

# Years 7–10 Chinese (Year 7 entry sequence)

## Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Years 7–10 Chinese (Year 7 entry sequence). Content descriptions identify the learning area’s essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Prep–Year 10 Chinese.

| Strand: Communicating meaning in Chinese          |  |  |
|---|--|--|
| Sub-strands                                       | Years 7–8 band   | Years 9–10 band  |
| <b>Interacting in Chinese</b>                     | interact with others using modelled language to exchange information in familiar contexts about self and personal world<br>AC9LC8EC01  | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world<br>AC9LC10EC01   |
|   | develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities<br>AC9LC8EC02  | use Chinese language in exchanges to question, offer opinions and compare and discuss ideas<br>AC9LC10EC02   |
|   | engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment<br>AC9LC8EC03  | use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers<br>AC9LC10EC03  |
| <b>Mediating meaning in and between languages</b> | locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience<br>AC9LC8EC04  | interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience<br>AC9LC10EC04   |
|   | develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts<br>AC9LC8EC05   | apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts<br>AC9LC10EC05  |
| <b>Creating text in Chinese</b>                   | create spoken, written and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters and/or Pinyin<br>AC9LC8EC06 | create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences<br>AC9LC10EC06 |

| Strand: Understanding language and culture                         |  |  |
|--|--|--|
| Sub-strands  | Years 7–8 band   | Years 9–10 band  |
| <b>Understanding systems of language</b>                           | recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation<br>AC9LC8EU01            | apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts<br>AC9LC10EU01                         |
|  | develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts<br>AC9LC8EU02 | select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts<br>AC9LC10EU02 |
|  | compare Chinese language structures and features with English, using familiar metalanguage<br>AC9LC8EU03   | reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features<br>AC9LC10EU03   |
| <b>Understanding the interrelationship of language and culture</b> | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values<br>AC9LC8EU04   | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating<br>AC9LC10EU04                  |

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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