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**CHINESE BACKGROUND LEARNERS Foundation to Year 10**

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| Foundation | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They identify that Chinese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |  |

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| Content descriptions | | |
| Version 9.0 Foundation | | |
| Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in Chinese  AC9LCHF01 | New |  |
| explore, with support, language features of Chinese noticing similarities and differences between Chinese and English  AC9LCHF02 | New |  |
| explore connections between language and culture  AC9LCHF03 | New |  |

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| Years 1–2 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. They recognise and use familiar characters and Pinyin to make words and sentences.  Students recognise and use the sounds, tones and rhythms of spoken Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students use spoken Chinese to initiate interactions in a range of familiar contexts. They obtain and convey information and experiences relating to their personal world in simple exchanges. They use learned vocabulary, sounds, characters and culturally specific actions and gestures to convey meaning. They exchange greetings, introduce themselves and each other, and express thanks and apologies, for example, 我的中文名字叫小强, 你叫什么? They interact with and create simple predictable imaginative and informative texts such as 我的狗很大，它的尾巴很长, using familiar characters and sounds. They use images, actions and gesture to show that they understand the meaning of words when speaking, listening, reading, viewing and writing.  Students identify the four Chinese tones and their function. They know that there is a metalanguage to describe the distinct writing and speech systems in Chinese. They compare English and Chinese consonant and vowel sounds. They copy and trace characters and identify key components in familiar characters. They identify how their Chinese identity influences some of their language choices when interacting with familiar adults and peers. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Chinese | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Chinese | | |
| interact in classroom-related routines; and personal introductions  AC9LCH2C01 | Combined  Refined | Initiate interactions, make requests and establish relationships with teachers and peers  ACLCHC113  Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others  ACLCHC116 |
|  | Removed | Recognise diversity in expressions and gestures used in everyday social interaction across cultures  ACLCHU126 |
| collaborate with others in a range of play-based activities using modelled expressions, visual and spoken cues  AC9LCH2C02 | Refined | Collaborate with others in group activities and contribute to learning activities  ACLCHC114 |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate, with support, key information in spoken and written texts, and respond using gestures, images, words and modelled sentences  AC9LCH2C03 | Combined  Refined | Locate information about people and objects from a range of sources, and sequence events  ACLCHC115  Participate in and respond to performances and shared reading of children’s stories, songs and rhymes with a focus on rhythm, gesture and stress  ACLCHC117 |
| recognise that language carries cultural meaning in everyday social interactions  AC9LCH2C04 | New |  |
|  | Removed | Explain the English meanings of Chinese words and simple phrases heard or seen in everyday social contexts  ACLCHC119 |
| Version 9.0 Sub-strand: Creating text in Chinese | | |
| with support, create spoken, written and multimodal texts, using familiar words, modelled phrases and sentences, copying known characters and Pinyin  AC9LCH2C05 | Refined | Create own representations of imagined people or events using illustrations and actions  ACLCHC118 |
|  | Removed | Create simple bilingual vocabulary lists identifying and comparing vowel and consonant sounds in Chinese and English  ACLCHC120 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and use sound patterns and the four tones of Chinese  AC9LCH2U01 | Refined  Split | Recognise the four tones and their function in Chinese  ACLCHU122 |
| recognise that Chinese components and/or characters and features of language are used to construct meaning  AC9LCH2U02 | Combined  Refined | Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words  ACLCHU123  Recognise parts of speech and understand basic rules of word order in simple sentences  ACLCHU124 |
|  | Removed | Recognise features of various familiar text types in Chinese  ACLCHU125 |
| recognise that Chinese has features that may be similar to or different from English  AC9LCH2U03 | New |  |
|  | Removed | Compare consonant and vowel sounds in Chinese and English  ACLCHU122 |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| notice that people use language in ways that reflect cultural practices  AC9LCH2U04 | Refined | Recognise differences and similarities in communication across cultures, such as greetings, names and gestures  ACLCHU128 |
|  | Removed | Reflect on aspects of their Chinese identity and personal relationships with others  ACLCHC121 |
|  | Removed | Recognise Chinese as a major community language in Australia and around the world, and understand that language use varies according to cultural background  ACLCHU127 |

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| Years 3–4 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use Chinese language to initiate interactions to share information and ideas related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use familiar characters, Pinyin and modelled language to create texts.  Students recognise and use sounds, tones, syllables, and pronunciation and intonation patterns of spoken Chinese. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students use spoken and written Chinese to initiate interactions and to participate in short exchanges, for example, 你晚饭吃什么？,我学汉语和英语,站起来， 大家听老师说. They organise and convey factual information and share experiences in formal and informal situations, making appropriate choices of characters, words and pronunciation. They use demonstratives such as 这、那、那些 with measure words and verbs to indicate agreement （对，好的）and preferences (要、想、喜欢). They respond to and create short imaginative, informative and persuasive texts for familiar audiences and identified purposes. Students select from known speech patterns to meet routine, procedural and informal conversational needs.  Students know that Pinyin represents spoken language, and map Pinyin against their own speech. They distinguish between the contexts in which tones are expressed and those in which they are not. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning. Students identify ways of structuring ideas in sentences, including the role of correct sequencing of time and place. They describe features of Chinese language and culture, and compare how ideas are conveyed across languages and cultures. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Chinese | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Chinese | | |
| initiate exchanges and respond to questions about home and classroom environments, using familiar expressions  AC9LCH4C01 | Refined | Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events  ACLCHC129 |
|  | Removed | Recognise how the context of interactions influences language choices  ACLCHU142 |
| participate in activities that involve planning and transacting with others, using a range of phrases, structures and modelled sentences in familiar contexts  AC9LCH4C02 | Refined | Collaborate in and make decisions about group activities and learning experiences in familiar contexts  ACLCHC130 |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate, organise and respond to key information related to familiar content in spoken, written and multimodal texts  AC9LCH4C03 | Combined  Refined | Gather and organise factual information from familiar sources about countries and places ACLCHC131  Convey key points of information to familiar audiences  ACLCHC132 |
|  | Removed | Respond to simple fables and legends through discussion of characters and events  ACLCHC133 |
| develop strategies to interpret language that conveys cultural meaning  AC9LCH4C04 | New |  |
|  | Removed | Identify common spoken Chinese expressions and discuss examples of actions, words and phrases that do not readily translate into English  ACLCHC135 |
|  | Removed | Translate simple English texts into Chinese and vice versa, using strategies for building vocabulary and interpreting intended meaning of words in English and Chinese  ACLCHC136 |

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| **Version 9.0 Sub-strand: Creating text in Chinese** | | |
| create and present informative and imaginative spoken, written and multimodal texts using a range of sentence structures and modelled textual conventions, characters appropriate to context, and/or Pinyin  AC9LCH4C05 | Refined | Create short personal narratives and performances of poetry, song, dance or drama which reflect the culture and traditions of the Chinese community  ACLCHC134 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and use the tonal features of Chinese in different contexts and understand how syllables are represented in Pinyin  AC9LCH4U01 | Refined | Recognise the tonal features of Chinese in own speech, and understand when and why some tones are not expressed in some contexts and how syllables are decoded from and encoded into Pinyin  ACLCHU138 |
| recognise and use features of the Chinese writing system, familiar components and/or characters, a range of sentence structures and basic syntax, in familiar texts and contexts  AC9LCH4U02 | Refined | Identify the form, composition and spacing within characters, relating components and their positions to their meaning and sound  ACLCHU139 |
|  | Removed | Develop ways to structure sentences in Chinese to elaborate own ideas  ACLCHU140 |
| recognise and compare features of familiar spoken and written text in Chinese and English  AC9LCH4U03 | New |  |
|  | Removed | Recognise similarities and differences in the structure of spoken and written texts that have the same purpose  ACLCHU141 |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| identify connections between Chinese language and cultural practices  AC9LCH4U04 | New |  |
|  | Removed | Explore how the Chinese language represents cultural meanings in specific ways  ACLCHU144 |
|  | Removed | Reflect on their reactions and responses to others when participating in learning and cultural experiences in Chinese and Australian contexts  ACLCHC137 |
| Removed | Explore diversity in dialects and in contexts in which Chinese is used in Australian communities  ACLCHU143 |

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| Years 5–6 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| 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 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, using characters with appropriate stroke order and radicals, vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation in spoken Chinese. They apply conventions of script and punctuation, and use 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. | By the end of Year 6, students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations (for example, 你星期几去汉语学校？,你说…对吗？); to convey information, opinions and experiences (for example, 我喜欢踢澳式足球，你呢？); and to access a range of print and digital media resources, such as 童书，报纸，画册，科学书，传单，广告， 教材，地图. They write characters, paying attention to shape, and stroke order and proportion. They transcribe spoken words and sentences in Pinyin and select simplified characters to match the sounds they hear. They use stress, tone and intonation to express emotion and opinion. They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. They relate their own experiences to those presented in texts, for example, 《如果我是…》. They create sentences that include prepositions (给 、跟 、对) and possessives and attributive clauses with particle 的. They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. They use conjunctions (for example, 可是、或者、因为、除了）to connect ideas and elaborate on or clarify opinions and actions. They explain how their developing bilingual ability supports their identities as users of Chinese and English.  Students explain the nature of Pinyin and apply it to their own speech. They categorise characters into groups based on meaning, appearance, pronunciation or function and apply this information to new characters. They compare the word order of Chinese sentences with that of English, and identify how their knowledge of English impacts on the way they express ideas in Chinese. They describe how the features of Chinese and English texts are used to convey meaning. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Language | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Language | | |
| initiate and sustain exchanges related to students’ experiences and perspectives  AC9LCH6C01 | Refined | Interact and socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities  ACLCHC145 |
| participate in activities that involve planning, negotiating with others, using modelled and idiomatic language to agree, suggest and resolve  AC9LCH6C02 | Refined | Take action, resolve issues, make shared decisions and organise shared experiences  ACLCHC146 |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose and audience  AC9LCH6C03 | Combined  Refined | Locate and compare factual information from different sources about different communities and lifestyles  ACLCHC147  Plan and present key points of information to familiar audiences  ACLCHC148 |
|  | Removed | Respond to popular stories and characters from Chinese folklore, sharing opinions on aspects of the storyline, characters and themes  ACLCHC149 |
| apply strategies to interpret and translate language in non-verbal, spoken and written cultural contexts  AC9LCH6C04 | New |  |
|  | Removed | Identify and account for the potential loss of subtle meanings from character components and individual characters in compounds when translating into English  ACLCHC151 |
| Version 9.0 Sub-strand: Creating text in Chinese | | |
| create and present informative and imaginative spoken, written and multimodal texts using a range of sentence structures to sequence information and ideas, and textual conventions, appropriate to purpose and audience  AC9LCH6C05 | Refined | Create short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts  ACLCHC150 |
|  | Removed | Create simple bilingual texts for different audiences, explaining features of the different versions and the impact of context  ACLCHC152 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| use tone-syllables, intonation, stress and phrasing to express feelings and opinions  AC9LCH6U01 | Refined | Recognise the use of tone, intonation and stress of words to express emotion, opinion and attitude  ACLCHU154 |
| identify and use components and/or characters, sentence structures, syntax and writing system features to compose and respond to familiar and some unfamiliar texts and contexts  AC9LCH6U02 | Combined  Refined | Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters, for example, 心,想,情,闷  ACLCHU155  Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression  ACLCHU156 |
|  | Removed | Recognise and apply conventions of personal texts and compare textual features of different texts  ACLCHU157 |
| Removed | Differentiate key features and apply rules for expressing meanings in spoken and written modes in diverse contexts  ACLCHU158 |
| compare some Chinese language structures and features with those of English, using some familiar metalanguage  AC9LCH6U03 | New |  |
|  | Removed | Explore the impact of English on everyday communication in Chinese and the impact of Chinese on English  ACLCHU159 |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LCH6U04 | New |  |
|  | Removed | Reflect on the benefits of learning Chinese and English in both Chinese and English interactions  ACLCHC153 |
| Removed | Explore particular cultural meanings conveyed in everyday interactions across languages  ACLCHC160 |

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| Years 7–8 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| 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, and expressions to create texts and apply Chinese script conventions in written texts.  Students apply the conventions of spoken Chinese to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目，纪录片，教育片，微电影, 报纸，杂志， 网站，博客， 少年百科) and experiences, for example, 我们为什么要保护熊猫？中国和澳大利亚的一些差异, 我最喜欢的假期. They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱；电视剧配音), for different audiences and purposes. They create sentences that contain two or more ideas connected by cohesive devices (for example, 不但…而且…) and use a range of time phrases (for example, 先…然后； 以前；吃了饭，就）to sequence events and ideas. Students make comparisons (for example, 比;跟…一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. They use stylistic devices (including 比喻，排比，反问), and use 成语 to influence and persuade others. They move between English and Chinese to interpret and translate for different audiences.  Students explain how changes in tone and tone combination impact on meaning. They describe culturally specific gestures and actions. They identify diversity within the Chinese spoken and written language and explain the differences in writing systems across languages. Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Chinese | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Chinese | | |
| initiate and sustain exchanges in familiar and unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LCH8C01 | Refined | Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, and sharing perspectives on aspects of contemporary life such as popular music  ACLCHC161 |
| collaborate in activities that involve the language of transacting, negotiating and justifying to plan events  AC9LCH8C02 | Refined | Participate in planning joint projects and events that would benefit the local community, justifying choices and making decisions  ACLCHC162 |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| interpret and analyse information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LCH8C03 | Combined  Refined | Collate and analyse information from a range of sources to develop a position on an issue  ACLCHC163  Plan and convey key points of information and opinions based on information drawn from a range of sources  ACLCHC164 |
|  | Removed | Express opinions about how popular imaginative texts, including poems and 故事, reveal important cultural values  ACLCHC165 |
| interpret and translate non-verbal, spoken and written language to convey meaning in a range of familiar and unfamiliar cultural contexts  AC9LCH8C04 | Refined | Translate short texts for different audiences, identifying what is lost in translation and considering alternative ways to explain key points  ACLCHC167 |
|  | Removed | Create bilingual texts relating to other learning areas and topics of interest, considering the influence of different roles, relationships, settings and situations when interpreting both Chinese and English  ACLCHC168 |
| Version 9.0 Sub-strand: Creating text in Chinese | | |
| create and present spoken, written and multimodal informative and imaginative texts, manipulating language to suit context, purpose and audience  AC9LCH8C05 | Refined | Create narratives that express the everyday experiences of young people, experimenting with dialogue  ACLCHC166 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply tone-syllables, intonation, stress and phrasing to develop fluency in responding to and creating texts in a range of contexts  AC9LCH8U01 | Refined  Split | Identify changes in tone that occur when words or tones are combined, recognise atonality in rapid connected speech, and use this knowledge to aid in interpreting meaning  ACLCHU170  Use character and component knowledge to infer sound of new characters encountered in texts, and examine component form and function to associate the correct sound with individual characters  ACLCHU171 |
| apply knowledge of character form and function, sentence structures, syntax, and writing system features to infer meaning and to compose a range of texts  AC9LCH8U02 | Refined  Split | Use character and component knowledge to infer meaning of new characters encountered in texts, and examine component form and function to associate the correct meaning with individual characters  ACLCHU171 |
|  | Removed | Recognise ways of organising and expressing ideas in Chinese  ACLCHU172 |
| Removed | Identify structure and organisation of different texts, including expositions, procedural texts and recounts, and use these in their own speech and writing  ACLCHU173 |
| Removed | Understand how language is used to reflect different roles, relationships, settings and values and modify language use in diverse contexts  ACLCHU174 |
| reflect on and explain similarities and differences between Chinese and English language structures and features, using metalanguage  AC9LCH8U03 | New |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and explain how their own and others’ identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LCH8U04 | Combined  Refined | Reflect on own intercultural experiences, and contrast ways in which people of different generations, genders and linguistic backgrounds use language and respond to different experiences  ACLCHC169  Explain how communicative practices are influenced by engagement with different languages and cultures  ACLCHU176 |
|  | Removed | Explore the significance of tradition in 名人名言 and 经典, and contemporary influences on language use  ACLCHU175 |

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| Years 9–10 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| 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 enhance the overall meaning and cohesion of their spoken and written texts through the strategic use of language structures and features.  Students incorporate the features and conventions of spoken Chinese to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of 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. | By the end of Year 10, students sustain extended exchanges with others (for example, 那个，你知道的，就是，还有) and use Chinese to participate in shared activities, for example, 我为什么学汉语，澳大利亚的多元文化，年轻人的兴趣，网络的好与坏, 你难道不觉得…如果…就…吗？你的意思是说…,如果是这样的话… They apply knowledge of rhythm, pitch, intonation, and voice projection, and move between traditional and simplified characters as appropriate to role, audience and purpose.  Students respond to and create imaginative, persuasive and informative texts such as 自发采访，本地电视节目，访谈节目 and 偶像剧，娱乐节目，电影片断，音乐录影, in a range of generic formats, making choices with regard to audience and purpose, for example, 澳大利亚土著人的艺术，我看移民热，现代女性的地位, 报刊杂志，百科全书，百度等搜索引擎. They use Chinese to maintain social relationships with and interact with a diverse range of people across a variety of situations and contexts, using common colloquial expressions. They construct sentences using a range of structures to incorporate information and ideas, including relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, explain or justify perspectives, and relate events using conjunctions. They apply a range of stylistic devices to engage and influence audiences, for example, 夸张，幽默.  Students explain how the traditional and simplified forms of the Chinese writing system convey meaning, and how ideographic cues can be used to extend meaning. They analyse the key features of Chinese grammar and sentence structure, and compare language use across a range of contexts and modes. They explain how features of culture impact on communication practices across languages, and apply this knowledge to their own interactions with others. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Chinese | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Chinese | | |
| initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives  AC9LCH10C01 | Refined | Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle  ACLCHC177 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences  AC9LCHC10C02 | Refined | Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views  ACLCHC178 |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| analyse and evaluate information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LCH10C03 | New |  |
|  | Removed | Investigate different interpretations of contemporary and historical events and people  ACLCHC179  (no CD/code ACLCHC180) |
| Removed | Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others  ACLCHC181 |
|  | Removed | Interpret representations of people and events encountered in contemporary and traditional Chinese performance  ACLCHC182 |
| interpret and translate a range of non-verbal, spoken and written texts, and justify how meaning is conveyed to reflect cultural context, purpose and audience  AC9LCH10C04 | New |  |
|  | Removed | Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English  ACLCHC184 |
| Version 9.0 Sub-strand: Creating text in Chinese | | |
| 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  AC9LCH10C05 | Refined | Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements  ACLCHU190 |
|  | Removed | Create imaginative texts, drawing on and adapting representations of people and events encountered in traditional and contemporary Chinese literature, drama or song  ACLCHC183 |
| Removed | Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges  ACLCHC185 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts appropriate to contexts, purposes and audiences  AC9LCH10U01 | Refined  Split | Explain the role that features of prosody such as intonation and stress play in interactions in various contexts  ACLCHU187  Infer possible meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of phonetic sides  ACLCHU188 |
| apply knowledge of character form and function and complex grammatical features and structures to predict meaning and to compose a wide range of texts  AC9LCH10U02 | Refined  Split | Infer possible meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic sides  ACLCHU188  Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese  ACLCHU189 |
|  | Removed | Explore ways to use traditional characters to enhance their own communication  ACLCHU192 |
| analyse a range of Chinese texts, using metalanguage to explain linguistic, textual and cultural elements  AC9LCH10U03 | New |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and evaluate how their own and others’ identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LCH10U04 | Refined | Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures  ACLCHU193 |
|  | Removed | Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English  ACLCHC186 |
| Removed | Explain how gender, social class and age affect language use in formal and informal contexts  ACLCHU191 |

CHINESE BACKGROUND LEARNERS/FIRST-LANGUAGE LEARNERS

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| Years 7–8 (Year 7 entry) | | |
| Achievement standard | | |
| Version 9.0 | Version 8.4 BL | Version 8.4 L1 |
| 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 use familiar gestures, questions and instructions in exchanges. They understand relationships between spoken and written forms. They interpret and analyse information in texts and translate 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 manipulate language and grammatical structures to create spoken and written texts by employing various techniques such as word choice and sentence structure appropriate to audience, context and purpose. Students apply their knowledge of script conventions in written texts.  Students apply tones, pronunciation and intonation in spoken Chinese. They use Chinese conventions and rules for non-verbal, spoken and written communication. They compare aspects of Chinese and English language structures and features, using metalanguage. They reflect on and explain that the Chinese language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？,不对，我是说… and 老师，我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个，那个 assignment 做完了吗？ They access and analyse information （for example, 排版结构，表格，图标）from a range of sources which include familiar characters and use this information for a range of purposes. Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果…就…), and use a range of time phrases （for example, 然后；就）to sequence events and ideas. Students make comparisons (比;跟…一), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此).  Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. They explain how ideas are mediated across languages and cultures in their local communities. They express their own understandings of the Chinese cultural values that influence their own communicative practices. | By the end of Year 8, students sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes. They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions. Students respond to and create spoken, written and multimodal imaginative texts in a range of genres. They translate informative texts from Chinese into English and vice versa for particular audiences. Students reflect on adjustments they make to language use for different audiences.  Students apply knowledge of grammatical and text structures and vocabulary choices to communicate effectively. They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media. They locate texts within a cultural context, and compare the values and practices encountered in classical Chinese texts with those encountered in their local communities. They identify ways that texts reflect the cultural background and values of the author and how they can be interpreted differently. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Chinese | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Chinese | | |
| initiate and sustain exchanges, related to students’ experiences and perspectives  AC9LCH8EC01 | Combined  Refined | BL  Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships  ACLCHC194  L1  Interact with peers and exchange opinions and preferences about new social and cultural experiences, adjusting tone, vocabulary and phrasing to influence others  ACLCHC226 |
|  | Removed | BL  Reflect on personal responses and reactions during interactions in Chinese such as talking with a Chinese adult or interacting online with Chinese peers  ACLCHC202 |
| engage in activities that involve planning, transacting and negotiating with peers using a range of phrases, structures and sentences  AC9LCH8EC02 | Combined  Refined | BL  Participate in planning individual and group action to contribute to school and local community, making choices from available options  ACLCHC195  L1  Collaborate with peers to plan and organise multicultural projects and events that would benefit their school and local community  ACLCHC227 |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LCH8EC03 | Combined  Refined | BL  Locate and organise key points of information from a range of familiar sources  ACLCHC196  L1  Use and analyse a range of sources written in simplified and traditional script to identify relevant information, and use this information to create purposeful public information texts  ACLCHC229 |
|  | Removed | BL  Represent factual information related to other learning areas and on topics of interest in a range of texts and formats for different audiences  ACLCHC197 |
| Removed | BL  Interact with and express opinions on a range of imaginative texts  ACLCHC198 |
| apply strategies to interpret, translate and convey meaning in familiar and some unfamiliar non-verbal, spoken and written cultural contexts  AC9LCH8EC04 | Combined  Refined | L1  Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives  ACLCHC228  BL  Translate short texts and identify words and phrases in Chinese that do not readily translate into English  ACLCHC200  L1  Identify challenges in and techniques for mediating between Chinese and English  ACLCHC233 |
|  | Removed | L1  Create bilingual information texts for speakers of Chinese and English in Australia, recognising ‘code-switching’ and how specific vocabulary and terminology from other learning areas can be translated in different settings, such as for an expert or beginner audience  ACLCHC234 |
| Removed | L1  Apply understanding of word morphology and vocabulary choices to interpret and convey meaning  ACLCHU238 |
| Version 9.0 Sub-strand: Creating text in Chinese | | |
| create spoken, written and multimodal informative and imaginative texts, using appropriate characters and/or Pinyin, vocabulary, expressions, sentence structures and textual conventions to suit purpose and audience  AC9LCH8EC05 | Combined  Refined | BL  Create simple bilingual texts for different audiences, considering the influence of different roles, relationships, settings and situations  ACLCHC201  L1  Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience  ACLCHC232 |
|  | Removed | BL  Adapt events and characters from popular Chinese narratives for particular audiences and to create specific effects  ACLCHC199 |
| Removed | L1  Compare how contemporary Chinese media and literature represent the notion of ‘being Chinese’ or ‘being other’, and use this knowledge to present a point of view for an identified audience  ACLCHC230 |
| Removed | L1  Plan, rehearse and deliver presentations of classical Chinese literature and famous speeches and discuss how cultural values can be transferred  ACLCHC231 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| use tone-syllables intonation, stress and phrasing to develop and enhance fluency in responding to and creating texts in a range of contexts  AC9LCH8EU01 | Combined  Refined | BL  Explain the phonological and tonal features of Chinese, including variations in tone, stress and phrasing in diverse settings  ACLCHU203  L1  Discuss features of Chinese phonology and compare their own pronunciation with that of other speakers of Chinese  ACLCHU236 |
|  | Removed | L1  Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 in their own language use, identifying rules of intonation in classical poems and the impact of these rules on modern poetry  ACLCHU242 |
| use components and/or characters, sentence structures, syntax and writing system features to infer meaning and to compose and respond to familiar and some unfamiliar texts and contexts  AC9LCH8EU02 | Combined  Refined | BL  Identify features of individual characters and the form and function of components in individual characters and in related characters (for example, 心,想,情,闷), and learn to relate components (部件) and sides (偏旁) to the meaning and sound of characters  ACLCHU204  L1  Identify and explain the differences between traditional and simplified characters, inferring meaning and sound of unfamiliar characters from knowledge of components and positions  ACLCHU237 |
|  | Removed | BL  Explore features of the Chinese grammatical system  ACLCHU205 |
|  | Removed | BL  Differentiate features and apply rules for expressing meanings in spoken and written modes in different contexts  ACLCHU207 |
|  | Removed | L1  Compare writing styles between Chinese authors to identify and explore the purposes and features of text structure and organisation of ideas  ACLCHU240 |
|  | Removed | L1  Identify the features of persuasive language and analyse its use in advertising  ACLCHU243 |
| compare and explain similarities and differences between Chinese and/or English language structures and features, using familiar metalanguage  AC9LCH8EU03 | Refined | L1  Compare how grammatical features such as tense and passive voice are constructed in English and Chinese, and identify distinctive features of Chinese grammar, for example, in tense marking (了、过), possession, plurality  ACLCHU239 |
|  | Removed | BL  Identify how information and ideas are organised in a range of genres, and compare the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese  ACLCHU206 |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and explain how their own and others’ identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LCH8EU04 | New |  |
|  | Removed | BL  Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time  ACLCHU208 |
| Removed | BL  Discuss ways in which language choices indicate aspects of social position (such as class, gender and ethnicity) and inhibit or encourage others’ involvement or sense of belonging  ACLCHU209 |
| Removed | L1  Reflect on adjustments they and others make in their everyday language use, and connect these adjustments to aspects of experience, culture and roles in Australian society  ACLCHU235 |
| Removed | L1  Explore assumptions and challenges for language use in new environments, identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example, comparing the Chinese custom of asking direct questions about age, income and other personal matters with the contexts in which these questions are asked in English  ACLCHU241 |
| Removed | L1  Analyse the use of language across genders and generations, within and across language communities  ACLCHU244 |

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| Years 9–10 (Year 7 entry) | | | |
| Achievement standard | | | |
| Version 9.0 | Version 8.4 BL | | Version 8.4 L1 |
| By the end of Year 10, students initiate and extend Chinese language to exchange and compare ideas, opinions, 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 evaluate and synthesise information and ideas in texts and demonstrate understanding of different perspectives. They analyse and interpret information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They enhance the overall meaning and cohesion of their written and spoken texts through the strategic use of language devices and structures.  Students apply features and conventions of spoken Chinese to extend fluency. They select and apply knowledge of language conventions, structures and features 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. | | By the end of Year 10, students use spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活，澳大利亚的运动，我最喜欢的春节活动. They ask questions (for example, 你真的认为…吗？请想一想…) and adapt language use for a range of contexts and roles. They identify and evaluate key points of information from different spoken, written and multimodal authentic sources and use this information to develop a position and to inform and convince others. They move between Chinese and English to create simple bilingual texts. Students interpret, interact with and create a range of texts for imaginative, informative and persuasive purposes and for different audiences. Sentences include a range of structures, including formal expressions to connect ideas, for example, 除此之外, 尽管这样, 因此，无论…都… They also use relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, and explain or justify opinions, for example, 有人说… 还有人认为… 所以…而且… 因此… They apply knowledge of metaphor and 成语 in their own writing.  Students map characters against familiar sounds and apply their knowledge of character form and function to predict the meaning and sound of unfamiliar characters. They independently use digital resources to communicate with others, and utilise online and print dictionaries to assist in reading Chinese texts. They explain how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. Students explain the cultural assumptions that influence participants’ responses and identify ways in which understanding could be enhanced in communication. They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use. | By the end of Year 10, students sustain extended interactions with diverse individuals and groups, selecting spoken and written language for precision and for effect on participants. Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences. They select and organise ideas, adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both. They respond to authentic texts and create a range of persuasive, informative and imaginative texts. Students apply features of prosody in their own speech. They apply understanding of character components and morphemes to their own writing. They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and move readily between languages and cultures.  Students demonstrate metalinguistic awareness across Chinese and English and identify similarities and differences in the structure and framing of both languages. They make and justify choices on how they present themselves and their ideas to audiences who speak either language. They analyse how language features and devices are used to achieve different purposes. Students explain how language and languages vary with time and according to situation and context. They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Chinese | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Chinese | | |
| initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives about their own and others’ personal worlds  AC9LCH10EC01 | Combined  Refined | BL  Interact with peers and others in familiar and unfamiliar contexts to exchange alternative ideas and perspectives, and to express preferences and opinions  ACLCHC210  BL  Recognise how gender, social class and age impact on language use in formal and informal context  ACLCHU223  L1  Influence and engage others, debating ideas and opinions, selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences  ACLCHC245 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences  AC9LCH10EC02 | Combined  Refined | BL  Participate in planning and presenting a social or cultural event, negotiating options and solving problems  ACLCHC211  L1  Plan and negotiate actions to contribute to their local and global community, and suggest alternatives when planning and negotiating  ACLCHC246  L1  Reflect on the language choices they make when expressing their points of view to others and connect these choices to their identities in Chinese and Australian communities  ACLCHU254 |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| analyse and evaluate information, ideas and perspectives in a range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LCH10EC03 | Combined  Refined | BL  Summarise and compare factual information about people, places and lifestyles drawn from a range of sources, including multimodal sources  ACLCHC212  BL  Develop and present a position on an issue based on information drawn from different perspectives and sources and provide advice and guidance  ACLCHC213  BL  Explore and express opinions on themes and emotions revealed in modified texts from classical and contemporary Chinese literature  ACLCHC214  L1  Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences  ACLCHC248  L1  Recognise and explain differing viewpoints on the world, cultures, individuals and issues as represented in major forms of literature such as 散文，小品，小说, and use this knowledge to create analytical and imaginative responses for identified audiences  ACLCHC249  L1  Analyse the language of different media and examine the ways in which media use language to persuade and influence others  AXLCHU262 |
|  | Removed | L1  Compare performance features of major forms of classical literature, such as in 诗, 词, making thematic and intertextual connections  ACLCHC250 |
| interpret and translate a range of non-verbal, spoken and written texts, and justify how meaning is conveyed to reflect cultural context, purpose and audience  AC9LCH10EC04 |  | BL  Translate a range of simple Chinese texts and identify how some concepts can be mediated readily between Chinese and English and some cannot  ACLCHC216  L1  Explain how changes in context impact on how language is adapted to convey meaning within and across languages  ACLCHU260 |
|  | Removed | L1  Interpret culture-specific concepts  ACLCHC252 |
| Removed | L1  Research the phenomenon of language change in Chinese-speaking communities and monitor language use in a range of contemporary contexts  ACLCHU261 |

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| Version 9.0 Sub-strand: Creating text in Chinese | | |
| 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  AC9LCH10EC05 | Combined  Refined | BL  Create narratives to describe experiences involving imagined people and places  ACLCHC215  L1  Create imaginative texts experimenting with genre, textual features and stylistic devices  ACLCHC251  L1  Create bilingual texts for a range of audiences, contexts and purposes  ACLCHC253  L1  Identify and analyse the effects of how information is organised in authentic texts, and apply this knowledge to create purposeful texts that persuade and inform  ACLCHC247  L1  Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts  ACLCHU258 |
|  | Removed | BL  Create texts in Chinese and English, explaining the linguistic and cultural challenges of achieving equivalence of meaning  ACLCHC217 |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts appropriate to contexts, purposes and audiences  AC9LCH10EU01 | Refined | L1  Compare features of prosody across languages and explore how they contribute to expression of meaning  ACLCHU255 |
|  | Removed | BL  Compare features of speech of speakers from diverse regions to standard Chinese including pronunciation and prosody (for example, intonation and stress)  ACLCHU219 |
| apply knowledge of character form and function, and complex grammatical features and structures to predict meaning and to compose a wide range of texts  AC9LCH10EU02 | Refined | BL  Explore and apply the principles of character form and function, including knowledge of semantic and phonetic radicals, to predict associate sound and meaning of new characters encountered in texts  ACLCHU220 |
|  | Removed | L1  Identify and explain how Chinese orthography enables access to technical and unusual vocabulary, including specialised abstract nouns, and a wider range of texts, using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table) and mathematical terms  ACLCHU256 |
| Removed | L1  Compare the nature of word formation, including subtle forms of adjectives such as 特有的 and 明朗, in the development of new words in Chinese and English, and evaluate their effectiveness in conveying new concepts  ACLCHU257 |
| analyse a range of Chinese texts, using metalanguage to explain linguistic, textual and cultural elements  AC9LCH10EU03 | Combined  Refined | BL  Organise and express complex ideas in Chinese, for example, analysing and comparing active and passive sentence constructions  ACLCHU221  BL  Analyse textual features of formal genres and apply these in their own speech and writing  ACLCHU222  BL  Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese  ACLCHC218  L1  Discuss key stylistic features of different text types, including classical literature  ACLCHU259  L1  Analyse and discuss the ways in which language is used to position authors, readers and participants in texts  ACLCHU263 |
|  | Removed | BL  Explore the significance of tradition in 名人名言 and 经典 and examine contemporary influences on language use  ACLCHU224 |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and evaluate how their own and others’ identify is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  AC9LCH10EU04 | Refined | BL  Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures  ACLCHU225 |