



Western Australian Curriculum

Languages | Chinese

Scope and sequence | Pre-primary–Year 10

Revised curriculum | For familiarisation in 2026

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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Disclaimer

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 and adapted 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 Scope and sequence Western Australian Curriculum: Languages, Chinese shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes **Interacting in Chinese**; **Mediating meaning in and between languages**; and **Creating text in Chinese**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Chinese curriculum.

Languages		
Chinese		
Communicating		
Interacting in Chinese	Mediating meaning in and between languages	Creating text in Chinese
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Pre-primary–Year 6

Strand: Communicating

Sub-strand: Interacting in Chinese

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share simple information For example: • respond to simple questions about themselves, such as 你叫什么名字? 我叫兰兰。 • use simple expressions for celebrations, such as 生日快乐! • use exclamations, such as 嗯! ; 哇! ; 哎呀!	Share simple information about themselves For example: • introduce themselves, such as 我叫……。我六岁。 • respond to simple questions about personal information or preferences, such as 你叫什么名字? ; 你喜欢哪一个? • exchange information about themselves using	Share information about themselves and family For example: • use phrases and simple statements to talk about themselves, such as 我上二年级。; 我有一只小狗。 • talk about their family, such as 这是我的妹妹, 她六岁。 • express likes/dislikes, such as	Participate in exchanges, sharing information about themselves and others For example: • share information about themselves and others, including name, age, year level, family members or pets using modelled language, such as 我叫迪伦, 我八岁, 我家有四口人和一只小狗。 • exchange information	Participate in, and begin to initiate, short exchanges about daily life For example: • share information about simple daily actions using time and days of the week, such as 我早上有足球赛, 下午玩游戏, 晚上看电视。; 我星期二有中文课。 • exchange personal information and ask and respond to questions	Participate in, and initiate, short exchanges about homes and neighbourhoods For example: • share information about their home and the surrounding areas using modelled language, such as 我家有四间房间。后院有游泳池。附近有大公园、我喜欢和弟弟去公园踢足球。 • exchange information	Participate in, and initiate, extended exchanges about their worlds For example: • share information about routines, interests or favourite activities, such as 我八点半上学。; 我喜欢澳式足球。; 我最喜欢在房间看书。 • ask and respond to questions about their personal and social worlds, such as 你喜欢和

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	puppets to perform role-plays take on the role of imaginary characters, animals or superheroes and exchange information about themselves, using modelled language, such as 你是谁？我是小猫，我叫咪咪。	我喜欢黄色。我不喜欢黑色。 role-play with puppets to exchange greetings and information about themselves and their family	about themselves and others, such as 你属什么？我属马。；你的眼睛是什么颜色？是棕色。 - ask and respond to questions about likes/dislikes, such as 你喜欢做什么？我喜欢看书，不喜欢玩游戏。 - use modelled expressions to support interactions with others, such as 是吗？；真好！；对。；你呢？	about self, family, leisure, daily experiences or food, such as 你是哪国人？我是澳大利亚人。；你喜欢唱歌吗？我很喜欢唱歌。 - express likes/dislikes and give reasons, such as 我很喜欢音乐课，因为我爱唱歌。；我喜欢中国菜，因为很好吃。 - discuss and begin to use strategies to initiate short exchanges, including how to gain attention, saying a greeting or asking a question, such as	about their neighbourhoods, such as 珀斯有什么？珀斯有很多漂亮的海滩和公园。你的城市有什么？ - ask for and give directions to places around home/neighbourhood, such as 厕所在哪里？厕所 在前面。 - use conversation strategies to support exchanges, including stating the obvious and agreement, such as 你来啦！；是的。；好啊！	朋友做什么？我喜欢和朋友一起聊天。；你每个星期六都打网球吗？是的。你和谁一起打网球？我和小明一起打网球。 - negotiate a shared experience, such as arranging to go to the cinema or meeting at a local park using modelled language: 和我一起去操场踢足球，好吗？好啊！什么时候？中午可以吗？。没问题！ - sustain ongoing conversations or dialogues using strategies to

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				大华，你在做什么？；你好吗？		maintain interactions, such as 真的吗？；哇，太棒了！；对不起，我想一下。
Engage in play-based learning exploring modelled language For example: • participate in experiences, such as dress-ups, puppets, and pretend cafés • explore onomatopoeia, such as animal sounds on a farm like 汪汪 and 哞 • use expressions when playing with friends,	Engage in play-based learning using modelled language For example: • explore language in scenarios, such as playing shops or visiting a restaurant, using simple language 多少钱？ • participate in games, such as Memory, Bingo, Simon Says and Fruit Salad • participate in songs, rhymes,	Engage in play-based learning using modelled language For example: • role-play family scenarios using simple language, such as 我是熊妈妈，你是小熊。 • take turns in games that involve asking and responding, such as Go Fish and 大风吹 • use simple interrogative and	Participate in activities using some modelled language to complete tasks and play games For example: • use turn-taking language to play games that involve active listening, memory, information exchange and negotiating turns, such as 该谁了？该他了。；轮到	Participate in collaborative activities using a range of familiar and modelled language For example: • survey peers about their daily life and create a class profile, such as 你最喜欢什么运动？我最喜欢篮球。；你喜欢上什么课？我喜欢上中文课。 • participate in game-station activities using	Participate in collaborative activities that involve planning to share information, preferences and ideas For example: • collaborate with others to plan a treasure hunt around the school, using modelled language, such as 藏哪里？藏在图书馆，好不好？好主意！	Participate in collaborative activities that involve planning and negotiating to share information, preferences and ideas For example: • brainstorm and share ideas in small groups using modelled language, such as 你觉得呢？；你写了什么？；这是什么意思？；我不明

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
such as 走吧!; 快点!; 该我了! experiment with language through participating in songs, stories, dances, rhymes or games, and use non-verbal forms of expression, such as clapping, gestures and facial expressions	chants, traditional games and stories, such as 《你好、你好、我叫 Tim》、《三轮车》、《小毛驴》、《丢手绢》、《马兰开花》	declarative sentences or formulaic expressions to contribute to guided group activities, such as labelling and illustrating a poster by pointing and asking 这个怎么说? ; Mǎ 是 horse 吗?	谁了? 轮到小明了! - play Twister using modelled language to instruct the placement of hands or feet, such as 右手、蓝色。左脚、红色。 - exchange simple spoken or written messages to praise or compliment someone, such as 加油! ; 恭喜你! ; 做得好!	modelled language, such as 这一站做什么? ; 第一站在哪里? negotiate rules of the game 老狼老狼几点了? , using modelled language when playing, such as saying 几个人做老狼? ; 我们几点说天黑了?	- participate in exchanges and transactions using modelled language in simulated experiences, such as 这个多少钱? (pointing at the object) and 一个三块, 两个五块。 (showing two fingers) - use exclamatory and interrogative expressions to indicate understanding and to ask for help, such as 太难了! ; 我不会! ; 可以帮我吗?	白, 请再说一次。 - negotiate tasks and shared activities using modelled language to work out preferences and allocate tasks, such as 你想做什么? 食物还是活动? ; 我们要玩什么游戏? ; 下雨天怎么办? - discuss with peers to choose a date, time and place for a class party to celebrate graduation, such as 哪里可以办庆祝会? ; 什么时候可以办庆祝会?

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and respond to classroom-related language For example: - offer an appropriate greeting, such as 老师好 (with a bow or appropriate gesture) - respond to roll call with 到/在 and a raised hand - respond to teacher talk and instructions through actions, gestures and verbal responses, such as 看这里。	Recognise and respond to classroom-related language For example: - exchange simple greetings and farewells and show manners, using formulaic Chinese phrases, such as 你好。; 再见。; 请。; 谢谢。; 对不起。 - respond to simple instructions, such as 站起来。; 请坐下。; 请举手。; 大家一起说。 - ask and respond to simple questions about classroom objects, such as 这是什么? 这是	Recognise and respond to classroom-related language For example: - exchange greetings, farewells and good wishes, and show manners using modelled language, such as 您好。; 早上好。; 下午好。; 加油! ; 没关系。 - respond to simple instructions, such as 请安静。; 跟着老师说。 - respond to simple questions with formulaic language, such as 好不好? (不)好。; 对不对? (不)对。; 会不	Recognise and respond to classroom-related language For example: - use appropriate formulaic expressions in social exchanges, such as 没错。; 是不是? ; 好不好? - respond to instructions, and ask for help or clarification, such as 请站起来。; 请坐下。; 请再说一次。 - respond to simple questions when taking class roll, such as 今天谁没来? 小明没来。	No content	No content	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	书。; 这是笔 吗? 是/不是。	会? (不)会。; 听懂了没? 听懂 了/听不懂。				

Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise familiar words in texts For example: - match pictures or object to spoken Chinese - respond to games or songs with actions, such as pointing to the head, shoulders, knees - listen to familiar English stories in Chinese and respond to key information through play-acting, illustrating or movement - discuss familiar words of Chinese origin that they	Locate key information in familiar texts and begin to respond using gestures, images and words For example: - identify formulaic expressions, target vocabulary or meaningful chunks in songs or nursery rhymes, and respond by clapping or raising hands - recognise <i>Pinyin</i> and characters in familiar written text and pictures by labelling,	Locate key information in familiar texts and respond using gestures, images and modelled language For example: - recognise words and phrases from classroom routines, images, labels and word walls, and respond by pointing to the word/s - view a variety of audiovisual imaginative texts, such as 《三只小猪》、《小红帽》、《狼来了》, and	Locate key information in familiar texts and respond using gestures, images and modelled language For example: - locate key information in a short interview and complete a profile or cloze activity - retell, sequence or re-enact the main events of a story, song, cartoon, comic or simple narrative - listen to/read half a story and predict what	Locate key information in familiar texts and respond using modelled language For example: - locate information about different aspects of a student's daily life in a Chinese-speaking country, discuss the similarities and differences with their own, and make a Venn diagram or infographic - compare their own routines after school with those of a friend	Locate and compare information and ideas in texts and respond in different ways to suit purpose For example: - listen to, read and respond to detail in texts, such as reading a description of someone's house and using the information to draw a floor plan - view multimodal text about dwellings in China and compare the differences,	Locate and process information and ideas in texts and respond in different ways to suit purpose For example: - locate key information in multimodal texts containing familiar and some unfamiliar language, and summarise the text by developing a story map to organise main events, characters and settings - survey several venues for

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
may have encountered, such as 功夫、乒乓、豆腐	pointing and highlighting • use information from print/digital texts to sequence pictures, keywords or simple sentences	identify key words by selecting appropriate pictures or characters • listen for key information in multimodal texts and respond to simple yes/no questions, such as 是不是、对不对 and 有没有 questions in Chinese with (不)是。;(不)对。;(没)有。	might happen next by selecting appropriate images	to find shared free time for a playdate, such as 我四点有空，你呢? ; 我们星期六下午一起玩吧! • view and respond to a video clip about aspects of Chinese students' school life, such as 他们在学校睡午觉。; 我们都穿校服上学。; 他们下午五点放学。	using modelled language, such as 大华家的房子没有花园。他们和爷爷、奶奶住。 • identify the audience, purpose and context of a range of familiar texts like phone messages, diary entries, advertisements and stories	holding a birthday party, such as parks, restaurants or home spaces, and write an invitation to friends, using modelled language, including details about the location, time and activities • compare accounts of daily life shared by young Chinese speakers and present the findings using short answers, tables, graphic organisers or digital presentations

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	Explore how language carries cultural meaning in classroom-related greetings, instructions and routines For example: - notice that there are different ways to greet people in Chinese and compare to ways of greeting in their own language/s and culture/s - notice expected formalities in the Chinese classroom, such as standing up and bowing while saying 老师好 to the	Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines For example: - use polite language, such as 您、您好, to greet teachers, elders, parents or carers and explain that 您 is represented by having 你 (you) above 心 (heart) - discuss the differences of farewell phrases at the end of a lesson or the day, such as 老师, 再见。	Begin to develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning For example: - use words from charts, displays and word banks to assist in comprehending simple texts, such as a Chinese short story - compile a word bank of loanwords showing how Chinese and English have borrowed words from each other such as 可乐	Develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning For example: - produce bilingual word banks or flashcards by identifying known Chinese words and expressions, and relate them to English equivalents and vice versa, noticing that direct translation sometimes does not work - listen to, read and view sentences and paragraphs in	Apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts For example: use knowledge of Chinese homophones to explore and convey cultural meaning when interpreting symbols or objects in Chinese paintings, decorations and environments, such as fish/surplus (鱼/余) and mandarins/good luck (桔/吉)	Apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts For example: - use print/online dictionaries for unknown words in texts to assist comprehension - use context to determine an appropriate expression in Chinese, such as choosing between 中国人 and 中文, or 看书 and 读书 - recognise that Chinese speakers often respond to praise humbly

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	teacher before the lesson starts • use 老师, instead of Mr, Miss and Mrs, to address teachers and 上课、下课 to start and end a class	instead of 'Good afternoon, Mrs Smith.' • discuss the differences between English and Chinese in hand gestures used to call people to come over, such as with the palm of hands and fingers facing up in Australia but the opposite way for Chinese	(Cola); 乒乓球 (ping-pong); 太极 (Tai chi) • explore the cultural implications of using kinship titles, such as 叔叔 and 阿姨, for a friend's parents, and reflect on how the awareness helps them understand Chinese texts	their entirety to predict meaning of unknown words and expressions, noticing similarities, differences and challenges • explain meanings of phrases used on specific occasions, such as 恭喜发财 to give Chinese New Year wishes and 马到成功 to wish someone success	• apply knowledge of loanwords to aid comprehension of a new text, such as 咖啡、可乐、汉堡、比萨(饼) • explore ways to interpret and convey meaning in Chinese through symbols, signs and actions, such as recognising and understanding the gestures of clasped hands (作揖) and gentle bowing (鞠躬) as traditional greetings or signs of respect	with expressions, such as 哪里哪里、还好、没有吧

Sub-strand: Creating text in Chinese

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	Recognise words and use modelled language to create texts For example: - write Chinese characters and/or <i>Pinyin</i> above matching images, such as numbers, pets, animals, fruits and classroom objects, by tracing or copying - create a mini autobiography using simple modelled language and pictures or drawings, such	Use words, familiar phrases and modelled language to create texts For example: - create own version of a familiar story by sequencing a series of pictures with captions or by creating a different ending, such as 晚安, 爸爸。晚安, 妈妈。晚安, 月亮。 - role-play a modelled conversation related to greetings and self-introduction, incorporating	Create and present informative and imaginative texts using modelled language and textual conventions For example: - produce a report about themselves, friends and interests, using modelled language and expressions selected from word banks - create an information booklet about real/fictional family members, including drawings or	Create and present informative and imaginative texts using familiar and modelled language and textual conventions For example: - develop a personal timetable that includes main routines and activities in a typical week - adapt a familiar storybook or picture book by changing some of the elements, including food, colours, activities and characters, such as 星期一,	Create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to text type For example: - design and label a house plan and write a description using modelled language and textual conventions - give an oral presentation introducing their	Create and present informative and imaginative texts, adapting familiar and modelled language to sequence information and link ideas, using conventions appropriate to text type For example: write and present a 'show and tell' about their personal and social worlds, using modelled language to describe their friends, daily activities and interests, such as

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	as 你好！我叫 Jack，我六岁。 create short dialogues between puppets, individually or with peers, using familiar modelled language, such as 你好。我叫 Amy。你叫什么名字？	students' own information, such as 你好！我叫……，我七岁，我上二年级。 create stories, rhymes or songs by replacing words with vocabulary from a word bank, such as changing 小蝌蚪找妈妈 to 小鸟找妈妈	photographs, using modelled language, such as 这是我的爸爸，他三十岁，他很高。 create a version of 十二生肖的故事 using Australian animals and present them through performance, digital display or visual representation	他吃了一个冰淇淋。 create and act in a role-play to give a set of care instructions specifying daily activities for a fictional pet for a friend to follow, using modelled language and textual conventions	neighbourhood, using modelled language, such as 我住在一个小区。我的小区有很多房子和一个公园。我家附近有两个学校和很多商店。我喜欢我的小区。 adapt a familiar text by introducing new elements, such as changing the main character and/or setting, and present it to a younger audience	这是我的朋友。她叫美美。她很喜欢骑马。这是她的马。每个星期六，她都会去马场骑马。 - create an informative report with graphs as a result of guided research, using appropriate textual conventions and modelled structures to present popular social activities for young people in Chinese-speaking countries - write a short story with an imaginary

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						character using a modelled setting and a simple plotline

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore language features of Chinese, noticing similarities and differences between Chinese and English For example: - imitate the sounds and rhythms of Chinese by copying phrases, sentences, chants, rhymes or songs - experiment with recreating simple Chinese characters, such as 大、小、人、日、月、山 through	Explore and imitate the sounds and rhythms of Chinese and how sounds are represented in <i>Pinyin</i> For example: - begin to explore <i>Pinyin</i> as the written representation of the Chinese sound system, such as singing a <i>Pinyin</i> alphabet song - begin to distinguish the four tones by participating in tone guessing activities, such as listening to the	Recognise and experiment with the sounds and rhythms of Chinese and how sounds are produced and represented in <i>Pinyin</i> For example: - listen to tone-syllables and explore how tones can change meaning, such as 八 and 爸 - recognise that <i>Pinyin</i> has tones and begin to reproduce the tones with	Recognise and experiment with combinations of <i>Pinyin</i>, the pronunciation, intonation patterns of Chinese and the articulation of Chinese speech sounds to form words and phrases For example: - recognise the three components of <i>Pinyin</i>, including initials, finals and tones, and begin to combine them to form syllables - begin to differentiate the pronunciation of	Recognise and use modelled combinations of <i>Pinyin</i> and intonation patterns of Chinese to form words and phrases For example: - listen to Chinese characters and/or words and experiment with writing down their <i>Pinyin</i> using a <i>Pinyin</i> chart - combine initials, finals and tones to pronounce familiar tone-syllables	Apply knowledge of combinations of <i>Pinyin</i>, pronunciation and intonation patterns of Chinese to develop fluency For example: - use knowledge of initials, finals and tones to pronounce familiar words and short phrases in Chinese, and record Chinese sounds using <i>Pinyin</i> with increasing confidence - read aloud Chinese nursery	Apply knowledge of combinations of <i>Pinyin</i>, pronunciation and intonation patterns of Chinese to further develop fluency For example: - recognise familiar language spoken by different voices, and use <i>Pinyin</i> to transcribe the sound of words and sentences - discriminate between familiar homonyms in Chinese, such as 是 and 室; 听

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
hands-on play using plasticine, stones, found objects, writing in the sandpit, chalk, big brushes and water on concrete • explore the connection between meaning and form of pictograph characters by copying or tracing, and paying attention to stroke order and direction, such as 日、月、山 with support and scaffold	teacher saying 马 and guessing the correct tone, recording the answer with a tone mark, gesture, body movement, or in a game of <i>Four Corners</i> • practise reproducing tone-syllables and adjusting tones	increasing accuracy • associate <i>Pinyin</i> with relevant characters taught by playing pair matching card games, such as matching 人 with <i>rén</i>	unique Chinese tone syllables, such as <i>chī</i>, <i>piě</i>, <i>qù</i>, <i>cān</i> and <i>hé</i> from English sounds of such letters and syllables • reproduce the four tones in Chinese, and recognise when and why some tones are not expressed, such as reproducing 'ma' in 'mā-ma', the repeated syllable, with neutral tone	• recognise how changes in intonation can affect meaning in Chinese, such as a rising intonation indicates a question and a falling intonation indicates a statement	rhymes, tongue twisters, texts and poems, paying attention to tones, pronunciation and intonation by mimicking modelled examples • discuss how English language stress and intonation cannot be used when making Chinese language sentences	and 厅 relying on contextual cues to assist understanding, and differentiating syllables with different tones, such as 是 and 十 • understand that the meaning of spoken Chinese can change by using different tones, such as 睡觉 and 水饺

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	Explore some basic aspects of the Chinese writing system by tracing and copying simple Chinese characters For example: - recognise that characters have meaning, and explore the connection between meaning and form, such as identifying pictographs 人 and 大, and use mnemonics to remember characters - notice the differences between single-structured Chinese	Explore basic aspects of the Chinese writing system by tracing and copying simple Chinese characters For example: - make connections between words sharing a common character/ morpheme, such as 小猫、小狗、小朋友 and understand that characters make up words, such as 老/师 - notice the different structures of Chinese characters, and become aware	Explore and recognise some aspects of the Chinese writing system, and experiment with writing some familiar Chinese characters For example: - recognise that Chinese words are formed with one, two or more characters and that each character in a word has its respective meaning, such as 大山、火山、山火、林火 and 王子、大王、女王 - make connections among	Recognise aspects of the Chinese writing system, and copy and write familiar Chinese characters For example: - engage with a range of common components and explore their individual meanings, arrangements and positions in a square space, such as 木 in 林、森、树、果 - categorise, organise and sort characters that have the same components and explore the contribution of	Recognise and identify aspects of the Chinese writing system, and copy and write familiar Chinese characters For example: - begin to recognise some basic character structures, including single structure (五、牛、女), left-right structure (明、狗、你), and top-bottom structure (学、爸、思) - explore the functions of components in Chinese characters and how they can	Recognise and identify aspects of the Chinese writing system, and copy and write familiar and some unfamiliar Chinese characters For example: identify common components in Chinese characters and discuss how they may contribute to the semantics of the word, such as 信 (believe) is the combination of 亻 (person) and 言 (words), and 安 (safe) is the combination of 宀 (roof) and 女 (woman)

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	characters, such as 月, as opposed to compound-structured characters, such as 朋 • make and copy components and/or characters, using pen and paper, playdough, strings, found objects, blocks and chalk, and pay attention to stroke order, type and direction • recognise that there is no space between Chinese characters or words, and that Chinese can be	that single-structured characters may appear in compound structures as a component in different positions, such as 日 in 早、明、春 • begin to copy simple Chinese characters, paying attention to stroke order, count and direction, such as using a different colour for each stroke to create rainbow writing	characters sharing the same radicals and components, such as 女 in 奶、姐、妹、妈 • copy key Chinese characters with an attempt to follow general rules of stroke order, and experiment with typing in <i>Pinyin</i> on a keyboard to choose familiar characters, such as typing ‘wo’ and choosing the right 我	such components to characters • copy or write familiar Chinese characters following stroke order, and use <i>Pinyin</i> to type short words and simple sentences, selecting the correct Chinese characters with increasing accuracy and confidence	contribute to the sound and meaning, such as 房 with the component 户 contributing to the meaning and 方 to the sound • copy or write familiar Chinese characters paying attention to stroke order, such as top to bottom, left to right, outside to inside, and closing the box last	• identify most basic character structures, such as inside-outside structure (回、国), half-surrounding structure (同、这), up-centre-down structure (草、喜、意), left-centre-right structure (班、谢) • copy or write Chinese characters with increasing accuracy, using correct stroke order, type and proportions

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	written vertically or horizontally					
No content	Explore how some features of language are used to construct meaning in Chinese For example: • explore the building of new words by combining familiar characters, such as 小+狗 (puppy or small dog), 大+狗 (big dog), 老+狗 (old dog) • modify nouns with support and modelled sentences, such as 一只狗、长头发	Recognise that features of language are used to construct meaning in Chinese For example: • recognise basic Chinese punctuation marks, such as full stops (。) and commas (,) • build new words by combining familiar meanings, such as 红+苹果 or 大+眼睛 • use 的 to indicate possession or to show that something	Recognise simple Chinese language conventions, grammatical structures and basic syntax in familiar texts and contexts For example: • build sentences with the sentence structure: subject + verb + noun, with verbs (是、叫、喜欢、有), such as 我叫 Emma。; 我喜欢我的家人。 • use 的 to join adjectives and nouns, such as	Recognise and use simple Chinese language conventions, grammatical structures and basic syntax in familiar texts and contexts For example: • construct sentences with temporal nouns to describe their routines, such as 我早上七点起床。; 我星期六游泳。 • use adverbs and intensifiers, including negation and inclusion, to	Use modelled grammatical structures, formulaic expressions, some punctuation and textual conventions to compose texts For example: • use subject+verb+ object sentence to enrich meaning from 我有狗 to 我有三只黑色的狗, moving from simple to more complex expressions • describe locations using spatial nouns	Use modelled grammatical structures, formulaic expressions, punctuation and textual conventions to compose and respond to texts For example: • apply processes of discourse development, including joining, such as 也 and sequence information, such as 就 • recognise the differences between 还是 and 或者, and experiment with

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- replace words (numbers, nouns or adjectives) in modelled sentences, such as changing 这是书。 to 这是尺。 - use cardinal numbers 0–10	belongs to someone, such as 我的家人 - experiment with the sentence structure: subject + intensifier + adjective with support to talk about themselves or their family, such as 我爸爸很高。; 我的眉毛很长。 - express likes/dislikes with modelled sentences by replacing words to express a personal meaning, such as	红色的金鱼 and 可爱的狗 - demonstrate understanding that the word ‘two’ 二 is read as 两 when talking about quantity, and use basic measure words in modelled sentences between numbers and subject to describe quantity, such as 两个人、三只狗 - use and respond to interrogatives with both question particles, such as 吗, and question	modify verbs and adjectives, such as 我非常/真/不喜欢画画。; 我的爸爸和妈妈都六点起床。 - join information with 因为 to express cause and effect, such as 我每天踢足球因为我非常喜欢踢足球。 - use cardinal numbers, 点 and 星期 to talk about time and days of the week, such as 十二点、星期五 - form questions using question words, such as 什么时候 and 几点 to ask about time	and prepositions, such as 我家在学校(的)对面。; 我的房间在后面。 - connect ideas in sentences using conjunctions (和、但是) or adverbs (还) to show addition, contrast or progression of information, such as 我和妈妈都喜欢跑步, 但是爸爸不喜欢。; 我家附近有公园, 还有火车站。 - recognise that in Chinese, verbs convey tense without conjugations, such as	using them to express choices in sentences - extend the use of interrogatives with yes/no questions, such as 是不是、有没有、喜欢不喜欢 and a range of question words, including 为什么、哪里 - examine the clauses of a sentence in Chinese and notice how they are linked coherently without a subject/ pronoun, such as 他叫王小明, 是我的朋友。

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		我喜欢……。我不喜欢……。	words, such as 几 and 什么		explaining why 有 can mean 'have', 'had' and 'will have' express ability, permission, or possibility using modal verbs (会、可以), such as 我弟弟会骑自行车去学校。; 你可以去附近的游泳池游泳。	recognise and use plural personal pronouns in Chinese, understanding how the suffix 们 is added to 我、你、他/她 to indicate plurality
No content	Explore how Chinese language has features that may be similar to or different from English For example: compare the vowel sounds of English with the main vowel sounds of	Recognise Chinese language features that may be similar to or different from English For example: explore the <i>Pinyin</i> alphabet and compare with the Roman alphabet, recognising that	Identify familiar Chinese language features and compare with those of English, in known contexts For example: compare the similarities and differences of Chinese sentence	Identify and describe familiar Chinese language features and compare with those of English, in known context For example: notice how word order in statements is often the same	Compare Chinese language structures and features with those of English, using familiar metalanguage For example: compare possessive pronouns in Chinese and English	Compare and discuss Chinese language structures and features with those of English, using familiar metalanguage For example: compare the use of tenses in English and Chinese, and

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Chinese, such as 'i', 'e' and 'u', to develop awareness • use titles to address teachers in Chinese and compare this with addressing teachers in English, such as using 王老师 instead of Ms Wang • notice how Chinese characters are written in squares, with each character taking up the same space, whereas English letters are written on horizontal lines	initials, such as 'x', 'q', 'c', 'zh', 'g', 'chi', 'zhi' 'pi' and 'ji', and vowels, such as 'i', 'e', 'u' and 'ie' are pronounced differently from English • notice that simple statements in Chinese tend to follow English word order, such as subject+verb+ object • discuss the placement of words in Chinese, such as 'happy' compared with English 'Happy Birthday' and 'Happy New Year' versus 生	structure with English subject-verb-object, and questions, such as 'Who is this?' versus 这是谁? and 'Do you have a dog' versus 你有狗吗? • recognise grammatical features and how their use differs in Chinese and English, such as recognising the lack of articles in Chinese, that adjectives can be used as verbs, and the limited use of the verb 'to be' 是	as English (subject+verb+ object), but some expressions, such as time, come before the verb in Chinese, such as 学校下午三点放学。 • recognise that Chinese can express ideas using fewer words than English, and explore how Chinese often drops subjects, articles, auxiliaries or tense markers that English keeps in daily communication, such as 去公园	• discuss how English puts directional and location words before nouns, such as 'in front of the school', whereas Chinese places them after nouns, such as 学校前面 • discuss how plural forms are expressed in English and Chinese, explore how plurals are identified, and develop understanding of the related metalanguage	recognise that future tense is often expressed through time phrases in Chinese, such as 我明天去游泳, 下个星期去踢足球。 • compare how Chinese and English join words or actions, and recognise that Chinese uses 和 mainly to connect nouns, while English can use 'and' to connect nouns, verbs, adjectives and clauses • practise writing the date daily and compare it with English

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	and vary in length	日快乐、新年快乐、圣诞快乐	recognise that Chinese uses measure words between numbers and nouns, such as 四条鱼, and compare them with English and become aware that English typically does not have measure words, such as four fish	踢足球。(I am going to the park to play soccer.) explore that Chinese often omits the subject when it is clear from context whereas English sentences typically require a subject		noticing the differences

Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore connections between language and culture For example: • explore and appreciate cultural diversity in the school community by having a shared meal of Chinese food using chopsticks • watch clips showing cultural activities and events in Chinese-speaking communities and discuss observations	Explore how people use language in ways that reflect cultural practices For example: • compare the use of greetings in different cultures, especially greeting norms within the class and school, such as greeting teachers with their job title 老师, instead of Mr, Mrs, Ms or Miss to show respect • explore the lucky and unlucky colours in Chinese-speaking	Explore and discuss how people use language in ways that reflect cultural practices For example: • use 加油 to encourage someone, and talk about the cultural meaning behind using this rather than 'good luck' • recognise that cultural aspects like food and celebrations are reflected in language, such as eating mooncakes for the Mid-Autumn Festival and	Identify connections between language and cultural practices For example: • recognise how some festival traditions, such as the Dragon Boat Festival, derive from historical events • identify the connections between Chinese language and culture/s by studying the reasons behind character formation, such as learning how the character 家,	Identify and discuss connections between language and cultural practices For example: • discuss the cultural significance of, and participate in, eye exercise routines (护眼健操), daily morning exercises (早操), classroom cleaning (打扫教室) or the flag-raising ceremony (升旗仪式) • engage with the traditions and customs of	Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication For example: • explore Chinese cultural practices through the learning of Chinese festivals, such as saying 岁岁平安 whenever ceramics or glassware is accidentally broken during Chinese New Year	Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication For example: • explore Chinese beliefs reflected in the traditions and practices of important Chinese festivals, such as honouring ancestors during the Qingming Festival • discuss the symbolism of the moon and sun in

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
engage with a children's book about Chinese New Year and discuss the similarities and differences with Christmas, or other celebrations, in Australia	cultures, such as discussing why 红色 is a lucky colour discuss possible reasons why Chinese family names are placed before given names and explore the cultural meaning of various Chinese given names	making dumplings for Chinese New Year explore the symbolism of animals in Chinese-speaking cultures, such as how dragons are considered auspicious or how horses are associated with success	which is a pictograph of a pig underneath a roof, came to represent the word 'family' and 'home' recognise that Chinese uses different words for older and younger siblings, such as 哥哥 versus 弟弟, showing the importance of age hierarchy in family relationships	festivals and celebrations in Chinese-speaking communities, recognising the value of cultural understanding in learning a new language, such as tasting and discussing the symbolic meaning of 月饼 role-play giving and receiving award certificates using formulaic expressions, such as 恭喜, and practise receiving with two hands to show respect	- explain to others the connections between language and culture, such as how 小区 or suburbs are used to describe neighbourhoods in China and Australia respectively - understand that Chinese can be very direct without being rude, by comparing ways of asking for permission to go to toilet in Chinese and English, such as 我要上厕所。 and 'Can I please go to toilet?'	Chinese-speaking cultures, and things that are lucky and unlucky, such as 八(发)、九(久)、四(死) investigate how the awareness of social etiquette and courtesy is fostered and shared within Chinese-speaking communities, such as understanding that declining something multiple times before accepting shows humility or waiting for elders to begin eating before starting a meal

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				identify meanings of Chinese words and phrases that do not translate directly, such as 属、马马虎虎、岁		demonstrates good manners

Years 7–10

Strand: Communicating

Sub-strand: Interacting in Chinese

Year 7	Year 8	Year 9	Year 10
Initiate and sustain exchanges to share information and experiences about themselves, others and their personal worlds For example: - exchange information and experiences about themselves and others including basic personal profile and hobbies, such as 我今年十三岁，上七年级。我住在珀斯。我不但喜欢打篮球，而且也喜欢踢澳式足球。 - exchange information and experiences about home and school, for instance home layout, school facilities, daily routines or school subjects and activities, such as 我每个星期二和星期四上汉语课。学校的汉语教室不	Initiate and sustain exchanges to share and compare information and experiences about their social world and special events For example: - interact with peers to make arrangements to go to the movies, dine out, shop or take part in outdoor or sports activities, such as 你想和我一起去看电影吗？可以啊。我想看最新的科幻片。好的，那我们星期六下午三点见。；我们什么时候去逛街？周末怎么样？好啊！你要买什么？我要买衣服和书。 - discuss and compare leisure time and special events, such as life after school, weekends, holidays, seasonal events and festivals both	Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Chinese-speaking countries and regions and their cultures For example: share information about a place or people in a Chinese-speaking country or region, including basic facts and features related to weather, transport, school life, celebrations, festivals or places of interests, such as 在中国，很多人喜欢在公园下棋、打太极拳，或者和朋友在奶茶店见面。；北京的冬天经常下雪，人们喜欢堆雪人和打雪仗。；从上	Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel For example: - share and discuss their future plans, including subject selections, part-time work, learning Chinese or career options, such as 因为我对电脑有兴趣，所以我明年想学电脑科学。；因为我想挣点儿钱，所以我打算放假去打工。 - exchange information and opinions about travel, including preparations, plans, memorable experiences, accommodation or transport options, such as 莉莉打算去哪儿玩？莉莉打算去台湾

Year 7	Year 8	Year 9	Year 10
大，但是我很喜欢上汉语课。；我家有游泳池，周末我和家人有时候会在后院游泳、烤肉和聊天。 • exchange information with their peers about their personal worlds or from the perspective of a fictional character, such as 你的足球比赛在什么时候？；小猪佩奇周末喜欢做什么？ • use strategies to start and sustain interactions, such as evoking interest with 我的汉语老师非常有意思。or 我跟你说……。, and using questions/expressions and non-verbal strategies, including waiting for a response or facial expressions to demonstrate attention	in China and Australia, and special occasions, such as 中国人在春节喜欢穿红色的衣服和吃饺子，澳大利亚人在圣诞节喜欢交换礼物和吃烤肉。 • contribute to online discussion in real or imagined contexts, messaging/chatting on secure platforms by replying to a post or leaving a comment, such as responding to the subject matter 你喜欢和朋友做什么？ with 我喜欢和朋友一起去看电影。 • experiment with different strategies to start a conversation, including making small talk, such as 今天天气真好！；你吃了吗？；最近学习怎么样？ • sustain interactions through the use of formulaic language to express feelings and reactions, such as 是吗？；嗯。；真棒！, and through elaborating on ideas, such as 我周末有空，所以我们可以去看电影。	海到北京，坐飞机最快，但是坐高铁也很方便。 • compare Chinese and Australian lifestyles and traditions, and discuss similarities and differences, such as 我觉得澳大利亚人比中国人更喜欢户外运动。；中国人常喝茶，澳大利亚人更常喝咖啡。 • interact in a true-and-false game relating to places of interest in a Chinese-speaking community by taking turns to say three statements, two true and one false, about a particular place of interest, with others guessing the false information, such as 故宫在上海。(X) 故宫有九千多个房间。(O) 参观故宫要门票。(O) • apply strategies to start a conversation, including sparking curiosity, such as 你猜猜北京有多大？；你知道为什么中国人在端午节吃粽子吗？ • maintain and extend conversations by following up on	玩，她办了护照，收拾了行李，也订了酒店和机票。；巴厘岛好玩儿吗？巴厘岛太好玩了！除了看看漂亮的海滩，你也可以参加水上运动。 • participate in a role-play or a skit about future plans or travelling, including an interview for an exchange program, reporting a lost property, asking for directions, or complaining about a service, such as 你为什么想去中国当交换学生？；火车站怎么走？ • engage in an ongoing conversation or dialogue using strategies to maintain interactions, for instance paraphrasing, expressing interest, managing disagreement respectfully, or using fillers, such as 你的意思是你每个周末都打工吗？；哇，太棒了！；虽然欧洲很好玩，但是去欧洲太贵了，所以我觉得去中国就好

Year 7	Year 8	Year 9	Year 10
		others' contributions and seeking clarification, adding opinions and encouraging further discussion, such as 我不太明白，能解释一下吗？；说得好，你可以多说一点儿吗？	了。；让我想一想。；怎么说呢？
Collaborate in activities that involve planning and negotiating to share ideas and preferences For example: - work in small groups to produce class reference materials, display key vocabulary and structures, and promote Chinese learning, such as 学习中文真有意思！ - collaborate to develop an online survey about school routines and subjects with questions, such as 你有几个兄弟姐妹？；你几点睡觉？；你最喜欢上什么课？ - negotiate and interact during class activities and games using modelled expressions, such as 换你了。；要和我们一起吗？；可以给多一点儿时间吗？	Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving For example: - participate in simulated transactions and negotiations to purchase clothing, souvenirs or transport, and maintain the interaction, such as 多少钱？哎呀！太贵了，可以便宜一点吗？ - collaborate with others to organise a day out or a birthday party, negotiating and arriving at shared decisions, for instance how much to spend on presents, what to bring, an itinerary for a day out, such as 我们想为五月的	Collaborate in activities that involve planning, considering options, managing and problem-solving For example: - organise a real or simulated booth for a local Chinese community event or festival, brainstorming and planning what the booth will be about, how to attract visitors, considering options with set-up, and managing roles on the day, such as 我们的摊位要做什么游戏？；我们要做海报吗？；我们需要几张桌子？ - collaborate to develop a digital presentation, brochure or poster to promote a Chinese city/town, deciding on the information	Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences For example: - participate in discussions about planning an imagined trip, using Chinese to invite ideas and suggestions, ask for clarification, and manage discussions, such as 我们应该坐火车还是坐飞机？；你为什么想去台湾？；我们决定要……，是吗？ - participate in simulated interviews, alternately taking the role of the prospective employer and job applicant, such as 你可以说说你的工作经验吗？我在咖啡馆打工过，也在快餐店当过店员。

Year 7	Year 8	Year 9	Year 10
	寿星办一个生日会，每个同学要出五块。；明天下午三点半在校门口见面，然后坐公共汽车去看五点的电影。 combine group ideas and efforts to collaboratively solve problems related to finding time to socialise or a scheduling conflict, contributing and listening to others' perspectives and experiences, and presenting or reporting back to the class	needed, the language they need to use and how best to present the information to a target audience, such as 欢迎来到杭州，这里有美丽的风景、好吃的食物和好玩的地方。 organise and participate in a real or simulated experience dining in a Chinese restaurant, using language to consider options and solve problems, such as 麻婆豆腐和宫保鸡听起来都很好吃。你推荐哪一个？；我不太会用筷子，可以给我汤匙吗？	negotiate a compromise or alternate way of achieving common outcomes, such as 我觉得坐飞机很快，但是机票太贵了。我们坐高铁吧！不但省钱，而且可以在车上看风景。

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
Locate and process information, ideas and opinions in texts, and convey meaning appropriate to context, purpose and audience For example: - listen to, read or view modified or authentic texts in Chinese, identifying the main ideas and details, and use this information to create an informative poster or short presentation for a different audience - respond to both factual (newspaper, article and journal) and imaginative texts (songs, stories, films and video clips) to identify favourite elements or characters, write reviews and create a sequel/alternative ending - summarise the findings of a class survey in a presentation, or in a digital or visual poster or wall chart, interviewing people about	Locate, summarise and process information, ideas and opinions in texts, and convey meaning appropriate to context, purpose and audience For example: - listen to, read or view invitations, cards and messages, and respond appropriately according to purpose and audience, such as 太棒了！我听说那部电影非常有意思，我也很想看。那就明天见了！ - locate and process detailed information in spoken or written Chinese texts (videos, voicemails, emails and messages) about an outing, such as time, location and activities, and complete a scheduling or itinerary - research and gather information about popular leisure activities in Australia and a Chinese-speaking community, using a range of	Compare and summarise information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience For example: - listen to, read or view interviews with people from Chinese-speaking countries or regions about traditional Chinese festivals, find the similarities and turn them into a list, and use the list to produce a response, such as a blog post or diary entry that takes into consideration the context, purpose, and audience - read and view various adapted or authentic texts from a Chinese-speaking city, such as the subway map, tourist brochure, restaurant menu or a bus timetable, and use the information to create a promotional poster	Compare and summarise information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience For example: - interview others to obtain information, and summarise and present the information in new ways for specific audiences, such as delivering a speech about someone's part-time work experience, about others' opinions on Year 11 course selections, or a 'how to' report on planning a trip - interpret and compare texts that contain different perspectives on the same topic to support debates or informative presentations, such as 有的人觉得学中文很有用，对找工作有帮助，有的人觉得中文太难了。

Year 7	Year 8	Year 9	Year 10
their family or likes/dislikes, such as 他家有三口人，有爸爸、妈妈和他。他的爸爸喜欢炒饭，妈妈喜欢饺子，他喜欢春卷。 and present this information to the class in Chinese, quoting the source of information 他说……。	sources, and organise and share the information in print/online form	listen to popular Chinese-language songs, compare themes and content to those of songs popular in Australia, discuss the different attitudes and lifestyles, and present them to the class	research different occupations in Chinese or English texts, summarise and present findings in Chinese for a class job fair, explaining job descriptions, required skills, and how proficiency in Chinese can be an advantage or requirement in some careers
Identify strategies to interpret and convey meaning in Chinese in familiar non-verbal, spoken and written cultural contexts For example: - make adjustments when moving between Chinese and English, recognising that some words cannot be translated directly, such as 孝顺 when talking about the bond between children and parents - use knowledge of the Chinese linguistic features to break down longer sentences into small manageable parts, applying	Identify strategies to interpret and adjust non-verbal, spoken and written Chinese language to translate and convey meaning in familiar cultural contexts For example: - compare different versions of translations, reflecting on the differences in translation of the same text, and identify possible reasons for differences - guess or infer meaning from key words or context when encountering unfamiliar words - use print bilingual dictionaries to translate the meaning of	Interpret and translate non-verbal, spoken and written Chinese language to translate and convey meaning in familiar cultural contexts For example: - identify core values implicit in interactions in Chinese, and explain these to English speakers, for instance describing the language of celebration, including the origins, significance and meanings of commonly used expressions, such as 年年有余、福如东海、恭喜发财 - reflect on the importance of non-verbal elements in Chinese	Interpret and translate non-verbal, spoken and written Chinese language to translate and convey meaning in a range of cultural contexts For example: - translate short familiar texts, such as advertisements, songs or film clips, comparing their own translation with others, and analyse and provide possible explanations for similarities and differences - view mistranslated menus, signage or flyers between Chinese and English, and discuss why

Year 7	Year 8	Year 9	Year 10
knowledge of Chinese sentence structures, to assist comprehension and translation, such as 我每天都有很多功课, 但是我周末喜欢在家看电视, 和家人出门逛街。 • use a word bank to translate familiar texts in Chinese to English, ensuring that the English translation is appropriate both grammatically and in terms of content by comparing their translation with their classmates	individual characters and/or a combination of characters while being aware of the limitations of these tools and the importance of cultural nuance	communication, including hand gestures, head movements and facial expressions, such as avoiding direct eye contact to show respect, using a gentle smile to maintain harmony, or giving and receiving items with both hands as a sign of politeness, and how these may differ from Australian cultural norms • use print/online bilingual dictionaries to support accurate translation and interpretation of unfamiliar words and phrases in both familiar and some unfamiliar contexts while considering cultural nuances and appropriate usage	some words are difficult to translate and how to avoid making similar mistakes • use print/online bilingual dictionaries, identifying issues such as multiple meanings of Chinese characters and the need to consider context and cultural understanding, such as the character 请 which can mean 'please', 'invite', or 'treat'

Sub-strand: Creating text in Chinese

Year 7	Year 8	Year 9	Year 10
Create informative, imaginative and personal texts, adapting familiar and modelled language, for a specific context, purpose and audience For example: • create a description of a fictional character, their home and school life, and present it using a slideshow • select a favourite song or other imaginative text, and adapt it to a different text genre, for instance a picture book or children's story for a younger audience, such as 《找朋友》 or 《两只老虎》 • write a diary entry about a new friend or a typical/special day at home or school, such as 今天是星期一，我最喜欢星期一，因为早上有汉语课。	Create informative, imaginative and personal texts, adapting familiar and modelled language, for a specific context, purpose and audience For example: • write a short invitation to a birthday party or an event, adapting modelled phrases, such as 你想来吗？；我们在……见面。；带一点吃的来。 • create imaginative texts in print/online formats, and build characters, themes and settings to entertain a specific audience, such as younger Chinese-speaking students • write a monologue about a recent outing, including details, such as day, time, venue, occasion, weather, clothing, transport, cost, and present it to the class, such as 昨天是星期六，三月二十日。天气很好，有点儿热。我	Create informative, imaginative and personal texts, using linguistic features and textual conventions appropriate to context, purpose and audience For example: • construct a promotional/informational poster with a title, key information and visuals about a Chinese-speaking city, including details on weather, transport, places of interest and cultural activities • create short performances, such as a skit about celebrating the Spring Festival, a simple song about school life in a Chinese-speaking country or region, or a rap about life in China, and incorporate culturally appropriate language and gestures • compose an account of an imagined experience travelling to	Create informative, imaginative and personal texts, using linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences For example: • create informative texts, such as a brochure promoting a holiday destination, a poster for a Year 11 subject selections or a webpage about choosing a suitable career, using visuals and culturally appropriate language to engage the audience • create plays with plots that reflect personal opinions on future plans or travel, using props to support storytelling, and experiment with language, image and sound to convey complex ideas and enhance audience appreciation • write a short text message to their friend, reflecting on whether

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	和我最好的朋友一起去看电影。我们坐火车去电影院。	a Chinese-speaking country, such as describing their observations, experiences and reflections, for instance exchange student in a Chinese-speaking country or region, such as 我去北京当交换生。一下飞机，我就看到很多人、很多车，还有很多商店。在学校，我认识了很多朋友。我的中文也进步了很多。	they should find a part-time job to earn some pocket money, such as 我想买手机，可是没有钱，所以我得去打工。你觉得我可以找什么样的工作呢？

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
Apply knowledge of familiar linguistic features of spoken Chinese to interact with developing fluency For example: - examine differences in sounds and tones heard, including the range of vowel and consonant combinations, such as ‘<i>qin</i>’ versus ‘<i>qing</i>’ and ‘<i>chi</i>’ versus ‘<i>ci</i>’ - recognise and use familiar features of the Chinese sound system, identifying use of tones, rhythm and sound flow, such as discriminating pronunciation, intonation and stress, when listening to short texts 四是四，十是十，十四是十四，四十是四十 - examine how characters sometimes contain a common component or side, such as explaining the features of	Apply knowledge of linguistic features of spoken Chinese to interact with increased fluency For example: - examine the diverse meanings of words that share similar sounds, such as the many meanings of the sound ‘<i>shi</i>’ (是、十、室、时、石、事) and learn how to differentiate homophones (同音词) and near-homonyms (近音词) in different contexts, such as 买东西 and 卖东西 - explore changes in neutral tone and identify patterns to aid their own pronunciation and flow of expression, for instance demonstrating understanding of the use of neutral tone for the second syllable when it repeats or does not contribute to the	Apply linguistic features of spoken Chinese to interact with enhanced fluency For example: - accurately pronounce familiar and unfamiliar words marked with <i>Pinyin</i>, and apply tones to convey meaning - apply the knowledge of the Chinese sound system to type a range of texts using <i>Pinyin</i> input, choosing correct characters in context - apply pauses in longer sentences and sentences with embedded clauses	Apply linguistic features of spoken Chinese to further extend fluency For example: - compare examples of regional variation in pronunciation, such as the Beijing use of 儿 and the southern pronunciation of ‘<i>shi</i>’ and ‘<i>si</i>’, and notice and describe differences in accent and tone when listening to Chinese speakers from diverse regions - notice tone changes and reflect on the impact on developing fluency when speaking, such as observing how tones change in word, such as in 你好 (<i>ní hǎo</i> instead of <i>nǐ hǎo</i>), 一年 (<i>yì nián</i> instead of <i>yī nián</i>), and 不错 (<i>bú cuò</i> instead of <i>bù cuò</i>) - apply appropriate pace of delivery to convey meaning, emphasis, feelings and emotion,

Year 7	Year 8	Year 9	Year 10
position, phonetic function and range of sounds in the characters 请、清、情、晴、精、睛、猜	meaning of the first syllable, such as 妈妈、孩子 estimate the probable sound and meaning of characters, based on understanding of familiar components and phonetic sides, when reading unfamiliar texts, such as 爸、吧、把 and 期、棋、旗		and to reflect on how they could improve, create effects or adjust the delivery of the information in spoken text
Recognise and identify features of the Chinese writing system, and write familiar and some unfamiliar Chinese characters For example: - categorise common stroke types, character structures, components and radicals in Chinese characters, using visual organisers, such as charts or tables - recognise that Chinese characters can be written in two forms: 繁体字 and 简体字, such as 鳥 and 鸟 - write familiar Chinese characters and some unfamiliar Chinese	Apply knowledge of the Chinese writing system to interpret familiar Chinese characters, and write familiar and some unfamiliar Chinese characters For example: - interpret unfamiliar characters by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, such as 烤 (火+考), 嫁 (女+家) and 植 (木+直) - apply the knowledge of character structures, stroke order and stroke types to write familiar and	Apply knowledge of the Chinese writing system to interpret and write familiar Chinese and some unfamiliar Chinese characters For example: - interpret texts by inferring meaning from common character components, or position of components, and analyse how reliable this method is, such as 听 (listen) with the radical 口 suggesting speech, and 怪 (strange) with the radical 忄 suggesting emotions - view Chinese calligraphy (书法) to appreciate the ingenuity and	Apply knowledge of the Chinese writing systems to interpret and write Chinese characters For example: - describe orthographic features of new characters encountered, including the structure, sequence and relationship of components - discuss the use of 繁体字 and 简体字 in Chinese-speaking communities today, including the revival of 繁体字 and the spread of 简体字 in diverse communities, and traditional characters encountered in their local Chinese communities, and

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characters with the support of a print bilingual dictionary	some unfamiliar Chinese characters with the support of a print bilingual dictionary write with increasing control, familiar Chinese characters and some unfamiliar Chinese characters with the support of a print bilingual dictionary, paying attention to stroke order and proportions	artistry of each character and discuss the balance, spacing and arrangements of the components explore examples of types of simplifications, and ways of associating traditional characters with known simplified forms, such as the whole simplifications 为—為, part substitutions 汉—漢 and half simplifications 说—說	note their simplified character version refine writing skills to produce familiar and unfamiliar characters using correct stroke order, and demonstrate an awareness of character composition and aesthetics
Apply knowledge of linguistic features of Chinese to respond to and create texts For example: - express present and past tenses, including 了 to indicate completion and (正)在 to indicate action in progress, and 没有 to indicate negative past, such as 我刷了牙, 洗了脸。; 小美正在弹钢琴。; 我没有做功课。 - explore and apply the use of conjunctions to sequence and connect ideas when constructing texts, such as 因为美术课很有意思	Apply knowledge of linguistic features of Chinese to respond to and create texts For example: - use 过 to indicate past experiences, combine it with 次 to show how many times an action has been done, and practise the negative form with 没(有)……过 to express lack of experience, such as 我去过那间百货商店很多次了。; 我没(有)看过那部电影。 - build logical discourse with conjunctions and cohesive	Select and use an extended range of linguistic features of Chinese to respond to and create texts For example: continue to build logical discourse with conjunctions and cohesive devices to express conditions using 如果坐高铁的话, 你八点以前就到北京了。 , to show contrast with 不过, and to indicate choices using 中国的学生不是做功课就是在准备考试。	Select and use an extended range of linguistic features of Chinese to enhance meaning to respond to and create texts For example: - express future tense with 打算 and 计划 to indicate intentions or with temporal nouns, such as 未来、将来 - further build logical discourse with conjunctions and cohesive devices to sequence information, such as 我会先去北京旅游, 然后坐飞机去上海, 再去西安看兵马俑。 , to emphasise

Year 7	Year 8	Year 9	Year 10
思，所以我非常喜欢上美术课。and 我常常一边听音乐一边做功课。 • explore the use of 才 and compare its use with 就 to indicate timing, sequence or emphasis in action • duplicate verbs and adjectives to indicate a short and casual action, for instance 看看 or 想想 to emphasise the degree of a quality, such as 漂漂亮亮 or 清清楚楚 • connect adjectives using 又……又…… to describe two qualities, such as 又忙又累, and 不……不 to describe a moderate state, such as 不大不小	devices to add information using 上个周末，我和大伟不但一起看了电影，而且还一起吃了午饭。， to express cause and effect with 为了庆祝春节，王刚的爸爸妈妈准备了年夜饭。， and to introduce contradictory ideas using 虽然学习很忙，但是我还是和朋友一起玩线上游戏。 • compare and apply the functions of prepositions and discuss the importance of context when determining their meaning in texts, such as 跟、对、给 • use different ways to negate ideas depending on degree of formality or emphasis, such as 我哪儿有不开心？；我没有办法出去玩儿。；我不能去逛街。；不行。；别迟到。；不可以。 • use large numbers, including 百、千、万 and zero as 零 when talking about prices, practise expressing discounts with 打……折, and form basic bargaining	• use the particle of 得 to modify verbs and describe the manner of an action • explore the ways to indicate counterparts of direction, such as 上来、下来；进来、进去；回来、回, and to indicate abstract meanings, such as 想出来、答不上来、停下来、写上去 • experiment with 的 as a subject modifier to express ideas that would contain relative clauses in English, such as 我最喜欢的中国节日是中秋节。 • indicate approximation using 几、多、左右	contrasting ideas, such as 不是……而是……, and to add information, such as 除了中文以外，我明年也打算学历史和化学。 • explore ways to express similarities or comparatives using 和……一样、比、比较, such as 故宫和颐和园一样漂亮。；坐飞机比坐火车快。；去日本旅游比较贵。 • experiment with the use of 地 to modify adjectives, such as 高兴地、认真地, and distinguish the differences between using structural particles 的、得、地 in sentences appropriate to the contexts, such as 你的看法很有意思。；你说得好。；他很认真地在说话。 • use a range of intensifiers, both formal and informal, to modify nouns and adverbs, such as 特别、十分、……半死、……极了

Year 7	Year 8	Year 9	Year 10
	sentences like 太贵了，可以便宜一点儿吗？		
Identify and discuss similarities and differences in how linguistic features are used in Chinese and English, using metalanguage For example: • use relevant metalanguage to identify parts of speech, such as nouns, measure words, or verbs, and compare these with other languages' equivalents, including English • identify similarities and differences between Chinese and English word order and sentence construction • explore key features of Chinese phonology by comparing with English phonetics, such as demonstrating understanding that each character is pronounced with one syllable and that Chinese characters cannot be	Identify and discuss similarities and differences in how linguistic features are used in Chinese and English, using metalanguage For example: • continuing to build metalanguage to discuss and describe grammatical concepts and to organise learning resources, such as verb charts, word banks, groups of pronouns, adverbs and adjectives • teach peers, other students of Chinese or a buddy class about Chinese language, focusing on a particular structure using metalanguage and visual supports, such as comparing text direction in a Chinese language story book with English language or reading the story to students, indicating the direction as the story is read	Reflect on and discuss similarities and differences in how linguistic features are used in Chinese and English, using metalanguage For example: • understand that in Chinese, the particle 得 is used after a verb to describe how an action is performed or its degree, whereas in English adverbs (often ending in '-ly') come before or after the verb to describe the action • compare textual features and language used in different types of written communication within and across languages, such as the formatting of a letter an email in English and then in Chinese, and identify the differences of each text type in each language • explore the ways in which Chinese can be manipulated to make ideas more objective, such	Reflect on and evaluate the use of linguistic features in Chinese texts, using metalanguage For example: • compare the use of relative clauses in Chinese and English, noticing that Chinese uses 的 to link descriptive phrases before a noun without relative pronouns, whereas English uses relative pronouns • compare different styles of writing to identify ways in which information is structured and sequenced for particular purposes • describe orthographic features of new characters encountered, using metalanguage, including the structure, sequence and relationship of components, and explain connections evident

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sounded out, like most English words	discuss how large numbers are expressed in English and Chinese, recognising that English counts by thousands whereas Chinese counts by tens of thousands, such as 一万、一百万, and how discounts are expressed as percentages off in English, while in Chinese they are expressed as fractions of the original prices	as removal of personal pronouns and opinions, and compare it with how it is done in English	between form, sound and meaning

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values For example: - infer the relationship of participants in a spoken interaction by observing word choices and gestures, such as 老张、张校长、张小明, and asking ‘What titles and terms of address are used for individuals in Chinese?’, and ‘How do these titles compare to English practices?’ - consider the different ways to ask someone’s age, for instance 你多大? is commonly used for all ages, while 你几岁? is more appropriate for young children - explore how the language/s they know influence/s their identity and communicative preferences by reflecting on the values of one	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values For example: - explain how teens in Chinese-speaking communities express themselves socially in messages or posts, such as the use of emojis, <i>Pinyin</i> abbreviations (BHYS=不好意思), and English words (这很ok。), and compare this with English - explore the etiquette and customs of inviting people, responding to invitations, attending a special occasion and gift-giving/receiving practices, such as a birthday party or wedding, and compare those in Chinese-speaking communities and Australia - discuss how going out in Chinese-speaking communities	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values For example: - reflect on the impact of regional and cultural diversity on Chinese-speaking communities and how this is evident in expressions, such as 北京烤鸭、珍珠奶茶、海南鸡饭 - explore diversity within Chinese speakers’ identities and become aware of this when interacting, such as understanding that calling Chinese speakers 中国人 does not reflect the diversity of many nationalities and identities of Chinese-speaking people - investigate common Chinese festivals and explore how language used during these times conveys cultural values, such as 恭喜发财 expresses hopes for	Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating For example: - reflect on how the study of Chinese has given them an understanding of the cultural values within and across languages, discuss the interrelationship between Chinese, English and other languages, and how this has changed their perception about who they are and how they communicate - compare and discuss the cultural attitudes and values toward education in Chinese-speaking communities and Australia, and how these perspectives shape the two languages and individuals’

Year 7	Year 8	Year 9	Year 10
culture when communicating in another, such as differences in the use and frequency of 'thank you' and 谢谢	often involves visiting night markets, enjoying hotpots or going to karaoke, reflecting the importance of family and community connections, whereas in Australia people may go to cafes or the beach, reflecting a value of relaxation and mateship	prosperity and 花好月好人团圆 reflects the wish for families to be reunited under the full moon during the Mid-Autumn Festival	plans and decisions for Year 11 and 12 discuss how travel experiences differ between cultures, recognising that Chinese travellers often join group tours with structured activities, whereas Australian travellers tend to take road trips with more informal planning, and analyse how the languages used in advertisements to promote these different kinds of travel can be different