



Government of **Western Australia**  
School Curriculum and Standards Authority

# Western Australian Curriculum

## Languages | Chinese

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Year level descriptions | Years 7–10  
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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## 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.

## Year 7

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Chinese provides students with opportunities to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of personal life.

In Year 7, students are beginning their learning of the Chinese language, building on prior learning and experiences of learning other languages. They use the Chinese language to exchange information about themselves, others, likes and dislikes and to participate in classroom activities. Students use their literacy knowledge to engage with Chinese texts, such as conversations, audio and video clips, articles, songs and stories, and to locate, process and convey key information. They use modelled language to create informative, imaginative and personal texts.

Students become familiar with the systems of the Chinese language, recognising and using *Pinyin*, pronunciation, characters, context-related vocabulary and grammatical elements in simple spoken and written Chinese texts. They begin to reflect on the connection between the Chinese language and culture and the language and culture of their own language/s.

In Year 7, students receive support through modelling, scaffolding and the use of targeted resources. They are encouraged to use the Chinese language for classroom routines and activities and to take risks in their language learning. Regular feedback, encouragement and opportunities to revisit and review support students in the language learning process.

## Year 8

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Chinese provides students with opportunities to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life.

In Year 8, students build on the skills, knowledge and understanding of prior learning experiences. They use the Chinese language to exchange and compare information about daily life and to participate in classroom activities. Students use their literacy skills to engage with Chinese texts, such as conversations, messages, posters, audio and video clips, songs and stories, and to locate, process and convey information in different ways. They adapt familiar and modelled language to create informative, imaginative and personal texts for specific purposes.

Students build on their understanding of the systems of the Chinese language, recognising and using features of *Pinyin*, pronunciation, characters, context-related vocabulary and grammatical elements in simple spoken and written Chinese texts. They comment on the connection between the Chinese language and culture and the language and culture of their own language/s.

In Year 8, students receive support through modelling, scaffolding and the use of targeted resources. They are encouraged to use the Chinese language for classroom routines and activities and to take risks in their language learning. Regular feedback, encouragement and opportunities to revisit and review support students in the language learning process.

## Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Chinese provides students with opportunities to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of the wider world.

In Year 9, students continue to build on the skills, knowledge and understanding of prior learning and experiences. They use the Chinese language to exchange and compare information about Chinese-speaking countries and regions and their cultures, and when collaborating in activities involving planning and negotiating. Students use their literacy knowledge to engage with, and convey information from, Chinese texts, including authentic sources, such as audio and video clips, online magazines, advertisements, songs, stories and articles. They adapt familiar and modelled language to create and present more detailed informative, imaginative and personal texts for specific purposes.

Students continue to develop their understanding of the systems of the Chinese language, recognising and using linguistic resources to communicate in Chinese with increasing fluency. They discuss how language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in Chinese.

In Year 9, students are encouraged to use Chinese as much as possible and to reflect on and monitor their language learning and intercultural experiences. They work increasingly independently and continue to receive guidance, feedback and support.

## Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Chinese provides students with opportunities to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of the wider world.

In Year 10, students consolidate and progress the skills, knowledge and understanding of prior learning and experiences. They use the Chinese language to engage in more sustained interactions, exchanging information about future plans and travel, and when collaborating in activities involving planning and negotiating. Students use their literacy knowledge to engage with, and convey information from, increasingly more complex Chinese texts, including authentic sources, such as conversations, audio and video clips, online magazines, advertisements, songs, stories and articles. They draw on familiar and modelled language and an increasing range of linguistic resources to create and present more detailed informative, imaginative and personal texts for specific purposes.

Students continue to develop their understanding of the systems of the Chinese language, recognising and using linguistic resources to communicate in Chinese with increasing fluency and independence. They discuss how language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in Chinese.

In Year 10, students work increasingly independently to reflect on and monitor their language learning and intercultural experiences. They are encouraged to use Chinese as much as possible and continue to be guided and mentored.