

# Comparison of AC v8.4 to v9.0

Years 5–6 band: Languages/Chinese

<b>Key</b>	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 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家。 They use simple questions (for example, 请问...? 你是哪国人? 你会说汉语吗?) and seek clarification, for example, ... 对吗? They access information from a range of print and digital resources (for example, 课文, 菜单, 宣传单, 图样, 地图, 课程表, 日历, 行程表, 天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗? They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation. They produce short informative and imaginative texts. Sentences include details of time (for example, 八点, 十二月二日, 星期五), place (for example, 在澳大利亚, 在墨尔本, 在家) and participants, for example, 我的朋友, 小明的哥哥. They use prepositions and possessive clauses, including 的. They use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢、会) to express interest or ability; they negate with 不 or 没. They use simple connectives such as 和 and conjunctions to connect ideas.</p> <p>Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people.</p>		<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use familiar characters appropriate to context and Pinyin.</p> <p>Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	initiate interactions with peers and known adults to plan and organise social activities [Key concepts: community, leisure, nature, recreation; Key processes: planning, organising, transacting] ACLCHC033	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment AC9LC6C01	Interacting in Chinese	Communicating meaning in Chinese
	exchange correspondence and create simple written material to plan future activities and events and contribute ideas [Key concepts: friendship, community, recreation; Key processes: collaborating, exchanging] ACLCHC034	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LC6C02		
	obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences [Key concepts: public, private; Key processes: comparing, collaborating, recording, identifying, describing] ACLCHC035	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LC6C03	Mediating meaning in and between languages	
	locate key points in written informative texts, summarising the points to report to known audiences [Key concept: information; Key processes: reading, viewing, summarising, analysing] ACLCHC036			
	interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English [Key concept: equivalence; Key processes: interpreting, translating] ACLCHC039	apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts AC9LC6C04		
	engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts [Key concepts: character, viewpoint; Key processes: connecting, expressing, responding] ACLCHC037	create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, familiar characters and/or Pinyin		
	create own bilingual texts such as signs, displays and posters [Key concepts: equivalence, idiom; Key processes: translating, identifying, discussing] ACLCHC040	AC9LC6C05	Creating text in Chinese	
create written imaginative texts, describing characters and sequencing events, using scaffolded models of texts, learnt characters or word lists for support [Key concepts: character, narrative, sequence; Key processes: connecting, expressing, responding] ACLCHC038				

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	form sentences to express details such as the time, place and manner of an action and to sequence ideas ACLCHU044			
Understanding	discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing ACLCHU042	apply knowledge of tone-syllables, intonation, stress and phrasing to develop fluency and pronunciation to known words and phrases AC9LC6U01	Understanding systems of language	Understanding language and culture
	identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning ACLCHU043	use knowledge of modelled sentence structures, formulaic expressions and some characters and writing system features to compose and respond to texts, using appropriate punctuation and textual conventions AC9LC6U02		
		<u>compare some Chinese language structures and features with those of English, using some familiar metalanguage</u> AC9LC6U03		
	describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges <u>[Key concepts: similarity, difference, culture; Key processes: comparing, contrasting]</u> ACLCHC041	recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LC6U04	Understanding the interrelationship of language and culture	
	explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices ACLCHU048			
	<u>notice how the features of text organisation vary according to audience and purpose</u> ACLCHU045			
	<u>understand that Chinese is characterised by diversity in spoken and written forms</u> ACLCHU046			
<u>examine how language is used to clarify roles and relationships between participants in interactions</u> ACLCHU047				

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