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|  | Years 9 and 10 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 9 and 10 Australian Curriculum: Chinese achievement standard Second language learner pathway: Years 7 to 10 sequence |
| By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么，怎么，怎么样[AS1](#SE1" \o "SE link 1, Alt+Left to return ) to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如[AS2](#SE2" \o "SE link 2, Alt+Left to return )), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给，跟，对[AS3](#SE3" \o "SE link 3, Alt+Left to return ). They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但…而且；除了…以外; 如果…就[AS4](#SE4" \o "SE link 4, Alt+Left to return )) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候，以前[AS5](#SE5"\o "SE link 5, Alt+Left to return ) and connectives, for example, 先…然后[AS6](#SE6"\o "SE link 6, Alt+Left to return ). They also indicate changes in tense with tense markers such as 了，过，[AS7](#SE7" \o "SE link 7, Alt+Left to return ) and use verbs to express modality (for example, 可以，要，会，应该[AS8](#SE8"\o "SE link 8, Alt+Left to return )) or intention, for example, 希望，想，打算[AS9](#SE9).Students discern differences in patterns of sound (for example, ‘qing’, ‘qin’ [AS10](#SE10)) and tone in extended speech for different contexts and audiences. They apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是，有and attributive 的[AS11](#SE11" \o "SE link 11, Alt+Left to return )), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that language use varies according to context, purpose and mode. Students explain how culture and language shape their own and others’ communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers. |
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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 9 and 10 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 sustain interactions in familiar and unfamiliar contexts | effective use of spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts | use of spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts | basic use of spoken and written Chinese to initiate and partially sustain interactions in familiar and unfamiliar contexts | fragmented use of spoken and written Chinese to initiate and sustain elements of interactions in familiar and unfamiliar contexts |
| purposeful exchange of information, ideas and opinions  | effective exchange of information, ideas and opinions  | exchange of information, ideas and opinions  | exchange of basic information, ideas and opinions  | fragmented exchange of information, ideas and opinions  |
| purposeful enquiry into the experiences and opinions of others with the use of question words to elicit more information | effective enquiry into the experiences and opinions of others with the use of question words to elicit more information | enquiry into the experiences and opinions of others with the use of question words ([AS1](#AS1" \o "AS1, Alt+Left to return )) to elicit more information | basic enquiry into the experiences and opinions of others with the use of question words to elicit more information | fragmented enquiry into the experiences and opinions of others with the use of question words to elicit more information |
| purposeful summarisation and collation of information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts | effective summarisation and collation of information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts | summarisation and collation of information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts | partial summarisation and collation of information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts | fragmented summarisation and collation of information from different sources and perspectives to compare how elements of ideas and concepts are expressed and organised in Chinese texts and contexts |
| considered observation of how texts are created for different purposes and audiences | informed observation of how texts are created for different purposes and audiences | observation of how texts are created for different purposes and audiences | partial observation of how texts are created for different purposes and audiences | fragmented observation of how elements of texts are created for different purposes and audiences |
| Communicating | considered responses to narratives, with:* identification of language features that do not translate easily between cultures
* mediation of these ideas and expression of insights in Chinese
* adjustments to language use for different audiences
 | effective responses to narratives, with:* identification of language features that do not translate easily between cultures
* mediation of these ideas and expression of insights in Chinese
* adjustments to language use for different audiences
 | responses to narratives, with:* identification of language features that do not translate easily between cultures
* mediation of these ideas and expression of insights in Chinese
* adjustments to language use for different audiences
 | basic responses to narratives, with:* identification of language features that do not translate easily between cultures
* mediation of these ideas and expression of insights in Chinese
* adjustments to language use for different audiences
 | fragmented responses to narratives, with:* identification of elements of language features that do not translate easily between cultures
* mediation of elements of these ideas and expression of insights in Chinese
* adjustments to elements of language use for different audiences
 |
| considered justification of their opinions with:* reasons and specific examples
* emphatic use of tone and rhythm
 | effective justification of their opinions with:* reasons and specific examples
* emphatic use of tone and rhythm
 | justification of their opinions with:* reasons and specific examples ([AS2](#AS2" \o "AS2, Alt+Left to return ))
* emphatic use of tone and rhythm
 | basic justification of their opinions with:* reasons and specific examples
* aspects of emphatic use of tone and rhythm
 | fragmented justification of their opinions with:* reasons and specific examples
* elements of emphatic use of tone and rhythm
 |
| * purposeful response to and considered creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences
* considered description of adjustments made in their language use for these different audiences
 | * effective response to and creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences
* informed description of adjustments made in their language use for these different audiences
 | * response to and creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences
* description of adjustments made in their language use for these different audiences
 | * partial response to and creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences
* basic description of adjustments made in their language use for these different audiences
 | * fragmented response to and creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences
* fragmented description of adjustments made in their language use for these different audiences
 |
| purposeful use of prepositions:* of time and place
* to show relationships with other people
 | effective use of prepositions:* of time and place
* to show relationships with other people
 | use of prepositions:* of time and place
* to show relationships with other people ([AS3](#AS3" \o "AS3, Alt+Left to return ))
 | partial use of prepositions:* of time and place
* to show relationships with other people
 | isolated use of prepositions:* of time and place
* to show relationships with other people
 |
| Communicating | * purposeful making of comparisons using 比
* purposeful description of:
	+ people in terms of appearance, personality and behaviours
	+ places in terms of scenery
 | * effective making of comparisons using 比
* effective description of:
	+ people in terms of appearance, personality and behaviours
	+ places in terms of scenery
 | * making of comparisons using 比
* description of:
	+ people in terms of appearance, personality and behaviours
	+ places in terms of scenery
 | * basic making of comparisons using 比
* basic description of:
	+ people in terms of appearance, personality and behaviours
	+ places in terms of scenery
 | * elements of making of comparisons using 比
* fragmented description of:
	+ people in terms of appearance, personality and behaviours
	+ places in terms of scenery
 |
| purposeful use of a range of cohesive devices with the support of models and cues | effective use of a range of cohesive devices with the support of models and cues | use of a range of cohesive devices ([AS4](#AS4" \o "AS4, Alt+Left to return )) with the support of models and cues | partial use of a range of cohesive devices with the support of models and cues | fragmented use of a range of cohesive devices with the support of models and cues |
| in writing, purposeful organisation of ideas according to themes, or the sequencing of events using:* specific time words
* temporal markers

connectives | in writing, effective organisation of ideas according to themes, or the sequencing of events using:* specific time words
* temporal markers

connectives | in writing, organisation of ideas according to themes, or the sequencing of events using:* specific time words
* temporal markers ([AS5](#AS5" \o "AS4, Alt+Left to return ))
* connectives ([AS6](#AS6" \o "AS6, Alt+Left to return ))
 | in writing, partial organisation of ideas according to themes, or the sequencing of events using:* specific time words
* temporal markers

connectives | in writing, fragmented organisation of ideas according to themes, or the sequencing of events using:* specific time words
* temporal markers

connectives |
| * indication of purposeful changes in tense with tense markers
* purposeful use of verbs to express modality or intention
 | * indication of effective changes in tense with tense markers
* effective use of verbs to express modality or intention
 | * indication of changes in tense with tense markers ([AS7](#AS7" \o "AS7, Alt+Left to return ))
* use of verbs to express modality ([AS8](#AS8" \o "AS8, Alt+Left to return )) or intention ([AS9](#AS9" \o "AS9, Alt+Left to return ))
 | * basic indication of changes in tense with tense markers
* basic use of verbs to express modality or intention
 | * fragmented indication of changes in tense with tense markers
* fragmented use of verbs to express modality or intention
 |
| Understanding | considered discernment of differences in patterns of sound and tone in extended speech for different contexts and audiences | effective discernment of differences in patterns of sound and tone in extended speech for different contexts and audiences | discernment of differences in patterns of sound ([AS10](#AS10" \o "AS10, Alt+Left to return )) and tone in extended speech for different contexts and audiences | partial discernment of differences in patterns of sound and tone in extended speech for different contexts and audiences | isolated discernment of differences in patterns of sound and tone in extended speech for different contexts and audiences |
| purposeful application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered | effective application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered | application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered | partial application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered | fragmented application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered |
| * considered analysis of grammatical rules
* purposeful use of language appropriate to the form of communication
* purposeful comparison of textual features
 | * informed analysis of grammatical rules
* effective use of language appropriate to the form of communication
* effective comparison of textual features
 | * analysis of grammatical rules
* use of language appropriate to the form of communication
* comparison of textual features
 | * basic analysis of grammatical rules
* basic use of language appropriate to the form of communication
* basic comparison of textual features
 | * fragmented analysis of grammatical rules
* fragmented use of language appropriate to the form of communication
* fragmented comparison of textual features
 |
| * recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as:
	+ measure words
	+ varied uses of verbs
* purposeful application of these recognised features in new contexts
 | * recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as:
	+ measure words
	+ varied uses of verbs
* effective application of these recognised features in new contexts
 | * recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as:
	+ measure words
	+ varied uses of verbs ([AS11](#AS11" \o "AS11, Alt+Left to return ))
* application of these recognised features in new contexts
 | * partial recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as:
	+ measure words
	+ varied uses of verbs
* partial application of these recognised features in new contexts
 | * fragmented recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as:
	+ measure words
	+ varied uses of verbs
* fragmented application of these recognised features in new contexts
 |
| Understanding | * considered awareness of particular issues relating to translating between Chinese and English
* considered recognition that certain concepts cannot be translated readily from Chinese to English and vice versa
 | * informed awareness of particular issues relating to translating between Chinese and English
* informed recognition that certain concepts cannot be translated readily from Chinese to English and vice versa
 | * awareness of particular issues relating to translating between Chinese and English
* recognition that certain concepts cannot be translated readily from Chinese to English and vice versa
 | * basic awareness of particular issues relating to translating between Chinese and English
* partial recognition that certain concepts cannot be translated readily from Chinese to English and vice versa
 | * isolated awareness of issues relating to translating between Chinese and English
* isolated recognition that certain concepts cannot be translated readily from Chinese to English and vice versa
 |
| considered awareness that language use varies according to context, purpose and mode | informed awareness that language use varies according to context, purpose and mode | awareness that language use varies according to context, purpose and mode | basic awareness that language use varies according to context, purpose and mode | fragmented awareness that language use varies according to context, purpose and mode |
| * considered explanation of how culture and language shape their own and others’ communication practices
* considered reflection on how their own cultural experience impacts on interactions with Chinese speakers
 | * informed explanation of how culture and language shape their own and others’ communication practices
* informed reflection on how their own cultural experience impacts on interactions with Chinese speakers
 | * explanation of how culture and language shape their own and others’ communication practices
* reflection on how their own cultural experience impacts on interactions with Chinese speakers
 | * basic explanation of how culture and language shape their own and others’ communication practices
* basic reflection on how their own cultural experience impacts on interactions with Chinese speakers
 | * fragmented explanation of how culture and language shape their own and others’ communication practices
* fragmented reflection on how their own cultural experience impacts on interactions with Chinese speakers
 |
|  |  |
| 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.

|  |  |
| --- | --- |
| 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 9 and 10 Chinese SEs

These terms clarify the descriptors in the Years 9 and 10 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, informedrefers 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)