# Chinese – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 (喜欢， 不喜欢). and family members (爸爸， 妈妈). 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.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. | By the end of Level 2, students identify the different sounds, tones and intonation patterns of the Chinese language by listening to and viewing a variety of texts. They compare these sounds and tones with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Chinese through play, first imitating sounds and tones, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Chinese is represented by Hanzi and Pinyin, and they can match these with words and images, and combine them to create meaning. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Chinese. They expand their repertoire of Chinese words and phrases through listening and reading, then progress to creating simple sentences and responses using modelled language.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Chinese using simple metalanguage.They start to develop written competence by copying frequently used Hanzi Hanzi and Pinyin, and then produce simple words and phrases with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Chinese language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues. Students explore and recognise the influence of culture on language and identity. They recognise that Chinese is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands. To make the achievement standard more manageable for teachers to use for assessing, achievement standard now focuses on skill development rather than individual Chinese linguistic elements, which now appear in the elaborations. Adaptations were also made to support learning progression with links to VEYLDF. |

### Content descriptions

#### VC2 strand: Engaging with Chinese Language and Culture

##### Sub-strand: Engaging with Chinese language

|  Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | notice that Chinese looks and sounds different to other languagesVC2LC2E01 | New content description |
| Reproduce the four tones and recognise how they can change the meaning of words (VCZHU010) | develop oral language skills through exploring and listening to the sounds, tones and intonation patterns of the languageVC2LC2E02 | Modified to show progression from the VC2 content description VC2LC2E01, and to articulate skill development and progression for early language learning |
|  | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LC2E03 | New content description |

##### Sub-strand: Engaging with Chinese culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice aspects of Chinese language and culture that are ‘new’ or ‘interesting’, and observe how relationships influence language use and own identity (VCZHC009) | explore connections between language and culture through play and/or imaginationVC2LC2E04 | Refined and added ‘play and/or imagination’ to align with VEYLDF |

#### VC2 strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms (VCZHC001) | communicate using formulaic and modelled language relating to aspects of their personal worldVC2LC2C01 | Combined and refined. Removed specific activities and topics to broaden context, and to include all aspects of student’s personal world |
| Interact with simple written texts in familiar contexts to contribute to class discussions (VCZHC002) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LC2C02 | Refined for clarity, removing specificity to broaden context |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts (VCZHC003)Locate and present information about familiar objects, people and personal interests using visual and contextual cues (VCZHC004)Engage with familiar text types to predict meaning (VCZHU013) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LC2C03 | Combined and refined. Removed specific elements to make it more concise |
| Notice aspects of Chinese language and culture that are ‘new’ or ‘interesting’, and observe how relationships influence language use and own identity (VCZHC009)Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English (VCZHC007) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Chinese through play, and discover how languages influence each otherVC2LC2C04 | Combined and modified – added reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to align with VEYLDF. Articulates skill development and progression |

##### Sub-strand: Creating text in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create short imaginative written texts using images and copied characters (VCZHC006)Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings (VCZHC005) | create spoken and written texts using words, familiar phrases and modelled language using some Hanzi with Pinyin as supportVC2LC2C05 | Combined and refined to be more concise. Referred to the Chinese characters by the endonym Hanzi |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reproduce the four tones and recognise how they can change the meaning of words (VCZHU010)Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese (VCZHU011) | imitate the sounds, tones, pronunciation and intonation patterns of spoken Chinese, and understand how sounds are produced and represented in Hanzi and/or PinyinVC2LC2U01 | Combined and refined to focus on oral and aural language skills. Referred to the Chinese characters by the endonym Hanzi, for clarity |
| Reproduce the four tones and recognise how they can change the meaning of words (VCZHU010) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases VC2LC2U02 | Modified and expanded, with the learning trajectory and skill development articulated |
| Identify common Chinese characters and words in Pinyin using contextual cues (VCZHC008) | recognise and explore how Hanzi and/or Pinyin and features of language are used to construct meaningVC2LC2U03 | Added ‘explore’ to reflect the nature of the learner and align with VEYLDF. Expanded to include ‘features of language’ to support literacy development. Referred to Chinese characters by the endonym, Hanzi, for clarity |
| Understand that Chinese sentences have a particular word order (VCZHU012)Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English (VCZHC007) | identify that written and spoken Chinese has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LC2U04 | Combined and refined to make information more concise. Removed specificity, and added comparison with other known languages to acknowledge Victoria’s multilingual student population |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice aspects of Chinese language and culture that are ‘new’ or ‘interesting’, and observe how relationships influence language use and own identity (VCZHC009)Describe how people use different languages to communicate and participate in cultural experiences (VCZHU016)Identify the features of formal language used in familiar contexts, such as at school (VCZHU015) | reflect on how language, culture and identity are interconnected and discuss how Chinese-speaking communities are similar to or different from othersVC2LC2U05 | Strengthened references to identity and broader language communities. Emphasised the interconnectedness of language and culture to support intercultural capability |
| Recognise that Chinese is a major community language in Australia (VCZHU014) | identify where Chinese is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LC2U06 | Slightly modified to emphasise that communities of Chinese speakers are located throughout the world. Reinforced the concept of plurilingualism |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 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.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 cultural differences may affect understanding between people. | By the end of Level 4, students use Chinese to initiate structured interactions and share information related to the classroom and their personal worlds.They use modelled language to participate in spoken and written activities. 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 grammatical structures to create texts. They use familiar Hanzi appropriate to context and make connections between Hanzi and the spelling and tone marks of Pinyin. Students imitate the sounds, tones, pronunciation and intonation patterns of spoken Chinese. They demonstrate their understanding that Chinese has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Chinese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones (VCZHC017) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LC4C01 | Refined. Removed specificity of examples and activities for clarity |
| Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities (VCZHC018) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structuresVC2LC4C02 | Refined to broaden context and to remove specificity of examples and activities for clarity |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate factual information from sources and report this information to a known audience using learnt characters (VCZHC020)Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action (VCZHC021) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts VC2LC4C03 | Combined and refined to specify macro skills, including viewing. Removed specificity to broaden the context and improve teachability |
| 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 (VCZHC019)Identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions (VCZHU031) | develop strategies to comprehend and produce Chinese, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LC4C04 | Combined and refined. Broadened context by removing reference to specific examples. Included reference to ‘intercultural understanding’ to support development of intercultural capability |

##### Sub-strand: Creating text in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create short written imaginative texts using simple characters and short sentences (VCZHC022)Identify similarities and differences in the organisation of simple familiar texts (VCZHU029) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, modelled textual conventions, and familiar Hanzi and PinyinVC2LC4C05 | Combined and refined, broadened texts and articulated progression for improved teachability |
| Translate the meanings of important everyday words using contextual cues (VCZHC023) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds (VCZHU026)Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action (VCZHC021) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences, using Hanzi and/or Pinyin as support VC2LC4U01 | Combined and refined for clarity and to articulate progression  |
| Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement (VCZHU027)Use nouns, adjectives and simple sentences to record observations (VCZHU028) | recognise and use Hanzi and/or Pinyin, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LC4U02 | Combined and refined. Improved teachability by removing prescribed language elements and referring to the Chinese characters by the endonym Hanzi |
| Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds (VCZHU026)Identify similarities and differences in the organisation of simple familiar texts (VCZHU029) Find English equivalents of common expressions in Chinese and vice versa (VCZHC024) | recognise and compare familiar Chinese language structures and features with those of English and/or other languages, using simple metalanguageVC2LC4U03 | Combined and refined to make it more concise. Added comparison with other languages, to acknowledge Victoria’s multilingual student population. Also added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own (VCZHU032)Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts (VCZHC025) | identify connections between personal identity, language and aspects of cultureVC2LC4U04 | Combined and refined to make more concise. Retained reference to identity |
| Recognise that Chinese is spoken by communities in many countries (VCZHU030) |  | Removed |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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， 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.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 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. | By the end of Level 6, students initiate and use strategies to maintain interactions in Chinese that are related to their immediate environment. They use appropriate pronunciation, intonation, tone, stress and phrasing in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their responses to context, purpose and audience. Students use modelled structures when creating and responding in Chinese. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They use familiar Hanzi and/or Pinyin appropriate to context. They apply rules for pronunciation and intonation in spoken language, and apply conventions of script and punctuation in written language. They compare language structures and features in Chinese and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Chinese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate interactions with peers and known adults to plan and organise social activities (VCZHC033) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LC6C01 | Refined to improve clarity and broaden context  |
| Initiate interactions with peers and known adults to plan and organise social activities (VCZHC033)Exchange correspondence and create simple written material to plan future activities and events and contribute ideas (VCZHC034) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas VC2LC6C02 | Combined and refined. Removed examples and broadened context to improve teachability |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences (VCZHC035)Locate key points in written informative texts, summarising the points to report to known audiences (VCZHC036)Exchange correspondence and create simple written material to plan future activities and events and contribute ideas (VCZHC034) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LC6C03 | Combined and refined by removing specific examples to broaden context, improve teachability and be more concise. Explicitly referenced all macro skills, including viewing |
| Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English (VCZHC039)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 (VCZHC041)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 (VCZHU048) | apply strategies to interpret and convey meaning and/or intercultural understanding in Chinese in familiar non-verbal, spoken and written contexts VC2LC6C04 | Combined and refined. Added reference to ‘strategies’ to support development of critical thinking skills. Broadened context and included reference to ‘intercultural understanding’ to support development of intercultural capability |

##### Sub-strand: Creating text in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create written imaginative texts, describing characters and sequencing events, using scaffolded models of texts, learnt characters or word lists for support (VCZHC038)Form sentences to express details such as the time, place and manner of an action and to sequence ideas (VCZHU044) Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts (VCZHC037) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type, using familiar Hanziwith Pinyin as supportVC2LC6C05 | Combined and refined by removing specific examples and broadening the context. Referred to the Chinese characters by the endonym Hanzi |
| Create own bilingual texts such as signs, displays and posters (VCZHC040) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing (VCZHU042) | apply combinations of sounds, tone syllables, pronunciation and intonation patterns, stress and phrasing to develop fluency in words, phrases and sentences, using some Pinyin for supportVC2LC6U01 | Refined for clarity and to articulate progression, with reference to Pinyin to support student learning. Added ‘apply’ to enable students to demonstrate their understanding |
| Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning (VCZHU043)Notice how the features of text organisation vary according to audience and purpose (VCZHU045) | recognise and use Hanzi and/or Pinyin, and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LC6U02 | Refined by removing prescribed language elements to broaden context and improve teachability. Referred to the Chinese characters by the endonym Hanzi |
| Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English (VCZHC039) | compare Chinese language structures and features with those of English and/or other languages, using familiar metalanguage VC2LC6U03 | Refined by adding comparison with other languages, to acknowledge Victoria’s multilingual students. Added explicit reference to metalanguage to support literacy |
| Understand that Chinese is characterised by diversity in spoken and written forms (VCZHU046) |  | Removed |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCZHU048)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 (VCZHC041)Examine how language is used to clarify roles and relationships between participants in interactions (VCZHU047) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication VC2LC6U04 | Combined and refined, and removed specific examples for clarity  |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗？；我们可以六月份一起去. They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目，podcast, 电话留言，广告， 老师推荐的网站，书籍，图书馆目录，游记), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…； 因为… 所以…), as well as time expressions (for example, 先…再…), and tense markers such as 了、完 to sequence events and ideas. Students make comparisons (for example, 比; 跟…一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国， 城， 中国城. They identify features of text types such as letters, emails, descriptions and narratives.Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people. | By the end of Level 8, students initiate and maintain Chinese-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts in Hanzi, which are appropriate to context, purpose and audience.Students apply the conventions of spoken Chinese, including differences in sounds and tones, and continue to enhance their fluency. They demonstrate understanding of the role and function of character components, and that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Chinese text, using some 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Chinese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCZHC049) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others VC2LC8C01 | Refined by removing prescribed examples of activities to improve teachability |
| Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures (VCZHC050) | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LC8C02 | Refined to place emphasis on language use and broadened context by removing specific examples |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts (VCZHC051)Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present this information for known audiences (VCZHC052) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience VC2LC8C03 | Combined and refined. Removed specific examples to broaden context. Explicit reference to strengthen the macro skill of viewing |
| Translate texts for different audiences varying the language to explain key points for these different audiences (VCZHC055)Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating (VCZHU059) | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts VC2LC8C04 | Combined and refined for clarity. Included reference to intercultural understanding to support the development of intercultural capability. Added reference to ‘strategies’ to support development of critical thinking skills |
| 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 (VCZHC053) |  | Removed |

##### Sub-strand: Creating text in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create written imaginative texts to describe experiences involving imagined people and places (VCZHC054) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures, using Hanzi appropriate to text type and context VC2LC8C05 | Refined. Articulated progression and broadened context by removing specific examples. Referred to the Chinese characters by the endonym Hanzi |
| 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 (VCZHC056) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine differences in sounds and tones, and patterns of sound flow in speech (VCZHU058) | apply conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts VC2LC8U01 | Refined by removing specific language examples, and broadened context for teachability. Added reference to fluency to show progression across sequences |
| Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts (VCZHU060)Analyse how authors adjust features of different text types for different purposes and audiences (VCZHU061) | use Hanzi, and apply understanding of grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LC8U02 | Combined and refined to improve teachability by removing prescriptive language elements. Added reference to the Chinese characters by the endonym Hanzi |
|  | reflect on the structures and features of Chinese, and compare them with English and/or other languages, using some metalanguageVC2LC8U03 | New content description |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others (VCZHC057)Compare and reflect on how cultural contexts influence the way language is used within and across communities (VCZHU064)Investigate the extent and dynamic nature of Chinese language use locally and globally (VCZHU062) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LC8U04 | Combined and refined. Removed prescriptive elements to be more concise and to improve teachability |
| Explain how the Chinese language adapts to social and technological changes (VCZHU063) |  | Removed |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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.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. | By the end of Level 10, students contribute to and extend interactions in Chinese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion. They select and use a variety of Hanzi appropriate to context. Students incorporate the features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, tone, rhythm and sounds, to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply their knowledge of Hanzi form and function, and language structures and features to make and predict meaning. They analyse 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Chinese language examples have been moved to the elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCZHC065) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others VC2LC10C01 | Refined by removing specific examples to broaden context, improving teachability |
| Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities (VCZHC066) Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed (VCZHC067) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LC10C02 | Combined and refined to place emphasis on communication rather than activities. Broadened the context by removing specific examples |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed (VCZHC067) Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities (VCZHC066) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LC10C03 | Combined and refined to broaden context and be more concise. Articulated macro skills, including the skill of viewing, to align with VCE |
| Collate and present different perspectives on a range of issues from different sources (VCZHC068)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 (VCZHC069) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LC10C04 | Combined and refined. Added reference to ‘intercultural understanding’ to make it more explicit. Removed specific examples to broaden context |

##### Sub-strand: Creating text in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCZHC069) 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 (VCZHC070) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, and a range of textual conventions to engage different audiences, using HanziVC2LC10C05 | Combined and refined. Removed specific examples to broaden context and improve teachability. Referred to the Chinese characters by the endonym Hanzi |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions (VCZHU074) | discern difference in patterns of sound and tone, apply features and conventions of spoken Chinese to extend fluency, and respond to and create a range of texts in familiar and unfamiliar contexts VC2LC10U01 | Refined by removing specific examples to broaden context |
| 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 (VCZHC072) |  | Removed |
| Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (VCZHU075)Compare the purposes, text structures and language features of traditional and contemporary texts (VCZHU077)Analyse and examine how effective authors control sentence structure and use language to engage their audience (VCZHU076) | apply understanding of Hanzi form and function, as well as context and grammatical structures, to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LC10U02 | Refined to remove prescriptive elements and examples. Added the concept of ‘response’ to enable students to demonstrate their understanding and improve teachability. Referred to the Chinese characters by the endonym Hanzi. Strengthened reference to audience and text type, supporting students to create texts for specific purposes |
| Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not (VCZHC071) | reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and featuresVC2LC10U03 | Refined for clarity. Removed ‘translate’ and articulated progression with through use of verbs. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCZHC073) 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 (VCZHU080) Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures (VCZHU078) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LC10U04 | Combined and refined for clarity by removing specific examples |
| Explain how language defines people’s roles as outsiders or insiders in groups and cultures (VCZHU079) |  | Removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 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.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. | By the end of Level 8, students use Chinese to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience. They use some familiar Hanzi and Pinyin to support their learning.Students begin to use pronunciation, intonation and rhythm in spoken Chinese to develop fluency. They demonstrate understanding that Chinese has conventions and rules for Hanzi, and for non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Chinese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action (VCZHC081) Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities (VCZHC082) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LC8CM01 | Combined and refined. Removed specific examples and refined to reflect learning progression |
| Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities (VCZHC082) | develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LC8CM02 | Refined. Clarified context to indicate progression |
| Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities (VCZHC082) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LC8CM03 | Refined and broadened context to demonstrate progression |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate and share with known audiences factual information about people, places and events from a range of oral texts (VCZHC083)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 (VCZHC084)Respond to simple narratives and create short texts about imagined characters and events (VCZHC086) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LC8CM04 | Combined and refined to improve teachability by broadening context, removing specific examples and strengthening the macro skill of viewing |
| 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 (VCZHC087)Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives (VCZHC088)Respond to simple narratives and create short texts about imagined characters and events (VCZHC086) | develop and apply strategies to interpret and respond to Chinese texts, and to convey meaning and intercultural understanding in Chinese in familiar contextsVC2LC8CM05 | Combined and refined. Removed specific examples to broaden context and improve clarity. Strengthened reference to ‘intercultural understanding’ to further develop intercultural capability. Added reference to ‘strategies’ to support development of critical thinking skills |
| Identify traditional phrases and contemporary terms in everyday language use and the role of technology in changing the way people communicate (VCZHU095) |  | Removed |

##### Sub-strand: Creating text in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Respond to simple narratives and create short texts about imagined characters and events (VCZHC086)Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features (VCZHU092)Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese (VCZHU093) | create spoken and written texts, using appropriate vocabulary, expressions, grammatical structures and some textual conventions, using familiar Hanzi and/or PinyinVC2LC8CM06 | Combined and refined to include a range of texts, and articulated progression in language elements. Referred to the Chinese characters by the endonym Hanzi |
| 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 (VCZHC085) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCZHU090) | recognise and apply the sounds and conventions of spoken Chinese to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts, using Pinyin for supportVC2LC8UL01 | Refined to incorporate ‘respond to and create’ to enable students to demonstrate understanding. Improved teachability by removing specific language elements. Added reference to fluency to support the learning progression |
| Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning (VCZHU091)Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features (VCZHU092)Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese (VCZHU093) | identify and use Hanzi and/or Pinyin, and apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LC8UL02 | Combined and refined by removing prescriptive language elements. Strengthened reference to audience and text type, supporting students to create texts for specific purposes. Referred to the Chinese characters by the endonym Hanzi |
| 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 (VCZHC087)Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives (VCZHC088) | compare the structures and features of Chinese with English and/or other languages using some metalanguageVC2LC8UL03 | Refined and added comparison with other languages to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on personal experiences and observations of using and learning Chinese language in familiar contexts, and use these reflections to improve communication (VCZHC089)Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems (VCZHU094)Discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions (VCZHU096) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LC8UL04 | Combined, refined and reworded to be more concise and to remove duplication |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么，怎么，怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给，跟，对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但…而且；除了…以外; 如果…就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候，以前 and connectives, for example, 先…然后. They also indicate changes in tense with tense markers such as 了，过, and use verbs to express modality (for example, 可以，要，会，应该) or intention, for example, 希望，想，打算.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. | By the end of Level 10, students initiate and sustain Chinese to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Chinese or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Chinese to create texts. They use Hanzi and/or Pinyin appropriate to context.Students apply features and conventions of spoken Chinese and discern differences in patterns of sound and tone to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They apply their understanding of the form and function of familiar Hanzi in different contexts. They discuss the structures and features of Chinese 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 influences their ideas and ways of communicating. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Chinese language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences (VCZHC097) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LC10CM01 | Refined. Broadened context by removing specific examples to improve teachability |
| Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences (VCZHC097) | use Chinese language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LC10CM02 | Refined to broaden context and incorporate complex language structures to reflect learning progression  |
| Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action (VCZHC098) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers VC2LC10CM03 | Refined to remove specific examples and broaden context |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCZHC099)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 (VCZHC100)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 (VCZHC101) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LC10CM04 | Combined and refined to be more concise by removing specific examples. Strengthened reference to audience and text type, supporting students to create texts for specific purposes. Articulated macro skills, including the skill of viewing, to align with VCE |
| Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning (VCZHC103)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 (VCZHC105) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LC10CM05  | Combined and refined. Removed ‘translating’ to focus only on essential skills and to improve teachability. Added reference to ‘strategies’ to support development of critical thinking skills. Strengthened reference to ‘intercultural understanding’ to support development of intercultural capability |

##### Sub-strand: Creating text in Chinese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use appropriate HanziVC2LC10CM06 | New content description |
| Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction (VCZHC102) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background (VCZHU106) | discern differences in patterns of sound and tone, and apply features and conventions of spoken Chinese to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LC10UL01 | Refined for clarity. Removed specific language elements to improve teachability. Added reference to ‘extend fluency’ to support the learning progression |
| Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters (VCZHU107)Compare the purposes, text structures and language features of traditional and contemporary Chinese texts (VCZHU109)Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication (VCZHU108) | apply understanding of Hanzi form and function, context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LC10UL02 | Combined and refined. Removed prescriptive language elements to improve teachability. Added ‘a range of texts’ to reinforce the use of grammatical structures in communicative contexts. Included reference to ‘some complex structures’ to support progression  |
| Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication (VCZHU108) | reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and featuresVC2LC10UL03 | Refined to broaden context and added explicit reference to metalanguage |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on how language and culture both shape and reflect each other (VCZHU112)Explore the role of tradition in contemporary language use and how languages change over time (VCZHU111)Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures (VCZHC104) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LC10UL04 | Combined and refined. Removed specific examples to be more concise |
| Explore the development of Chinese as an international language and as a lingua franca in Chinese communities (VCZHU110) |  | Removed |