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|  | Years 3 and 4 standard elaborations — Australian Curriculum: Chinese  Second language learner pathway: Prep to Year 10 sequence |

### 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[[1]](#footnote-2) 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 **C 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](#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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| Years 3 and 4 Australian Curriculum: Chinese achievement standard Second language learner pathway: Prep to Year 10 sequence | |
| By the end of Year 4, students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字？ 你上几年级？ 你有狗吗？ 你喜欢什么运动？[AS1](#SE1" \o "SE link 1, Alt+Left to return ) They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁？，他是谁？，你住在哪里？，这是什么？[AS2](#SE2" \o "SE link 2, Alt+Left to return ) They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩[AS3](#SE3" \o "SE link 3, Alt+Left to return )) by selecting learnt words and characters. Sentences are short and follow the basic subject–verb–object structure with occasional use of adjective predicates, for example, 这是红色的苹果[AS4](#SE4" \o "SE link 4, Alt+Left to return ). Learners use familiar words in Pinyin, or presented in characters in texts. Numbers are used in relation to age and family members, and to quantify objects with measure words such as 一个男生，两个姐姐，三只狗[AS5](#SE5"\o "SE link 5, Alt+Left to return ).  Students explain why Chinese is a globally important language. They understand that Pinyin provides access to the sounds of the spoken language. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit (morpheme) that is used to make up words. They recognise familiar word order in Chinese sentences. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. They recognise that languages change with time and due to influences such as globalisation and technology. Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. They notice how cultural differences may affect understanding between people. | |
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| **Key** | [AS1](#SE1), ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix. |
| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Chinese for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/languages/chinese](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/chinese) |

## Years 3 and 4 Chinese standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful use of spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences | effective use of spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences | use of spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial use of spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences | fragmented use of spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences |
| accurate and purposeful use of appropriate pronunciation, tone, gesture and movement and some formulaic expressions | effective use of appropriate pronunciation, tone, gesture and movement and some formulaic expressions | use of appropriate pronunciation, tone, gesture and movement and some formulaic expressions | basic use of appropriate pronunciation, tone, gesture and movement and some formulaic expressions | fragmented use of appropriate pronunciation, tone, gesture and movement and some formulaic expressions |
| use of modelled questions to develop purposeful responses | use of modelled questions to develop effective responses | use of modelled questions to develop responses ([AS2](#AS2" \o "AS2, Alt+Left to return )) | use of modelled questions to develop partial responses | use of modelled questions to develop fragmented responses |
| purposeful response to and creation of simple informative and imaginative texts for familiar audiences by selection of learnt words and characters | effective response to and creation of simple informative and imaginative texts for familiar audiences by selection of learnt words and characters | response to and creation of simple informative and imaginative texts for familiar audiences by selection of learnt words and characters ([AS3](#AS3" \o "AS3, Alt+Left to return )) | basic response to and creation of simple informative and imaginative texts for familiar audiences by selection of learnt words and characters | fragmented response to and creation of simple informative and imaginative texts for familiar audiences by selection of learnt words and characters |
| purposeful creation of short sentences that follow the basic subject–verb–object structure with occasional use of adjective predicates | effective creation of short sentences that follow the basic subject–verb–object structure with occasional use of adjective predicates | creation of short sentences that follow the basic  subject–verb–object structure with occasional use of adjective predicates ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial creation of short sentences that follow the basic subject–verb–object structure with occasional use of adjective predicates | fragmented creation of short sentences that follow the basic subject–verb–object structure with occasional use of adjective predicates |
| Communicating | purposeful use of familiar words in Pinyin, or presented in characters in texts | effective use of familiar words in Pinyin, or presented in characters in texts | use of familiar words in Pinyin, or presented in characters in texts | basic use of familiar words in Pinyin, or presented in characters in texts | fragmented use of familiar words in Pinyin, or presented in characters in texts |
| purposeful use of numbers in relation to age and family members, and to quantify objects with measure words | effective use of numbers in relation to age and family members, and to quantify objects with measure words | use of numbers in relation to age and family members, and to quantify objects with measure words ([AS5](#AS5" \o "AS4, Alt+Left to return )) | basic use of numbers in relation to age and family members, and to quantify objects with measure words | fragmented use of numbers in relation to age and family members, and to quantify objects with measure words |
| Understanding | considered explanation of why Chinese is a globally important language | informed explanation of why Chinese is a globally important language | explanation of why Chinese is a globally important language | basic explanation of why Chinese is a globally important language | fragmented explanation of why Chinese is a globally important language |
| considered understanding that Pinyin provides access to the sounds of the spoken language | informed understanding that Pinyin provides access to the sounds of the spoken language | understanding that Pinyin provides access to the sounds of the spoken language | partial understanding that Pinyin provides access to the sounds of the spoken language | fragmented understanding that Pinyin provides access to the sounds of the spoken language |
| identification and explanation of features of the Chinese writing system, including the range of strokes and their sequences in character writing | identification and description of features of the Chinese writing system, including the range of strokes and their sequences in character writing | identification of features of the Chinese writing system, including the range of strokes and their sequences in character writing | partial identification of features of the Chinese writing system, including the range of strokes and their sequences in character writing | fragmented identification of the features of the Chinese writing system, including the range of strokes and their sequences in character writing |
| * considered explanation of how component knowledge can assist in learning characters * awareness that each character is a meaningful unit (morpheme) that is used to make up words | * informed explanation of how component knowledge can assist in learning characters * awareness that each character is a meaningful unit (morpheme) that is used to make up words | * explanation of how component knowledge can assist in learning characters * awareness that each character is a meaningful unit (morpheme) that is used to make up words | * partial explanation of how component knowledge can assist in learning characters * awareness that each character is a meaningful unit (morpheme) that is used to make up words | * fragmented explanation of how component knowledge can assist in learning characters * awareness that each character is a meaningful unit (morpheme) that is used to make up words |
| purposeful recognition of familiar word order in Chinese sentences | effective recognition of familiar word order in Chinese sentences | recognition of familiar word order in Chinese sentences | partial recognition of familiar word order in Chinese sentences | fragmented recognition of familiar word order in Chinese sentences |
| Understanding | noticing and explaining the similarities and differences between the patterns of the Chinese language and those of English and other familiar languages | noticing and describing the similarities and differences between the patterns of the Chinese language and those of English and other familiar languages | noticing the similarities and differences between the patterns of the Chinese language and those of English and other familiar languages | partial noticing of the similarities and differences between the patterns of the Chinese language and those of English and other familiar languages | fragmented noticing of the similarities and differences between the patterns of the Chinese language and those of English and other familiar languages |
| considered recognition that languages change with time and due to influences, such as globalisation and technology | informed recognition that languages change with time and due to influences, such as globalisation and technology | recognition that languages change with time and due to influences, such as globalisation and technology | partial recognition that languages change with time and due to influences, such as globalisation and technology | fragmented recognition that languages change with time and due to influences, such as globalisation and technology |
| * considered recognition that diversity of context and participants influence how meaning is communicated * purposeful application of this knowledge to their own communication | * informed recognition that diversity of context and participants influence how meaning is communicated * effective application of this knowledge to their own communication | * recognition that diversity of context and participants influence how meaning is communicated * application of this knowledge to their own communication | * partial recognition that diversity of context and participants influence how meaning is communicated * partial application of this knowledge to their own communication | * fragmented recognition that diversity of context and participants influence how meaning is communicated * fragmented application of this knowledge to their own communication |
| noticing and explaining of how cultural differences may affect understanding between people | noticing and describing of how cultural differences may affect understanding between people | noticing how cultural differences may affect understanding between people | noticing aspects of how cultural differences may affect understanding between people | fragmented noticing how cultural differences may affect understanding between people |
|  |  | | | | |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#Achievement_standard) | | | | |

## 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.

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| Dimension | Description |
| understanding | 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 |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Years 3 and 4 Chinese SEs

These terms clarify the descriptors in the Years 3 and 4 Chinese SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| accurate; accuracy | consistent with a standard, rule, convention or known facts;  in Languages, *accurate* is the production of structurally correct forms of the target language |
| apply;  applying | use or employ in a particular situation |
| aspects | particular parts or features |
| aware; awareness | knowledge or perception of a situation or fact |
| basic | fundamental; simple, elementary |
| communicating | a mutual and reciprocal exchange of meaning;  in Languages, communicating refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes:   * listening and speaking in relation to relevant domains of language use and text types * reading and writing in relation to relevant domains of language use and text types * communicating strategies * translating and interpreting * reflecting on intercultural language use;   students demonstrate communicating by:   * describing the performance in the target language, both oral and written * 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 |
| ****confident**** | having strong belief or full assurance; sure;  in Languages, *confident* 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:   * elaborate or explain the decisions made in response to the assessment provided * manipulate the language when translating to maintain the intent of the target language |
| ****considered**** | thought about deliberately with a purpose;  in Languages, considered responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language |
| contextual cues | include intonation, gestures and facial features |
| demonstrate; demonstration | give a practical exhibition or explanation |
| describe; description | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| effective | meeting the assigned purpose in a way that produces a desired or intended result;  in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:   * effective use of a range of vocabulary and grammar * the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted * subtleties maybe overlooked * cultural meanings are evident in responses but may not be fully developed;   students demonstrate effective usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| element; elements | 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, elements refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| explain; explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | well-acquainted; thoroughly conversant; to be familiar with a subject; to be familiar with a method |
| fluent | able to speak, write, translate and interpret readily |
| formulaic expressions; formulaic language | words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g.   * story starter: ‘Once upon a time’ * greeting in Australian English: ‘G’day, how are you going?’ |
| fragmented | disjointed or isolated |
| identification; identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Languages, informedrefers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:   * a range of vocabulary and grammar is used effectively * the meaning of familiar language is accurately demonstrated * subtleties may be overlooked * cultural meaning is evident in responses but may not be fully developed;   students demonstrate informed usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| notice; noticing | observe, perceive;  the fact of observing or paying attention to something |
| partial | attempted; incomplete evidence provided |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| range | 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 |
| read; reading | process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning;  reading 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 |
| readily; ready | promptly; quickly; easily; in a ready manner; willingly; fluent;  this includes being effective and informed |
| recognise; recognition | to be aware of or acknowledge;  recognition is identification using previous knowledge |
| responses; respond | to react to a person or text |
| speak | 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 |
| text | an identified stretch of language, used as a means for communication or the focus of learning and investigation;  text forms 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;  multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media |
| translation | 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 |
| understand; understanding | to perceive what is meant, grasp an idea, and to be thoroughly familiar with;  in Languages, understanding refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:   * knowledge of the language system * variability in language use * reflection on language and culture |
| use; using | to operate or put into effect |

1. 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. [↑](#footnote-ref-2)