

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

By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.

Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

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

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

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Communicating meaning in Chinese	<u>purposeful</u> use of Chinese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	<u>effective</u> use of Chinese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	use of Chinese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	<u>variable</u> use of Chinese language to initiate and participate in interactions in familiar contexts	<u>isolated</u> use of Chinese language to initiate <u>or</u> participate in interactions
	<u>purposeful</u> use of Chinese to collaborate, problem-solve and adjust their language in response to others	<u>effective</u> use of Chinese to collaborate, problem-solve and adjust their language in response to others	use of Chinese to collaborate, problem-solve and adjust their language in response to others	<u>variable</u> use of Chinese to collaborate, problem-solve and adjust their language in response to others	<u>isolated</u> use of Chinese to collaborate, problem-solve <u>or</u> adjust their language in response to others

	A	B	C	D	E
	<u>considered</u> interpretation of information, ideas and opinions in texts	<u>informed</u> interpretation of information, ideas and opinions in texts	interpretation of information, ideas and opinions in texts	<u>variable</u> interpretation of information, ideas and opinions in texts	<u>statement/s about</u> information, ideas <u>or</u> opinions in texts
	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by <u>purposefully</u> adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by <u>effectively</u> adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses	<u>partial</u> demonstration of understanding of similarities and differences between languages, in familiar <u>or</u> unfamiliar cultural contexts	<u>isolated</u> demonstration of understanding of similarities <u>or</u> differences between languages
	<u>considered</u> selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	<u>effective</u> selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	<u>variable</u> selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts	<u>isolated</u> use of vocabulary, sentence structures, expressions <u>or</u> levels of formality
	<ul style="list-style-type: none"> • <u>considered</u> selection and use of characters appropriate to context • <u>considered</u> use of familiar Pinyin in transcription of spoken words and short modelled sentences 	<ul style="list-style-type: none"> • <u>effective</u> selection and use of characters appropriate to context • <u>effective</u> use of familiar Pinyin in transcription of spoken words and short modelled sentences 	<ul style="list-style-type: none"> • selection and use of characters appropriate to context • use of familiar Pinyin in transcription of spoken words and short modelled sentences 	<ul style="list-style-type: none"> • <u>variable</u> selection and use of characters appropriate to context • <u>variable</u> use of Pinyin in transcription of spoken words and short modelled sentences 	<ul style="list-style-type: none"> • <u>isolated</u> use of characters • <u>isolated</u> use of Pinyin
Understanding language and culture	<u>thorough</u> application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency	<u>informed</u> application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency	application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency	<u>variable</u> application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency	<u>isolated use</u> of the conventions of spoken Chinese
	<u>considered</u> demonstration of understanding of writing system features and of the role and function of character components	<u>informed</u> demonstration of understanding of writing system features and of the role and function of character components	demonstration of understanding of writing system features and of the role and function of character components	<u>variable</u> demonstration of understanding of writing system features and of the role and function of character components	<u>isolated</u> demonstration of understanding of writing system features <u>or</u> of the role <u>or</u> function of character components

	A	B	C	D	E
	<u>considered</u> demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning	<u>informed</u> demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning	demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning	<u>variable</u> demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning	<u>isolated</u> demonstration of understanding that spoken, written <u>or</u> multimodal texts use different conventions, features <u>or</u> linguistic structures to convey meaning
	<u>thorough</u> commentary on structures and features of Chinese text, using metalanguage	<u>informed</u> commentary on structures and features of Chinese text, using metalanguage	commentary on structures and features of Chinese text, using metalanguage	<u>variable</u> commentary on structures and features of Chinese text	<u>statement/s about</u> structures <u>or</u> features of Chinese text
	reflection on how the Chinese language, culture and identity are interconnected and <u>thorough</u> comparison of this with their own language(s), culture(s) and identity.	reflection on how the Chinese language, culture and identity are interconnected and <u>informed</u> comparison of this with their own language(s), culture(s) and identity.	reflection on how the Chinese language, culture and identity are interconnected and comparison of this with their own language(s), culture(s) and identity.	reflection on how the Chinese language, culture and identity are interconnected and <u>partial</u> comparison of this with their own language(s), culture(s) <u>or</u> identity.	<u>statement/s about</u> language, culture or identity.

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

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