

# Comparison of AC v8.4 to v9.0

Years 7–8 band (7–10 Sequence): 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 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起, 我听不懂, 你说什么?), and transact and make arrangements, for example, 你要来我家吗? They use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和, 可是, 所以), express opinions using 喜欢 and 觉得, and give reasons using 因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一, 第二... They apply 不 and 没有 in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球, 打乒乓球, 听音乐. They access and organise information from a range of spoken, audiovisual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最. They reflect on their interactions when using and learning languages.</p> <p>Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone-syllables and Pinyin. They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents. They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family. They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.</p>		<p>By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.</p> <p>Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action [Key concepts: naming, friendship, politeness, family; Key processes: interacting, exchanging, describing] ACLCHC081	interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LC8EC01	Interacting in Chinese	Communicating meaning in Chinese
		develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities AC9LC8EC02		
	correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities [Key concepts: time, etiquette, place, collaboration; Key processes: exchanging, corresponding] ACLCHC082	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LC8EC03		
	locate and share with known audiences factual information about people, places and events from a range of oral texts [Key concepts: time, place, number, audience, purpose; Key processes: summarising, synthesising] ACLCHC083	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LC8EC04	Mediating meaning in and between languages	
	locate factual information about life in other communities and about aspects of Australian life, including data from graphs and tables, and convey this information to known audiences [Key concepts: fact, time, place, number, valued knowledge; Key processes: informing, obtaining, processing, stating] ACLCHC084			
	respond to simple narratives and create short texts about imagined characters and events [Key concepts: experience, imagination; Key processes: recounting, responding] ACLCHC086			
	translate simple texts from Chinese to English and vice versa, identifying words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation [Key concept: politeness symbols; Key processes: translating, interpreting] ACLCHC087	develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts AC9LC8EC05		
interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives				

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	[Key concepts: equivalence, representation; Key process: translating] ACLCHC088			
	express opinions about imagined characters and events seen and heard in contemporary media and performances, and create own portrayals of characters using gesture, action, stress, and modelled phrases [Key concepts: experience, emotion, character; Key processes: performing, expressing, responding] ACLCHC085		Creating text in Chinese	
		create spoken, written and multimodal informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters and/or Pinyin AC9LC8EC06		
Understanding	recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language ACLCHU090	recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation AC9LC8EU01	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 ACLCHU091	develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts AC9LC8EU02		
	identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features ACLCHU092			
	identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese ACLCHU093			
		compare Chinese language structures and features with English, using familiar metalanguage AC9LC8EU03	Understanding the interrelationship of language and culture	
	reflect on personal experiences and observations of using and learning Chinese language in familiar contexts, and use these reflections to improve communication [Key concepts: respect, context; Key processes: reflecting, observing] ACLCHC089	recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LC8EU04		
	recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems ACLCHU094			
	discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions ACLCHU096			
identify traditional phrases and contemporary terms in everyday language use and the role of technology in changing the way people communicate ACLCHU095				

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