

Years 9–10 (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 9–10 (P–10 sequence) Australian Curriculum: Chinese achievement standard

By the end of Year 10, students contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.

Students incorporate features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, rhythm and sounds, to enhance fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating.

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-9?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 9–10 (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> contribution to and extension of interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues	<u>effective</u> contribution to and extension of interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues	contribution to and extension of interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues	<u>partial</u> contribution to interactions in Chinese language in unfamiliar contexts related to interests <u>or</u> issues	<u>isolated</u> contribution to interactions in Chinese language
	<u>considered</u> interpretation of texts by evaluating and synthesising information, ideas and perspectives	<u>informed</u> interpretation of texts by evaluating and synthesising information, ideas and perspectives	interpretation of texts by evaluating and synthesising information, ideas and perspectives	<u>variable</u> interpretation of texts by evaluating and synthesising information, ideas and perspectives	<u>statement/s about</u> texts, ideas <u>or</u> perspectives

A	B	C	D	E
<u>considered</u> showing of understanding of how features of language can be used to influence audience response	<u>informed</u> showing of understanding of how features of language can be used to influence audience response	showing of understanding of how features of language can be used to influence audience response	<u>variable</u> showing of understanding of how features of language can be used to influence audience response	<u>isolated</u> showing of understanding of how features of language can be used to influence audience response
<u>considered</u> creation of texts, selecting and manipulating language for a range of contexts, purposes and audiences	<u>effective</u> creation of texts, selecting and manipulating language for a range of contexts, purposes and audiences	creation of texts, selecting and manipulating language for a range of contexts, purposes and audiences	<u>variable</u> creation of texts, selecting and manipulating language for contexts, purposes and audiences	<u>isolated</u> creation of texts
<u>purposeful</u> application and use of complex sentences and structures to create and respond to spoken and written texts	<u>effective</u> application and use of complex sentences and structures to create and respond to spoken and written texts	application and use of complex sentences and structures to create and respond to spoken and written texts	<u>variable</u> use of sentences and structures to create and respond to spoken and written texts	<u>isolated</u> use of sentences to create texts
<u>purposeful</u> use of: <ul style="list-style-type: none"> • a variety of tenses to sequence events • language devices to enhance meaning and cohesion 	<u>effective</u> use of: <ul style="list-style-type: none"> • a variety of tenses to sequence events • language devices to enhance meaning and cohesion 	use of: <ul style="list-style-type: none"> • a variety of tenses to sequence events • language devices to enhance meaning and cohesion 	<u>variable</u> use of: <ul style="list-style-type: none"> • tenses to sequence events • language devices to enhance meaning and cohesion 	<u>isolated</u> use of: <ul style="list-style-type: none"> • tenses to sequence events • <u>or</u> • language devices
<u>considered</u> selection and use of a variety of characters appropriate to context, using Pinyin to transcribe spoken texts	<u>effective</u> selection and use of a variety of characters appropriate to context, using Pinyin to transcribe spoken texts	selection and use of a variety of characters appropriate to context, using Pinyin to transcribe spoken texts	<u>variable</u> selection and use of characters appropriate to context, using Pinyin to transcribe spoken texts	<u>isolated use of</u> characters appropriate to context, using Pinyin to transcribe spoken texts

	A	B	C	D	E
Understanding language and culture	<u>purposeful</u> incorporation of features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, rhythm and sounds, to enhance fluency	<u>effective</u> incorporation of features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, rhythm and sounds, to enhance fluency	incorporation of features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, rhythm and sounds, to enhance fluency	<u>variable</u> incorporation of features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, rhythm and sounds, to enhance fluency	<u>isolated</u> use of features, conventions <u>or</u> phrasing patterns of spoken Chinese
	<u>considered</u> demonstration of understanding of the conventions of spoken and written texts and the connections between them	<u>informed</u> demonstration of understanding of the conventions of spoken and written texts and the connections between them	demonstration of understanding of the conventions of spoken and written texts and the connections between them	<u>variable</u> demonstration of understanding of the conventions of spoken and written texts or the connections between them	<u>isolated</u> demonstration of understanding of the connections between spoken <u>or</u> written texts
	<u>thorough</u> application of knowledge of grammar and character form and function, and language structures and features, to make and predict meaning	<u>informed</u> application of knowledge of grammar and character form and function, and language structures and features, to make and predict meaning	application of knowledge of grammar and character form and function, and language structures and features, to make and predict meaning	<u>variable</u> application of knowledge of grammar and character form and function, and language structures and features, to make and predict meaning	<u>isolated use</u> of grammar or character form and function, <u>or</u> language structures and features, to make and predict meaning
	<u>thorough</u> analysis of Chinese texts, using metalanguage	<u>informed</u> analysis of Chinese texts, using metalanguage	analysis of Chinese texts, using metalanguage	<u>variable</u> analysis of Chinese texts	<u>statement/s about</u> Chinese texts
	reflection on their own cultural perspectives and identity, and drawing on their experience of learning Chinese to <u>thoroughly</u> evaluate how this learning influences their ideas and ways of communicating.	reflection on their own cultural perspectives and identity, and drawing on their experience of learning Chinese to <u>effectively</u> evaluate how this learning influences their ideas and ways of communicating.	reflection on their own cultural perspectives and identity, and drawing on their experience of learning Chinese and evaluation of how this learning influences their ideas and ways of communicating.	reflection on their own cultural perspectives and identity, drawing on their experience of learning Chinese to <u>partially</u> identify how this learning influences their ideas and ways of communicating.	<u>statement/s about</u> their own cultural perspectives, identity <u>or</u> experience of learning Chinese.

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



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