

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* 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](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

* 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 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 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 They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩 AS3) 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. 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.

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.

Key	AS1, ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Chinese for Foundation–10</i> , 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)	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)	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)	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)	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

	A	B	C	D	E
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)	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
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	A	B	C	D	E
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
	<ul style="list-style-type: none"> • considered recognition that diversity of context and participants influence how meaning is communicated • purposeful application of this knowledge to their own communication 	<ul style="list-style-type: none"> • informed recognition that diversity of context and participants influence how meaning is communicated • effective application of this knowledge to their own communication 	<ul style="list-style-type: none"> • recognition that diversity of context and participants influence how meaning is communicated • application of this knowledge to their own communication 	<ul style="list-style-type: none"> • partial recognition that diversity of context and participants influence how meaning is communicated • partial application of this knowledge to their own communication 	<ul style="list-style-type: none"> • 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)**, **(ASx)** is a cross-reference to an example in the **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.

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) and from other sources to ensure consistent understanding.

Term	Description
accurate; accuracy	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
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, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none"> • 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 <i>communicating</i> by: <ul style="list-style-type: none"> • 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, <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"> • 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

Term	Description
considered	thought about deliberately with a purpose; in Languages, <i>considered</i> 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, <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"> • 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 <i>effective usage</i> in the four major language skills: <ul style="list-style-type: none"> • 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, <i>elements</i> 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 <i>familiar</i> with a subject; to be <i>familiar</i> 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. <ul style="list-style-type: none"> • 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

Term	Description
informed	<p>having relevant knowledge; being conversant with the topic;</p> <p>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"> • 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; <p>students demonstrate <i>informed usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • 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	<p>process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning;</p> <p><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>
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; <i>recognition</i> 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	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><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;</p> <p><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>
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

Term	Description
understand; understanding	<p>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:</p> <ul style="list-style-type: none"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect