Years 7 and 8 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.

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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.

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For all Queensland schools

By the end of Year 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗？；我们可以六月份一起去 [AS1]. They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目，podcast, 电话留言，广告，老师推荐的网站，书籍，图书馆目录，游记 [AS2]), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…；　因为… 所以… [AS3]), as well as time expressions (for example, 先…再… [AS4]), and tense markers such as 了、完 [AS5] to sequence events and ideas. Students make comparisons (for example, 比；跟…一样 [AS6]), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为 [AS7]. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.

Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国，　城，中国城 [AS8]. They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking 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), *Australian Curriculum Version 8 Chinese for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/chinese	

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	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 sustain interactions in a range of social and personal contexts	effective use of spoken and written Chinese to sustain interactions in a range of social and personal contexts	use of spoken and written Chinese to sustain interactions in a range of social and personal contexts	basic use of spoken and written Chinese to sustain interactions in a range of social and personal contexts	fragmented use of spoken and written Chinese to sustain interactions in a range of social and personal contexts
	purposeful exchange of ideas and opinions	effective exchange of ideas and opinions	exchange of ideas and opinions (AS1)	exchange of basic ideas and opinions	fragmented exchange of ideas and opinions
	• purposeful summarisation of the main points of information about known content from a range of spoken and print sources • purposeful conveyance of the relevant information in a range of texts	• effective summarisation of the main points of information about known content from a range of spoken and print sources • effective conveyance of the relevant information in a range of texts	• summarisation of the main points of information about known content from a range of spoken and print sources (AS2) • conveyance of the relevant information in a range of texts	• partial summarisation of the main points of information about known content from a range of spoken and print sources • conveyance of basic relevant information in a range of texts	• fragmented summarisation of the main points of information about known content from a range of spoken and print sources • conveyance of elements of the relevant information in a range of texts
	purposeful responses to and creation of imaginative and informative texts	effective responses to and creation of imaginative and informative texts	responses to and creation of simple imaginative and informative texts	basic responses to and creation of simple imaginative and informative texts	fragmented responses to and creation of elements of simple imaginative or informative texts
	purposeful sentences that generally contain two or more ideas connected by cohesive devices, as well as time expressions and tense markers to sequence events and ideas	effective sentences that generally contain two or more ideas connected by cohesive devices, as well as time expressions and tense markers to sequence events and ideas	sentences that generally contain two or more ideas connected by cohesive devices (AS3), as well as time expressions (AS4), and tense markers (AS5) to sequence events and ideas	basic sentences that that generally contain two or more ideas connected by cohesive devices, as well as time expressions and tense markers to sequence events and ideas	fragmented sentences that generally contain two or more ideas connected by cohesive devices, as well as time expressions and tense markers to sequence events and ideas

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	A	B	C	D	E
Communicating	purposeful use of phrases that order and link their ideas to: • make comparisons • provide explanations or reasons for opinions or decisions	effective use of phrases that order and link their ideas to: • make comparisons • provide explanations or reasons for opinions or decisions	use of phrases that order and link their ideas to: • make comparisons (AS6) • provide explanations or reasons for opinions or decisions	basic use of phrases that order and link their ideas to: • make comparisons • provide explanations or reasons for opinions or decisions	fragmented use of phrases to: • make comparisons • provide explanations or reasons for opinions or decisions
	purposeful use of reported speech to refer to the ideas of others	effective use of reported speech to refer to the ideas of others	use of reported speech to refer to the ideas of others (AS7)	basic use of reported speech to refer to the ideas of others	fragmented use of reported speech to refer to the ideas of others
	demonstration of speaking with: • purposeful attention to pronunciation, tone and phrasing • purposeful use of intonation and pitch to add emotion or emphasis to their message	demonstration of speaking with: • effective attention to pronunciation, tone and phrasing • effective use of intonation and pitch to add emotion or emphasis to their message	demonstration of speaking with: • attention to pronunciation, tone and phrasing • use of intonation and pitch to add emotion or emphasis to their message	demonstration of speaking with: • attention to aspects of pronunciation, tone and phrasing • basic use of intonation and pitch to add emotion or emphasis to their message	demonstration of speaking with: • fragmented attention to pronunciation, tone and phrasing • fragmented use of intonation and pitch to add emotion or emphasis to their message
	purposeful demonstration of intercultural understanding by varying their language use for different audiences and purposes	effective demonstration of intercultural understanding by varying their language use for different audiences and purposes	demonstration of intercultural understanding by varying their language use for different audiences and purposes	partial demonstration of intercultural understanding by varying their language use for different audiences and purposes	fragmented demonstration of intercultural understanding by varying their language use for different audiences and purposes
Understanding	considered description of the distinctive spoken and written language systems of Chinese using metalanguage	informed description of the distinctive spoken and written language systems of Chinese using metalanguage	description of the distinctive spoken and written language systems of Chinese using metalanguage	identification of aspects of the distinctive spoken and written language systems of Chinese using metalanguage	recognition of elements of the distinctive spoken and written language systems of Chinese using metalanguage

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	A	B	C	D	E
Understanding	purposeful demonstration of: • knowledge that character components can contribute to both sound and meaning of words • understanding of how character components can be combined to make different words	effective demonstration of: • knowledge that character components can contribute to both sound and meaning of words • understanding of how character components can be combined to make different words	demonstration of: • knowledge that character components can contribute to both sound and meaning of words • understanding of how character components can be combined to make different words (AS8)	partial demonstration of: • knowledge that character components can contribute to both sound and meaning of words • understanding of how character components can be combined to make different words	fragmented demonstration of: • knowledge that character components can contribute to both sound and meaning of words • understanding of how character components can be combined to make different words
	identification and explanation of features of text types such as letters, emails, descriptions and narratives	identification and description of features of text types such as letters, emails, descriptions and narratives	identification of features of text types such as letters, emails, descriptions and narratives	partial identification of features of text types such as letters, emails, descriptions and narratives	identification of elements of features of text types such as letters, emails, descriptions and narratives
	• identification and explanation of how information is structured in Chinese texts • purposeful demonstration of understanding of the importance of cultural and contextual cues to correct interpretation of meaning	• identification and description of how information is structured in Chinese texts • effective demonstration of understanding of the importance of cultural and contextual cues to correct interpretation of meaning	• identification of how information is structured in Chinese texts • demonstration of understanding of the importance of cultural and contextual cues to correct interpretation of meaning	• partial identification of how information is structured in Chinese texts • basic demonstration of understanding of the importance of cultural and contextual cues to correct interpretation of meaning	• fragmented identification of how information is structured in Chinese texts • fragmented demonstration of understanding of the importance of cultural and contextual cues to correct interpretation of meaning
	• considered explanation of how features of Chinese culture impact on communication practices • insightful reflection on their own interactions with Chinese-speaking people	• informed explanation of how features of Chinese culture impact on communication practices • informed reflection on their own interactions with Chinese-speaking people	• explanation of how features of Chinese culture impact on communication practices • reflection on their own interactions with Chinese-speaking people	• basic explanation of how features of Chinese culture impact on communication practices • basic reflection on their own interactions with Chinese-speaking people	• fragmented explanation of how features of Chinese culture impact on communication practices • fragmented reflection on their own interactions with Chinese-speaking 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

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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
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, 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

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Term	Description
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
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 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
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

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Term	Description
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 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, 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

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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, *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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