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|  | Years 9 and 10 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[[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: Prep to Year 10 sequence | |
| By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery [AS1](#SE1)). Students use Pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources (such as新闻，访谈，podcast, 纪录片[AS2](#SE2" \o "SE link 2, Alt+Left to return )) to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions, for example, 为什么学中文很重要？； 澳大利亚的语言；好用的手机app, 为什么学中文很重要？；  澳大利亚的语言；好用的手机 [AS3](#SE3) They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物？ 如果我…的话[AS4](#SE4). They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西[AS5](#SE5"\o "SE link 5, Alt+Left to return )), and adverbs to express time, tense and frequency of events, for example, 总是，还没有[AS6](#SE6"\o "SE link 6, Alt+Left to return ). They use conjunctions (for example, 虽然如此…，尽管这样…但是… [AS7](#SE7)) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated between[[2]](#footnote-3) Chinese and English. They engage with a range of imaginative texts, for example, 娱乐节目-小品，合唱，音乐录影，流行歌曲比赛，电视片，电影[AS8](#SE9" \o "SE link 8, Alt+Left to return ).  Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others’ language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others’ communication practices. Students 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 | considered use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts | effective use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts | use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts ([AS1](#AS1" \o "AS1, Alt+Left to return )) | guided use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts | directed use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts |
| * fluent and effective use of Pinyin to transcribe spoken texts * accurate use of characters to create written texts | * effective use of Pinyin to transcribe spoken texts * effective use of characters to create written texts | * use of Pinyin to transcribe spoken texts * use of characters to create written texts | * use of aspects of Pinyin to transcribe spoken texts * guided use of characters to create written texts | * fragmented use of Pinyin to transcribe spoken texts * directed use of characters to create written texts |
| identification and explanation of key ideas and considered comparison of information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance | identification and description of key ideas and effective comparison of information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance | identification of key ideas and comparison of information from multiple sources ([AS2](#AS2" \o "AS2, Alt+Left to return )) to develop and substantiate their own position on topics of personal interest or issues of broader significance | partial identification of key ideas and guided comparison of information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance | directed identification of key ideas and directed comparison of information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance |
| considered exchange of ideas and opinions | effective exchange of ideas and opinions | exchange of ideas and opinions ([AS3](#AS3" \o "AS3, Alt+Left to return )) | guided exchange of ideas and opinions | directed exchange of ideas and opinions |
| fluent and effective speaking with attention to pronunciation and tone | effective speaking with attention to pronunciation and tone | speaking with attention to pronunciation and tone | guided speaking with attention to pronunciation and tone | directed speaking with attention to pronunciation and tone |
| Communicating | purposeful response to and considered creation of a range of short informative and imaginative texts for a variety of audiences and purposes | informed response to and effective creation of a range of short informative and imaginative texts for a variety of audiences and purposes | response to and creation of a range of short informative and imaginative texts for a variety of audiences and purposes ([AS4](#AS4" \o "AS4, Alt+Left to return )) | guided response to and partial creation of a range of short informative and imaginative texts for a variety of audiences and purposes | directed response to and fragmented creation of a range of short informative and imaginative texts for a variety of audiences and purposes |
| accurate use of a range of sentence structures and grammatical features to develop cohesion and coherence in texts, including:   * prepositional phrases to describe participants * adverbs to express time, tense and frequency of events | effective use of a range of sentence structures and grammatical features to develop cohesion and coherence in texts, including:   * prepositional phrases to describe participants * adverbs to express time, tense and frequency of events | use of a range of sentence structures and grammatical features to develop cohesion and coherence in texts, including:   * prepositional phrases to describe participants ([AS5](#AS5" \o "AS4, Alt+Left to return )) * adverbs to express time, tense and frequency of events ([AS6](#AS6" \o "AS6, Alt+Left to return )) | guided use of a range of sentence structures and grammatical features to develop aspects of cohesion and coherence in texts, including:   * prepositional phrases to describe participants * adverbs to express time, tense and frequency of events | directed use of a range of sentence structures and grammatical features to develop fragmented cohesion and coherence in texts, including:   * prepositional phrases to describe participants * adverbs to express time, tense and frequency of events |
| considered use of conjunctions and purposeful application of a range of stylistic devices such as:   * rhetorical questions * quotes * 成语 | effective use of conjunctions and effective application of a range of stylistic devices such as:   * rhetorical questions * quotes * 成语 | use of conjunctions ([AS7](#AS7" \o "AS7, Alt+Left to return )) and application of a range of stylistic devices such as:   * rhetorical questions * quotes * 成语 | partial use of conjunctions and partial application of a range of stylistic devices such as:   * rhetorical questions * quotes * 成语 | directed use of conjunctions and directed application of a range of stylistic devices such as:   * rhetorical questions * quotes * 成语 |
| fluent and effective translation of texts and production of bilingual texts, recognising that not all concepts can be readily translated from Chinese and English | effective translation of texts and production of bilingual texts, recognising that not all concepts can be readily translated from Chinese and English | translation of texts and production of bilingual texts, recognising that not all concepts can be readily translated from Chinese and English | partial translation of texts and partial production of bilingual texts, with guided recognition that not all concepts can be readily translated from Chinese and English | directed translation of texts and directed production of bilingual texts with directed recognition that not all concepts can be readily translated from Chinese and English |
| considered engagement with a range of imaginative texts | effective engagement with a range of imaginative texts | engagement with a range of imaginative texts ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial engagement with a range of imaginative texts | fragmented engagement with a range of imaginative texts |
| Understanding | considered recognition of how writers and speakers, including themselves, make deliberate choices when using language features and text structures | informed recognition of how writers and speakers, including themselves, make deliberate choices when using language features and text structures | recognition of how writers and speakers, including themselves, make deliberate choices when using language features and text structures | guided recognition of how writers and speakers, including themselves, make deliberate choices when using language features and text structures | directed recognition of how writers and speakers, including themselves, make deliberate choices when using language features and text structures |
| considered recognition that language is dynamic and is influenced by time, place, setting, participants and contexts | informed recognition that language is dynamic and is influenced by time, place, setting, participants and contexts | recognition that language is dynamic and is influenced by time, place, setting, participants and contexts | guided recognition that language is dynamic and is influenced by time, place, setting, participants and contexts | directed recognition that language is dynamic and is influenced by time, place, setting, participants and contexts |
| interaction with a range of texts with considered identification of how audience and purpose shape their own and others’ language choices and interpretation of these texts | interaction with a range of texts with effective identification of how audience and purpose shape their own and others’ language choices and interpretation of these texts | interaction with a range of texts with identification of how audience and purpose shape their own and others’ language choices and interpretation of these texts | interaction with a range of texts with partial identification of how audience and purpose shape their own and others’ language choices and interpretation of these texts | interaction with a range of texts with fragmented identification of how audience and purpose shape their own and others’ language choices and interpretation of these texts |
| considered explanation of how features of Chinese culture and language shape their own and others’ communication practices | effective explanation of how features of Chinese culture and language shape their own and others’ communication practices | explanation of how features of Chinese culture and language shape their own and others’ communication practices | partial explanation of how features of Chinese culture and language shape their own and others’ communication practices | fragmented explanation of how features of Chinese 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 reflection on how their own cultural experience impacts on interactions with Chinese speakers | reflection on how their own cultural experience impacts on interactions with Chinese speakers | guided reflection on how their own cultural experience impacts on interactions with Chinese speakers | directed 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.

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

### Terms used in Years 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 |
| --- | --- |
| 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](#interpret), 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 |
| ****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 |
| 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](#interpret) ready; readily |
| fragmented | following the instructions of the facilitator |
| 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 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](#interpret), 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; fluently;  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 |
| 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](#interpret) 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)
2. The published achievement standard has a typographical error which has been corrected in this version. Actual text appears as: ‘recognising that not all concepts can be readily translated [stet] Chinese and English.’ [↑](#footnote-ref-3)