Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Chinese

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 Chinese, and Years 7–10 Chinese (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Foundation Chinese/ Interacting in Chinese	Mediating meaning in and between languages	Creating text in Chinese	Understanding systems of language	Understanding the interrelationship of language and culture

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in Chinese	**P–10 sequence**	use play and imagination to interact and create Chinese texts, with support AC9LCF01	use Chinese language to interact and share information related to the classroom and themselves AC9LC2C01 use cues to respond to questions and instructions, and use simple formulaic language AC9LC2C01 AC9LC2C02 AC9LC2C04	use Chinese language to initiate structured interactions to share information related to the classroom and their personal world AC9LC4C01 use modelled language to participate in spoken and written activities that involve planning AC9LC4C02	initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment AC9LC6C01 use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts AC9LC6C01 AC9LC6C04 collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences AC9LC6C02	initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences AC9LC8C01 use Chinese to collaborate and problem-solve, and adjust language in response to others AC9LC8C02	contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues AC9LC10C01 AC9LC10C02 interpret texts by evaluating and synthesising information, ideas and perspectives AC9LC10C02 AC9LC10C03
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning AC9LC2C03	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts AC9LC4C03 AC9LC4C04	use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience AC9LC6C03 AC9LC6C04	interpret information, ideas and opinions in texts AC9LC8C03 AC9LC8C04 demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses AC9LC8C04	show understanding of how features of language can be used to influence audience response AC9LC10C03 AC9LC10C04

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
			use familiar words and modelled language to create text AC9LC2C05 copy some familiar characters and Pinyin AC9LC2C05	use modelled language and basic syntax to create texts AC9LC4C05 use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin AC9LC4C05	create texts, selecting and using a variety of vocabulary and sentence structures to suit context AC9LC6C05 sequence information and ideas, and use conventions appropriate to text type AC9LC6C05 use familiar characters appropriate to context and Pinyin AC9LC6C05	select and use vocabulary, sentence structures, expressions and levels of formality, to create texts AC9LC8C05 select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences AC9LC8C05	create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9LC10C05 apply and use complex sentences and structures to create and respond to spoken and written texts AC9LC10C05 use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion AC9LC10C05 select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts AC9LC10C05
Year 7 entry sequence						use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts AC9LC8EC01 respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges AC9LC8EC02 AC9LC8EC03 recognise relationships between spoken and written forms AC9LC8EC03 AC9LC8EC04	initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world AC9LC10EC01 AC9LC10EC02 communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events AC9LC10EC02 AC9LC10EC03
						locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning AC9LC8EC04 respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts AC9LC8EC05	interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives AC9LC10EC04 synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience AC9LC10EC04 AC9LC8EC05
						use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices AC9LC8EC06 use some familiar characters and Pinyin to support learning AC9LC8EC06	use structures and features of spoken and written Chinese to create texts AC9LC10EC06 use familiar characters appropriate to context and Pinyin to transcribe spoken texts AC9LC10EC06

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		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Understanding language and culture	**P–10 sequence**	identify that Chinese and English look and sound different AC9LCF02	imitate the sounds, tones and rhythms of Chinese AC9LC2U01 demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese AC9LC2U02	imitate sounds, tones, pronunciation, and intonation patterns of Chinese language AC9LC4U01 demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning AC9LC4U01 AC9LC4U02 recognise that some terms have cultural meanings AC9LC4U04 identify patterns in Chinese and make comparisons between Chinese and English AC9LC4U03	apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese AC9LC6U01 AC9LC6U02 compare language structures and features in Chinese and English, using some metalanguage AC9LC6U03	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 AC9LC8U01 demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning AC9LC8U02 comment on structures and features of Chinese text, using metalanguage AC9LC8U03	incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency AC9LC10U01 demonstrate understanding of the conventions of spoken and written texts and the connections between them AC9LC10U01 AC9LC10U02 apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning AC9LC10U02 support analysis of Chinese texts, using metalanguage AC9LC10U03
		recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity AC9LCF03	give examples of similarities and differences between some features of Chinese and English AC9LC2U03 understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s) AC9LC2U04	understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s) AC9LC4U04	show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity AC9LC6U04	reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity AC9LC8U04	reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating AC9LC10U04
	Year 7 entry sequence					approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin AC9LC8EU01 demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication AC9LC8EU02 comment on aspects of Chinese and English language structures and features, using metalanguage AC9LC8EU03	apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language AC9LC10EU01 demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts AC9LC10EU02 support discussion of structures and features of texts, using metalanguage AC9LC10EU03

| Prep | Years 1–2 band | Years 3–4 band | Years 5–6 band | Years 7–8 band | Years 9–10 band |
Students:	Students:	Students:	Students:	Students:	Students:
				demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity	reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating
				AC9LC8EU04	AC9LC10EU04

More information

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

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