

Years 7–8 bands Chinese (P–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 bands. 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. AC9LC8C01 indicates the Communicating meaning in Chinese strand.

Key to content description codes: Chinese	
e.g. AC9LC8C01	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in Chinese
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
Chinese (C)	
Years 7–8 (8)	
Strand (C, U)	
Content description number (##)	

Years 7–8 bands Australian Curriculum: Chinese achievement standard

By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.

Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with 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 initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences.	<ul style="list-style-type: none"> initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others 	AC9LC8C01
They use Chinese to collaborate and problem-solve, and adjust language in response to others.	<ul style="list-style-type: none"> collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events 	AC9LC8C02
They interpret information, ideas and opinions in texts.	<ul style="list-style-type: none"> interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience 	AC9LC8C03
	<ul style="list-style-type: none"> interpret and adjust non-verbal, spoken and written language to convey meaning in Chinese language in familiar and some unfamiliar cultural contexts 	AC9LC8C04
They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses.	<ul style="list-style-type: none"> interpret and adjust non-verbal, spoken and written language to convey meaning in Chinese language in familiar and some unfamiliar cultural contexts 	AC9LC8C04
They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts.	<ul style="list-style-type: none"> create and present spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures, textual features and conventions, using characters appropriate to text type and context 	AC9LC8C05
They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.	<ul style="list-style-type: none"> create and present spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures, textual features and conventions, using characters appropriate to text type and context 	AC9LC8C05
They apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components.	<ul style="list-style-type: none"> apply knowledge of conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts 	AC9LC8U01
They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning.	<ul style="list-style-type: none"> apply understanding of sentence structures, expressions, character components and writing system features to infer meaning, and compose and respond to texts 	AC9LC8U02
They comment on structures and features of Chinese text, using metalanguage.	<ul style="list-style-type: none"> reflect on similarities and differences between Chinese and English language structures and features, using metalanguage 	AC9LC8U03
They reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity.	<ul style="list-style-type: none"> reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values. 	AC9LC8U04

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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