

# Comparison of AC v8.4 to v9.0

Years 9–10 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 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.</p> <p>Students discern differences in patterns of sound (for example, 'qing', 'qin') and tone in extended speech for different contexts and audiences. They apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that language use varies according to context, purpose and mode. Students explain how culture and language shape their own and others' communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.</p>		<p>By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.</p> <p>Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences [Key concepts: leisure, neighbourhood, education, time, space; Key processes: planning, arranging, negotiating] ACLCHC097	initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world AC9LC10EC01	Interacting in Chinese	Communicating meaning in Chinese
	correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action [Key concepts: travel, environments, community; Key processes: corresponding, exchanging, deciding] ACLCHC098	use Chinese language in exchanges to question, offer opinions and compare and discuss ideas AC9LC10EC02 use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LC10EC03		
	locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others [Key concepts: representation, time, leisure; Key processes: processing, informing, stating] ACLCHC099	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LC10EC04	Mediating meaning in and between languages	
	locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts [Key concepts: representation, time, leisure, community; Key processes: selecting, organising] ACLCHC100			
	respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes [Key concepts: experience, emotion, beauty, character; Key processes: viewing, listening, responding, creating] ACLCHC101			

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	translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning [Key concepts: respect, directness and indirectness, representation; Key processes: translating, interpreting] ACLCHC103	apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LC10EC05		
	mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures [Key concepts: equivalence, assumption; Key processes: translating, interpreting] ACLCHC104			
	reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts [Key concepts: face, disagreement, approval; Key process: reflecting] ACLCHC105			
	respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction [Key concepts: experience, adventure, journeys, fantasy, description; Key processes: responding, describing, adapting] ACLCHC102	create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LC10EC06	Creating text in Chinese	
Understanding	discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background ACLCHU106	apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts AC9LC10EU01	Understanding systems of language	Understanding language and culture
	relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters ACLCHU107	select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts AC9LC10EU02		
	compare the purposes, text structures and language features of traditional and contemporary Chinese texts ACLCHU109			
	analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication ACLCHU108	reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features AC9LC10EU03		
	explore the role of tradition in contemporary language use and how languages change over time ACLCHU111	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LC10EU04	Understanding the interrelationship of language and culture	
	reflect on how language and culture both shape and reflect each other ACLCHU112			
explore the development of Chinese as an international language and as a lingua franca in Chinese communities ACLCHU110				

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