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 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗？；我们可以六月份一起去. They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目，podcast, 电话留言，广告，老师推荐的网站，书籍，图书馆目录，游记), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…；因为…所以…), as well as time expressions (for example, 先…再…), and tense markers such as 了、完 to sequence events and ideas. Students make comparisons (for example, 比；跟…一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes. Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国，城，中国城. They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own.	By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences. Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants [Key concepts: event, celebration, experience; Key processes: transacting, negotiating, suggesting, requesting, explaining] ACLCHC049	initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LC8C01	Interacting in Chinese	Communicating meaning in Chinese
	correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures [Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding] ACLCHC050	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LC8C02		
	analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts [Key concepts: fact/fiction, representation, perspective, choice; Key processes: summarising, identifying, comparing, sequencing] ACLCHC051	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LC8C03	Mediating meaning in and between languages	
	locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present this information for known audiences [Key concepts: lifestyle, change, trends, place; Key processes: summarising, comparing, contrasting] ACLCHC052			
	translate texts for different audiences varying the language to explain key points for these different audiences [Key concepts: equivalence, meaning; Key processes: translating, experimenting, comparing] ACLCHC055	interpret and adjust non-verbal, spoken and written language to convey meaning in Chinese language in familiar and some unfamiliar cultural contexts AC9LC8C04		
	interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating ACLCHU059			
	engage with imaginative texts, observing how characters, emotions and attitudes are portrayed, express opinions about these aspects of an imagined experience and apply this knowledge in their own performances and texts [Key concept: emotion; Key processes: expressing, responding, performing] ACLCHC053			
	create written imaginative texts to describe experiences involving imagined people and places [Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding] ACLCHC054	create and present spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures, textual features and conventions, using characters appropriate to text type and context AC9LC8C05	Creating text in Chinese	
	create short bilingual texts on topics of personal interest and on key content from other learning areas and provide subtitles or commentary to assist meaning			

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	Version 8.4	Version 9.0		
Understanding	[Key concepts: bilingualism, identity; Key processes: translating, interpreting] ACLCHC056		Understanding systems of language	Understanding language and culture
	examine differences in sounds and tones, and patterns of sound flow in speech ACLCHU058	apply knowledge of conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LC8U01		
	identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts ACLCHU060	apply understanding of sentence structures, expressions, character components and writing system features to infer meaning, and compose and respond to texts AC9LC8U02		
	analyse how authors adjust features of different text types for different purposes and audiences ACLCHU061			
		reflect on similarities and differences between Chinese and English language structures and features, using metalanguage AC9LC8U03		
	reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others [Key concepts: identity, group, name; Key processes: describing, considering, reflecting, developing] ACLCHC057	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LC8U04	Understanding the interrelationship of language and culture	
	compare and reflect on how cultural contexts influence the way language is used within and across communities ACLCHU064			
	investigate the extent and dynamic nature of Chinese language use locally and globally ACLCHU062			
	explain how the Chinese language adapts to social and technological changes ACLCHU063			