



Western Australian Curriculum

Languages | Chinese

Proposed Comparison of Curriculum | Years 7–10

Draft for consultation | Not for implementation

DRAFT

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources, such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: Languages was adopted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Chinese are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The first row contains the current Western Australian Curriculum: Languages, Chinese curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

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Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact with peers and known adults orally and in writing (<i>Pinyin</i> and characters) to exchange information about self and family and friends, for example, 同学们好。; 我叫兰兰。你叫什么名字? ; 我十二岁。; 我的生日是一月一日。; 你哥哥多大? ; 我上七年级。; 我爸爸是澳大利亚人。; 我妈妈是中国人。; 你家有几个/口人?</p> <p>我家有四个/口人, 我有爸爸、妈妈和哥哥。; 我妈妈是老师。我爸爸是医生。; 我有一只狗和两只猫。</p> <p>Engage in individual and collaborative tasks that involve planning, deciding and responding, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, 听。; 老师。; 谢谢。; 对不起。; 它是什么? ; 它是.....; 它们是.....; 你还好吗? 很好, 你呢? ; 陈先生, 你好吗? ; 明天见。; 再见。; 生日快乐。; 不用谢, 不客气。; 对不起。; 没关系。</p>	<p>Maintain interactions with peers and known adults orally and in writing (<i>Pinyin</i> and characters) to exchange information and discuss aspects of personal information, home life, daily routine, likes and dislikes, school life, interests and leisure activities, for example, 我有一双绿色的眼睛, 棕色的头发。; 我早上七点起床。; 我和家人晚上六点半吃饭。; 你最喜欢什么运动? 我最喜欢游泳。我最不喜欢踢足球。; 我爸爸喜欢吃古老肉。我妈妈不喜欢吃炒饭。; 我想吃汉堡包。</p> <p>Engage in individual and collaborative tasks that involve making arrangements, inviting, planning, deciding and responding, for example, making arrangements for an outing with a friend, an excursion to a Chinese restaurant or organising a class event</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, 他是我弟弟, 他人很好。; 我可以开始吗? ; 我可以上厕所吗? ; 我可以去喝水吗? 我不明白。; 请回答。</p>	<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, 我要带一条连衣裙和两件衬衫。; 你去过中国吗? ; 你假期过得怎么样? ; 你的机票多少钱? ; 我的飞机票花了一千多块钱。; 我坐火车去北京。; 去日本旅游挺贵的。; 你觉得怎么样? 我觉得挺好的。; 你假期打算去哪里? ; 你去过日本吗? ; 你假期过得怎么样?</p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, for a class celebration, when travelling or in a Chinese-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, 怎么说? ; 请帮我。; 怎么写? ; 对不起, 但是.....; 我觉得...因为.....; 当然我不同意。; 太棒了, 好主意。; 你可以说慢一些吗? ; 这是什么意思?</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, 我这个星期不能去上班, 因为我要复习。; 我妈妈不让我参加聚会。; 我打算上大学。; 你学汉语多久了? ; 你多久打一次网球? 我一星期打三次网球。; 你喜欢数学课吗? 为什么? 我不喜欢, 因为很难; 明年我要学数学和科学, 因为我想当医生。; 我不常喝可乐, 因为不健康。; 为什么学中文很重要? ; 我不太同意你的说法, 因为.....; 你觉得呢? ; 虽然你说得对, 但是.....; 所以我觉得.....</p> <p>Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences</p> <p>Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, 我不太同意你的说法, 因为.....; 你觉得呢? ; 虽然你说得对, 但是.....; 所以我觉得.....</p>
Australian Curriculum v9	<p>Interact with others using modelled language to exchange information in familiar contexts about self and personal world</p> <p>Develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>		<p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world</p> <p>Use Chinese language in exchanges to question, offer opinions and compare and discuss ideas</p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p>	

	Year 7	Year 8	Year 9	Year 10
Proposed WA Curriculum	<p>Participate in exchanges to share information about themselves, family and friends, and likes and dislikes</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Initiate and participate in exchanges to share and compare information and experiences about Chinese-speaking countries, communities and regions</p> <p>Participate in exchanges related to classroom activities, planning and negotiating</p>	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>

Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>	<p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas</p> <p>Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>
Australian Curriculum v9	<p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience</p> <p>Develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts</p>		<p>Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
Proposed WA Curriculum	<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p>

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p>	<p>Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas</p> <p>Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences</p>	<p>Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas</p> <p>Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas</p>	<p>Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture</p> <p>Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives</p>
Australian Curriculum v9	<p>Create spoken, written and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters and/or Pinyin</p>		<p>Create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences</p>	
Proposed WA Curriculum	<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p>	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences</p>

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate and interpret phrases and short texts from Chinese to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from Chinese to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from Chinese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from Chinese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<p>Engage with Chinese speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a learner and user of Chinese, through experiences or in attitudes to culture and intercultural communication</p>	<p>Engage with Chinese speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context</p> <p>Reflect on the experience of learning and using Chinese and how it might add further dimension to own identity</p>	<p>Engage with Chinese speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p> <p>Reflect on the experience of learning and using Chinese and how it might add further dimension to own identity</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>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</p> <p>Become familiar with the Chinese writing system, looking at how characters evolved, their structure and basic components that feature in many characters Use knowledge of basic components to predict the meaning of related characters, for example, 火, 人, 山, 木, 口, 日, 月</p> <p>Recognise some common radicals, for example, 口, 女, 人</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> Recognising and using simple verbs, including 是, 有, 姓, 叫, 喜欢 Identifying the placement of time phrases; the use of conjunctions (for example, 和 to add information); and the role of measure words, for example, 个, 只, 口 Recognising and beginning to use negative words, including 没, 不 Beginning to use 也 and 和 to connect and sequence information Using the possessive word 的 with pronouns to make a possessive Developing knowledge and using numbers 1-100 Using 吗 to change a statement to a question 	<p>Recognise and discriminate between homonyms in Chinese, for example, <i>shì</i> 是 and 室, relying on contextual cues to assist understanding and differentiating syllables with different tones, for example, <i>shì</i> 是 and <i>shí</i> 十, and use Pinyin to record the sound of phrases or sentences with greater accuracy</p> <p>Interpret written texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating and writing</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> Beginning to recognise verb types found in Chinese, for example, adjectival verbs (高, 大) and modal verbs (会, 可以) Beginning to use adverbs, for example, 都 to indicate inclusion and 就 to indicate sequence Applying the placement of time and place phrases; the use of conjunctions (for example, 和 to add information); 还是/或者 to offer or indicate choices); and the role of measure words, for example, 个, 只 Exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王小明, (他)是我的朋友 (zero subject/pronoun) Using familiar verbs for daily routine, such as 起床, 去睡觉, 吃, 去上学, 玩, 学习, 听音乐, 读书 / 看书, 看电视 	<p>Recognise and apply differences in sounds and tones heard in spoken language, including the range of vowel and consonant combinations, for example, qin versus qing and chi versus qi</p> <p>Interpret written texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, for example, 鸡, 鸭, 鹅, 莺, 但, 担, 旦, 胆</p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> Comparing ways in which tense is expressed, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past; 正在 to indicate action in progress Exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先.....然后.....; 一.....就.....; 了.....就.....; 才; 第一; 然后 comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟; 对; 给 Applying processes of discourse development by joining, contrasting and sequencing 但是, 就, and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of connectives, conjunctions and subject pronouns 	<p>Examine differences in sounds and tones heard in spoken language, such as the diverse meanings of words that share similar sounds, for example, the many meanings of the sound <i>shi</i> and how to differentiate between 同音词 (homonyms) and 近音词 (words with similar pronunciation) in different contexts, for example, 同意 and 统一</p> <p>Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters</p> <p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> Using different ways to negate depending on degree of formality or emphasis, for example, 我不是.....; 我哪儿有.....? ; 我没有办法.....; 我不能.....; 不行; 别; 不准 Experimenting with 因为 to justify opinions 因 building logical arguments by expressing additional information and providing reasons, for example, using 不但....., 而且.....; 除了.....以外; 另外..... Introducing contrasting views to others using elements, such as cohesive devices, for example, 不是.....而是.....; 不过.....; 虽然....., 但是..... Experimenting with the use of 成语, such as 数一数二; 一心一意; 三心二意; 一头雾水; 乱七八糟, to substantiate and emphasise ideas

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> Recognising and beginning to use particles, such as 呢, for example, 你呢? Using demonstrative pronouns 这, 那, for example, 这是我的哥哥。; 那是一只狗。 Recognising and using the question word 谁, for example, 他是谁? <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p>	<ul style="list-style-type: none"> Applying processes of discourse development by joining, contrasting and sequencing using 也, 和 exploring the concept of 'tense' across languages Recognising and using suggestion word 吧 Using time phrases/expressions, such as 上午, 下午, 三点, 现在, 半, 刻, 分 Beginning to use 跟 as a preposition <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p>	<ul style="list-style-type: none"> Recognising and using the measure words 件 and 条 Using the number 千 Using 过 to express experience Beginning to use 要 to express the future Using the question word 多少? to ask the price of something, for example, 多少钱? Beginning to use the question phrase 怎么样? to ask an opinion Using words for approximation, 多, 左右, 不 Experimenting with intensifiers, such as 挺 and 太, to add meaning, for example, 去日本旅行太贵了。; 我觉得挺好的。 <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<ul style="list-style-type: none"> Exploring and applying conjunctions to sequence and connect ideas when constructing texts, for example, 不但....., 而且.....; 虽然....., 但是..... Experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵。 Expressing permission or ability to do something using 能 Using 不让 to express inability to do something Talking about the future by using 打算 Using the question word 为什么? to ask for a reason Using 多久 to ask for how long something has been done, for example, 你学习汉语多久了? Describing how often an activity is done within a time frame using 次, for example, 我一星期打三次网球。 Providing details by using frequency expressions, such as 常常, 有时, 不常, 每天, 从不 experimenting with expression, relating to duration, to add detail/specificity, for example, 我每个星期打三个小时的网球。 Indicating preferences using adjectives, such as 难, 容易, 简单, 有意思, 没有意思, 无聊, 有趣 <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>

	Year 7	Year 8	Year 9	Year 10
Australian Curriculum v9	<p>Recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation</p> <p>Develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts</p> <p>Compare Chinese language structures and features with English, using familiar metalanguage</p>		<p>Apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts</p> <p>Select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts</p> <p>Reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features</p>	
Proposed WA Curriculum	<p>Recognise and use familiar linguistic features of spoken Chinese</p> <p>Become familiar with the features of Chinese writing system and begin to write basic Chinese</p> <p>Begin to use linguistic features of Chinese to respond to and create texts</p> <p>Begin to notice and discuss similarities and differences between Chinese and English, using metalanguage</p>	<p>Apply familiar linguistic features of spoken Chinese to interact with developing fluency</p> <p>Recognise and identify features of the Chinese writing system, and write familiar Chinese characters</p> <p>Use linguistic features of Chinese to respond to and create texts</p> <p>Notice and discuss similarities and differences between Chinese and English, using metalanguage</p>	<p>Apply linguistic features of spoken Chinese to interact with enhanced fluency</p> <p>Apply knowledge of common features of the Chinese writing system to interpret and write familiar and some unfamiliar Chinese characters</p> <p>Select and use a range of linguistic features of Chinese to respond to and create texts</p> <p>Discuss similarities and differences between Chinese and English, using metalanguage</p>	<p>Apply a range of linguistic features of spoken Chinese to further extend fluency</p> <p>Apply knowledge of radicals and character structures to interpret and write familiar and unfamiliar Chinese characters</p> <p>Select and use an extended range of linguistic features of Chinese to enhance meaning when responding to and creating texts</p> <p>Reflect on and discuss the use of linguistic features in Chinese texts, using metalanguage</p>

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register Understand that Chinese, like all languages, varies according to participants, roles and relationships, situations and cultures Recognise that Chinese is an important Asian and global language and that Chinese, like other languages, has evolved and developed through different periods of influence and change	Examine linguistic features in texts to understand that Chinese, like all languages, varies according to participants, roles and relationships, situations and cultures Understand the dynamic nature of Chinese, and how it influences and is influenced by other languages and cultures	Analyse how Chinese is used in varying ways to achieve different purposes Understand that language has power and changes over time as a result of influences, such as contact with other	Analyse how Chinese is used in varying ways to achieve different purposes, and changes over time and place Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in Chinese, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
Australian Curriculum v9	Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values		Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating	
Proposed WA Curriculum	Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating