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|  | Years 7 and 8 standard elaborations — Australian Curriculum: ChineseSecond language learner pathway: Years 7 to 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 7 and 8 Australian Curriculum: Chinese achievement standard Second language learner pathway: Years 7 to 10 sequence |
| By the end of Year 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫…; 我的爸爸是澳大利亚人[AS1](#SE1" \o "SE link 1, Alt+Left to return )), seek clarification (for example, 对不起，我听不懂，你说什么？[AS2](#SE2" \o "SE link 2, Alt+Left to return )), and transact and make arrangements, for example, 你要来我家吗？[AS3](#SE3" \o "SE link 3, Alt+Left to return ) They use the question particle吗and familiar question words (什么，谁，哪儿，几[AS4](#SE4" \o "SE link 4, Alt+Left to return )). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和，可是，所以[AS5](#SE5" \o "SE link 5, Alt+Left to return )), express opinions using喜欢and觉得, and give reasons using因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一，第二…[AS6](#SE6" \o "SE link 6, Alt+Left to return ) They apply不and没有in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs, including verbs of identification and existence such as是[AS7](#SE7" \o "SE link 7, Alt+Left to return ), and a range of action verbs to describe interests and events, for example, 踢足球，打乒乓球，听音乐[AS8](#SE8"\o "SE link 8, Alt+Left to return ). They access and organise information from a range of spoken, audiovisual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很，非常，最[AS9](#SE9). They reflect on their interactions when using and learning languages.Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone‑syllables and Pinyin. They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents. They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family [AS10](#SE10).They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience. |
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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 7 and 8 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 interact in a range of familiar contexts | effective use of spoken and written Chinese to interact in a range of familiar contexts | use of spoken and written Chinese to interact in a range of familiar contexts | basic use of spoken and written Chinese to interact in a range of familiar contexts | fragmented use of spoken and written Chinese to interact in a range of familiar contexts |
| purposeful responses to instructions, questions and directions | effective responses to instructions, questions and directions | responses to instructions, questions and directions | basic responses to instructions, questions and directions | fragmented responses to instructions, questions and directions |
| purposeful use of known phrases to:* exchange personal information
* seek clarification
* transact and make arrangements
 | effective use of known phrases to:* exchange personal information
* seek clarification
* transact and make arrangements
 | use of known phrases to:* exchange personal information ([AS1](#AS1" \o "AS1, Alt+Left to return ))
* seek clarification ([AS2](#AS2" \o "AS2, Alt+Left to return ))
* transact and make arrangements ([AS3](#AS3" \o "AS3, Alt+Left to return ))
 | partial use of known phrases to:* exchange personal information
* seek clarification
* transact and make arrangements
 | fragmented use of known phrases to:* exchange personal information
* seek clarification
* transact and make arrangements
 |
| purposeful use of:* the question particle 吗
* familiar question words
 | effective use of:* the question particle 吗
* familiar question words
 | use of:* the question particle 吗
* familiar question words ([AS4](#AS4" \o "AS4, Alt+Left to return ))
 | partial use of:* the question particle 吗
* familiar question words
 | isolated use of:* the question particle 吗
* familiar question words
 |
| purposeful approximation of tone, intonation and rhythm but meaning remains clear | effective approximation of tone, intonation and rhythm but meaning remains clear | approximation of tone, intonation and rhythm but meaning remains clear | partial approximation of tone, intonation and rhythm but meaning remains clear  | isolated approximation of tone, intonation and rhythm but meaning remains clear  |
| purposeful use of gesture and some formulaic expressions to support oral interaction | effective use of gesture and some formulaic expressions to support oral interaction | use of gesture and some formulaic expressions to support oral interaction | basic use of gesture and some formulaic expressions to support oral interaction | fragmented use of gesture and some formulaic expressions to support oral interaction |
| Communicating | considered use of learnt vocabulary to:* express personal insights
* compare experiences on topics of personal interest and significance
 | effective use of learnt vocabulary to:* express personal insights
* compare experiences on topics of personal interest and significance
 | use of learnt vocabulary to:* express personal insights
* compare experiences on topics of personal interest and significance
 | partial use of learnt vocabulary to:* express personal insights
* compare experiences on topics of personal interest and significance
 | fragmented use of learnt vocabulary to:* express personal insights
* compare experiences on topics of personal interest and significance
 |
| purposeful connection of ideas with use of basic cohesive devices  | effective connection of ideas with use of basic cohesive devices  | connection of ideas with use of basic cohesive devices ([AS5](#AS5" \o "AS4, Alt+Left to return )) | connection of ideas with use of aspects of basic cohesive devices  | connection of ideas with fragmented use of basic cohesive devices  |
| purposeful expression of opinions using 喜欢 and 觉得 | effective expression of opinions using 喜欢 and 觉得 | expression of opinions using 喜欢 and 觉得 | partial expression of opinions using 喜欢 and 觉得 | fragmented expression of opinions using 喜欢 and 觉得 |
| purposeful provision of reasons using 因为 | effective provision of reasons using 因为 | provision of reasons using 因为 | basic provision of reasons using 因为 | fragmented provision of reasons using 因为 |
| purposeful organisation of ideas using time expressions and phrases which mark sequence, in writing  | effective organisation of ideas using time expressions and phrases which mark sequence, in writing  | organisation of ideas using time expressions and phrases which mark sequence, in writing ([AS6](#AS6" \o "AS6, Alt+Left to return )) | partial organisation of ideas using time expressions and phrases which mark sequence, in writing  | fragmented organisation of ideas using time expressions and phrases which mark sequence, in writing  |
| purposeful application of 不 and 没有 in familiar phrases | effective application of 不 and 没有 in familiar phrases | application of 不 and 没有 in familiar phrases | basic application of 不 and 没有 in familiar phrases | fragmented application of 不 and 没有 in familiar phrases |
| considered response to and purposeful creation of simple informative and imaginative texts for known audiences and purposes | effective response to and creation of simple informative and imaginative texts for known audiences and purposes | response to and creation of simple informative and imaginative texts for known audiences and purposes | basic response to and partial creation of simple informative and imaginative texts for known audiences and purposes | fragmented response to and creation of simple informative and imaginative texts for known audiences and purposes |
| purposeful use of a range of:* verbs, including verbs of identification and existence
* action verbs to describe interests and events
 | effective use of a range of:* verbs, including verbs of identification and existence
* action verbs to describe interests and events
 | use of a range of:* verbs, including verbs of identification and existence ([AS7](#AS7" \o "AS7, Alt+Left to return ))
* action verbs to describe interests and events ([AS8](#AS8" \o "AS8, Alt+Left to return ))
 | basic use of a range of:* verbs, including verbs of identification and existence
* action verbs to describe interests and events
 | fragmented use of a range of:* verbs, including verbs of identification and existence
* action verbs to describe interests and events
 |
| Communicating | access to and considered organisation of information from a range of spoken, audiovisual and printed texts | access to and effective organisation of information from a range of spoken, audiovisual and printed texts | access to and organisation of information from a range of spoken, audiovisual and printed texts ([AS9](#AS9" \o "AS9, Alt+Left to return )) | access to and partial organisation of information from a range of spoken, audiovisual and printed texts | access to and fragmented organisation of elements of information from a range of spoken, audiovisual and printed texts  |
| * purposeful use of simple sentences and paragraphs
* purposeful production of simple descriptions using intensifiers
 | * effective use of simple sentences and paragraphs
* effective production of simple descriptions using intensifiers
 | * use of simple sentences and paragraphs
* production of simple descriptions using intensifiers
 | * basic use of simple sentences and paragraphs
* basic production of simple descriptions using intensifiers
 | * fragmented use of simple sentences and paragraphs
* fragmented production of simple descriptions using intensifiers
 |
| considered reflection on their interactions when using and learning languages | informed reflection on their interactions when using and learning languages | reflection on their interactions when using and learning languages | basic reflection on their interactions when using and learning languages | fragmented reflection on their interactions when using and learning languages |
| Understanding | considered awareness of the key features of the Chinese writing system and its differences to the English writing system | informed awareness of the key features of the Chinese writing system and its differences to the English writing system | awareness of the key features of the Chinese writing system and its differences to the English writing system | basic awareness of the key features of the Chinese writing system and its differences to the English writing system | fragmented awareness of the key features of the Chinese writing system and its differences to the English writing system |
| considered recognition of the function of tone-syllables and Pinyin | informed recognition of the function of tone-syllables and Pinyin | recognition of the function of tone-syllables and Pinyin  | basic recognition of the function of tone-syllables and Pinyin | fragmented recognition of the function of tone-syllables and Pinyin  |
| considered explanation of the:* word order of Chinese sentences
* layout and construction of simple familiar Chinese texts in comparison to their English equivalents
 | informed explanation of the:* word order of Chinese sentences
* layout and construction of simple familiar Chinese texts in comparison to their English equivalents
 | explanation of the:* word order of Chinese sentences
* layout and construction of simple familiar Chinese texts in comparison to their English equivalents
 | basic explanation of the:* word order of Chinese sentences
* layout and construction of simple familiar Chinese texts in comparison to their English equivalents
 | fragmented explanation of the:* word order of Chinese sentences
* layout and construction of elements of simple familiar Chinese texts in comparison to their English equivalents
 |
| Understanding | * recognition and considered description of diversity within the Chinese spoken and written language
 | * recognition and informed description of diversity within the Chinese spoken and written language
 | * recognition and description of diversity within the Chinese spoken and written language
 | * recognition and basic description of diversity within the Chinese spoken and written language
 | * recognition and fragmented description of elements of diversity within the Chinese spoken and written language
 |
| * purposeful consideration of the influence of culture on everyday communication
 | * informed consideration of the influence of culture on everyday communication
 | * consideration of the influence of culture on everyday communication ([AS10](#AS10" \o "AS10, Alt+Left to return ))
 | * partial consideration of the influence of culture on everyday communication
 | * fragmented consideration of the influence of culture on everyday communication
 |
| considered awareness that:* literal translation between languages is not always possible
* aspects of interpretation and translation are affected by context, culture, and intercultural experience
 | informed awareness that:* literal translation between languages is not always possible
* aspects of interpretation and translation are affected by context, culture, and intercultural experience
 | awareness that:* literal translation between languages is not always possible
* aspects of interpretation and translation are affected by context, culture, and intercultural experience
 | basic awareness that:* literal translation between languages is not always possible
* aspects of interpretation and translation are affected by context, culture, and intercultural experience
 | fragmented awareness that:* literal translation between languages is not always possible
* aspects of interpretation and translation are affected by context, culture, and intercultural experience
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| 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 7 and 8 Chinese SEs

These terms clarify the descriptors in the Years 7 and 8 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 |
| --- | --- |
| accuracy;accurate | 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, 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
 |
| complex sentence | a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets: * ‘I took my umbrella [because it was raining]’
* ‘The man [who came to dinner] is my brother.’
 |
| ****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 |
| description;describe | 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 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 |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification;identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;in Languages, informed refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:* a range of vocabulary and grammar 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
 |
| isolated  | 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 |
| metalanguage | a vocabulary used to discuss language conventions and use, e.g. language used to talk about:* grammatical terms, such as sentence, clause, conjunction
* the social and cultural nature of language, such as face, reciprocating, register
 |
| 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 |
| 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)