

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* 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 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). 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) 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 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. 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), and adverbs to express time, tense and frequency of events, for example, 总是, 还没有 AS6. They use conjunctions (for example, 虽然如此..., 尽管这样...但是... AS7) 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† 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.

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.

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

† 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.'

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>considered</u> use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts	<u>effective</u> 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)	<u>guided</u> use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts	<u>directed</u> use of spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts
	<ul style="list-style-type: none"> • <u>fluent and effective</u> use of Pinyin to transcribe spoken texts • <u>accurate</u> use of characters to create written texts 	<ul style="list-style-type: none"> • <u>effective</u> use of Pinyin to transcribe spoken texts • <u>effective</u> use of characters to create written texts 	<ul style="list-style-type: none"> • use of Pinyin to transcribe spoken texts • use of characters to create written texts 	<ul style="list-style-type: none"> • use of <u>aspects of</u> Pinyin to transcribe spoken texts • <u>guided</u> use of characters to create written texts 	<ul style="list-style-type: none"> • <u>fragmented</u> use of Pinyin to transcribe spoken texts • <u>directed</u> use of characters to create written texts
	identification and <u>explanation</u> of key ideas and <u>considered</u> 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 <u>description</u> of key ideas and <u>effective</u> 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) to develop and substantiate their own position on topics of personal interest or issues of broader significance	<u>partial</u> identification of key ideas and <u>guided</u> comparison of information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance	<u>directed</u> identification of key ideas and <u>directed</u> comparison of information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance
	<u>considered</u> exchange of ideas and opinions	<u>effective</u> exchange of ideas and opinions	exchange of ideas and opinions (AS3)	<u>guided</u> exchange of ideas and opinions	<u>directed</u> exchange of ideas and opinions
	<u>fluent and effective</u> speaking with attention to pronunciation and tone	<u>effective</u> speaking with attention to pronunciation and tone	speaking with attention to pronunciation and tone	<u>guided</u> speaking with attention to pronunciation and tone	<u>directed</u> speaking with attention to pronunciation and tone

	A	B	C	D	E
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)	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • prepositional phrases to describe participants (AS5) • adverbs to express time, tense and frequency of events (AS6) 	guided use of a range of sentence structures and grammatical features to develop aspects of cohesion and coherence in texts, including: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • rhetorical questions • quotes • 成语 	effective use of conjunctions and effective application of a range of stylistic devices such as: <ul style="list-style-type: none"> • rhetorical questions • quotes • 成语 	use of conjunctions (AS7) and application of a range of stylistic devices such as: <ul style="list-style-type: none"> • rhetorical questions • quotes • 成语 	partial use of conjunctions and partial application of a range of stylistic devices such as: <ul style="list-style-type: none"> • rhetorical questions • quotes • 成语 	directed use of conjunctions and directed application of a range of stylistic devices such as: <ul style="list-style-type: none"> • 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)	partial engagement with a range of imaginative texts	fragmented engagement with a range of imaginative texts

	A	B	C	D	E
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), (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
accurate; accuracy	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
confident	having strong belief or full assurance; sure; 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: <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

Term	Description
considered	thought about deliberately with a purpose; in Languages, <i>considered</i> 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, <i>effective</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"> • 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 <i>effective 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
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, <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
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
familiar	well-acquainted; thoroughly conversant; to be <i>familiar</i> with a subject; to be <i>familiar</i> with a method
fluent	able to speak, write, translate and 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

Term	Description
informed	<p>having relevant knowledge; being conversant with the topic;</p> <p>in Languages, <i>informed</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"> • 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; <p>students demonstrate <i>informed 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
interpret; interpretation	<p>explaining the meaning of information or actions;</p> <p>in the context of second language learning, <i>interpret</i> refers to two distinct processes:</p> <ul style="list-style-type: none"> • the act of translation from one language to another <p>the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others</p>
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	<p>process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning;</p> <p><i>reading</i> includes elements of decoding (of sounds and symbols), <i>interpreting</i>, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts</p>
ready; readily	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being <i>effective</i> and <i>informed</i>
recognise; recognition	<p>to be aware of or acknowledge;</p> <p><i>recognition</i> is identification using previous knowledge</p>
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	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><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;</p> <p><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</p>

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, <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