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

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Chinese describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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| Years 7–8 (P–10 sequence) Australian Curriculum: Chinese achievement standard |
| By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.  Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Chinese for P–10*  <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/chinese-second-language-learner-pathway-f-10-sequence/year-8?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0> |

## Years 7–8 (P–10 sequence) Chinese standard elaborations

|  | A | B | | C | | D | | E |
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|  | The folio of student work contains evidence of the following: | | | | | | | |
| Communicating meaning in Chinese | purposeful use of Chinese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences | | effective use of Chinese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences | | use of Chinese language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences | | variable use of Chinese language to initiate and participate in interactions in familiar contexts | isolated use of Chinese language to initiate or participate in interactions |
| purposeful use of Chinese to collaborate, problem-solve and adjust their language in response to others | | effective use of Chinese to collaborate, problem-solve and adjust their language in response to others | | use of Chinese to collaborate, problem-solve and adjust their language in response to others | | variable use of Chinese to collaborate, problem-solve and adjust their language in response to others | isolated use of Chinese to collaborate, problem-solve or adjust their language in response to others |
| considered interpretation of information, ideas and opinions in texts | informed interpretation of information, ideas and opinions in texts | | interpretation of information, ideas and opinions in texts | | variable interpretation of information, ideas and opinions in texts | | statement/s about information, ideas or opinions in texts |
| demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by purposefully adjusting and reorganising responses | demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by effectively adjusting and reorganising responses | | demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses | | partial demonstration of understanding of similarities and differences between languages, in familiar or unfamiliar cultural contexts | | isolated demonstration of understanding of similarities or differences between languages |
| considered selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts | effective selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts | | selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts | | variable selection and use of vocabulary, sentence structures, expressions and levels of formality, to create texts | | isolated use of vocabulary, sentence structures, expressions or levels of formality |
| * considered selection and use of characters appropriate to context * considered use of familiar Pinyin in transcription of spoken words and short modelled sentences | * effective selection and use of characters appropriate to context * effective use of familiar Pinyin in transcription of spoken words and short modelled sentences | | * selection and use of characters appropriate to context * use of familiar Pinyin in transcription of spoken words and short modelled sentences | | * variable selection and use of characters appropriate to context * variable use of Pinyin in transcription of spoken words and short modelled sentences | | * isolated use of characters * isolated use of Pinyin |
| Understanding language and culture | thorough application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency | informed application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency | | application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency | | variable application of the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency | | isolated use of the conventions of spoken Chinese |
| considered demonstration of understanding of writing system features and of the role and function of character components | informed demonstration of understanding of writing system features and of the role and function of character components | | demonstration of understanding of writing system features and of the role and function of character components | | variable demonstration of understanding of writing system features and of the role and function of character components | | isolated demonstration of understanding of writing system features or of the role or function of character components |
| considered demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning | informed demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning | | demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning | | variable demonstration of understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning | | isolated demonstration of understanding that spoken, written or multimodal texts use different conventions, features or linguistic structures to convey meaning |
| thorough commentary on structures and features of Chinese text, using metalanguage | informed commentary on structures and features of Chinese text, using metalanguage | | commentary on structures and features of Chinese text, using metalanguage | | variable commentary on structures and features of Chinese text | | statement/s about structures or features of Chinese text |
| reflection on how the Chinese language, culture and identity are interconnected and thorough comparison of this with their own language(s), culture(s) and identity. | reflection on how the Chinese language, culture and identity are interconnected and informed comparison of this with their own language(s), culture(s) and identity. | | reflection on how the Chinese language, culture and identity are interconnected and comparison of this with their own language(s), culture(s) and identity. | | reflection on how the Chinese language, culture and identity are interconnected and partial comparison of this with their own language(s), culture(s) or identity. | | statement/s about language, culture or identity. |

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

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