Years 3–4 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 3–4 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. AC9LC4C01 indicates the Communicating meaning in Chinese strand.

Key to content description codes: Chinese	
e.g. **AC9LC4C01** Australian Curriculum (**AC**) Version 9 (**9**) Languages (**L**) Chinese (**C**) Years 3-4 band (**4**) Strand (**C**, **U**) Content description number (**##**)	Strands: • C — Communicating meaning in Chinese • U — Understanding language and culture

Years 3–4 band Australian Curriculum: Chinese achievement standard

By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.

Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify 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 4	**Students learn to:**	
Students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world.	• initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions	AC9LC4C01
They use modelled language to participate in spoken and written activities that involve planning.	• participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures	AC9LC4C02
They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts.	• locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts	AC9LC4C03
	• develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning	AC9LC4C04
They use modelled language and basic syntax to create texts.	• 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
They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.	• 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
Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language.	• 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
They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning.	• 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
	• 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
They recognise that some terms have cultural meanings.	• identify connections between Chinese language and cultural practices	AC9LC4U04
They identify patterns in Chinese and make comparisons between Chinese and English.	• recognise familiar Chinese language features and compare with those of English, in known contexts	AC9LC4U03
They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).	• identify connections between Chinese language and cultural practices.	AC9LC4U04

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.