



Australian  
CURRICULUM  
Review

# LANGUAGES

CONSULTATION CURRICULUM

**Chinese – Comparative information F–10 and 7–10**

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## COMPARISON OF CURRENT AND REVISED CURRICULUM IN LANGUAGES: CHINESE

The following comparative data refers to the two sequences (Foundation to Year 10 and Years 7 to 10).

### Content descriptions: Foundation (New)

Content descriptions	
<b>Proposed</b>	with support, recognise and communicate meaning in Chinese (AC9LCF01)
<b>Proposed</b>	explore, with support, language features of Chinese noticing similarities and differences between Chinese and English (AC9LCF02)
<b>Proposed</b>	explore connections between language and culture (AC9LCF03)
Achievement standard	
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.	

## Content descriptions Years 1 to 6

<b>Strand</b>			
<b>Original</b>	<b>Communicating</b>		
<b>Proposed</b>	<b>Communicating in Chinese</b>		
<b>Sub-strand</b>			
<b>Original</b>	<b>Socialising</b>		
<b>Proposed</b>	<b>Interacting in Chinese</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms [Key concepts: self, family; Key processes: participating, imitating, listening] (ACLCHC001)	Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones [Key concepts: friendship, play, relationships; Key processes: participating, noticing, recognising, listening] (ACLCHC017)	initiate interactions with peers and known adults to plan and organise social activities [Key concepts: community, leisure, nature, recreation; Key processes: planning, organising, transacting] (ACLCHC033)
<b>Original</b>	Interact with simple written texts in familiar contexts to contribute to class discussions [Key concepts: self, family; Key processes: reading, planning] (ACLCHC002)		
<b>Proposed</b>	Recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LC2C01)	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LC4C01)	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LC6C01)
<b>Original</b>		Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities [Key concepts: family, friendship, exchange; Key processes: participating, noticing,	Exchange correspondence and create simple written material to plan future activities and events and contribute ideas

		recognising, responding, listening] (ACLCHC018)	[Key concepts: friendship, community, recreation; Key processes: collaborating, exchanging] (ACLCHC034)
<b>Proposed</b>	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LC2C02)	participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LC4C02)	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LC6C02)

<b>Sub-strand</b>	
<b>Original</b>	Informing
<b>Proposed</b>	<i>Removed</i>
<b>Sub-strand</b>	
<b>Original</b>	Translating
<b>Proposed</b>	<i>Removed</i>
<b>Sub-strand</b>	
<b>Original</b>	Reflecting
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand New</b>			
<b>Original</b>	<b>Informing; Translating; Reflecting</b>		
<b>Proposed</b>	<b>Mediating in and between languages</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts	Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words	Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences

	[Key concepts: self, family, information; Key processes: describing, conveying] (ACLCHC003)	[Key concepts: significance, self, family, neighbourhood, environment; Key processes: participating, noticing, recognising, responding, listening] (ACLCHC019)	[Key concepts: public, private; Key processes: comparing, collaborating, recording, identifying, describing] (ACLCHC035)
<b>Original</b>	Locate and present information about familiar objects, people and personal interests using visual and contextual cues [Key concepts: self, family, home, routines; Key processes: obtaining, processing] (ACLCHC004)	Locate factual information from sources and report this information to a known audience using learnt characters [Key concepts: information, topic; Key processes: obtaining, processing, interpreting] (ACLCHC020)	Locate key points in written informative texts, summarising the points to report to known audiences [Key concept: information; Key processes: reading, viewing, summarising, analysing] (ACLCHC036)
<b>Original</b>	Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings [Key concept: imagination] (ACLCHC005)	Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action [Key concept: imagination; Key processes: feeling, participating, noticing, recognising, responding, listening] (ACLCHC021)	Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts [Key concepts: character, viewpoint; Key processes: connecting, expressing, responding] (ACLCHC037)
<b>Original</b>	Identify common Chinese characters and words in Pinyin using contextual cues [Key concepts: self, family, home, routines; Key processes: interpreting, analysing, copying, tracing, shaping] (ACLCHC008)		
<b>Original</b>	Engage with familiar text types to predict meaning (ACLCHU013)		
<b>Proposed</b>	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LC2C03)	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LC4C03)	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LC6C03)
<b>Original</b>	identify equivalent or similar Chinese words or phrases for familiar objects or terms in English	Translate the meanings of important everyday words using contextual cues	Interpret and translate simple texts used for everyday purposes, identifying actions, words

	[Key concepts: similarity, difference; Key processes: translating, connecting, interpreting] (ACLCHC007)	[Key concepts: context, celebration; Key processes: participating, recognising, responding, listening] (ACLCHC023)	and phrases that do not readily translate into English [Key concept: equivalence; Key processes: interpreting, translating] (ACLCHC039)
<b>Original</b>	Identify the features of formal language used in familiar contexts, such as at school (ACLCHU015)	Find English equivalents of common expressions in Chinese and vice versa [Key concept: equivalence; Key processes: translating, explaining] (ACLCHC024)	
<b>Original</b>		Identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions (ACLCHU031)	
<b>Proposed</b>	notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LC2C04)	develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning (AC9LC4C04)	apply strategies to interpret and convey meaning in Chinese language in familiar spoken, written and non-verbal cultural contexts (AC9LC6C04)

<b>Sub-strand</b>			
<b>Original</b>	<b>Creating</b>		
<b>Proposed</b>	<b>Creating texts in Chinese</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Create short imaginative written texts using images and copied characters	Create short written imaginative texts using simple characters and short sentences	Create written imaginative texts, describing characters and sequencing events, using

	[Key concepts: morality; Key processes: illustrating, copying] (ACLCHC006)	[Key concepts: characters, events, plot; Key processes: participating, noticing, recognising, responding, listening] (ACLCHC022)	scaffolded models of texts, learnt characters or word lists for support  [Key concepts: character, narrative, sequence; Key processes: connecting, expressing, responding] (ACLCHC038)
<b>Original</b>			Create own bilingual texts such as signs, displays and posters [Key concepts: equivalence, idiom; Key processes: translating, identifying, discussing] (ACLCHC040)
<b>Original</b>			Form sentences to express details such as the time, place and manner of an action and to sequence ideas (ACLCHU044)
<b>Proposed</b>	use learnt words, Pinyin and characters, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LC2C05)	create and present informative and imaginative spoken and written texts using learnt words and characters, Pinyin, formulaic expressions and sentences and modelled textual conventions (AC9LC4C05)	create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LC6C05)
<b>Original</b>			explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices (ACLCHU048)
<b>Proposed</b>			demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect Chinese cultural practices and conventions (AC9LC6C06)

<b>Strand</b>			
<b>Original</b>	<b>Understanding</b>		
<b>Proposed</b>	<b>Understanding language and culture</b>		
<b>Sub-strand</b>			
<b>Original</b>	<b>Systems of language</b>		
<b>Proposed</b>	<b>Understanding systems of language</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Reproduce the four tones and recognise how they can change the meaning of words (ACLCHU010)	Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds (ACLCHU026)	Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing (ACLCHU042)
<b>Proposed</b>	recognise Pinyin represents the sounds of Chinese and imitate tones, pronunciation, rhythms and gestures (AC9LC2U01)	recognise the tone-syllable nature of spoken language and use appropriate pronunciation, tone and gesture (AC9LC4U01)	discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing to develop fluency and pronunciation (AC9LC6U01)
<b>Original</b>	Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese (ACLCHU011)	Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement (ACLCHU027)	Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning (ACLCHU043)
<b>Original</b>		Use nouns, adjectives and simple sentences to record observations (ACLCHU028)	Understand that Chinese is characterised by diversity in spoken and written forms (ACLCHU046)
<b>Proposed</b>	recognise that Chinese characters are used to construct meaning in texts (AC9LC2U02)	recognise Chinese language conventions, key characters, grammatical structures and basic syntax in familiar texts and contexts (AC9LC4U02)	apply modelled Chinese grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LC6U02)

<b>Original</b>	Understand that Chinese sentences have a particular word order (ACLCHU012)	Identify similarities and differences in the organisation of simple familiar texts (ACLCHU029))	Notice how the features of text organisation vary according to audience and purpose (ACLCHU045)
<b>Original</b>			Examine how language is used to clarify roles and relationships between participants in interactions (ACLCHU047)
<b>Proposed</b>	notice that Chinese has features that may be similar to or different from English (AC9LC2U03)	recognise familiar Chinese language features and compare with those of English, in known contexts (AC9LC4U03)	use familiar metalanguage to compare some Chinese language functions, structures and features with those of English, in known contexts (AC9LC6U03)

<b>Sub-strand</b>	
<b>Original</b>	Language variation and change
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand</b>			
<b>Original</b>	<b>Language variation and change; Role of language and culture</b>		
<b>Proposed</b>	<b>Understanding the interrelationship of language and culture</b>		
<b>Content descriptions</b>	<b>Years 1 and 2</b> <i>Students learn to:</i>	<b>Years 3 and 4</b> <i>Students learn to:</i>	<b>Years 5 and 6</b> <i>Students learn to:</i>
<b>Original</b>	Notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how relationships influence language use and own identity [Key concepts: self, family, home, routines; Key processes: observing, comparing] (ACLCHC009)	Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts [Key concepts: self, belonging; Key process: reflecting] (ACLCHC025)	Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges [Key concepts: similarity, difference, culture; Key processes: comparing, contrasting] (ACLCHC041)

<b>Original</b>	Recognise that Chinese is a major community language in Australia (ACLCHU014)	Recognise that Chinese is spoken by communities in many countries (ACLCHU030)	
<b>Original</b>	Describe how people use different languages to communicate and participate in cultural experiences (ACLCHU016)	Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own (ACLCHU032)	
<b>Proposed</b>	notice that people use language in ways that reflect cultural practices and behaviours (AC9LC2U04)	identify connections between Chinese language and cultural practices and behaviours (AC9LC4U04)	recognise connections between Chinese language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LC6U04)

## Achievement standard Years 1 to 6

	<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<b>Original</b>	By the end of Year 2, students use spoken and written Chinese to communicate with teachers and peers. They participate in structured and routine interactions, such as using 谢谢 · 再见 · 请, using learnt sounds, formulaic phrases, and verbal and non-verbal responses. They respond to and receive information, for example, 你好, 你好吗? They follow simple instructions, including 排队 · 请坐 · 不要说话.. They use the four tones of Chinese but not always with accuracy. Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (	By the end of Year 4, students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字? 你上几年级? 你有狗吗? 你喜欢什么运动? They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁? · 他是谁? · 你住在哪里?, 这是什么? They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩)	By the end of Year 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌 · 我的学校很漂亮 · 我觉得澳大利亚是很好的国家. They use simple questions (for example, 请问 ... ? 你是哪国人? 你会说汉语吗?) and seek clarification, for example, ... 对吗? They access information from a range of print and digital resources (for example, 课文 · 菜单 · 宣传单 · 图样 · 地图 · 课程表 · 日历 · 行程表 ·

	<p>喜欢 · 不喜欢). They can match characters to the meanings and sounds of familiar words, including numbers (八...), colours (红...) and family members (爸爸, 妈妈).</p> <p>Students use strategies such as imitation and basic contextual cues for comprehension. They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption.</p> <p>Students recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking. They recognise the tonal nature of Chinese and know that characters are formed by strokes. Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They are aware of the word order of simple sentences. They recognise the conventions for using Chinese to communicate with family, friends and teachers. They recognise the similarities and differences between Chinese and Australian contexts, language and culture. They can identify themselves as learners of languages.</p>	<p>by selecting learnt words and characters. Sentences are short and follow the basic subject–verb–object structure with occasional use of adjective predicates, for example, 这是红色的苹果.. Learners use familiar words in Pinyin, or presented in characters in texts. Numbers are used in relation to age and family members, and to quantify objects with measure words such as 一个男生, 两个姐姐, 三只狗.</p> <p>Students explain why Chinese is a globally important language. They understand that Pinyin provides access to the sounds of the spoken language. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit (morpheme) that is used to make up words. They recognise familiar word order in Chinese sentences. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. They recognise that languages change with time and due to influences such as globalisation and technology. Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. They notice how</p>	<p>天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗? They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation. They produce short informative and imaginative texts. Sentences include details of time (for example, 八点, 十二月二日, 星期五), place (for example, 在澳大利亚 · 在墨尔本 · 在家) and participants, for example, 我的朋友 · 小明的哥哥. They use prepositions and possessive clauses, including 的. They use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢、会) to express interest or ability; they negate with 不 or 没. They use simple connectives such as 和 and conjunctions to connect ideas.</p> <p>Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the</p>
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		cultural differences may affect understanding between people.	relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people.
<b>Proposed</b>	By the end of Year 2, students use modelled Chinese to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They reproduce the sounds of basic Chinese with attention to intonation and pronunciation. They recognise the tonal nature of Chinese and know that characters are formed by strokes. They differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. 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, learnt characters and modelled language to create text.	By the end of Year 4, students use Chinese to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They use appropriate pronunciation, tone and gesture. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create and present text. They recognise and read the tone marks in Pinyin.  Students understand that Chinese has language conventions, and some terms have specific cultural meanings. They identify features of the Chinese writing system and explain how component knowledge can assist in learning characters. They are aware that	By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese related to their immediate environment. They collaborate in oral and written activities that involve the language of transaction and problem-solving, to share information, ideas and preferences. They use intonation and stress to engage audiences and participants. They use strategies to locate and interpret information and ideas in texts and demonstrate understanding by responding in Chinese or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in

	<p>Students understand that Chinese has rules for non-verbal communication, conventions for use, pronunciation and writing and identify its distinctive systems of writing and speaking. They give examples of similarities and differences between some features of Chinese and English. Students understand that the language is connected with culture and identity and notice how this is reflected in their own language, culture and identity.</p>	<p>each character is a meaningful unit that is used to make up words. They understand that Pinyin provides access to the sounds of the spoken language. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture and identity and identify how this is reflected in their own language, culture and identity.</p>	<p>their own writing. They sequence information and ideas and use conventions appropriate to text type. They apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Chinese.</p> <p>Students explain the nature of tone-syllables and use Pinyin to transcribe spoken language. They recognise that variations exist within the Chinese spoken and written language. They use metalanguage to compare frequently used language features in Chinese and English. They understand that the Chinese language is connected with culture and identity and consider how this is reflected in their own language, culture and identity.</p>
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## Content descriptions Years 7 to 10 (Foundation to Year 10)

<b>Strand</b>		
<b>Original</b>	<b>Communicating</b>	
<b>Proposed</b>	<b>Communicating in Chinese</b>	
<b>Sub-strand</b>		
<b>Original</b>	<b>Socialising</b>	
<b>Proposed</b>	<b>Interacting in Chinese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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)	Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities [Key concepts: relationships, values, beliefs, attitudes, future, work; Key processes: analysing, evaluating] (ACLCHC066)
<b>Proposed</b>	initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LC8C01)	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)
<b>Original</b>	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)	Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts [Key concepts: celebrity, leisure and recreation, built and natural environment; Key processes: planning, negotiating, deciding] (ACLCHC065)

<b>Proposed</b>	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LC8C02)	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences (AC9LC10C02)
<b>Sub-strand</b>		
<b>Original</b>	Informing	
<b>Proposed</b>	<i>Removed</i>	
<b>Sub-strand</b>		
<b>Original</b>	Translating	
<b>Proposed</b>	<i>Removed</i>	
<b>Sub-strand</b>		
<b>Original</b>	Reflecting	
<b>Proposed</b>	<i>Removed</i>	
<b>Sub-strand New</b>		
<b>Original</b>	<b>Informing; Translating; Reflecting</b>	
<b>Proposed</b>	<b>Mediating in and between languages</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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)	Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed [Key concepts: celebrity, leisure and recreation, place, education, youth, space; Key processes: comparing, contrasting, negotiating, deciding, persuading] (ACLCHC067)

<b>Original</b>	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)	Collate and present different perspectives on a range of issues from different sources [Key concepts: ideograph, issues, career, future; Key processes: extracting, collating, identifying] (ACLCHC068)
<b>Original</b>		Engage with a range of performance-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters, and considering language use and cultural meanings, and apply this knowledge to create imaginative texts [Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding] (ACLCHC069)
<b>Proposed</b>	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LC8C03)	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)
<b>Original</b>	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)	Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not [Key concepts: semantics, syntax; Key processes: translating, interpreting] (ACLCHC071)
<b>Original</b>	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)	
<b>Original</b>	interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating (ACLCHU059)	

<b>Proposed</b>	interpret and adjust spoken, written and non-verbal language to convey meaning in language in familiar and unfamiliar cultural contexts (AC9LC8C04)	interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LC10C04)
<b>Proposed</b>	reflect on similarities and differences in cultural interpretations between Chinese and their own language use and behaviour (AC9LC8C05)	evaluate how intercultural contexts shape meaning in interactions and texts in Chinese and their own language (AC9LC10C05)

<b>Sub-strand</b>		
<b>Original</b>	<b>Creating</b>	
<b>Proposed</b>	<b>Creating text in Chinese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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 written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some do not [Key concepts: values, tradition; Key processes: creating, expressing, reading, writing] (ACLCHC070)
<b>Original</b>	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 [Key concepts: bilingualism, identity; Key processes: translating, interpreting] (ACLCHC056)	
<b>Proposed</b>	create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LC8C06)	create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LC10C06)

<b>Original</b>		Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English [Key concepts: similarities, cultural positioning, sensitivity; Key processes: translating, captioning] (ACLCHC072)
<b>Proposed</b>	consider and select words and expressions to create texts that reflect Chinese cultural values and beliefs (AC9LC8C07)	use a broad range of words, expressions, and idioms/proverbs to enhance the cultural authenticity of texts (AC9LC10C07)

<b>Strand</b>		
<b>Original</b>	<b><i>Understanding</i></b>	
<b>Proposed</b>	<b><i>Understanding language and culture</i></b>	
<b>Sub-strand:</b>		
<b>Original</b>	<b>Systems of language</b>	
<b>Proposed</b>	<b>Understanding systems of language</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	Examine differences in sounds and tones, and patterns of sound flow in speech (ACLCHU058)	Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions (ACLCHU074)
<b>Original</b>		Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (ACLCHU075)
<b>Proposed</b>	apply knowledge of conventions of spoken Chinese to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LC8U01)	apply features and conventions of spoken Chinese to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LC10U01)

<b>Original</b>	Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts (ACLCHU060)	Compare the purposes, text structures and language features of traditional and contemporary texts (ACLCHU077)
<b>Original</b>	Analyse how authors adjust features of different text types for different purposes and audiences (ACLCHU061)	Analyse and examine how effective authors control sentence structure and use language to engage their audience (ACLCHU076)
<b>Proposed</b>	apply a range of grammatical structures and expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LC8U02)	apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LC10U02)
<b>Proposed</b>	use metalanguage to reflect on similarities and differences between Chinese language functions, structures and features with those of English, in known contexts (AC9LC8U03)	use metalanguage to reflect on and evaluate Chinese texts, and to compare use of language features in Chinese and English (AC9LC10U03)

<b>Sub-strand</b>	
<b>Original</b>	Language variation and change
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand</b>		
<b>Original</b>	<b>Language variation and change; Role of language and culture</b>	
<b>Proposed</b>	<b>Understanding the interrelationship of language and culture</b>	
<b>Content description</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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)	Compare the experiences of young Australians with those of young people in Chinese-speaking communities, reflecting on how these diverse experiences affect individuals' identity, attitudes and beliefs [Key concepts: behaviour, youth, lifestyle, social distance; Key processes: comparing, contrasting, reflecting] (ACLCHC073)

<b>Original</b>	investigate the extent and dynamic nature of Chinese language use locally and globally (ACLCHU062)	Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures (ACLCHU078)
<b>Original</b>	Explain how the Chinese language adapts to social and technological changes (ACLCHU063)	Explain how language defines people's roles as outsiders or insiders in groups and cultures (ACLCHU079)
<b>Original</b>	Compare and reflect on how cultural contexts influence the way language is used within and across communities (ACLCHU064)	Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions (ACLCHU080)
<b>Proposed</b>	explain how the Chinese language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LC8U04)	evaluate how language choice in Chinese reflects cultural values, perspectives and identity, and compare these with their own (AC9LC10U04)

### Achievement standard Years 7 to 10 (Foundation to Year 10)

	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Original</b>	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	By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources (such as 新闻 · 访谈 · podcast, 纪录片) to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions, for example, 为什么学中文很重要？；澳大利亚的语言；好用的手机app, 我不太同意你的说法 · 因为...你觉得呢？；虽然你说得有

	<p>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.</p> <p>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 interactions with Chinese-speaking people.</p>	<p>道理·但是... 所以我觉得... They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物? 如果我...的话. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西), and adverbs to express time, tense and frequency of events, for example, 总是·还没有. They use conjunctions (for example, 虽然如此..., 尽管这样...但是...) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts, for example, 娱乐节目-小品, 合唱, 音乐录影·流行歌曲比赛·电视片·电影.</p> <p>Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.</p>
<p><b>Proposed</b></p>	<p>By the end of Year 8, students initiate and maintain interactions in Chinese in familiar and unfamiliar contexts related to a range of interests and experiences. They speak with attention to pronunciation,</p>	<p>By the end of Year 10, students contribute to and extend interactions in Chinese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and</p>

	<p>tone and phrasing, using intonation and pitch to add emotion or emphasis to their message They use Chinese appropriately 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 unfamiliar cultural contexts, by adjusting and reorganizing responses appropriately. They select and use character combinations, appropriate vocabulary, sentence structures and expressions to create spoken, written and multimodal texts.</p> <p>Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. 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. They describe the distinctive spoken and written language systems of Chinese using metalanguage. They reflect on how Chinese language, culture and identity are interconnected, and compare this with their own language, culture and identity</p>	<p>manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts, recognising that not all concepts can be readily translated. They show understanding of how features of language can be used to influence audience response. They create texts selecting characters and language for a range of contexts, purposes and audiences and use Pinyin to transcribe spoken text. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They speak with attention to pronunciation and tone. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses and language devices to sequence events and enhance meaning and cohesion.</p> <p>Students use metalanguage to reflect on and evaluate Chinese texts and explain similarities and differences between Chinese and English. They explain how features of Chinese culture and language shape their own and others' communication practices. They reflect on their own cultural perspectives and identity and draw on their experience of learning Chinese to explain how this learning influences their ideas and ways of communicating.</p>
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## Content descriptions Years 7 to 10 (Year 7 Entry)

<b>Strand</b>		
<b>Original</b>	<b>Communicating</b>	
<b>Proposed</b>	<b>Communicating in Chinese</b>	
<b>Sub-strand</b>		
<b>Original</b>	<b>Socialising</b>	
<b>Proposed</b>	<b>Interacting in Chinese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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)	
<b>Proposed</b>	interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LC8EC01)	initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about own and others' personal world (AC9LC10EC01)
<b>Original</b>		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)
<b>Proposed</b>	develop language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LC8EC02)	use Chinese language in exchanges to question, offer opinions and compare and discuss ideas (AC9LC10EC02)
<b>Original</b>	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)	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)
<b>Proposed</b>	engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LC8EC03)	discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LC10EC03)

<b>Sub-strand</b>	
<b>Original</b>	Informing
<b>Proposed</b>	<i>Removed</i>
<b>Original</b>	Translating
<b>Proposed</b>	<i>Removed</i>
<b>Original</b>	Reflecting
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand New</b>		
<b>Original</b>	Informing; Translation; Reflecting	
<b>Proposed</b>	Mediating in and between languages	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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 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)

<b>Original</b>	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)	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)
<b>Original</b>	Respond to simple narratives and create short texts about imagined characters and events [Key concepts: experience, imagination; Key processes: recounting, responding] (ACLCHC086)	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)
<b>Proposed</b>	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience (AC9LC8EC04)	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)
<b>Original</b>	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)	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)
<b>Proposed</b>	develop and begin to apply strategies to interpret, translate and convey cultural meaning in Chinese in familiar contexts (AC9LC8EC05)	apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LC10EC05)
<b>Original</b>	Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives [Key concepts: equivalence, representation; Key process: translating] (ACLCHC088)	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)
<b>Proposed</b>	reflect on some similarities and differences in cultural interpretations between Chinese and their own language use and behaviours (AC9LC8EC06)	reflect on how intercultural contexts shape meaning in interactions and texts in Chinese and their own language (AC9LC10EC06)

<b>Sub-strand</b>		
<b>Original</b>	<b>Creating</b>	
<b>Proposed</b>	<b>Creating text in Chinese</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to</i>
<b>Original</b>	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)	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)
<b>Proposed</b>	create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions, familiar characters and linguistic features (AC9LC8EC07)	create texts for familiar and unfamiliar contexts and purposes, selecting characters, text structures and language features to engage different audiences (AC9LC10EC07)
<b>Original</b>	Identify traditional phrases and contemporary terms in everyday language use and the role of technology in changing the way people communicate (ACLCHU095)	

<b>Proposed</b>	develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LC8EC08)	use a range of words, expressions and set phrases or idioms to enhance the cultural authenticity of texts (AC9LC10EC08)
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<b>Strand</b>		
<b>Original</b>	<b>Understanding</b>	
<b>Proposed</b>	<b>Understanding language and culture</b>	
<b>Sub-strand:</b>		
<b>Original</b>	<b>Systems of language</b>	
<b>Proposed</b>	<b>Understanding systems of language</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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)	Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background (ACLCHU106)
<b>Proposed</b>	recognise and use features of the Chinese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate how these are represented in spoken and written forms (AC9LC8EU01)	apply features of the Chinese sound system, and discern differences in patterns of sound and tone in extended Chinese speech (AC9LC10EU01)
<b>Original</b>	Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU091)	Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters (ACLCHU107)
<b>Original</b>	Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features (ACLCHU092)	Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication (ACLCHU108)

<b>Original</b>	Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese (ACLCHU093)	Compare the purposes, text structures and language features of traditional and contemporary Chinese texts (ACLCHU109)
<b>Proposed</b>	develop knowledge of, and use structures and features of, the Chinese grammatical and writing systems (AC9LC8EU02)	select and use structures and features of the Chinese grammatical and writing systems to enhance meaning (AC9LC10EU02)
<b>Original</b>		
<b>Proposed</b>	use familiar metalanguage to discuss Chinese language structures and features and compare with English (AC9LC8EU03)	use metalanguage to reflect on and evaluate Chinese texts, and to compare language structures and features in Chinese and English (AC9LC10EU03)

<b>Sub-strand</b>	
<b>Original</b>	Language variation and change
<b>Proposed</b>	<i>Removed</i>

<b>Sub-strand</b>		
<b>Original</b>	<b>Role of language and culture</b>	
<b>Proposed</b>	<b>Understanding the interrelationship of language and culture</b>	
<b>Content descriptions</b>	<b>Years 7 and 8</b> <i>Students learn to:</i>	<b>Years 9 and 10</b> <i>Students learn to:</i>
<b>Original</b>	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)	Explore the development of Chinese as an international language and as a lingua franca in Chinese communities (ACLCHU110)
<b>Original</b>	Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems (ACLCHU094)	Reflect on how language and culture both shape and reflect each other (ACLCHU112)

<b>Proposed</b>	identify connections between Chinese language and culture in shaping meaning and identity (AC9LC8EU04)	analyse and explain connections between Chinese language and culture in shaping meaning, values and identity (AC9LC10EU04)
<b>Original</b>	Discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions (ACLCHU096)	Explore the role of tradition in contemporary language use and how languages change over time (ACLCHU111)
<b>Proposed</b>	compare Chinese culture, beliefs, attitudes and values with students' own (AC9LC8EU05)	reflect on Chinese culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LC10EU05)

### Achievement standard Year 7 and 10 (Year 7 Entry)

	Years 7 and 8	Years 9 and 10
<b>Original</b>	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	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

<p>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>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>
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<p><b>Proposed</b></p>	<p>By the end of Year 8, students use Chinese to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate tone, intonation and rhythm and recognise the function of tone-syllables and Pinyin. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices. They understand that Chinese has rules for non-verbal communication, pronunciation, grammar and writing.</p> <p>Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts, and make connections with terms that are used in English learning. Students demonstrate how the Chinese language is connected with culture and identity and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family.</p>	<p>By the end of Year 10, students initiate and sustain Chinese to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language, using tone and rhythm emphatically, to collaborate, plan and reflect on school and social activities and events. They use structures and features of spoken and written Chinese to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences. They discern differences in patterns of sound and tone in extended speech and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They apply knowledge of radicals and character components to assist their understanding of new characters and words encountered. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience response.</p> <p>Students use metalanguage to analyse meaning in texts and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They reflect on their own language use and cultural identity and draw on their experience of learning and interacting in Chinese to discuss how this learning influences their ideas and ways of communicating</p>
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