

Comparison of AC v8.4 to v9.0

Prep: Languages/Chinese

Key	same/refined	removed	new	moved
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Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4		Version 9.0		
Achievement standard		Achievement standard		
<p>By the end of Year 2, students use spoken and written Chinese to communicate with teachers and peers. They participate in structured and routine interactions, such as using 谢谢, 再见, 请, using learnt sounds, formulaic phrases, and verbal and non-verbal responses. They respond to and receive information, for example, 你好, 你好吗? They follow simple instructions, including 排队, 请坐, 不要说话. They use the four tones of Chinese but not always with accuracy. Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢, 不喜欢). They can match characters to the meanings and sounds of familiar words, including numbers (八...), colours (红...) and family members (爸爸, 妈妈). Students use strategies such as imitation and basic contextual cues for comprehension. They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption.</p> <p>Students recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking. They recognise the tonal nature of Chinese and know that characters are formed by strokes. Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They are aware of the word order of simple sentences. They recognise the conventions for using Chinese to communicate with family, friends and teachers. They recognise the similarities and differences between Chinese and Australian contexts, language and culture. They can identify themselves as learners of languages.</p>		<p>By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support.</p> <p>Students identify that Chinese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms</p> <p>[Key concepts: self, family; Key processes: participating, imitating, listening] ACLCHC001</p>	with support, recognise and communicate meaning in Chinese AC9LCF01	Interacting in Chinese	Communicating meaning in Chinese
	<p>interact with simple written texts in familiar contexts to contribute to class discussions</p> <p>[Key concepts: self, family; Key processes: reading, planning] ACLCHC002</p> <p>Moved to Years 1–2 band</p>			
	<p>locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts</p> <p>[Key concepts: self, family, information; Key processes: describing, conveying] ACLCHC003</p> <p>Moved to Years 1–2 band</p>			
	<p>locate and present information about familiar objects, people and personal interests using visual and contextual cues</p> <p>[Key concepts: self, family, home, routines; Key processes: obtaining, processing] ACLCHC004</p> <p>Moved to Years 1–2 band</p>			
	<p>respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings</p> <p>[Key concept: imagination] ACLCHC005</p> <p>Moved to Years 1–2 band</p>			
	<p>create short imaginative written texts using images and copied characters</p> <p>[Key concepts: morality; Key processes: illustrating, copying] ACLCHC006</p> <p>Moved to Years 1–2 band</p>			
	<p>identify equivalent or similar Chinese words or phrases for familiar objects or terms in English</p> <p>[Key concepts: similarity, difference; Key processes: translating, connecting, interpreting] ACLCHC007</p> <p>Moved to Years 1–2 band</p>			
	<p>identify common Chinese characters and words in Pinyin using contextual cues</p> <p>[Key concepts: self, family, home, routines; Key processes: interpreting, analysing, copying, tracing, shaping] ACLCHC008</p>			

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	notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how relationships influence language use and own identity [Key concepts: self, family, home, routines; Key processes: observing, comparing] ACLCHC009 Moved to Years 1–2 band			
Understanding	reproduce the four tones and recognise how they can change the meaning of words ACLCHU010 Moved to Years 1–2 band	explore, with support, language features of Chinese noticing similarities and differences between Chinese and English AC9LCF02	Understanding systems of language	Understanding language and culture
	recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese ACLCHU011 Moved to Years 1–2 band			
	understand that Chinese sentences have a particular word order ACLCHU012 Moved to Years 1–2 band			
	Engage with familiar text types to predict meaning ACLCHU013		Understanding the interrelationship of language and culture	
	describe how people use different languages to communicate and participate in cultural experiences ACLCHU016	explore connections between language and culture AC9LCF03		
	identify the features of formal language used in familiar contexts, such as at school ACLCHU015 Moved to Years 1–2 band			
recognise that Chinese is a major community language in Australia ACLCHU014				

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