

# Years 7–8 (7–10 sequence) standard elaborations — Australian Curriculum v9.0: Chinese

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## 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 7–8 (7–10 sequence) Australian Curriculum: Chinese achievement standard

By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.

Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and that 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 7–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/chinese-second-language-learner-pathway-7-10-sequence/year-7?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 7–8 (7–10 sequence) Chinese standard elaborations

	A	B	C	D	E
	<b>The folio of student work contains evidence of the following:</b>				
<b>Communicating meaning in Chinese</b>	<b>purposeful</b> use of Chinese language to interact and collaborate with others and share information and plan activities in familiar contexts	<b>effective</b> use of Chinese language to interact and collaborate with others and share information and plan activities in familiar contexts	use of Chinese language to interact and collaborate with others and share information and plan activities in familiar contexts	<b>variable</b> use of Chinese language to interact with others and share information in familiar contexts	<b>isolated</b> use of Chinese language to share information
	<b>considered</b> response to others' contributions recognising familiar gestures, questions and instructions in exchanges	<b>informed</b> response to others' contributions recognising familiar gestures, questions and instructions in exchanges	response to others' contributions recognising familiar gestures, questions and instructions in exchanges	<b>variable</b> response to others' contributions	<b>fragmented</b> response to others' contributions

	A	B	C	D	E
	location of and <b>considered</b> response to information in texts: <ul style="list-style-type: none"> <li>using non-verbal, visual and contextual cues to help make meaning</li> <li>recognising relationships between spoken and written forms</li> </ul>	location of and <b>informed</b> response to information in texts: <ul style="list-style-type: none"> <li>using non-verbal, visual and contextual cues to help make meaning</li> <li>recognising relationships between spoken and written forms</li> </ul>	location of and response to information in texts: <ul style="list-style-type: none"> <li>using non-verbal, visual and contextual cues to help make meaning</li> <li>recognising relationships between spoken and written forms</li> </ul>	location of and <b>variable</b> response to information in texts, using non-verbal, visual and contextual cues to help make meaning	<b>statement/s about</b> information in texts
	<b>considered</b> response in Chinese or English demonstrating understanding of context, purpose and audience in texts	<b>informed</b> response in Chinese or English demonstrating understanding of context, purpose and audience in texts	response in Chinese or English, demonstrating understanding of context, purpose and audience in texts	<b>variable</b> response in Chinese or English through demonstration of understanding of context, purpose and audience in texts	<b>fragmented</b> response in Chinese <b>or</b> English
	demonstration of understanding of how some language reflects cultural practices and <b>purposeful</b> use of familiar language, and modelled sentence and grammatical structures to create texts	demonstration of understanding of how some language reflects cultural practices and <b>effective</b> use of familiar language, and modelled sentence and grammatical structures to create texts	demonstration of understanding of how some language reflects cultural practices and use of familiar language, and modelled sentence and grammatical structures to create texts	<b>variable</b> use of familiar language and modelled sentences to create texts	<b>isolated</b> use of modelled sentences to create texts
	<b>purposeful</b> use of some familiar characters and Pinyin to support learning	<b>effective</b> use of some familiar characters and Pinyin to support learning	use of some familiar characters and Pinyin to support learning	<b>variable</b> use of some familiar characters and Pinyin to support learning	<b>isolated</b> use of familiar characters <b>or</b> Pinyin
<b>Understanding language and culture</b>	<ul style="list-style-type: none"> <li><b>considered</b> approximation of Chinese sound patterns, tones, intonation and rhythms</li> <li><b>thorough</b> recognition of the function of tone-syllables and Pinyin</li> </ul>	<ul style="list-style-type: none"> <li><b>effective</b> approximation of Chinese sound patterns, tones, intonation and rhythms</li> <li><b>effective</b> recognition of the function of tone-syllables and Pinyin</li> </ul>	<ul style="list-style-type: none"> <li>approximation of Chinese sound patterns, tones intonation and rhythms</li> <li>recognition of the function of tone-syllables and Pinyin</li> </ul>	<ul style="list-style-type: none"> <li><b>variable</b> approximation of Chinese sound patterns, tones intonation and rhythms</li> <li><b>partial</b> recognition of the function of tone-syllables <b>or</b> Pinyin</li> </ul>	<ul style="list-style-type: none"> <li><b>isolated</b> approximation of Chinese sound patterns, tones intonation <b>or</b> rhythms</li> <li><b>isolated</b> recognition of the function of tone-syllables <b>or</b> Pinyin</li> </ul>

	A	B	C	D	E
	<b>considered</b> demonstration of understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication	<b>informed</b> demonstration of understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication	demonstration of understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication	<b>variable</b> demonstration of understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication	<b>isolated</b> demonstration of understanding that Chinese has rules for characters, grammar, non-verbal, spoken <b>or</b> written communication
	<b>thorough</b> commentary on aspects of Chinese and English language structures and features, using metalanguage	<b>informed</b> commentary on aspects of Chinese and English language structures and features, using metalanguage	commentary on aspects of Chinese and English language structures and features, using metalanguage	<b>variable</b> commentary on aspects of Chinese and English language structures and features	<b>statement/s about</b> aspects of Chinese <b>or</b> English language structures <b>or</b> features
	<b>considered</b> demonstration of awareness that the Chinese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	<b>informed</b> demonstration of awareness that the Chinese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that the Chinese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that language is connected with culture and identity.	<b>statement/s about</b> language, culture <b>or</b> identity.

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



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