Years 7 and 8 standard elaborations — Australian Curriculum: Chinese
Second 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* 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.

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* 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.

For all Queensland schools

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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]), seek clarification (for example, 对不起，我听不懂，你说什么？[AS2]), and transact and make arrangements, for example, 你要来我家吗？[AS3] They use the question particle 吗 and familiar question words (什么，谁，哪儿，几 [AS4]). 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]), 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] 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], and a range of action verbs to describe interests and events, for example, 踢足球，打乒乓球，听音乐 [AS8]. 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]. 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].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.

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), *Australian Curriculum Version 8 Chinese for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/chinese

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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) • seek clarification (AS2) • transact and make arrangements (AS3)	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)	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

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	A	B	C	D	E
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)	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)	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

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	A	B	C	D	E
Communicating	**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) • action verbs to describe interests and events (AS8)	**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
	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)	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

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	A	B	C	D	E
Understanding	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
	• 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)	• 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

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

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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 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) 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.'

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Term	Description
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

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Term	Description
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

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Term	Description
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

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