of the conventions for using Chinese to communicate with family, friends and teachers	<b>informed</b> recognition of the conventions for using Chinese to communicate with family, friends and teachers	recognition of the conventions for using Chinese to communicate with family, friends and teachers	<b>basic</b> recognition of the conventions for using Chinese to communicate with family, friends and teachers	<b>fragmented</b> recognition of the conventions for using Chinese to communicate with family, friends and teachers
	<b>considered</b> recognition of the similarities and differences between Chinese and Australian contexts, language and culture	<b>informed</b> recognition of the similarities and differences between Chinese and Australian contexts, language and culture	recognition of the similarities and differences between Chinese and Australian contexts, language and culture	<b>basic</b> recognition of <b>aspects of</b> the similarities and differences between Chinese and Australian contexts, language and culture	<b>fragmented</b> recognition of <b>elements of</b> the similarities and differences between Chinese and Australian contexts, language and culture
	<b>considered</b> identification of themselves as learners of languages	<b>informed</b> identification of themselves as learners of languages	identification of themselves as learners of languages	<b>guided</b> identification of themselves as learners of languages	<b>directed</b> identification of themselves as learners of languages

<b>Key</b>	<b>shading</b> emphasises the <b>qualities that discriminate between the AP–BA descriptors</b> ; <b>(AS1)</b> , <b>(ASx)</b> is a cross-reference to an example in the <b>achievement standard</b>
<b>AP</b>	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
<b>MC</b>	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
<b>WW</b>	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
<b>EX</b>	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
<b>BA</b>	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

# Notes

## Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
<b>understanding</b>	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Prep to Year 2 Chinese SEs

These terms clarify the descriptors in the Prep to Year 2 Chinese SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accurate; accuracy</b>	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
<b>apply; applying</b>	use or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>communicating</b>	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none"> <li>• listening and speaking in relation to relevant domains of language use and text types</li> <li>• reading and writing in relation to relevant domains of language use and text types</li> <li>• communicating strategies</li> <li>• translating and interpreting</li> <li>• reflecting on intercultural language use;</li> </ul> students demonstrate <i>communicating</i> by: <ul style="list-style-type: none"> <li>• describing the performance in the target language, both oral and written</li> <li>• showing evidence of written and spoken Chinese to communicate with teachers, peers and others in a range of settings and for a range of purposes</li> </ul>
<b>confident</b>	having strong belief or full assurance; sure; in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: <ul style="list-style-type: none"> <li>• elaborate or explain the decisions made in response to the assessment provided</li> <li>• manipulate the language when translating to maintain the intent of the target language</li> </ul>

Term	Description
<b>considered</b>	thought about deliberately with a purpose; in Languages, <i>considered</i> responses mean students demonstrate a <b>confident</b> understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
<b>contextual cues</b>	include intonation, gestures and facial features
<b>culture</b>	a framework in which things come to be seen as having meaning; it involves the lens through which: <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity</li> </ul>
<b>demonstrate; demonstration</b>	give a practical exhibition or explanation
<b>describe; description</b>	give an account of characteristics or features
<b>directed</b>	following the instructions of the facilitator
<b>effective</b>	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> <li>• effective use of a range of vocabulary and grammar</li> <li>• the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted</li> <li>• subtleties maybe overlooked</li> <li>• cultural meanings are evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>effective usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>element; elements</b>	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning; in Languages, <i>elements</i> refers to a single word or <b>fragmented</b> group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
<b>explain; explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>familiar</b>	well-acquainted; thoroughly conversant; to be <i>familiar</i> with a subject; to be <i>familiar</i> with a method
<b>fluent</b>	able to speak, write, translate and interpret <b>ready</b>
<b>formulaic language; formulaic phrases</b>	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> <li>• story starter: ‘Once upon a time’</li> <li>• greeting in Australian English: ‘G’day, how are you going?’</li> </ul>

Term	Description
<b>fragmented</b>	disjointed or isolated
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>identify; identification</b>	to establish or indicate who or what someone or something is
<b>informed</b>	<p>having relevant knowledge; being conversant with the topic; in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> <li>• a range of vocabulary and grammar is used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties may be overlooked</li> <li>• cultural meaning is evident in responses but may not be fully developed;</li> </ul> <p>students demonstrate <i>informed usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>partial</b>	attempted; incomplete evidence provided
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
<b>read; reading</b>	<p>process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts</p>
<b>ready; readily</b>	promptly; quickly; easily; in a ready manner; willingly; fluent; this includes being <b>effective</b> and <b>informed</b>
<b>recognise; recognition</b>	to be aware of or acknowledge; <i>recognition</i> is identification using previous knowledge
<b>respond; responses</b>	to react to a person or text
<b>speak</b>	convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world
<b>text</b>	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation; <i>text forms</i> and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media</p>



Term	Description
<b>translation</b>	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
<b>understand; understanding</b>	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <ul style="list-style-type: none"> <li>• knowledge of the language system</li> <li>• variability in language use</li> <li>• reflection on language and culture</li> </ul>
<b>use; using</b>	to operate or put into effect