

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 5–6 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. AC9LC6C01 indicates the Communicating meaning in Chinese strand.

Key to content description codes: Chinese	
e.g. AC9LC6C01	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in Chinese
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
Chinese (C)	
Years 5–6 band (6)	
Strand (C, U)	
Content description number (##)	

Years 5–6 band Australian Curriculum: Chinese achievement standard


By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They 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. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use familiar characters appropriate to context and Pinyin.

Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 6	Students learn to:	
Students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment.	<ul style="list-style-type: none"> initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment 	AC9LC6C01
They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts.	<ul style="list-style-type: none"> apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts 	AC9LC6C04
They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences.	<ul style="list-style-type: none"> participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas 	AC9LC6C02
They 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.	<ul style="list-style-type: none"> locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts 	AC9LC6C03 AC9LC6C04
They create texts, selecting and using a variety of vocabulary and sentence structures to suit context.	<ul style="list-style-type: none"> 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
They sequence information and ideas, and use conventions appropriate to text type.	<ul style="list-style-type: none"> 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
They use familiar characters appropriate to context and Pinyin.	<ul style="list-style-type: none"> 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
Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese.	<ul style="list-style-type: none"> apply knowledge of tone-syllables, intonation, stress and phrasing to develop fluency and pronunciation to known words and phrases 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 	AC9LC6U01 AC9LC6U02
They compare language structures and features in Chinese and English, using some metalanguage.	<ul style="list-style-type: none"> compare some Chinese language structures and features with those of English, using some familiar metalanguage 	AC9LC6U03
They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	<ul style="list-style-type: none"> recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication. 	AC9LC6U04

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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