Contents

1 Rationale ................................................................................................................. 4
  1.1 Description of the student group ........................................................................ 4
  1.2 The language ...................................................................................................... 5

2 Dimensions and objectives ....................................................................................... 6
  2.1 Dimension 1: Knowing, understanding and using ............................................. 6
  2.2 Dimension 2: Reasoning and responding .......................................................... 7
  2.3 Dimension 3: Creating meaning ....................................................................... 7

3 Course organisation .................................................................................................. 8
  3.1 Course overview ................................................................................................. 8
  3.2 Course organising principles .............................................................................. 12
  3.3 Using inquiry in Chinese Extension ................................................................... 14
  3.4 Characters for recognition and reproduction ..................................................... 14
  3.5 Advice, guidelines and resources ....................................................................... 15

4 Assessment ............................................................................................................... 17
  4.1 Principles of exit assessment ............................................................................. 17
  4.2 Planning an assessment program ...................................................................... 19
  4.3 Special provisions ............................................................................................... 20
  4.4 Authentication of student work ......................................................................... 20
  4.5 Assessment techniques ..................................................................................... 20
  4.6 Requirements for verification folio ..................................................................... 27
  4.7 Exit standards ..................................................................................................... 28
  4.8 Determining exit levels of achievement ............................................................. 29

Glossary ....................................................................................................................... 32
1 Rationale

Chinese Extension is an extension of the senior syllabus in Chinese for second language learners and should be read in conjunction with that syllabus. The course of study is studied for the two semesters of Year 12.

Languages are seen as contributing to an individual student’s intellectual, social and affective development, and as a national resource which serves communities within Australia, enriches Australian society as a whole, and enables the nation to engage in artistic, commercial, diplomatic and industrial enterprises on an international scale.

Chinese Extension emphasises the importance of experiencing language in context, based on students’ background knowledge, skills and attitudes. It sees language learning as a means of further developing communicative abilities to interpret, express and negotiate meaning through oral and written texts. It builds on the extent to which these language abilities are being or have been developed in the Senior Chinese course. The course of study should provide students with opportunities to use language in increasingly complex social and cultural contexts.

The study of Chinese Extension should enhance analytical, creative and critical thinking. Through the analysis of present-day, historical, literary and non-literary texts, the course of study further challenges students to develop their linguistic abilities and their understanding of the society, both present and past. Students have opportunity to extend and deepen their cultural understanding by applying the concepts gained in their prior learning in such themes as family, leisure and school, to a wide variety of elective study areas in, for example, the arts, the social sciences, science and technology, and business.

Advanced study in a second language better equips students to participate in and engage with an increasingly globalised world. An understanding and appreciation of different cultures and societies combined with communication skills in other languages enhance not only students’ learning in other areas of the curriculum, but also expand their post-school options. In business, industry, trade, commerce and government there is a growing need for people with advanced language skills and intercultural understanding; students with the ability to communicate and interact effectively within and across languages and cultures can help meet this need.

1.1 Description of the student group

Chinese Extension is for students in Year 12 who wish to advance their proficiency in Chinese.

All students in this course of study have either already completed, or are in the final year of, the Authority subject Chinese, or its equivalent. “Equivalent” refers to compatible interstate or overseas school Chinese syllabuses or qualifications.

The students should already have well-developed communicative skills in Chinese to enable them to undertake the language work required in this subject. This group may include students who:

- have completed immersion courses in Years 8 to 10
- have participated in exchange schemes
- have formally studied Chinese for a significant period of time
- are background or heritage speakers.

Students undertaking the Chinese Extension course of study will be determined by their school.
1.2 The language

The language to be studied and assessed is Modern Standard Chinese, the official language of the People’s Republic of China.

For the purpose of this syllabus, Modern Standard Chinese is taken to be *Pǔtōnghuà* in the spoken form and simplified characters in the written form. The characters to be taught are the simplified forms officially adopted by the Government of the People’s Republic of China. However, this does not preclude the use of written texts in full-form or traditional characters, as students should be aware that some characters may have a more traditional form.

Modern Standard Chinese is generally referred to as Mandarin in the Western world. Throughout Chinese-speaking communities, Modern Standard Chinese may also be known as *Guóyǔ*, *Huáyǔ*, *Zhōngwén*, *Zhōngguóhuà* or *Pǔtōnghuà*.

**Notes:**

*Hànyǔ pīnyīn* is the standard Romanised (phonetic) transcription.

All references to Chinese language in this document relate to Modern Standard Chinese or Mandarin Chinese.
2 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The dimensions are described through their objectives and it is these that schools are required to teach and that students should have the opportunity to learn. The objectives describe what students should be able to do by the end of the course of study.

Progress in a particular dimension may depend on the qualities and skills developed in other dimensions. Learning through each of the dimensions must be developed in increasing complexity and sophistication over a two-semester course of study.

Schools must assess how well students have achieved the objectives. The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives.

The four modes — Listening, Reading, Speaking and Writing — are addressed through the objectives and should be developed interdependently, integrating the areas of study, language features, sociocultural contexts and intercultural understandings in the syllabus. While language is experienced and developed through the modes which often occur concurrently, proficiency in each of the modes may not evolve at exactly the same rate. Increasing complexity in each of the dimensions must be developed over the two-semester course of study.

By the conclusion of the course of study, students should be able to communicate in Chinese at a more advanced level of proficiency than in Senior Chinese, in accordance with the exit standards. This will be evident through the depth and breadth of language use — the range of language and expressions used and the versatility, adaptability and spontaneity of language use.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing, understanding and using
- Dimension 2: Reasoning and responding
- Dimension 3: Creating meaning.

2.1 Dimension 1: Knowing, understanding and using

The dimension Knowing, understanding and using refers to the ability to comprehend authentic spoken, written and visual texts and to demonstrate understanding and use of textual features and Chinese language features in context. Textual features include vocabulary, grammar, language patterns and structures, cohesive devices, the written features of punctuation, pronunciation, intonation, accent, rhythm and stress. Particular Chinese language features include written characters and script, the monosyllabic structure of the language, its tonal nature, the structure of Chinese words, the lack of inflection (linguistically classified as an isolating or analytic language), use of particles and context words, and syntax (subject–verb–object, and topic–comment).

2.1.1 Objectives

By the conclusion of the course of study, students should:

- display control over textual and Chinese language features
- determine essential information and meaning from text and context
- recognise gist, detail and social and cultural contexts.
2.2 Dimension 2: Reasoning and responding

The dimension *Reasoning and responding* refers to the ability to think critically about and respond to authentic spoken, written and visual texts.

**2.2.1 Objectives**

By the conclusion of the course of study, students should:

- analyse and respond to spoken, written and visual texts
- evaluate information and ideas in spoken, written and visual texts
- justify decisions and conclusions about spoken, written and visual texts.

2.3 Dimension 3: Creating meaning

The dimension *Creating meaning* refers to the ability to communicate through spoken, written and non-verbal language across a variety of areas of study and text types, and to convey meaning in situations relevant to students’ communication needs.

**2.3.1 Objectives**

By the conclusion of the course of study, students should:

- manipulate language to express communicative intent
- synthesise information to structure texts and develop ideas
- create texts that show recognition of context, cultural conventions, audience and purpose.
3 Course organisation

3.1 Course overview

3.1.1 Areas of study

A course of study in Chinese Extension is organised around a minimum of two areas of study, chosen from the following:

- literature
- the arts, e.g. fine arts, music, dance, theatre, cinema
- social sciences, e.g. history, politics, religion
- media studies, e.g. documentaries, advertising, journalism, comparison of film and literature
- science, technology and/or the environment
- business and commerce
- special interest.

Within each area of study a number of focus areas have been suggested. Units may be developed around a specific focus or a combination of focus areas from one or more areas of study.

The units based on the areas of study must not duplicate work already studied in depth in the Senior Chinese course. Resources used for Senior Chinese must not be used again in the extension course of study.

The units developed from the areas of study are to be studied in depth; an in-depth study should be of 10 or more weeks’ duration. For all units there should be a balance of activities in the four modes and a range of appropriate text types.

Literature

This area of study offers students aesthetic experiences with imaginative interpretations of the meaning and value of human existence and insights into the nature of Chinese society, its organisation and values. With centuries of important literary developments and movements to explore, students of Chinese strengthen their cultural reference through the study of Chinese authors and their works.

The study of literature in this course of study should be enjoyable and challenging for students and may focus on short stories, poetry, fables, legends and myths, drama, novels (condensed or abridged versions) and/or cartoon books. It further develops students’ reading skills for comprehension, with the associated appreciation of texts as literary forms. A significant aspect of the study should be the insights offered by literature into current Chinese society and issues. Frequently, literary texts may be explored in conjunction with a related artistic or historical theme.

Teaching and learning in this area of study may offer students experiences in:

- reading, analysing and discussing literary works such as novels or short stories, and providing commentary on social issues and ideas expressed
- writing a review for a Chinese newspaper, taking care to develop and express ideas coherently with appropriate register and cohesive elements
- discussing reading preferences, both Chinese and Australian
- comparing a film with the novel on which it is based
- using Chinese poems as a stimulus for creative writing
• rewriting an Australian story in Chinese for a children’s story book
• preparing a multimedia presentation comparing storytelling in Chinese-speaking countries\(^1\) with Aboriginal storytelling (Dreaming and Creation stories)
• writing an original poem or short story in Chinese
• writing a play script from a Chinese fable and performing the play for other students of Chinese.

Students should also be given the opportunity to comprehend and compose a range of literature-related text types in various sociocultural contexts.

**The Arts**

This area of study offers students opportunity to further their appreciation of the arts in Chinese-speaking countries. Students will use their language skills to access, understand, discuss and respond critically or creatively to the art form(s) chosen. They will examine the contribution of the arts to Chinese society, as well as their global impact. Class discussion will encourage students to compare their reaction to Chinese art forms with related Australian forms.

The study may focus on the fine arts, music, dance, theatre, cinema and/or animations.

Teaching and learning in this area of study may offer students experiences in:

• viewing a film, and analysing and discussing its social and/or historical setting, the director’s philosophy and/or social values
• reviewing a film or concert for a newspaper or school magazine in Chinese
• creating a multimedia presentation for Chinese visitors, supported by a commentary in Chinese, which provides an insight into Australian artworks, including Aboriginal and Torres Strait Islander artworks
• viewing and discussing a Chinese film and comparing it with a similar Australian film
• researching Chinese dance or music theatre
• listening to, analysing and comparing Chinese music from different eras
• conducting research on a cross-cultural issue in the arts, e.g. the impact of tourism on traditional arts, or the impact of English language on popular Chinese art forms
• researching and discussing the impact of immigration on Chinese culture.

**Social sciences**

This area of study offers students opportunity to use selected authentic historical, geographical or political documents to better understand and interpret information. As well as gaining knowledge of particular aspects of Chinese culture, students investigate how these have contributed to present-day society and attitudes.

The study may focus on:

• history of China (significant turning points and periods of legacy)
• geography (urban design, transformation of cities, urbanisation)
• politics, civic life, economic and social issues
• Chinese–Australian issues, e.g. trade relationships, labour relationships, outsourcing.

Teaching and learning in this area of study may offer students experiences in:

• interviewing Chinese speakers from the local community about their views on the diversity of languages and cultures within Australia, including Aboriginal and Torres Strait Islander languages and cultures

\(^1\) Hong Kong, Macau, Malaysia, People’s Republic of China, Singapore, Taiwan
• viewing and analysing a collection of historical photographs and documents related to Chinese history in Australia
• studying a particular person from Chinese history, their influence on Chinese culture or their impact on Chinese society
• studying a particular period in Chinese history and comparing it with a similar time or incident in Australian history
• roleplaying an event in Chinese history
• researching a current political issue in a Chinese-speaking country and comparing it with a related or parallel issue in Australia
• researching major geographical features of China and explaining how these might have impacted on modern Chinese society
• undertaking a comparative statistical analysis of data from a Chinese-speaking country and Australia on, e.g. patterns of population, industry, unemployment, holiday destinations, hopes and fears for the future
• investigating Chinese immigration to Australia and its influences on Australian society, and presenting findings
• comparing and contrasting Australian and Chinese experiences in male–female relationships, work roles, changing roles in society, generation gap, attitudes towards older and disadvantaged people
• researching Australian–Chinese relations today, particularly in trade, diplomacy and cultural exchange, and identifying changes from the past as well as suggesting future trends
• conducting a class debate on a controversial issue, e.g. one-child policy, immigration, migrant workers in China, pollution, development versus heritage protection, population change.

Media studies

This area of study offers students opportunity to further develop insights into Chinese social and cultural attitudes by exploring and discussing topics emerging through various media programs and articles. Students will deal with materials such as current affairs, editorials, letters to the editor, health issues, advertising, news reports, commentaries and documentaries. They may also produce commentaries and documentaries using available technology.

The study may focus on electronic media (television, radio, film, video/DVD, online services) or print media (newspapers, magazines).

Teaching and learning in this area of study may offer students experiences in:
• listening to and summarising Chinese news items
• writing a letter to the editor of a Chinese publication expounding a point of view, e.g. making a critical response to some item in the Chinese media
• viewing a Chinese current affairs program and comparing the content and presentation with a similar Australian program
• collecting advertisements from Chinese media, analysing the language and images used, and examining stereotypes
• devising and filming an advertisement for an Australian product in Chinese
• viewing a light entertainment, drama series or quiz show on Chinese television and comparing it with a similar Australian show
• reading Chinese cartoons and comic strips, and viewing sitcoms and comedy shows with a view to understanding styles of culturally appropriate humour; drawing parallels with similar Australian text types
• analysing the layout and content of a Chinese newspaper or magazine and comparing it with a similar Australian publication

• preparing, producing and broadcasting a program in Chinese for a radio or television station.

**Science, technology and/or the environment**

This area of study offers students opportunity to investigate issues related to science and technology and to acquire and use the associated scientific and/or technological language. Students will be encouraged to investigate research carried out in Chinese-speaking countries and examine the contributions made by Chinese scientists to global scientific development. A particular focus for this area of study could be to look at the latest developments in any of these areas.

If students have a special interest, they should be encouraged to investigate a specific technology aspect in medicine, communication, the media, education or leisure.

Teaching and learning in this area of study may offer students experiences in:

• researching biographical details of the life and work of a well-known Chinese scientist, examining the global effect of this scientist’s work, and writing a report for a local Chinese-language newspaper

• reading Chinese texts which report on scientific events and comparing them with English-language scientific writing

• debating the pros and cons of technological progress and appropriate technologies

• listening to a science talk on Chinese radio or viewing a television discussion and holding small-group discussions on the views put forward

• comparing the use of technology from a specific era with today, looking at future development, and presenting the findings

• exploring issues such as pollution and presenting the findings to the class

• viewing and/or listening to Chinese news reports on environmental issues and studying how the information is conveyed, e.g. format or language, comparing several similar news items and creating another news report

• investigating joint research projects between Australia and Chinese-speaking countries, e.g. solar and clean coal technologies; marine, medical and archaeological research; sports science

• investigating the Chinese philosophy of food, medicine and holistic approach to health and the influence on Australian lifestyle

• comparing Chinese natural medicine with traditional Aboriginal and Torres Strait Islander medicines and healing practices.

**Business and commerce**

This area of study offers students opportunity to explore the similarities and differences between Chinese and Australian commercial cultures. They should gain awareness of the structure of Chinese enterprises and business and commercial contexts and practices, as they operate in Chinese-speaking countries.

Commercial correspondence will be an important focus for this area of study, together with the development of relevant practical and linguistic skills such as using communication systems in Chinese. The study may also cover:

• economic features of Chinese-speaking countries

• trade between Australia and Chinese-speaking countries

• agreements between Australia and Chinese-speaking countries
• factors for consideration when initiating a business or trade link with another country (market study, business letter, official governmental bodies, European standards etc.)

• awareness of the potential markets represented by Chinese-speaking countries.

Teaching and learning in this area of study may offer students experiences in:

• roleplaying related to commercial situations, e.g. translation services in a bank or office, reading and replying to business correspondence

• working in teams to create a marketing package for an Australian product to be launched on the Chinese market

• establishing contacts with local firms and investigating the relationships they have with Chinese-speaking countries, then writing a report on it

• interviewing people involved in business between Australia and Chinese-speaking countries (company representatives, members of chambers of commerce, professional translators and interpreters) to identify business etiquette and cultural mores

• interviewing Chinese background speakers in the community who have started a business, finding out their views about having a business in Australia and presenting the work as a newspaper article or pamphlet.

Special interest

This area of study ensures that individual students can pursue an area of particular interest. The focus of the study should present a challenge to the student in terms of linguistic development and must be negotiated beforehand with the teacher. It may be an extension of an area of study or focus previously undertaken, or a completely different focus.

Suggested focus areas include leisure activities, sports and Aboriginal and Torres Strait Islander themes.

As with all the other areas of study there should be a balance of activities in the four modes and a reasonable coverage of relevant text types.

The student’s progress in their special interest study should be monitored regularly and culminate in an oral, written or multimedia presentation.

3.1.2 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is 55 hours per semester. A course of study will usually be completed over two semesters (110 hours).

3.2 Course organising principles

Effective communication in a language requires linguistic ability, cultural understanding and an appreciation of the interaction between language and culture. Chinese Extension seeks to develop in students, through the areas of study and associated text types, an understanding of the interrelationships between language, society and culture and an awareness that language varies within sociocultural contexts.
There are four organising principles for Chinese Extension:

- linguistic development
- sociocultural context
- intercultural understanding
- language in use — literary and non-literary text types (see Section 3.2.4).

The principles will be evident in the units based on the areas of study (see Section 3.1.1) and the assessment program for the course of study (see Section 4.5).

### 3.2.1 Linguistic development

Linguistic development links the roles of language knowledge and sociocultural awareness in negotiating meaning, the basis of communication. It refers to the increasing complex language demands made on students in terms of knowledge, cognitive processes and language skills.

In Chinese Extension, students are required to develop more advanced language proficiency than in the Senior Chinese course through deepening their knowledge and understanding of the structure of Chinese language. Students will use the language at a more sophisticated level than is required by Senior Chinese, with the use of a wider range of vocabulary and idiom and at a depth and breadth necessary to accommodate the language required for communication in and about the areas of study.

### 3.2.2 Sociocultural context

Effective communication in a language requires not only linguistic ability but also knowledge and understanding of social and cultural factors and an appreciation of the interaction between them.

Culture is an inherent part of language. Through language study in Chinese, students should acquire knowledge about the ideas, behaviours, manifestations and symbols shared by Chinese-speaking peoples in different environments and at different periods in history. They will become aware that certain aspects of Chinese culture remain constant, whereas others are continually changing and evolving as technology, science, the economy, and social and environmental conditions change. This sociocultural knowledge and awareness will be gained through an interpretation of texts.

### 3.2.3 Intercultural understanding

Intercultural understanding refers to the ability to view the world not from the single perspective of one’s own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures. Intercultural language learning requires that students adopt an inquiring state of mind, notice and question assumptions and reorient themselves in relation to others. Language cannot be separated from its social and cultural contexts; it involves the integration of language, culture and learning, and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

The course of study should enable students to engage in various intercultural contexts. The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Students should be aware of the differences that exist within cultures as well as the common features that permeate them. They should also realise that stereotypes may not reflect reality.

### 3.2.4 Language in use — literary and non-literary text types

In developing their linguistic abilities students will use a wide range of spoken, written and visual texts, both literary and non-literary. These texts types have recognisable structures and are related to audience, purpose, context and culture. Although they are categorised as literary and
non-literary, they will overlap. Learning experiences arising from the text types will help students actively use language for realistic purposes, with consideration given to the roles and relationships involved.

3.3 Using inquiry in Chinese Extension

The inquiry process in languages is a way of thinking and problem solving that positions intercultural understanding at the centre of student learning and should be embedded in the teaching and learning activities. In the process, the student analyses a collection of texts to identify a focus for the inquiry. Information would need to be reorganised and evaluated to reach a decision, draw a conclusion or propose a strategy.

As part of this, the student would reflect on:

- values that underpin texts
- personal values and beliefs
- community values.

In this way, intercultural understanding, the ability to know and view the world from multiple perspectives, would be integral to the inquiry process and be evident in the decisions made and the strategies proposed.

Learning by inquiry facilitates a much deeper engagement by students with the language they study.

The inquiry process asks the student to investigate information and issues presented in a variety of modes and text types in Chinese. The student does not just translate texts, but engages with them by:

- collecting and organising information
- analysing, synthesising and evaluating information
- establishing the purpose of texts and the intention of the authors.

Inquiry learning in Chinese is facilitated by creating authentic scenarios so that students may make decisions about and propose solutions and new approaches to issues, situations and problems. The teacher may specify the topic and the purpose of the inquiry but the student should conduct the process and direct their own learning.

The process of inquiry allows for time to consider and reflect on not only the issues, but also the way in which learning has occurred. This leads to deeper understandings about communication and metacognitive processes.

Intercultural understanding is a key component in a languages inquiry model and allows students to focus on an issue from multiple perspectives.

3.4 Characters for recognition and reproduction

By the end of the course of study, students should be able to recognise a minimum of 1000 different characters and to reproduce at least 800 of these characters.

The characters to be taught are the simplified forms officially adopted by the Government of the People’s Republic of China. However, this does not preclude the use of full-form or traditional characters, as students should be aware that some characters may have a more traditional form.

While students may use either simplified or traditional characters in tasks requiring written responses in Chinese, they should use a consistent style throughout the response.
3.5 Advice, guidelines and resources

The following advice, guidelines and resources support the implementation of the syllabus, and unless otherwise stated, are available from the Chinese Extension subject page of the QSA website <www.qsa.qld.edu.au/17745.html>.

Aboriginal and Torres Strait Islander perspectives

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, opportunities exist in the syllabus to encourage engagement with Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

In Chinese Extension there is opportunity to explore intercultural understanding through related issues in regard to race and national consciousness. Consideration should also be given to comparing relationships between Indigenous and non-Indigenous peoples in Australian and Chinese societies and making connections between aspects of Indigenous Australian culture and Chinese cultural heritage.


Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources.


General capabilities

Students require a number of skills and dispositions in preparation for life and work in the 21st century. The Melboume Declaration on Educational Goals for Young Australians² sees these as including “planning and organising, the ability to think flexibly, to communicate well and to work in teams … the capacity to think creatively, innovate, solve problems and engage with new disciplines”. The Australian Curriculum identified seven general capabilities for their entitlement curriculum. These are:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking

² The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QSA is committed to helping achieve this vision and encourages teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.

• personal and social competence
• ethical behaviour
• intercultural understanding.

It is the responsibility of teachers to continue to develop the general capabilities established in the Prep to Year 10 learning areas that are appropriate to Chinese Extension.

Learning experiences and sample resources

This section provides guidelines for learning experiences and unit/s of work, along with sample unit/s of work.

This is available from the Chinese Extension subject page of the QSA website <www.qsa.qld.edu.au/17745.html>.

Reference materials

This section provides links to reference materials, text and reference books, websites, newspaper reports, periodicals, electronic media and learning technology, and organisations and community resources for the subject.

This is available from the Chinese Extension subject page of the QSA website <www.qsa.qld.edu.au/17745.html>.

Work program requirements

A work program is the school’s plan of how the course of study will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students. Work program requirements, checklists and samples are available on the Chinese Extension subject page of the QSA website. Instructions for online submission of work programs are available from <https://www.qsa.qld.edu.au/wponline/login.qsa>.
4 Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents/carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject which may contribute credit towards a Queensland Certificate of Education
- provide base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

4.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the two-semester course of study requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment, i.e. continuous assessment.
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters, i.e. balance.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory, i.e. mandatory aspects of the syllabus.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program, i.e. significant aspects of the course of study.
- Selective updating of a student’s profile of achievement is undertaken over the course of study, i.e. selective updating.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study, i.e. fullest and latest information.

Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental two-semester course of study.
In continuous assessment, all assessment instruments have a formative purpose — to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course of study, selective updating, and fullest and latest information.

**Balance**

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessments means judgments about students’ achievements of all the dimensions are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental two-semester course of study.

See also Section 4.6 Requirements for verification folio.

**Mandatory aspects of the syllabus**

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the objectives of the dimensions Knowing, understanding and using, Reasoning and responding and Creating meaning
- two areas of study.

To ensure that the judgment of student achievement at exit from a two-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (see Section 4.8.2) must be used.

**Significant aspects of the course of study**

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course of study over two semesters.

**Selective updating**

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course of study.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course of study may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.
Schools may apply the principle of selective updating to the whole subject-group or to individual students.

**Whole subject-group**

A school develops an assessment program so that, in accordance with the developmental nature of the course of study, later assessment information based on the same groups of objectives replaces earlier assessment information.

**Individual students**

A school determines the assessment folio for verification or exit (post-verification). The student’s assessment folio must be representative of the student’s achievements over the course of study. The assessment folio does not have to be the same for all students; however, the folio must conform to the syllabus requirements and the school’s approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

**Fullest and latest information**

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- “Fullest” refers to information about student achievement gathered across the range of objectives.
- “Latest” refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.

### 4.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- course organisation (see Section 3)
- principles of exit assessment (see Section 4.1)
- variety in assessment techniques over the two-semester course of study (see Section 4.5)
- conditions in which assessment instruments are undertaken (see Section 4.5)
- verification folio requirements, i.e. the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 4.6)
- exit standards (see Section 4.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found on the Chinese Extension subject page of the QSA website <www.qsa.qld.edu.au/17745.html>.
4.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the QSA’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (2009), available from <www.qsa.qld.edu.au/2132.html>.

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

4.4 Authentication of student work

It is essential that judgments of student achievement be made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

*The A–Z of Senior Moderation* contains a section on authenticating student work <www.qsa.qld.edu.au/1426.html>. This provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production and maintenance of documentation for the development of responses
- student acknowledgment of resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.


4.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the following sections. The dimensions which may be used for each technique are also indicated.

For each dimension, standards are described. Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop instrument-specific standards from the syllabus standards descriptors for relevant dimensions (see Section 4.8.2, Standards matrix). These instrument-specific standards are used for making judgments about the quality of students’ responses. Students must be given instrument-specific standards for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

A range and variety of assessment instruments should be used to provide a suitable balance to ensure achievement of the dimensions and to allow for discrimination.

Instruments should be set in communicative contexts and may involve more than one mode, e.g. a conversation involves listening and speaking; answering a letter involves reading and writing.

Any single assessment instrument may indicate achievement in more than one of the course objectives. Teachers need to ensure that the instrument developed is capable of allowing
students to demonstrate achievement in the particular objectives on which it is focused. Care must be taken to ensure validity and reliability of assessment instruments.

All assessment instruments in this subject will assess students' abilities to communicate in Chinese at a more advanced level of proficiency than in Senior Chinese. Assessment of listening and reading demands the use of authentic texts differing in length, purpose and style. In testing these skills, the nature of the task should determine whether responses are more appropriate in either Chinese or in English. The use of Chinese for questions and responses in demonstrating comprehension of some spoken or written texts is strongly encouraged.

**Written responses in Chinese**

It is preferred that students use simplified characters in tasks requiring written responses in Chinese.

While students may use either simplified or traditional characters in tasks requiring written responses in Chinese, they should use a consistent style throughout the response.

The use of *Pīnyīn* will not be acceptable in written responses for Chinese Extension students.

**4.5.1 Supervised written**

**Purpose**

This technique assesses a range of cognition through written responses produced independently, under supervision and in a set timeframe to ensure authenticity.

**Description**

- A supervised assessment may include one or more items or a task.
- Conditions must be explained on the assessment instrument.
- Students should respond to items or tasks that are typically unseen.
- Stimulus materials may also be used. Stimulus materials may be seen or unseen.
- Unseen items, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.

**Dimensions to be assessed**

Supervised written assessments may be used to determine student achievement in objectives from:

- *Knowing, understanding and using*
- *Reasoning and responding*
- *Creating meaning*.

Note: *Knowing, understanding and using* should not be assessed in isolation.

**Types of items that could be included**

Extended written response

- Items and tasks require sustained analysis, synthesis and evaluation.
- Students provide a response to a seen or unseen items or tasks and seen or unseen supplied sources/stimuli.
- The response could be an analytical exposition format/genre.

If an extended piece of writing is chosen, it is best if it is the only item, as this will better allow students to demonstrate the full range of standards.
**Short responses**

- Items may include response to stimulus activities that require:
  - explanations longer than one sentence
  - ideas maintained, developed and justified
  - full sentence responses, constructing a piece of prose that may have one or several paragraphs.

**Other type/s**

**Listening**

- A listening task is developed from authentic listening texts differing in length and purpose, based on familiar and unfamiliar material.
- Listening texts should vary in mode of delivery, e.g. face to face, film or audio.
- Texts used as stimulus could include interviews, announcements, messages, advertisements, conversations (of others), selected news bulletins, media commentaries and stories.
- Written responses could include written summaries or commentaries, retelling a story, personal interpretation of a text, detailed analysis and evaluation of a text.

**Reading**

- Students will read a variety of authentic texts that differ in length, purpose and complexity.
- They should be able to cope with a text that has complexity of structure and ideas. They will be required to demonstrate their knowledge and understanding of the language, information and ideas in texts.
- This understanding may be shown through comprehension of the text or through reorganisation of the content into some other form whereby decisions and judgments will be made based on the text and a wider understanding of Chinese society.
- Texts used as stimulus could include magazine and newspaper articles, webpages and internet articles, personal/business letters, emails, literary texts, e.g. poems and short stories, travel brochures and advertisements, television/radio programs, cartoons and sets of instructions.
- Written responses could include written commentaries, comparisons of different reports of the same event, interpretations of a text, detailed analyses and evaluations of a text.

**Writing**

- Students will write texts differing in length, purpose and style.
- At least one writing response should demonstrate spontaneity of expression, with no prior preparation.
- Writing tasks should be set in an authentic context with a specific audience nominated and with a clear and realistic purpose.
- Such tasks should also allow the student to demonstrate the development of a range of ideas and to use a variety of structures.
- Students should also be able to produce a written response with some element of preparation, giving informed opinions and expressing ideas logically and coherently.
- Responses could include personal/business letters, emails, newspaper or journal articles, critiques of theatre performances or films, short stories, essays, commentaries on series of pictures, responses to stimulus material, scripts for plays, or formal and informal speeches.
- Students should be expected to write characters in a recognisable form in shape and proportion. Students should be given extensive practice in writing characters, paying attention to correct stroke order, proportion and radicals.
- The use of Pīnyīn will not be acceptable in written responses for Chinese Extension students.
Further guidance

Listening

- The length of listening texts used as stimulus should be appropriate to the text type. (Listening tasks assess comprehension, not memory.)
- The number of times students will hear the text will vary according to text type, context, length and complexity. In general, texts should be heard twice. Complex texts may be heard three times.
- Judicious pauses in longer texts are allowed.

Reading

- The length and type of reading texts used as stimulus should be appropriate to the text type.
- By the end of the course of study, students should be able to recognise a minimum of 1000 different characters.

Writing

- Written stimulus material in English or Chinese should neither impede nor assist students in demonstrating their writing skills.
- Length of response will depend on the nature of the task and the text type, but at least one task must require an extended passage of writing of approximately 500 characters by the end of the two semesters.
- If the writing task demands a creative response, or expository or report writing, it may be necessary for the student to have done some preparatory reading and have stimulus material, books or notes to hand. There must be enough time allowed for the task.
- In some contexts students are expected to write connected passages of approximately 500 characters in length.
- By the end of the course of study, students should be able to write a minimum of 800 different characters.

Use of dictionaries

Using dictionaries is an important skill to develop in the teaching context, but to allow for the assessment of all aspects of the dimensions, dictionaries must not be used in the assessment of listening or reading. Dictionaries may only be used for assessment of writing.

Conditions clearly stated on the assessment

<table>
<thead>
<tr>
<th>Semesters 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recommended time: 1–2 hours.</td>
</tr>
<tr>
<td>• Perusal times may be added as required.</td>
</tr>
<tr>
<td>• Use of support materials or technologies, e.g. notes, other reference materials, calculators or computers, may be appropriate.</td>
</tr>
<tr>
<td>• Questions may be seen or unseen.</td>
</tr>
<tr>
<td>• Word lengths:</td>
</tr>
<tr>
<td>- short responses: 150–250 characters</td>
</tr>
<tr>
<td>- extended written responses: approximately 500 characters by the end of Year 12.</td>
</tr>
<tr>
<td>• If students use computers to respond to these assessments, schools must ensure that the purpose of this technique is maintained.</td>
</tr>
</tbody>
</table>
**Advice for teachers**

- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students and avoid ambiguity.
- Ensure the questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question/stimulus.
- Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.
- Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider providing students access to them before the assessment.
- Provide students with learning experiences that support the types of items, including opportunity to respond to unseen tasks and using appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed and explain the instrument-specific standards.

**4.5.2 Extended response**

**Purpose**

This technique assesses students’ language proficiency through the sustained application of higher-order cognition (analysis, synthesis and evaluation) in the development of a response.

**Description**

- The extended response requires analysis, synthesis and evaluation of data and information. It may involve:
  - solving a problem
  - expressing and justifying a point of view
  - explaining and evaluating an issue.
- An extended response may be developed in answer to a question, circumstance or issue that requires students to analyse, synthesise and evaluate language and information in the conduct of their inquiry.
- Students will be required to demonstrate their knowledge and understanding of the language and ideas in texts, including the attitude and intention of the author and sociocultural references.
- The response may involve direct comprehension of a text or reorganisation of the content into some other form whereby decisions and judgments will be made based on the text and a wider understanding of Chinese society.
- It may be based on spoken, written and/or visual texts that have a complexity of structure and ideas and may involve a variety of authentic texts that differ in length, purpose and complexity.
- An individual response may involve more than one language mode, e.g. reading and speaking; listening and writing; reading and writing.
- While research is not the focus of this technique, research processes may be used.
- A project of extended length may be produced, with a suggested minimum of 800 characters and a maximum of 1000 characters.
- Management of the extended response instrument should be the responsibility of the student. Supervision by the teacher may be necessary at times.
- This assessment may occur over a period of time, in class, and possibly in students’ own time.
**Dimensions to be assessed**

Extended response assessments may be used to determine student achievement in objectives from:

- **Knowing, understanding and using**
- **Reasoning and responding**
- **Creating meaning.**

**Types of items that could be included**

An extended response may be presented in a variety of modes, including written, spoken and/or multimodal.

Items could include:

- webpages, internet articles
- literary texts, e.g. poems, short stories
- travel brochures
- advertisements
- television/radio programs
- speech
- datashow presentations
- video/DVD.

Responses could include research-based activities, written commentaries, comparisons of different reports of the same event, interpretations of a text, or detailed analyses and evaluations of a text. An extended response may be presented in a variety of modes including written, spoken and/or multimodal.

When a spoken or multimodal response is the focus for assessment decisions, supporting documentation will be required to substantiate decisions and for monitoring, verification and exit purposes. In this type of extended response, students are required to present to a real audience (e.g. speech), or a virtual audience through the use of technology.

**Written extended response**

- Examples may include an essay, magazine article, editorial, paper, critique, review, persuasive essay, argumentative essay or informative text.
- The response may be supported by references or, where appropriate, tables of data, diagrams and flow charts.

**Spoken extended response**

- Examples may include interviews, debates, webcasts, podcasts, and seminar presentations.

**Multimodal extended response**

- Examples may include presentations, conferences, and digital presentations.

**Further guidance**

- A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include documentaries, digital presentations, e.g. webpages, computer simulations and presentations using software.
- Teachers must ensure that the full range of standards is possible when using spoken or multimodal techniques. The student’s spoken or multimodal response is the focus for assessment decisions. Techniques used will require students to present to a real audience (e.g. a speech), or a virtual audience through the use of technology.

- Spoken and multimodal research response techniques may include seminars and digital presentations.

**Conditions clearly stated on the assessment**

<table>
<thead>
<tr>
<th>Semesters 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written: 800–1000 characters</td>
</tr>
<tr>
<td>• Spoken: 4–5 minutes</td>
</tr>
<tr>
<td>• Multimodal: 5–7 minutes</td>
</tr>
</tbody>
</table>

**Advice for teachers**

- Management of the extended response should be mostly the responsibility of the student. Supervision by the teacher may be necessary at times.

- Implement strategies to promote the authenticity of student work, e.g. teachers seeing plans and or drafts, collection of student work during writing process, teacher checklists.

- Provide learning experiences that support the mode and genre of the instrument, modelling the assessment technique where possible.

- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.

**4.5.3 Performance**

**Purpose**

This technique assesses students’ language proficiency in spoken Chinese.

**Description**

- The focus of this assessment is spoken performance in Chinese.

- Performance assessment involves the creative input of students and the application of language skills.

- This assessment should cover a range of situations and contexts for communicative purposes.

- Performances should provide opportunity for spontaneity of expression, showing ability to cope with unpredictability.

**Dimensions to be assessed**

Performance assessments may be used to determine student achievement in objectives from:

- **Knowing, understanding and using**

- **Reasoning and responding**

- **Creating meaning.**
Types of items that could be included

Possible types of performances:
- one-to-one interviews or conversations
- small-group discussions
- debates
- formal speeches/presentations
- seminars
- responses to stimuli such as pictures, maps, cartoons, brochures
- roleplays.

Further guidance

Performances may be supported by:
- interview
- datashow presentation
- video/DVD
- other materials.

Teachers must ensure that the full range of objectives and standards is possible when using spoken or multimodal techniques. The student spoken response is the focus for assessment decisions. Techniques such as speeches, for example, will require students to present to a real audience, or a virtual audience through the use of technology.

Conditions clearly stated on the assessment

<table>
<thead>
<tr>
<th>Semesters 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks require spontaneous language use in realistic/authentic situations.</td>
</tr>
<tr>
<td>All speaking tasks for each student must be recorded.</td>
</tr>
<tr>
<td>For unprepared tasks:</td>
</tr>
<tr>
<td>- if applicable to the assessment, students will not receive questions to be asked prior to the task</td>
</tr>
<tr>
<td>- students may be given up to 10 minutes perusal time</td>
</tr>
<tr>
<td>- during this time, students are able to make notes (but not access reference material) and use them during the performance.</td>
</tr>
<tr>
<td>For prepared tasks:</td>
</tr>
<tr>
<td>- preparation time should reflect the text type being presented</td>
</tr>
<tr>
<td>- may use in-class and students’ own time</td>
</tr>
<tr>
<td>- students could use a range of visual aids, e.g. datashow presentations or illustrations, but should not read from a script.</td>
</tr>
</tbody>
</table>

4.6 Requirements for verification folio

As this is a subject where all assessment is done in Year 12, advice on both monitoring and verification folios is provided.

A monitoring folio is a collection of a student’s responses to assessment instruments on which the interim level of achievement is based.
Students’ monitoring folios for Chinese Extension must contain:

- evidence of at least one response/performance in each mode (i.e. a total of four responses/performances), with instrument-specific criteria and standards attached and student achievement indicated.

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. For students who are to exit with two semesters of credit, each folio should contain the range of assessments for making summative judgments as stated below.

**Note: Work submitted at monitoring is to be included in the verification folio.**

Students’ verification folios for Chinese Extension must contain:

- a minimum of four and a maximum of eight assessment instruments (with each mode covered at least twice)
- at least one instrument requiring an extended passage of writing of approximately 500 characters by the end of Year 12
- at least one supervised written assessment (see 4.5.1)
- at least one extended response (see 4.5.2)
- at least one spoken performance which shows spontaneity of expression (see 4.5.3)
- a student profile completed to date.


**Recorded evidence for judgments made about performances** It is a requirement that schools’ judgments about the application of standards to spoken performances be supported by digital evidence. The evidence submitted must be drawn from language skills performed as part of the assessment process.

In this subject evidence does not have to illustrate the work of the individual students whose folios are included in the verification submission.

The evidence for performances will:

- illustrate the typical A and C standards. If there is no A or C standard in the cohort, then evidence of the next highest standard of work in each case will be supplied
- be sufficiently clear to illustrate the quality of the performance.

### 4.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowing, understanding and using
- Dimension 2: Reasoning and responding
- Dimension 3: Creating meaning.

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.
4.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after two semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

4.8.1 Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall in each dimension. This means that it is not necessary for the student to have met every descriptor for a particular standard in each dimension.

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two dimensions and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>

Some students will exit after one semester. For these students, judgments are based on folios providing evidence of achievement in relation to the objectives of the syllabus covered to that point in time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found at [www.qsa.qld.edu.au/1426.html](http://www.qsa.qld.edu.au/1426.html).
### 4.8.2 Standards matrix

<table>
<thead>
<tr>
<th>Knowing, understanding and using</th>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>• effective and skilful control over a wide range of textual and Chinese language features</td>
<td>• competent control over a range of textual and Chinese language features, with errors rarely impeding meaning</td>
<td>• considered selection of information and meaning from a range of complex texts and contexts</td>
<td>• control over textual and Chinese language features, with some errors occurring in less familiar structures</td>
<td>• use of some well-rehearsed textual and Chinese language features, with frequent errors impeding meaning</td>
</tr>
<tr>
<td></td>
<td>• comprehensive and discerning selection of information and meaning from a wide range of complex texts and contexts</td>
<td>• identification of gist and most detail and recognition of relevant social and cultural contexts.</td>
<td>• identification of gist and some detail and recognition of social and cultural contexts.</td>
<td>• presentation of obvious information and meaning from texts and contexts</td>
<td>• fragmented presentation of information from texts and contexts, often lacking clarity.</td>
</tr>
<tr>
<td></td>
<td>• identification of gist and extensive detail and perceptive recognition of relevant social and cultural contexts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and responding</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>• thorough analysis of texts and well-reasoned responses</td>
<td>• detailed analysis of texts and thoughtful responses</td>
<td>• clear analysis of texts and responses</td>
<td>• superficial responses to texts</td>
<td>• uneven responses to texts</td>
</tr>
<tr>
<td></td>
<td>• comprehensive evaluation of information and ideas</td>
<td>• considered evaluation of information and ideas</td>
<td>• evaluation of straightforward information and ideas</td>
<td>• opinions about information and ideas which may contain errors in comprehension.</td>
<td>• opinions about information which contain errors.</td>
</tr>
<tr>
<td></td>
<td>• well-justified decisions and conclusions which are supported with extensive, relevant evidence.</td>
<td>• informed decisions and conclusions which are supported with relevant evidence.</td>
<td>• decisions and conclusions which are supported with some evidence from texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard A</td>
<td>Standard B</td>
<td>Standard C</td>
<td>Standard D</td>
<td>Standard E</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Creating meaning</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>- effective and confident manipulation of language to fluently and flexibly express communicative intent</td>
<td>- efficient manipulation of language to fluently express communicative intent</td>
<td>- manipulation of language to express communicative intent</td>
<td>- use of language to present straightforward ideas</td>
<td>- hesitant use of basic language which impedes essential meaning</td>
</tr>
<tr>
<td></td>
<td>- thorough and discriminating synthesis of relevant information to cohesively and coherently structure a variety of texts and develop ideas</td>
<td>- logical synthesis of relevant information to structure a variety of texts and develop ideas</td>
<td>- synthesis of information to structure texts and develop ideas</td>
<td>- use of information to organise texts and express ideas</td>
<td>- use of obvious information to produce texts and state ideas</td>
</tr>
<tr>
<td></td>
<td>- fluent and flexible texts which show perceptive integration of contexts and cultural conventions to suit audience and purpose.</td>
<td>- generally fluent texts which show integration of contexts and cultural conventions to suit audience and purpose.</td>
<td>- texts which recognise contexts and cultural conventions and suit audience and purpose.</td>
<td>- texts which show superficial recognition of contexts, cultural conventions, audience and purpose.</td>
<td>- texts which show little reference to contexts, cultural conventions, audience or purpose.</td>
</tr>
</tbody>
</table>
# Glossary

<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing</td>
<td>Dissecting to ascertain and examine constituent parts and/or their relationships.</td>
</tr>
<tr>
<td>Attitude</td>
<td>The way the speaker or writer feels about the topic, the situation and the audience, e.g. empathetic, amused, diffident, disgusted, sad, angry.</td>
</tr>
<tr>
<td>Authentic text</td>
<td>An original or modified text that would be accepted by a background speaker for communicative purposes.</td>
</tr>
<tr>
<td>Background speaker</td>
<td>A speaker who has been born, raised and lived in an environment where the language is a major language of communication. They have had sustained formal education in that language and speak and write that language at home and/or outside the classroom in a sustained manner with other background speakers for purposes of communication.</td>
</tr>
<tr>
<td>Basic</td>
<td>Underdeveloped, simple and straightforward.</td>
</tr>
<tr>
<td>Coherent</td>
<td>Rational with parts that are harmonious and well structured, and which make sense.</td>
</tr>
<tr>
<td>Cohesion/cohesive devices</td>
<td>Language items that convey grammatical or word relationships between different parts of texts or within sentences. Can be through the reference system (e.g. pronouns, possessives, use of articles), through connectors (e.g. conjunctions, adverbs) and through word sets and word chains (e.g. synonyms, classes and subclasses of words).</td>
</tr>
<tr>
<td>Communication strategies</td>
<td>The ways students with limited command of language express meaning (e.g. by circumlocution) and attempt to keep conversation going (e.g. asking for clarification or meaning).</td>
</tr>
<tr>
<td>Complex</td>
<td>Characterised by complicated or involved interactions, relationships or connections of elements, components, parts or steps.</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>Thorough and inclusive of a broad coverage of facts, ideas and information.</td>
</tr>
<tr>
<td>Detailed</td>
<td>Meticulous, specific, precise.</td>
</tr>
<tr>
<td>Discerning</td>
<td>Making thoughtful and astute choices.</td>
</tr>
<tr>
<td>Discourse strategies</td>
<td>The methods by which communication is achieved through such factors as choice of speech style, linguistic knowledge, interpretation of intent and meaning, understanding of social and cultural contexts, use of gesture and non-verbal signals.</td>
</tr>
<tr>
<td>Effective</td>
<td>Meeting the assigned purpose.</td>
</tr>
<tr>
<td>Efficient</td>
<td>Well-organised and productive in effect.</td>
</tr>
<tr>
<td>Fluency</td>
<td>The ability to write or speak with ease; includes good speech production, effective communication, background-speaker-like use of pauses, rhythm, intonation, stress, rate of speech and use of interruptions and interjections.</td>
</tr>
<tr>
<td>Gist</td>
<td>The substance or essence of a matter.</td>
</tr>
<tr>
<td>Heritage speaker</td>
<td>A language speaker who, typically, has been brought up in a home where the target language (TL) is used and who has a connection to the TL culture. Such speakers have some degree of understanding and</td>
</tr>
</tbody>
</table>
knowledge of the TL although their oral proficiency is typically more highly developed than their proficiency in written language. They have received all or most of their formal education in schools where English (or a language different from the TL) is the medium of instruction.

**In-depth**
Carefully worked out, detailed, thorough, incisive.

**Informed**
Having relevant knowledge; being conversant with the topic.

**Intention**
The speaker or writer’s purpose, e.g. to inform, amuse, (re)establish cordial relationships, admonish, shock or embarrass into action.

**Intercultural understanding**
The ability to view the world, not from the single perspective of one’s own first language and culture, but from multiple perspectives. At the most basic level, it is the ability to see the difference between the target culture and the learner’s own culture. At the highest cognitive level, it is the ability to integrate the two perspectives to come to a “third position” and be able to make appropriate choices.

**Justifying**
Providing sound reasons or evidence to support a statement. Soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true.

**Language features**
The features of language that support meaning, e.g. sentence structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features vary according to the purpose of a text, its subject matter, audience and medium of production. (Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum V 1:2: English for Foundation–10, accessed 12 Oct 2011, www.australiancurriculum.edu.au/English/Curriculum/Foundation–10).

**Language proficiency**
The ability of an individual to speak or perform in an acquired language. Proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies.

**Logical**
Rational and valid; internally consistent.

**Metacognitive processes**
Processes involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language.

**Mode**
Mode refers to a system of communication chosen as the way to transmit a message. Modes may be written, spoken/signed, nonverbal, visual or auditory. In this syllabus the four modes are listening, reading, speaking, writing.

**Morpheme**
The smallest meaningful unit in the grammar of a language. It may be a word (such as dog) or a word element (such as the -s at the end of dogs). Examples: The word “dogs” consists of two morphemes and one syllable; the word “unladylike” consists of three morphemes and four syllables.

**Multimodal**
Multimodal refers to the use of more than one mode. In assessment multimodal refers to assessments where there is significant contribution from at least two modes, e.g. a seminar using software.

**Obvious**
Predictable, immediately apparent.

**Pause fillers**
Expressions to fill gaps in conversation, e.g. er, umm; routines to keep conversation going, which can be questions to show interest, or feedback such as Did you? Really? and sympathetic noises such as … aah … ooh.
Proficiency: Skillfulness in the command of fundamentals deriving from practice and familiarity; "practice greatly improves proficiency".

Reasoned: Logical and sound; presented with justification.

Register: Varied language defined according to the characteristics of the context in which the language is used. This includes the situation, which may refer to the subject matter of the variety (e.g. science or advertising); mode (whether speech or writing); manner (i.e. the social relations between the participants as shown by variations in formality).

Relevant: Applicable and pertinent; has direct bearing on.

Sociocultural: Knowing and understanding the features of the target culture, from "mimicking" to "incorporating" these features into learners' own behaviours.

Spontaneous language: Spontaneous language refers to the use of language that has not been deliberately prepared and in which unrehearsed utterances are used. A talk that is prepared in advance with or without notes or memorisation is not spontaneous, but unrehearsed discussion with the audience at the end is spontaneous.

Structure: The arrangement of words and morphemes into larger units, e.g. phrases, clauses, sentences.

Superficial: Apparent and sometimes trivial; lacking in depth.

Syntax: The ways in which words combine to form sentences; the rules that govern the formation of sentences.

Text: A coherent piece of spoken/signed, written, nonverbal, digital, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

Text structure: The way information is organised in different text types, e.g. introductory and concluding paragraphs, sequencing, topic sentences, headings and subheadings. Choices in text structures and language features together define a text type and shape its meaning. (Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum V 1:2: English for Foundation–10, accessed 12 Oct 2011, www.australiancurriculum.edu.au/English/Curriculum/F–10).

Text type: A conventional or characteristic type of spoken or written text; e.g. face-to-face conversation, television news bulletin, short story, newspaper editorial, personal letter, poster.

Textual features: Textual features are the elements of a text that constructs a specific meaning or message. The textual features vary depending on the type of text and the primary intention for which the text was produced. Textual features include vocabulary, grammar and language structures, cohesive devices, and the written features of punctuation and spelling.

Thorough: Attentive to detail, including all that is required, exhaustively complete, carried out completely and carefully.

Tone: The emotional overlay and/or intent in a text, e.g. an angry tone in a letter to the editor with intent to criticise and confront.

Variety: A number of different modes or sources; a range.