

# Comparison of AC v8.4 to v9.0

Years 9–10 band (P–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 contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.</p> <p>Students incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	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	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9LC10C01	Interacting in Chinese	Communicating meaning in Chinese
	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	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences AC9LC10C02		
	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	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LC10C03	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			
	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			
	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			

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	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			
	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 and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences AC9LC10C05	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 and conventions of spoken Chinese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LC10U01	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	apply knowledge of sentence structures and character form and function to predict meaning and compose texts that contain some complex structures and ideas AC9LC10U02		
	analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication ACLCHU108			
	compare the purposes, text structures and language features of traditional and contemporary Chinese texts ACLCHU109	reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and features AC9LC10U03	Understanding the interrelationship of language and culture	
	explore the role of tradition in contemporary language use and how languages change over time ACLCHU111	reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating AC9LC10U04		
	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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