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|  | Years 5 and 6 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 5 and 6 Australian Curriculum: Chinese achievement standard Second language learner pathway: Prep to Year 10 sequence | |
| By the end of Year 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家[AS1](#SE1" \o "SE link 1, Alt+Left to return ). They use simple questions (for example, 请问…? 你是哪国人？你会说汉语吗？[AS2](#SE2" \o "SE link 2, Alt+Left to return )) and seek clarification, for example, … 对吗？[AS3](#SE3) They access information from a range of print and digital resources (for example, 课文，菜单，宣传单，图样，地图，课程表， 日历，行程表， 天气预报[AS4](#SE4)) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗？[AS5](#SE5"\o "SE link 5, Alt+Left to return ) They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions (for example, 好久不见or 不谢[AS6](#SE6"\o "SE link 6, Alt+Left to return )) and use context to assist with interpretation. They produce short informative and imaginative texts. Sentences include details of time (for example, 八点，十二月二日，星期五[AS7](#SE7" \o "SE link 7, Alt+Left to return )), place (for example, 在澳大利亚，在墨尔本，在家[AS8](#SE8)) and participants, for example, 我的朋友，  小明的哥哥[AS9](#SE9" \o "SE link 9, Alt+Left to return ). They use prepositions and possessive clauses, including 的[AS10](#SE10" \o "SE link 10, Alt+Left to return ). They use a range of verbs, including verbs of identification and existence (是[AS11](#SE11" \o "SE link 11, Alt+Left to return )), and some modal verbs (喜欢 、 会[AS12](#SE12" \o "SE link 12, Alt+Left to return )) to express interest or ability; they negate with 不or 没[AS13](#SE13" \o "SE link 13, Alt+Left to return ). They use simple connectives such as 和[AS14](#SE14" \o "SE link 14, Alt+Left to return ) and conjunctions to connect ideas.  Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese 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 5 and 6 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 to initiate and maintain interactions | effective use of spoken and written Chinese to initiate and maintain interactions | use of spoken and written Chinese to initiate and maintain interactions | basic use of spoken and written Chinese to initiate and maintain interactions | fragmented use of spoken and written Chinese to initiate and maintain interactions |
| purposeful description and giving of information about themselves and their preferences, their environment, experiences and interests | effective description and giving of information about themselves and their preferences, their environment, experiences and interests | description and giving of information about themselves and their preferences, their environment, experiences and interests ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial description and giving of information about themselves and their preferences, their environment, experiences and interests | fragmented description and giving of information about themselves and their preferences, their environment, experiences and interests |
| purposeful use of simple questions and seeking of clarification | effective use of simple questions and seeking of clarification | use of simple questions ([AS2](#AS2)) and seeking of clarification ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial use of simple questions and seeking of clarification | fragmented use of simple questions and seeking of clarification |
| * purposeful access of information from a range of print and digital resources * purposeful summarisation of key points in order to inform others and organise activities | * effective access of information from a range of print and digital resources * effective summarisation of key points in order to inform others and organise activities | * access of information from a range of print and digital resources ([AS4](#AS4" \o "AS4, Alt+Left to return )) * summarisation of key points in order to inform others and organise activities ([AS5](#AS5)) | * partial access of information from a range of print and digital resources * partial summarisation of key points in order to inform others and organise activities | * fragmented access of information from a range of print and digital resources * summarisation of elements of key points in order to inform others and organise activities |
| purposeful engagement with a range of imaginative texts | effective engagement with a range of imaginative texts | engagement with a range of imaginative texts | partial engagement with a range of imaginative texts | fragmented engagement with a range of imaginative texts |
| purposeful use of intonation and stress to engage audiences and participants | effective use of intonation and stress to engage audiences and participants | use of intonation and stress to engage audiences and participants | basic use of intonation and stress to engage audiences and participants | fragmented use of intonation and stress to engage audiences and participants |
| accurate and effective translation of everyday expressions and use of context to assist with interpretation | effective translation of everyday expressions and use of context to assist with interpretation | translation of everyday expressions ([AS6](#AS6" \o "AS6, Alt+Left to return )) and use of context to assist with interpretation | basic translation of everyday expressions and use of context to assist with interpretation | fragmented translation of everyday expressions and use of context to assist with interpretation |
| Communicating | purposeful production of short informative and imaginative texts, with use of sentences that include details of time, place and participants | effective production of short informative and imaginative texts, with use of sentences that include details of time, place and participants | production of short informative and imaginative texts, with use of sentences that include details of time ([AS7](#AS7" \o "AS7, Alt+Left to return )), place ([AS8](#AS8" \o "AS8, Alt+Left to return )) and participants ([AS9](#AS9" \o "AS9, Alt+Left to return )) | basic production of short informative and imaginative texts, with use of sentences that may include details of time, place and participants | fragmented production of short informative and imaginative texts, with use of sentences that may include details of time, place and participants |
| purposeful use of prepositions and possessive clauses | effective use of prepositions and possessive clauses | use of prepositions and possessive clauses ([AS10](#AS10" \o "AS10, Alt+Left to return )) | partial use of prepositions and possessive clauses | fragmented use of prepositions and possessive clauses |
| purposeful use of:   * a range of verbs, including verbs of identification and existence * some modal verbs to express interest or ability * negation | effective use of:   * a range of verbs, including verbs of identification and existence * some modal verbs to express interest or ability * negation | use of:   * a range of verbs, including verbs of identification and existence ([AS11](#AS11" \o "AS11, Alt+Left to return )) * some modal verbs ([AS12](#AS12" \o "AS12, Alt+Left to return )) to express interest or ability * negation ([AS13](#AS13" \o "AS13, Alt+Left to return )) | basic use of:   * a range of verbs, including verbs of identification and existence * some modal verbs to express interest or ability * negation | fragmented use of:   * a range of verbs, including verbs of identification and existence * some modal verbs to express interest or ability * negation |
| purposeful use of simple connectives and conjunctions to connect ideas | effective use of simple connectives and conjunctions to connect ideas | use of simple connectives ([AS14](#AS14" \o "AS14, Alt+Left to return )) and conjunctions to connect ideas | basic use of simple connectives and conjunctions to connect ideas | fragmented use of simple connectives and conjunctions to connect ideas |
| Understanding | considered explanation of the nature of tone-syllables, for example the role of tones in meaning making | informed explanation of the nature of tone-syllables, for example the role of tones in meaning making | explanation of the nature of tone-syllables, for example the role of tones in meaning making | partial explanation of the nature of tone-syllables, for example the role of tones in meaning making | fragmented explanation of the nature of tone-syllables, for example the role of tones in meaning making |
| * recognition and explanation of the features of the Chinese writing system * purposeful application of their knowledge of the formation of characters in their own writing | * recognition and description of the features of the Chinese writing system * effective application of their knowledge of the formation of characters in their own writing | * recognition of the features of the Chinese writing system * application of their knowledge of the formation of characters in their own writing | * partial recognition of the features of the Chinese writing system * partial application of their knowledge of the formation of characters in their own writing | * fragmented recognition of the features of the Chinese writing system * directed application of their knowledge of the formation of characters in their own writing |
| Understanding | purposeful use of Pinyin to transcribe spoken language | effective use of Pinyin to transcribe spoken language | use of Pinyin to transcribe spoken language | partial use of Pinyin to transcribe spoken language | fragmented use of Pinyin to transcribe spoken language |
| purposeful identification of how the relationships of participants and context affect interactions | effective identification of how the relationships of participants and context affect interactions | identification of how the relationships of participants and context affect interactions | partial identification of how the relationships of participants and context affect interactions | fragmented identification of how the relationships of participants and context affect interactions |
| identification and explanation of the features of familiar text types in Chinese and considered use of these features to assist in interpreting meaning | identification and description of the features of familiar text types in Chinese and effective use of these features to assist in interpreting meaning | identification of the features of familiar text types in Chinese and use of these features to assist in interpreting meaning | partial identification of the features of familiar text types in Chinese and basic use of these features to assist in interpreting meaning | fragmented identification of the features of familiar text types in Chinese and fragmented use of these features to assist in interpreting meaning |
| recognition that variations that exist within the Chinese spoken and written language, and identification and detailed description of examples of this, particularly within their own community | recognition that variations that exist within the Chinese spoken and written language, and identification and description of examples of this, particularly within their own community | recognition that variations exist within the Chinese spoken and written language, and identification of examples of this, particularly within their own community | recognition that variations exist within the Chinese spoken and written language, and partial identification of examples of this, particularly within their own community | recognition that variations exist within the Chinese spoken and written language, and fragmented identification of examples of this, particularly within their own community |
| recognition and explanation of features of Chinese culture reflected in communication practices, and purposeful application of this knowledge to their own interactions with Chinese people | recognition and detailed description of features of Chinese culture reflected in communication practices, and effective application of this knowledge to their own interactions with Chinese people | recognition and description of features of Chinese culture reflected in communication practices, and application of this knowledge to their own interactions with Chinese people | partial recognition of features of Chinese culture reflected in communication practices, and partial application of this knowledge to their own interactions with Chinese people | fragmented recognition of features of Chinese culture reflected in communication practices, and fragmented application of this knowledge to their own interactions with Chinese 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 5 and 6 Chinese SEs

These terms clarify the descriptors in the Years 5 and 6 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 |
| basic | fundamental; simple, elementary |
| communicating | a mutual and reciprocal exchange of meaning;  in Languages, communicating refers to using language for communicative purposes in [interpreting](#interpret), 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 |
| 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](#interpret) ready |
| 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 |
| interpret; interpretation | explaining the meaning of information or actions;  in the context of second language learning, interpret refers to two distinct processes:   * the act of translation from one language to another   the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others |
| 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](#interpret), critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts |
| ready; readily | 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 |
| respond; responses | 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](#interpret) 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)