

Years 1–2 band Chinese

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 1–2 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9LC2C01 indicates the Communicating meaning in Chinese strand.

Key to content description codes: Chinese	
e.g. AC9LC2C01	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in Chinese
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
Chinese (C)	
Years 1–2 band (2)	
Strand (C, U)	
Content description number (##)	

Years 1–2 band Australian Curriculum: Chinese achievement standard

By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.

Students imitate the sounds, tones and rhythms of Chinese. They 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. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 2	Students learn to:	
Students use Chinese language to interact and share information related to the classroom and themselves.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions 	AC9LC2C01
They use cues to respond to questions and instructions, and use simple formulaic language.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions 	AC9LC2C01
	<ul style="list-style-type: none"> participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues 	AC9LC2C02
	<ul style="list-style-type: none"> notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines 	AC9LC2C04
They locate and convey key items of information in texts using non-verbals, visual and contextual cues to help make meaning.	<ul style="list-style-type: none"> locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases 	AC9LC2C03
They use familiar words and modelled language to create text.	<ul style="list-style-type: none"> with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin 	AC9LC2C05
They copy some familiar characters in Pinyin.	<ul style="list-style-type: none"> with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin 	AC9LC2C05
Students imitate the sounds, tones and rhythms of Chinese.	<ul style="list-style-type: none"> recognise and imitate the sounds and rhythms of Chinese 	AC9LC2U01
They 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.	<ul style="list-style-type: none"> recognise that Chinese components and/or characters are used to construct meaning in texts 	AC9LC2U02
They give examples of similarities and differences between some features of Chinese and English.	<ul style="list-style-type: none"> notice that Chinese has features that may be similar to or different from English 	AC9LC2U03
They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).	<ul style="list-style-type: none"> notice that people use language in ways that reflect cultural practices. 	AC9LC2U04

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.



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