Prep–Year 10 Chinese

Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Prep–Year 10 Chinese. Content descriptions identify the learning area's essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Years 7–10 Chinese (Year 7 entry sequence).

Strand: Communicating meaning in Chinese

Sub-strands	Prep	Years 1–2 band	Years 3–4 band	Years 5–6 band	Years 7–8 band	Years 9–10 band
Interacting in Chinese	with support, recognise and communicate meaning in Chinese AC9LCF01	recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions AC9LC2C01	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LC4C01	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment AC9LC6C01	initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LC8C01	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9LC10C01
		participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LC2C02	participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures AC9LC4C02	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LC6C02	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LC8C02	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences AC9LC10C02
Mediating meaning in and between languages		locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LC2C03	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LC4C03	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LC6C03	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LC8C03	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LC10C03
		notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LC2C04	develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning AC9LC4C04	apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts AC9LC6C04	interpret and adjust non-verbal, spoken and written language to convey meaning in Chinese language in familiar and some unfamiliar cultural contexts AC9LC8C04	interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts AC9LC10C04
Creating text in Chinese		with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin AC9LC2C05	create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences and modelled textual conventions, familiar characters appropriate to context, and/or Pinyin AC9LC4C05	create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, familiar characters and/or Pinyin AC9LC6C05	create and present spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures, textual features and conventions, using characters appropriate to text type and context AC9LC8C05	create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences AC9LC10C05

For all Queensland schools

Strand: Understanding language and culture

Sub-strands	Prep	Years 1–2 band	Years 3–4 band	Years 5–6 band	Years 7–8 band	Years 9–10 band
Understanding systems of language	explore, with support, language features of Chinese noticing similarities and differences between Chinese and English AC9LCF02	recognise and imitate the sounds and rhythms of Chinese AC9LC2U01	recognise and use modelled combinations of sounds, tone-syllable pronunciation and intonation patterns to form words and phrases, and understand that Pinyin is the romanisation of characters AC9LC4U01	apply knowledge of tone-syllables, intonation, stress and phrasing to develop fluency and pronunciation to known words and phrases AC9LC6U01	apply knowledge of conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LC8U01	apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LC10U01
		recognise that Chinese components and/or characters are used to construct meaning in texts AC9LC2U02	recognise some features of the Chinese writing system, familiar components and/or characters, simple sentence structures and basic syntax, in familiar texts and contexts AC9LC4U02	use knowledge of modelled sentence structures, formulaic expressions and some characters and writing system features to compose and respond to texts, using appropriate punctuation and textual conventions AC9LC6U02	apply understanding of sentence structures, expressions, character components and writing system features to infer meaning, and compose and respond to texts AC9LC8U02	apply knowledge of sentence structures and character form and function to predict meaning and compose texts that contain some complex structures and ideas AC9LC10U02
		notice that Chinese has features that may be similar to or different from English AC9LC2U03	recognise familiar Chinese language features and compare with those of English, in known contexts AC9LC4U03	compare some Chinese language structures and features with those of English, using some familiar metalanguage AC9LC6U03	reflect on similarities and differences between Chinese and English language structures and features, using metalanguage AC9LC8U03	reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and features AC9LC10U03
Understanding the interrelationship of language and culture	explore connections between language and culture AC9LCF03	notice that people use language in ways that reflect cultural practices AC9LC2U04	identify connections between Chinese language and cultural practices AC9LC4U04	recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LC6U04	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LC8U04	reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating AC9LC10U04

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.