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. AC9LC10C01 indicates the Communicating meaning in Chinese strand.

Key to content description codes: Chinese	
e.g. **AC9LC10C01** Australian Curriculum (**AC**) Version 9 (**9**) Languages (**L**) Chinese (**C**) Years 9–10 (**10**) Strand (**C**, **U**) Content description number (**##**)	Strands: • C — Communicating meaning in Chinese • U — Understanding language and culture

Years 9–10 band Australian Curriculum: Chinese achievement standard

By the end of Year 10, students contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.

Students incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate 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 contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues.	• initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others	AC9LC10C01
	• contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences	AC9LC10C02
They interpret texts by evaluating and synthesising information, ideas and perspectives.	• contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences	AC9LC10C02
	• evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience	AC9LC10C03
They show understanding of how features of language can be used to influence audience response.	• evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience	AC9LC10C03
	• interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts	AC9LC10C04
They create texts, selecting and manipulating language for a range of contexts, purposes and audiences.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences	AC9LC10C05
They apply and use complex sentences and structures to create and respond to spoken and written texts.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences	AC9LC10C05
They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences	AC9LC10C05
They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences	AC9LC10C05
They incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency.	• apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts	AC9LC10U01
They demonstrate understanding of the conventions of spoken and written texts and the connections between them.	• apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts	AC9LC10U01
	• apply knowledge of sentence structures and character form and function to predict meaning and compose texts that contain some complex structures and ideas	AC9LC10U02
They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning.	• apply knowledge of sentence structures and character form and function to predict meaning and compose texts that contain some complex structures and ideas	AC9LC10U02

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They support analysis of Chinese texts, using metalanguage.	• reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and features	AC9LC10U03
They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating.	• reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating.	AC9LC10U04

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.