

Years 5–6 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 5–6 Australian Curriculum: Chinese achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use familiar characters appropriate to context and Pinyin.

Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

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-5?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 5–6 Chinese standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Communicating meaning in Chinese	initiation and purposeful use of strategies to maintain interactions in Chinese language related to their immediate environment	initiation and effective use of strategies to maintain interactions in Chinese language related to their immediate environment	initiation and use of strategies to maintain interactions in Chinese language related to their immediate environment	variable use of strategies to interact in Chinese language	isolated interactions in Chinese language
	purposeful use of key features of pronunciation and intonation, recognising stress and phrasing in spoken texts	effective use of key features of pronunciation and intonation, recognising stress and phrasing in spoken texts	use of key features of pronunciation and intonation, recognising stress and phrasing in spoken texts	variable use of key features of pronunciation and intonation, recognising stress and phrasing in spoken texts	isolated use of key features of pronunciation or intonation in spoken texts

A	B	C	D	E
collaboration in spoken and written activities that involve the language of planning and problem-solving to <u>purposefully</u> share information, ideas and preferences	collaboration in spoken and written activities that involve the language of planning and problem-solving to <u>effectively</u> share information, ideas and preferences	collaboration in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences	collaboration in spoken <u>or</u> written activities that involve the language of planning <u>or</u> problem-solving to <u>partially</u> share information, ideas <u>or</u> preferences	<u>statements about</u> information, ideas or preferences in spoken or written activities
<ul style="list-style-type: none"> • use of strategies to locate and make <u>considered</u> interpretations of information and ideas in texts • demonstration of understanding by <u>purposefully</u> responding in Chinese or English, adjusting their response to context, purpose and audience 	<ul style="list-style-type: none"> • use of strategies to locate and make <u>informed</u> interpretations of information and ideas in texts • demonstration of understanding by <u>effectively</u> responding in Chinese or English, adjusting their response to context, purpose and audience 	<ul style="list-style-type: none"> • use of strategies to locate and interpret information and ideas in texts • demonstration of understanding by responding in Chinese or English, adjusting their response to context, purpose and audience 	<ul style="list-style-type: none"> • <u>variable</u> interpretations of information in texts • <u>partial</u> response in Chinese or English 	<u>isolated</u> response in Chinese or English
<u>purposeful</u> creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context	<u>effective</u> creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context	creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context	<u>variable</u> creation of texts, using vocabulary and sentence structures	<u>isolated</u> creation of texts
<ul style="list-style-type: none"> • <u>purposeful</u> sequencing of information and ideas • <u>purposeful</u> use of conventions appropriate to text type 	<ul style="list-style-type: none"> • <u>effective</u> sequencing of information and ideas • <u>effective</u> use of conventions appropriate to text type 	<ul style="list-style-type: none"> • sequencing of information and ideas • use of conventions appropriate to text type 	<ul style="list-style-type: none"> • <u>variable</u> sequencing of information and ideas • <u>variable</u> use of conventions appropriate to text type 	<ul style="list-style-type: none"> • <u>isolated</u> sequencing of information <u>or</u> ideas • <u>isolated</u> use of conventions appropriate to text type
<u>purposeful</u> use of familiar characters appropriate to context and Pinyin	<u>effective</u> use of familiar characters appropriate to context and Pinyin	use of familiar characters appropriate to context and Pinyin	<u>variable</u> use of familiar characters appropriate to context and Pinyin	<u>isolated</u> use of familiar characters appropriate to context <u>or</u> Pinyin

	A	B	C	D	E
Understanding language and culture	thorough application of rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese	informed application of rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese	application of rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese	variable application of rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese	isolated use of rules for pronunciation or intonation, writing, character formation, punctuation or modelled structures, when responding in Chinese
	thorough comparison of language structures and features in Chinese and English, using some metalanguage	informed comparison of language structures and features in Chinese and English, using some metalanguage	comparison of language structures and features in Chinese and English, using some metalanguage	partial comparison of language structures and features in Chinese and English	statement/s about language structures or features in Chinese or English
	understanding of how some language reflects cultural practices and thorough consideration of how this is reflected in their own language(s), culture(s) and identity.	understanding of how some language reflects cultural practices and informed consideration of how this is reflected in their own language(s), culture(s) and identity.	understanding of how some language reflects cultural practices and consideration of how this is reflected in their own language(s), culture(s) and identity.	partial understanding of how some language reflects cultural practices.	statement/s about language and culture.

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



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