

Years 9 and 10 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.

* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

By the end of Year 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} 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}), 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}. 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}) 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} and connectives, for example, 先...然后^{AS6}. They also indicate changes in tense with tense markers such as 了, 过, ^{AS7} and use verbs to express modality (for example, 可以, 要, 会, 应该^{AS8}) or intention, for example, 希望, 想, 打算^{AS9}.

Students discern differences in patterns of sound (for example, 'qing', 'qin'^{AS10}) 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}), 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.

Key	^{AS1} , ^{ASx} Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Chinese for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/chinese

Years 9 and 10 Chinese standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Communicating	<u>purposeful</u> use of spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts	<u>effective</u> 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	<u>basic</u> use of spoken and written Chinese to initiate and <u>partially</u> sustain interactions in familiar and unfamiliar contexts	<u>fragmented</u> use of spoken and written Chinese to initiate and sustain <u>elements of</u> interactions in familiar and unfamiliar contexts
	<u>purposeful</u> exchange of information, ideas and opinions	<u>effective</u> exchange of information, ideas and opinions	exchange of information, ideas and opinions	exchange of <u>basic</u> information, ideas and opinions	<u>fragmented</u> exchange of information, ideas and opinions
	<u>purposeful</u> enquiry into the experiences and opinions of others with the use of question words to elicit more information	<u>effective</u> 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) to elicit more information	<u>basic</u> enquiry into the experiences and opinions of others with the use of question words to elicit more information	<u>fragmented</u> enquiry into the experiences and opinions of others with the use of question words to elicit more information
	<u>purposeful</u> 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	<u>effective</u> 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	<u>partial</u> 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	<u>fragmented</u> summarisation and collation of information from different sources and perspectives to compare how <u>elements of</u> ideas and concepts are expressed and organised in Chinese texts and contexts
	<u>considered</u> observation of how texts are created for different purposes and audiences	<u>informed</u> observation of how texts are created for different purposes and audiences	observation of how texts are created for different purposes and audiences	<u>partial</u> observation of how texts are created for different purposes and audiences	<u>fragmented</u> observation of how <u>elements of</u> texts are created for different purposes and audiences

	A	B	C	D	E
Communicating	<p><u>considered</u> responses to narratives, with:</p> <ul style="list-style-type: none"> • 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 	<p><u>effective</u> responses to narratives, with:</p> <ul style="list-style-type: none"> • 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 	<p>responses to narratives, with:</p> <ul style="list-style-type: none"> • 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 	<p><u>basic</u> responses to narratives, with:</p> <ul style="list-style-type: none"> • 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 	<p><u>fragmented</u> responses to narratives, with:</p> <ul style="list-style-type: none"> • identification of <u>elements of</u> language features that do not translate easily between cultures • mediation of <u>elements of</u> these ideas and expression of insights in Chinese • adjustments to <u>elements of</u> language use for different audiences
	<p><u>considered</u> justification of their opinions with:</p> <ul style="list-style-type: none"> • reasons and specific examples • emphatic use of tone and rhythm 	<p><u>effective</u> justification of their opinions with:</p> <ul style="list-style-type: none"> • reasons and specific examples • emphatic use of tone and rhythm 	<p>justification of their opinions with:</p> <ul style="list-style-type: none"> • reasons and specific examples (AS2) • emphatic use of tone and rhythm 	<p><u>basic</u> justification of their opinions with:</p> <ul style="list-style-type: none"> • reasons and specific examples • <u>aspects of</u> emphatic use of tone and rhythm 	<p><u>fragmented</u> justification of their opinions with:</p> <ul style="list-style-type: none"> • reasons and specific examples • <u>elements of</u> emphatic use of tone and rhythm
	<ul style="list-style-type: none"> • <u>purposeful</u> response to and <u>considered</u> creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences • <u>considered</u> description of adjustments made in their language use for these different audiences 	<ul style="list-style-type: none"> • <u>effective</u> response to and creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences • <u>informed</u> description of adjustments made in their language use for these different audiences 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • <u>partial</u> response to and creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences • <u>basic</u> description of adjustments made in their language use for these different audiences 	<ul style="list-style-type: none"> • <u>fragmented</u> response to and creation of a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences • <u>fragmented</u> description of adjustments made in their language use for these different audiences
	<p><u>purposeful</u> use of prepositions:</p> <ul style="list-style-type: none"> • of time and place • to show relationships with other people 	<p><u>effective</u> use of prepositions:</p> <ul style="list-style-type: none"> • of time and place • to show relationships with other people 	<p>use of prepositions:</p> <ul style="list-style-type: none"> • of time and place • to show relationships with other people (AS3) 	<p><u>partial</u> use of prepositions:</p> <ul style="list-style-type: none"> • of time and place • to show relationships with other people 	<p><u>isolated</u> use of prepositions:</p> <ul style="list-style-type: none"> • of time and place • to show relationships with other people

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> • purposeful making of comparisons using 比 • purposeful description of: <ul style="list-style-type: none"> – people in terms of appearance, personality and behaviours – places in terms of scenery 	<ul style="list-style-type: none"> • effective making of comparisons using 比 • effective description of: <ul style="list-style-type: none"> – people in terms of appearance, personality and behaviours – places in terms of scenery 	<ul style="list-style-type: none"> • making of comparisons using 比 • description of: <ul style="list-style-type: none"> – people in terms of appearance, personality and behaviours – places in terms of scenery 	<ul style="list-style-type: none"> • basic making of comparisons using 比 • basic description of: <ul style="list-style-type: none"> – people in terms of appearance, personality and behaviours – places in terms of scenery 	<ul style="list-style-type: none"> • elements of making of comparisons using 比 • fragmented description of: <ul style="list-style-type: none"> – people in terms of appearance, personality and behaviours – places in terms of scenery
	<p>purposeful use of a range of cohesive devices with the support of models and cues</p>	<p>effective use of a range of cohesive devices with the support of models and cues</p>	<p>use of a range of cohesive devices (AS4) with the support of models and cues</p>	<p>partial use of a range of cohesive devices with the support of models and cues</p>	<p>fragmented use of a range of cohesive devices with the support of models and cues</p>
	<p>in writing, purposeful organisation of ideas according to themes, or the sequencing of events using:</p> <ul style="list-style-type: none"> • specific time words • temporal markers connectives 	<p>in writing, effective organisation of ideas according to themes, or the sequencing of events using:</p> <ul style="list-style-type: none"> • specific time words • temporal markers connectives 	<p>in writing, organisation of ideas according to themes, or the sequencing of events using:</p> <ul style="list-style-type: none"> • specific time words • temporal markers (AS5) • connectives (AS6) 	<p>in writing, partial organisation of ideas according to themes, or the sequencing of events using:</p> <ul style="list-style-type: none"> • specific time words • temporal markers connectives 	<p>in writing, fragmented organisation of ideas according to themes, or the sequencing of events using:</p> <ul style="list-style-type: none"> • specific time words • temporal markers connectives
	<ul style="list-style-type: none"> • indication of purposeful changes in tense with tense markers • purposeful use of verbs to express modality or intention 	<ul style="list-style-type: none"> • indication of effective changes in tense with tense markers • effective use of verbs to express modality or intention 	<ul style="list-style-type: none"> • indication of changes in tense with tense markers (AS7) • use of verbs to express modality (AS8) or intention (AS9) 	<ul style="list-style-type: none"> • basic indication of changes in tense with tense markers • basic use of verbs to express modality or intention 	<ul style="list-style-type: none"> • fragmented indication of changes in tense with tense markers • fragmented use of verbs to express modality or intention

	A	B	C	D	E
Understanding	<u>considered</u> discernment of differences in patterns of sound and tone in extended speech for different contexts and audiences	<u>effective</u> 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) and tone in extended speech for different contexts and audiences	<u>partial</u> discernment of differences in patterns of sound and tone in extended speech for different contexts and audiences	<u>isolated</u> discernment of differences in patterns of sound and tone in extended speech for different contexts and audiences
	<u>purposeful</u> application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered	<u>effective</u> 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	<u>partial</u> application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered	<u>fragmented</u> application of knowledge of character components and morphemes to assist their understanding of new characters and words encountered
	<ul style="list-style-type: none"> • <u>considered</u> analysis of grammatical rules • <u>purposeful</u> use of language appropriate to the form of communication • <u>purposeful</u> comparison of textual features 	<ul style="list-style-type: none"> • <u>informed</u> analysis of grammatical rules • <u>effective</u> use of language appropriate to the form of communication • <u>effective</u> comparison of textual features 	<ul style="list-style-type: none"> • analysis of grammatical rules • use of language appropriate to the form of communication • comparison of textual features 	<ul style="list-style-type: none"> • <u>basic</u> analysis of grammatical rules • <u>basic</u> use of language appropriate to the form of communication • <u>basic</u> comparison of textual features 	<ul style="list-style-type: none"> • <u>fragmented</u> analysis of grammatical rules • <u>fragmented</u> use of language appropriate to the form of communication • <u>fragmented</u> comparison of textual features
	<ul style="list-style-type: none"> • recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as: <ul style="list-style-type: none"> – measure words – varied uses of verbs • <u>purposeful</u> application of these recognised features in new contexts 	<ul style="list-style-type: none"> • recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as: <ul style="list-style-type: none"> – measure words – varied uses of verbs • <u>effective</u> application of these recognised features in new contexts 	<ul style="list-style-type: none"> • recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as: <ul style="list-style-type: none"> – measure words – varied uses of verbs • application of these recognised features in new contexts (AS11) 	<ul style="list-style-type: none"> • <u>partial</u> recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as: <ul style="list-style-type: none"> – measure words – varied uses of verbs • <u>partial</u> application of these recognised features in new contexts 	<ul style="list-style-type: none"> • <u>fragmented</u> recognition of the key features of grammar and sentence structure that are distinctive to Chinese, such as: <ul style="list-style-type: none"> – measure words – varied uses of verbs • <u>fragmented</u> application of these recognised features in new contexts

	A	B	C	D	E
Understanding	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
	<p>considered awareness that language use varies according to context, purpose and mode</p>	<p>informed awareness that language use varies according to context, purpose and mode</p>	<p>awareness that language use varies according to context, purpose and mode</p>	<p>basic awareness that language use varies according to context, purpose and mode</p>	<p>fragmented awareness that language use varies according to context, purpose and mode</p>
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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), (ASx) is a cross-reference to an example in the achievement standard

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Years 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) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
apply; applying	use or employ in a particular situation
aspects	particular parts or features
basic	fundamental; simple, elementary
communicating	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none">• listening and speaking in relation to relevant domains of language use and text types• reading and writing in relation to relevant domains of language use and text types• communicating strategies• translating and interpreting• reflecting on intercultural language use; students demonstrate <i>communicating</i> by: <ul style="list-style-type: none">• describing the performance in the target language, both oral and written• showing evidence of written and spoken Chinese to communicate with teachers, peers and others in a range of settings and for a range of purposes
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: <ul style="list-style-type: none">• 'I took my umbrella [because it was raining]'• 'The man [who came to dinner] is my brother.'

Term	Description
confident	<p>having strong belief or full assurance; sure;</p> <p>in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can:</p> <ul style="list-style-type: none"> • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	<p>thought about deliberately with a purpose;</p> <p>in Languages, considered responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language</p>
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	<p>meeting the assigned purpose in a way that produces a desired or intended result;</p> <p>in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> • 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; <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • listening — the speaker’s attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer’s perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
element; elements	<p>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;</p> <p>in Languages, <i>elements</i> refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
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

Term	Description
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?'
fragmented	disjointed or isolated
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, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> • 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 <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
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: <ul style="list-style-type: none"> • 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; <i>reading</i> 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

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; <i>text forms</i> and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media
translation	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <ul style="list-style-type: none"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect