

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* 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 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. They use simple questions (for example, 请问...? 你是哪国人? 你会说汉语吗? AS2) and seek clarification, for example, ... 对吗? AS3 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) 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 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) 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), place (for example, 在澳大利亚, 在墨尔本, 在家 AS8) and participants, for example, 我的朋友, 小明的哥哥 AS9. They use prepositions and possessive clauses, including 的 AS10. They use a range of verbs, including verbs of identification and existence (是 AS11), and some modal verbs (喜欢、会 AS12) to express interest or ability; they negate with 不 or 没 AS13. They use simple connectives such as 和 AS14 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.

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 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)	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) and seeking of clarification (AS3)	partial use of simple questions and seeking of clarification	fragmented use of simple questions and seeking of clarification
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> access of information from a range of print and digital resources (AS4) summarisation of key points in order to inform others and organise activities (AS5) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 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

	A	B	C	D	E
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), place (AS8) and participants (AS9)	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)	partial use of prepositions and possessive clauses	fragmented use of prepositions and possessive clauses
	purposeful use of: <ul style="list-style-type: none"> a range of verbs, including verbs of identification and existence some modal verbs to express interest or ability negation 	effective use of: <ul style="list-style-type: none"> a range of verbs, including verbs of identification and existence some modal verbs to express interest or ability negation 	use of: <ul style="list-style-type: none"> a range of verbs, including verbs of identification and existence (AS11) some modal verbs (AS12) to express interest or ability negation (AS13) 	basic use of: <ul style="list-style-type: none"> a range of verbs, including verbs of identification and existence some modal verbs to express interest or ability negation 	fragmented use of: <ul style="list-style-type: none"> 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) 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
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recognition of the features of the Chinese writing system application of their knowledge of the formation of characters in their own writing 	<ul style="list-style-type: none"> partial recognition of the features of the Chinese writing system partial application of their knowledge of the formation of characters in their own writing 	<ul style="list-style-type: none"> fragmented recognition of the features of the Chinese writing system directed application of their knowledge of the formation of characters in their own writing

	A	B	C	D	E
Understanding	<u>purposeful</u> use of Pinyin to transcribe spoken language	<u>effective</u> use of Pinyin to transcribe spoken language	use of Pinyin to transcribe spoken language	<u>partial</u> use of Pinyin to transcribe spoken language	<u>fragmented</u> use of Pinyin to transcribe spoken language
	<u>purposeful</u> identification of how the relationships of participants and context affect interactions	<u>effective</u> identification of how the relationships of participants and context affect interactions	identification of how the relationships of participants and context affect interactions	<u>partial</u> identification of how the relationships of participants and context affect interactions	<u>fragmented</u> identification of how the relationships of participants and context affect interactions
	identification <u>and explanation</u> of the features of familiar text types in Chinese and <u>considered</u> use of these features to assist in interpreting meaning	identification <u>and description</u> of the features of familiar text types in Chinese and <u>effective</u> 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	<u>partial</u> identification of the features of familiar text types in Chinese and <u>basic</u> use of these features to assist in interpreting meaning	<u>fragmented</u> identification of the features of familiar text types in Chinese and <u>fragmented</u> use of these features to assist in interpreting meaning
	recognition that variations that exist within the Chinese spoken and written language, and identification <u>and detailed description</u> of examples of this, particularly within their own community	recognition that variations that exist within the Chinese spoken and written language, and identification <u>and description</u> 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 <u>partial</u> identification of examples of this, particularly within their own community	recognition that variations exist within the Chinese spoken and written language, and <u>fragmented</u> identification of examples of this, particularly within their own community
	recognition <u>and explanation</u> of features of Chinese culture reflected in communication practices, and <u>purposeful</u> application of this knowledge to their own interactions with Chinese people	recognition and <u>detailed</u> description of features of Chinese culture reflected in communication practices, and <u>effective</u> 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	<u>partial</u> recognition of features of Chinese culture reflected in communication practices, and <u>partial</u> application of this knowledge to their own interactions with Chinese people	<u>fragmented</u> recognition of features of Chinese culture reflected in communication practices, and <u>fragmented</u> application of this knowledge to their own interactions with Chinese 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 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) 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
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
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 ready
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
interpret; interpretation	<p>explaining the meaning of information or actions;</p> <p>in the context of second language learning, <i>interpret</i> refers to two distinct processes:</p> <ul style="list-style-type: none"> • the act of translation from one language to another <p>the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others</p>
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), <i>interpreting</i>, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts</p>
ready; readily	<p>promptly; quickly; easily; in a ready manner; willingly; fluent;</p> <p>this includes being <i>effective</i> and <i>informed</i></p>
recognise; recognition	<p>to be aware of or acknowledge;</p> <p><i>recognition</i> is identification using previous knowledge</p>
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	<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>

Term	Description
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, <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"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect