Key	same/refined	removed	new	moved

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
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. 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.	By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin. Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms [Key concepts: self, family; Key processes: participating, imitating, listening] ACLCHC001	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LC2C01	Interacting in Chinese	Communicating meaning in Chinese
	interact with simple written texts in familiar contexts to contribute to class discussions [Key concepts: self, family; Key processes: reading, planning] ACLCHC002	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LC2C02		
	locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts [Key concepts: self, family, information; Key processes: describing, conveying] ACLCHC003	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LC2C03	Mediating meaning in and between languages	
	locate and present information about familiar objects, people and personal interests using visual and contextual cues [Key concepts: self, family, home, routines; Key processes: obtaining, processing] ACLCHC004			
	identify the features of formal language used in familiar contexts, such as at school ACLCHU015	notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LC2C04		
	identify common Chinese characters and words in Pinyin using contextual cues [Key concepts: self, family, home, routines; Key processes: interpreting, analysing, copying, tracing, shaping] ACLCHC008			
	respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings [Key concept: imagination] ACLCHC005	with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin AC9LC2C05	Creating text in Chinese	
	create short imaginative written texts using images and copied characters [Key concepts: morality; Key processes: illustrating, copying] ACLCHC006			
Understanding	reproduce the four tones and recognise how they can change the meaning of words ACLCHU010	recognise and imitate the sounds and rhythms of Chinese AC9LC2U01	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			
		recognise that Chinese components and/or characters are used to construct meaning in texts AC9LC2U02		
	identify equivalent or similar Chinese words or phrases for familiar objects or terms in English [Key concepts: similarity, difference; Key processes: translating, connecting, interpreting] ACLCHC007	notice that Chinese has features that may be similar to or different from English AC9LC2U03		

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Version 8.4	Version 9.0		
understand that Chinese sentences have a particular word order ACLCHU012			
describe how people use different languages to communicate and participate in cultural experiences ACLCHU016	notice that people use language in ways that reflect cultural practices AC9LC2U04	Understanding the interrelationship of language and culture	
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			
engage with familiar text types to predict meaning ACLCHU013			
recognise that Chinese is a major community language in Australia ACLCHU014			