

Years 3–4 standard elaborations — Australian Curriculum v9.0: Chinese

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Chinese describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Years 3–4 Australian Curriculum: Chinese achievement standard

By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.

Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Chinese for Foundation–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/chinese-second-language-learner-pathway-f-10-sequence/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 3–4 Chinese standard elaborations

| | A | B | C | D | E |
|--|---|--|---|--|---|
| The folio of student work contains evidence of the following: | | | | | |
| Communicating meaning in Chinese | initiation of structured interactions in Chinese to purposefully share information related to the classroom and their personal world | initiation of structured interactions in Chinese to effectively share information related to the classroom and their personal world | initiation of structured interactions in Chinese to share information related to the classroom and their personal world | variable interactions in Chinese to share information related to the classroom and their personal world | isolated interactions in Chinese related to the classroom or their personal world |
| | purposeful use of modelled language to participate in spoken and written activities that involve planning | effective use of modelled language to participate in spoken and written activities that involve planning | use of modelled language to participate in spoken and written activities that involve planning | variable use of modelled language to participate in spoken and written activities that involve planning | isolated use of modelled language to participate in spoken or written activities |

| | A | B | C | D | E |
|------------------------------------|--|---|--|---|--|
| | location of and thorough response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts | location of and informed response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts | location of and response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts | location of and partial response to key items of information in texts using strategies to help interpret or convey meaning in familiar contexts | statement/s about information in texts |
| | purposeful use of modelled language and basic syntax to create texts | effective use of modelled language and basic syntax to create texts | use of modelled language and basic syntax to create texts | variable use of modelled language and basic syntax to create texts | isolated use of modelled language or basic syntax to create texts |
| | <ul style="list-style-type: none"> • purposeful use of familiar characters appropriate to context • thorough connections made with the spelling and tone marks of Pinyin | <ul style="list-style-type: none"> • effective use of familiar characters appropriate to context • informed connections made with the spelling and tone marks of Pinyin | <ul style="list-style-type: none"> • use of familiar characters appropriate to context • connections made with the spelling and tone marks of Pinyin | <ul style="list-style-type: none"> • variable use of familiar characters appropriate to context • partial connections made with the spelling and tone marks of Pinyin | <ul style="list-style-type: none"> • isolated use of familiar characters appropriate to context • isolated connections made with the spelling and tone marks of Pinyin |
| Understanding language and culture | purposeful imitation of sounds, tones, pronunciation and intonation patterns of Chinese language | effective imitation of sounds, tones, pronunciation and intonation patterns of Chinese language | imitation of sounds, tones, pronunciation and intonation patterns of Chinese language | variable imitation of sounds, tones, pronunciation and intonation patterns of Chinese language | isolated imitation of sounds, tones, pronunciation or intonation patterns of Chinese language |
| | purposeful demonstration of understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning | effective demonstration of understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning | demonstration of understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning | variable meaning making using non-verbal, spoken and written language conventions | isolated meaning making using non-verbal, spoken or written language conventions |
| | considered recognition that some terms have cultural meanings | informed recognition that some terms have cultural meanings | recognition that some terms have cultural meanings | partial recognition that some terms have cultural meanings | isolated recognition that some terms have cultural meanings |

| | A | B | C | D | E |
|--|--|--|--|--|---|
| | identification of patterns in Chinese and thorough comparisons between Chinese and English | identification of patterns in Chinese and informed comparisons between Chinese and English | identification of patterns in Chinese and comparisons between Chinese and English | identification of patterns in Chinese and partial comparisons between Chinese and English | statement/s about similarities or differences between Chinese and English |
| | understanding that the Chinese language is connected with culture and thorough identification of how this is reflected in their own language(s) and culture(s). | understanding that the Chinese language is connected with culture and informed identification of how this is reflected in their own language(s) and culture(s). | understanding that the Chinese language is connected with culture and identification of how this is reflected in their own language(s) and culture(s). | partial understanding that language is connected with culture. | statement/s about language and culture. |

Key shading emphasises the **qualities that discriminate between the A–E descriptors**



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