

Years 7–8 band Chinese (7–10 Sequence)

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 7–8 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 it is organised by, e.g. AC9LC8CE01 indicates the Communicating meaning in Chinese strand.

Key to content description codes: Chinese	
e.g. AC9LC8CE01	Strands:
Australian Curriculum (AC)	• <u>C</u> --- Communicating meaning in Chinese
Version 9 (9)	• <u>U</u> --- Understanding language and culture
Languages (L)	
Chinese (C)	
Years 7–8 (8)	
Strand (C, U)	
Year 7 Entry (E)	
Content description number (##)	

Years 7–8 band Australian Curriculum: Chinese achievement standard

By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.

Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They 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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 8	Students learn to:	
Students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts.	<ul style="list-style-type: none"> interact with others using modelled language to exchange information in familiar contexts about self and personal world 	AC9LC8EC01
They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges.	<ul style="list-style-type: none"> develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities 	AC9LC8EC02
	<ul style="list-style-type: none"> engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment 	AC9LC8EC03
They recognise relationships between spoken and written forms.	<ul style="list-style-type: none"> engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment 	AC9LC8EC03
	<ul style="list-style-type: none"> locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience 	AC9LC8EC04
They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning.	<ul style="list-style-type: none"> locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience 	AC9LC8EC04
They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts.	<ul style="list-style-type: none"> develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts 	AC9LC8EC05
They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices.	<ul style="list-style-type: none"> 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 	AC9LC8EC06
They use some familiar characters and Pinyin to support learning.	<ul style="list-style-type: none"> 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 	AC9LC8EC06
They approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin.	<ul style="list-style-type: none"> recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation 	AC9LC8EU01
They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication.	<ul style="list-style-type: none"> develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts 	AC9LC8EU02
They comment on aspects of Chinese and English language structures and features, using metalanguage.	<ul style="list-style-type: none"> compare Chinese language structures and features with English, using familiar metalanguage 	AC9LC8EU03

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They 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.	<ul style="list-style-type: none"> recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values. 	<u>AC9LC8EU04</u>

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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