

Years 9–10 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 9–10 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. AC9LC10CE01 indicates the Communicating meaning in Chinese strand.

Key to content description codes: Chinese	
e.g. AC9LC10CE01	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in Chinese
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
Chinese (C)	
Years 9–10 (10)	
Strand (C, U)	
Year 7 Entry (E)	
Content description number (##)	

Years 9–10 band Australian Curriculum: Chinese achievement standard


By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 10	Students learn to:	
Students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world.	<ul style="list-style-type: none"> initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world 	AC9LC10EC01
	<ul style="list-style-type: none"> use Chinese language in exchanges to question, offer opinions and compare and discuss ideas 	AC9LC10EC02
They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events.	<ul style="list-style-type: none"> use Chinese language in exchanges to question, offer opinions and compare and discuss ideas 	AC9LC10EC02
	<ul style="list-style-type: none"> use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers 	AC9LC10EC03
They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives.	<ul style="list-style-type: none"> interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience 	AC9LC10EC04
They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience.	<ul style="list-style-type: none"> interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience 	AC9LC10EC04
	<ul style="list-style-type: none"> 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 	AC9LC10EC05
They use structures and features of spoken and written Chinese to create texts.	<ul style="list-style-type: none"> 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 	AC9LC10EC06
They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.	<ul style="list-style-type: none"> 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 	AC9LC10EC06
They apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language.	<ul style="list-style-type: none"> apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts 	AC9LC10EU01
They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts.	<ul style="list-style-type: none"> 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 	AC9LC10EU02
They support discussion of structures and features of texts, using metalanguage.	<ul style="list-style-type: none"> reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features 	AC9LC10EU03
They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.	<ul style="list-style-type: none"> reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating. 	AC9LC10EU04

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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