Key	same/refined	removed	new	moved

Note:

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Version 8.4	Version 9.0		
Achievement standard	**Achievement standard**		
By the end of Year 4, students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字？你上几年级？你有狗吗？你喜欢什么运动？ They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁？，他是谁？，你住在哪里？，这是什么？ They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩) by selecting learnt words and characters. Sentences are short and follow the basic subject–verb–object structure with occasional use of adjective predicates, for example, 这是红色的苹果.. Learners use familiar words in Pinyin, or presented in characters in texts. Numbers are used in relation to age and family members, and to quantify objects with measure words such as 一个男生，两个姐姐，三只狗. Students explain why Chinese is a globally important language. They understand that Pinyin provides access to the sounds of the spoken language. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit (morpheme) that is used to make up words. They recognise familiar word order in Chinese sentences. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. They recognise that languages change with time and due to influences such as globalisation and technology. Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. They notice how cultural differences may affect understanding between people.	By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin. Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).		

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones [Key concepts: friendship, play, relationships; Key processes: participating, noticing, recognising, listening] ACLCHC017	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LC4C01	Interacting in Chinese	Communicating meaning in Chinese
	exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities [Key concepts: family, friendship, exchange; Key processes: participating, noticing, recognising, responding, listening] ACLCHC018	participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures AC9LC4C02		
	locate factual information from sources and report this information to a known audience using learnt characters [Key concepts: information, topic; Key processes: obtaining, processing, interpreting] ACLCHC020	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LC4C03	Mediating meaning in and between languages	
	respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action [Key concept: imagination; Key processes: feeling, participating, noticing, recognising, responding, listening] ACLCHC021			
	obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words [Key concepts: significance, self, family, neighbourhood, environment; Key processes: participating, noticing, recognising, responding, listening] ACLCHC019	develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning AC9LC4C04		
	translate the meanings of important everyday words using contextual cues [Key concepts: context, celebration; Key processes: participating, recognising, responding, listening] ACLCHC023			
	find English equivalents of common expressions in Chinese and vice versa [Key concept: equivalence; Key processes: translating, explaining] ACLCHC024			
	create short written imaginative texts using simple characters and short sentences [Key concepts: characters, events, plot; Key processes: participating, noticing, recognising, responding, listening] ACLCHC022	create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences and modelled textual conventions, familiar characters appropriate to context, and/or Pinyin AC9LC4C05	Creating text in Chinese	

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		Version 8.4	Version 9.0		
Understanding		recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds ACLCHU026	recognise and use modelled combinations of sounds, tone-syllable pronunciation and intonation patterns to form words and phrases, and understand that Pinyin is the romanisation of characters AC9LC4U01	Understanding systems of language	Understanding language and culture
		reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement ACLCHU027	recognise some features of the Chinese writing system, familiar components and/or characters, simple sentence structures and basic syntax, in familiar texts and contexts AC9LC4U02		
		use nouns, adjectives and simple sentences to record observations ACLCHU028			
		identify similarities and differences in the organisation of simple familiar texts ACLCHU029	recognise familiar Chinese language features and compare with those of English, in known contexts AC9LC4U03		
		identify how terms are used to indicate relationships and express aspects of culture that may be different from their own ACLCHU032	identify connections between Chinese language and cultural practices AC9LC4U04	Understanding the interrelationship of language and culture	
		reflect on how aspects of personal identity are expressed in Australian and Chinese contexts [Key concepts: self, belonging; Key process: reflecting] ACLCHC025			
		identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions ACLCHU031			
		recognise that Chinese is spoken by communities in many countries ACLCHU030			