

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

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

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 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.

		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	use Chinese language to interact and share information related to the classroom and themselves use cues to respond to questions and instructions, and use simple formulaic language	use Chinese language to initiate structured interactions to share information related to the classroom and their personal world use modelled language to participate in spoken and written activities that involve planning	initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences	initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences use Chinese to collaborate and problem-solve, and adjust language in response to others	contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues interpret texts by evaluating and synthesising information, ideas and perspectives
			locate and convey key items of information in texts using nonverbal, visual and contextual cues to help make meaning	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	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	interpret information, ideas and opinions in texts demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses	show understanding of how features of language can be used to influence audience response
			use familiar words and modelled language to create text copy some familiar characters and Pinyin	use modelled language and basic syntax to create texts use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin	create texts, selecting and using a variety of vocabulary and sentence structures to suit context sequence information and ideas, and use conventions appropriate to text type use familiar characters appropriate to context and Pinyin	select and use vocabulary, sentence structures, expressions and levels of formality, to create texts select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences	create texts, selecting and manipulating language for a range of contexts, purposes and audiences apply and use complex sentences and structures to create and respond to spoken and written texts use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts

		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	Year 7 entry sequence					<p>use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts</p> <p>respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges</p> <p>recognise relationships between spoken and written forms</p>	<p>initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world</p> <p>communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events</p>
						<p>locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning</p> <p>respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts</p>	<p>interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives</p> <p>synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience</p>
Understanding language and culture	P–10 sequence	identify that Chinese and English look and sound different	imitate the sounds, tones and rhythms of Chinese 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	imitate sounds, tones, pronunciation, and intonation patterns of Chinese language demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning recognise that some terms have cultural meanings identify patterns in Chinese and make comparisons between Chinese and English	apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese compare language structures and features in Chinese and English, using some metalanguage	use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices use some familiar characters and Pinyin to support learning	<p>use structures and features of spoken and written Chinese to create texts</p> <p>use familiar characters appropriate to context and Pinyin to transcribe spoken texts</p>
		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	give examples of similarities and differences between some features of Chinese and English understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s)	understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s)	show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity	<p>use 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</p> <p>demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning</p> <p>comment on structures and features of Chinese text, using metalanguage</p>	<p>incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency</p> <p>demonstrate understanding of the conventions of spoken and written texts and the connections between them</p> <p>apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning</p> <p>support analysis of Chinese texts, using metalanguage</p>
						<p>reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity</p>	<p>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</p>

		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:
	Year 7 entry sequence					approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication comment on aspects of Chinese and English language structures and features, using metalanguage	apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language 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 support discussion of structures and features of texts, using metalanguage
						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

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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