



Western Australian Curriculum

Languages | Chinese

Scope and sequence | Pre-primary–Year 10

Draft for consultation | Not for implementation

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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 the 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
<p>Recognise and communicate meaning in Chinese</p> <p>For example:</p> <ul style="list-style-type: none"> imitate the teacher and share some personal information with support sing and listen to songs in Chinese, including traditional nursery rhymes, such as 《我的朋友在哪里》、《你好歌》、《找朋友》 listen for keywords and respond using hand gestures for numbers, or other visual clues, such as picture cards, to match information participate in play-based activities and simple tasks, using movement, props, toys and images 	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> use simple phrases and sentences to communicate basic personal information using modelled language, such as 我叫小兰, 我五岁。 listen to simple questions and respond as self or as a character (puppet, soft toy etc) to share personal information, such as 你叫什么名字? ; 你几岁? take on the role of imaginary characters, animals or superheroes and exchange information about themselves using rehearsed language, such as 你是谁? 我是小猫, 我叫咪咪。 	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> use simple phrases and sentences to share information about themselves, family members or pets with modelled and rehearsed language, such as 我上二年级。我家有三个人, 有爸爸、妈妈和我。我有一只小狗。 interact with peers, asking and responding to questions with teacher-developed picture cards or cue cards with Pinyin, and supplement the interaction using gestures where possible, such as 这是谁? 这是我的姐姐。; 这是你的小狗吗? 是的, 我的小狗叫旺旺。 use puppets or dress up to role-play exchanging greetings and information about themselves and their family 	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> share basic information about themselves, family members, friends and their names, ages, Chinese zodiac animals and physical appearances, using modelled and rehearsed language, such as 我的好朋友叫Carol。她八岁。她属马。她有金色的头发。 interact with peers asking and responding to questions with scaffold and support, such as 你属什么? 我属马。; 你的眼睛是什么颜色? 是棕色。 use appropriate formulaic expressions in social exchanges, such as 没错。; 是不是? ; 好不好? 	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> initiate short exchanges by asking simple questions using modelled and rehearsed language related to their family and friends, their likes and dislikes, daily life and school routines, such as 你有没有宠物? ; 你几点上学? ; 你喜欢做什么? 我喜欢唱歌。 exchange information that involves time and days of the week to describe their personal world, such as 我晚上九点睡觉。; 你什么时候有中文课? 我星期二早上有中文课。 interact with classmates to make enquiries about their likes and dislikes, and report their findings to the class, 非常喜欢……, 很喜欢……。她不喜欢……。 	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> initiate a conversation by asking a question or making a statement, such as 你家附近有什么? ; 我明天要去公园。; 你想去中国吗? share information about their home, neighbourhood and the wider world using simple descriptive language, such as 我的家很舒适, 客厅里(面)有大沙发。 engage in short exchanges related to their home layouts, facilities and amenities in the neighbourhood and their locations, and big Chinese-speaking cities and popular landmarks, such as 我家有游泳池。; 我家附近有麦当劳。; 北京有长城。 	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> invite others to a socialising event by asking appropriate questions or making a suggestion, such as 你星期六想做什么? ; 我们一起去公园玩好吗? engage in longer exchanges about their home and school life, socialising, going out and celebrations, such as 我喜欢在房间看书和听音乐。; 我喜欢和朋友在学校一起踢足球。; 我今年的生日想和朋友去看电影。 sustain ongoing conversations or dialogues using strategies to maintain interactions, such as expressing interest or using fillers, as in 哇, 太棒了!。; 我想一下。

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> recite simple modelled rhymes, chants and stories with gestures and body movements, such as 《小毛驴》 and 《三轮车》 sing and move around the room with songs about greetings and basic self-introductions, such as 《你好、你好、我叫 Tim》 play traditional outdoor games, such as 丢手绢 using repetitive expressions, including 快跑! 快跑! and practice 跳绳 or 跳皮筋 while chanting 《马兰开花》 participate in a guided role-play about saying 你好/您好 and 再见 in different contexts, or getting to know a new friend's name and age 	<p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> recite a range of action songs, chants and raps with greater independence, such as 《头和肩膀》 respond non-verbally to 老师说, adapted from <i>Simon says</i> using imperatives to give instructions, such as 请安静。; 不要说话。; 想一想。; 找个朋友。 take turns in games that involve asking and responding, such as <i>Go Fish</i>, <i>Fruit Salad</i> and 大风吹 use simple interrogative and 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? ; <i>Mǎ</i> 是 horse 吗? 	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> play the <i>Whisper Game</i> using modelled language to organise order in line, such as 你第一、我第二、他第三。 play <i>Twister</i> using modelled language to instruct the placement of hands or feet, such as 右手、蓝色; 左脚、红色。 use turn-taking language to play games that involve active listening, memory, information exchange and negotiating turns, such as 该谁了? 该我了。; 轮到谁了? 轮到小明了! acknowledge others' contributions when working collaboratively in group tasks, such as 厉害! ; 了不起! 	<p>Participate in collaborative activities using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> create a class profile with information collected from peers, such as creating a chart or database to identify favourite sports, lessons or routines play a game of 老狼老狼几点了? and use modelled language to negotiate a time to start running, such as 几点可以跑? create an exercise routine, collaboratively, such as an obstacle course with actions using modelled language, as in 这里要做什么? 这里要跑。; 那里要爬。 play <i>Go Fish</i> that is adapted to topic-related vocabulary using modelled language, such as 大宝, 你有没有……? 没有, 去钓鱼。 	<p>Participate in collaborative activities that involve planning to share information, preferences and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> consult each other when completing group activities, including indicating understanding or asking for help using exclamatory and interrogative expressions, such as 太难了! ; 我不会! ; 这个字怎么写? ; 可以帮我吗? play a barrier game and use modelled language to complete each other's map, such as 图书馆在火车站的左边, 咖啡店在电影院的前面。 collaborate with peers to discuss and plan how to play a treasure hunt game around school, such as 下一站是哪里? ; 要在这里做什么? ; 然后呢? engage in a collaborative task that involves planning a real or imagined visit to a landmark, such as 你觉得要去哪里? 为什么? , and then act as a guide for their classmates in simulated scenarios using modelled language, such as 请往前走。 	<p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> work in small groups to brainstorm and share ideas using modelled language, such as inviting ideas and asking clarifying questions, as in 你怎么想? ; 你写了什么? ; 这是什么意思? ; 我没听清楚, 请再说一次。 work collaboratively 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? negotiate tasks and shared activities using modelled language to work out preferences and allocate tasks, such as 你喜欢准备食物还是活动? ; 你们想吃什么? ; 我们要玩什么游戏? ; 我们可以在室内玩游戏吗?

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> respond to roll call with 在 or 到 and a raised hand offer an appropriate greeting, such as 老师好 (with a bow) 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> exchange simple greetings and farewells using appropriate expressions and body language, such as 早上好。; 下午好。; 再见。 respond to simple instructions, such as 站起来。; 请坐下。; 请举手。; 大家一起说。 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> 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。; 会不会? (不)会。; 听懂了没? 听懂了/听不懂。! 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> respond to simple questions when taking class roll, such as 有谁不在? 小明不在。 exchange simple spoken or written messages to praise or compliment someone, such as 加油! ; 恭喜你! ; 做得好! 	No content	No content	No content

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Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> • match picture or object to spoken Chinese • respond to simple instructions or requests with appropriate actions • act and move to songs, chants or games with understanding • match the number of objects to Chinese numbers, or match Roman numerals to Chinese numbers 	<p>Locate key information in familiar texts and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> • view an audiovisual text and use intonation and visual cues, such as gestures and facial expressions, images, and contextual clues to make meaning • recognise and assign labels in <i>Pinyin</i> and characters in familiar text and pictures • mime, draw, point, click or drag to show understanding of keywords in a range of spoken, written and multimodal texts • use word cards to reconstruct modelled phrases and short sentences 	<p>Locate key information in familiar texts and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise words and phrases from classroom routines, images, labels and word walls • view a variety of audiovisual imaginative and informative texts using intonation and visual cues, such as gestures and facial expressions to identify keywords, such as 《三只小猪》、《小红帽》、《狼来了》 by selecting the appropriate pictures or characters • listen for key information in multimodal texts and respond to 是不是、对不对 and 有没有 questions in Chinese with (不)是。; (不)对。; (没)有。 • retell texts by sequencing pictures and captions of the main events in the order they occurred 	<p>Locate key information in familiar texts and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> • listen to short spoken texts to identify key information such as name, age and year level of the speaker • respond to a story, song, cartoon, comic or simple narrative by retelling, sequencing or re-enacting the main events • listen to or read half a story and predict what might happen next by selecting appropriate images, gesturing or re-enacting • recognise words and phrases from classroom word walls and use them to construct simple spoken, written or typed phrases or sentences 	<p>Locate key information in familiar texts and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> • survey classmates or respond to questionnaires about likes, interests, routines and activities using modelled structures, such as 你最喜欢什么运动? ; 你早上几点起床? and present findings to the class • view interviews with peers from different Chinese-speaking countries/regions about their personal details, likes, interests and routines, and present findings with support • locate information about routines of a student in a Chinese-speaking country and identify the similarities and differences compared to Australian student life, such as 他们也有英文课, 他们在学校睡午觉 • compare own routines after school with those of a friend to find free time in common for a playdate 	<p>Locate and compare information and ideas in texts and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> • listen, 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 • identify the purpose, context and intended audience of a range of familiar texts, such as phone messages, diaries, advertisement and stories • view multimodal text about dwellings in China and compare the differences using modelled language 	<p>Locate and process information and ideas in texts and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> • read recounts or stories containing familiar and some unfamiliar language, and summarise the text by drawing a story map • survey the availability of several venues for holding a birthday party and write an invitation to friends using modelled language • recognise and use modelled language to describe key features of familiar texts, such as messages, invitations, advertisements, reports or letters from a variety of sources

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> 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 formalities in Chinese or Chinese-speaking communities, such as stand up and bow while saying 老师好 to the 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 	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> use polite 您、您好 to greet teachers, elders, parents or carers and explain why it is important to show respect discuss the differences of farewell phrases at the end of a lesson or the day, such as 老师，再见。 instead of ‘Good afternoon, Mrs Smith’. compare ways of addressing family members and relatives in their own language/s and culture/s with that of Chinese, and notice how Chinese speakers address siblings in a way that shows seniority, and identify relatives through paternal or maternal sides of the family discuss the differences between English and Chinese use of hand gestures, such as Australians waving people over with the palm and fingers of the hand facing up, which is opposite to the similar Chinese gesture 	<p>Begin to develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> begin to use character component as a strategy to remember the respectful form of greeting teachers, elders, parents or carers, such as 你(you) above 心 (heart) select language to translate information into Chinese, recognising different meanings for the same word, such as understanding that 哥哥 can be used to refer to an older male friend, as well as an older brother discuss addressing friend’s parents as 叔叔、伯伯、阿姨 versus calling them by their first names to show respect 	<p>Develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> learn to use word lists and online dictionaries to assist comprehension of unknown words in texts identify meanings of Chinese words and phrases that do not translate directly (word for word), such as 属、马马虎虎、岁 explain meanings of colloquial phrases used on specific occasions, such as 恭喜发财 to give New Year wishes; 马到成功 to wish someone success when starting new things or in a competition 	<p>Begin to apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> find familiar Chinese words that are phonemic translation from English, such as 咖啡、可乐、汉堡、比萨 and know that these food and drinks were introduced to Chinese create Chinese versions of Australian school or community signs and consider why some words or expressions cannot be translated directly, such as undercover area, sports oval, sports shed, chemist and garage identify symbolic items and objects in Chinese painting, decorations, environment and context, such as bat (蝠/福); fish (鱼/余); peonies (牡丹/富贵); mandarins (桔/吉); gold nuggets (金元宝/财富) and develop ways to convey the culturally attached value when expressing the meaning of such symbols in English 	<p>Apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare simple sentences in Chinese language with online-translated sentences, such as comparing the sentence, ‘I like Chinese’ that is often translated as, ‘I like Chinese people’ or ‘I like Chinese language’ and discuss why an online translator might give an inaccurate translation translate simple Chinese texts into English, using word lists, digital/print dictionaries or translation tools, comparing results and discussing difficulties associated with translation in conveying certain words or concepts respond to praise humbly using formulaic and modelled expressions, such as 多谢、哪里哪里、不敢当、过奖了

Sub-strand: Creating text in Chinese

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> trace or copy combinations of characters and/or <i>Pinyin</i> above matching pictures of numbers, pets, animals, fruits and classroom objects create a mini autobiography using simple modelled text and photographs, pictures or drawings, such as 你好! 我叫 Jack, 我六岁。 read aloud a modelled familiar story book, rhyme or chant with support 	<p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use pictures, concrete materials and supporting gestures as a prompt to talk about self and the immediate environment, such as collecting four or five play food items and sharing their feelings in sentences about likes and dislikes, for example, holding an apple and a banana saying, 我喜欢苹果, 我不喜欢香蕉。 role-play a modelled conversation related to greetings and self-introduction, incorporating students' own information, such as 你好! 我叫……, 我七岁, 我上二年级。 create stories, rhymes and songs in <i>Pinyin</i> or with Chinese characters using simple modelled sentence structures 	<p>Create and present informative and imaginative texts in <i>Pinyin</i> and Chinese characters using formulaic expressions, familiar language and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> use simple words and expressions selected from word banks and modelled statements to create personal profiles, such as name, age, family members, friends and interests that reflect cultural heritage. use a set of modelled sentences, such as 这是熊猫, 它四岁, 它喜欢吃竹子, 它很可爱。 , creating imaginary animals, pets or characters, and presenting them through performance, prints or digital tools pair students to role play common greetings between friends using formulaic language, such as 你在做什么? 我在...; 你吃了吗? 我吃了。; 你来了, 我来了。 	<p>Create and present informative and imaginative texts in <i>Pinyin</i> and Chinese characters using simple phrases, sentences and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> create a personal timetable that includes main routines and activities in a typical week adapt a familiar storybook, such as <i>The Very Hungry Caterpillar</i>, <i>Where Is the Green Sheep?</i> or <i>Brown Bear</i>, by changing some of the vocabulary, 'What would the caterpillar eat in a Chinese-speaking region?', or changing the food, colours, activities and animals in the book/s using a set list of words use modelled sentences and textual conventions to create a set of daily routines for imaginary animals, pets or characters, and present them through show and tell, performances, written notices or care instructions 	<p>Create and present informative and imaginative texts in <i>Pinyin</i> and Chinese characters adapting familiar sentences, sequencing information and ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> design and label a house plan and write a description using modelled language and textual conventions undertake guided research and create a poster using appropriate textual conventions and modelled sentences to present different dwellings in Chinese-speaking countries design a community with facilities for imaginary animals, pets or characters and use modelled language and textual conventions to show and tell 	<p>Create and present informative and imaginative texts in Chinese characters adapting familiar sentence structures, sequencing information and ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> use modelled language to write and present a 'show and tell' about topics that pairs or groups of students have in common, such as pets, likes and dislikes, sports and include something they would like to see in a Chinese-speaking country, such as 我们都喜欢/想要去看……。 undertake guided research and create a report using appropriate textual conventions and modelled structures to present popular social activities for young people in Chinese-speaking countries design social activities for imaginary animals, pets or characters in their imaginary community using appropriate textual conventions and modelled structures

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
<p>Explore language features of Chinese, noticing similarities and differences between Chinese and English</p> <p>For example:</p> <ul style="list-style-type: none"> imitate the sounds and rhythms of Chinese by copying the greeting phrases, self-introduction sentences, chants, rhymes and songs recognise Chinese characters from other forms of written expression, such as recognising the Roman alphabet and visual images (drawing), and comparing the sound and shape of each experiment with the forms of Chinese characters through hands-on play to recreate using plasticine, stones, found objects, writing in the sandpit, chalk, big brushes and water on concrete explore the connection between pictograph character meaning and form by copying or tracing, paying attention to stroke order and direction, simple pictograph characters, such as 日、月、山 with support and scaffold notice that Chinese sentences have a particular word order 	<p>Explore and imitate the sounds and rhythms of Chinese and how sounds are represented in <i>Pinyin</i></p> <p>For example:</p> <ul style="list-style-type: none"> practise the four tones by participating in tone guessing activities, such as listening to the 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> begin to explore <i>Pinyin</i> as the written representation of the Chinese sound system, such as singing a <i>Pinyin</i> alphabet song practise simple tone-syllable with some accuracy by adjusting tone pitch and contours listen to and engage with the rhythms and sound patterns in conversations with teachers and peers, imitating and practising the tones, such as those used in greetings and self-introduction 你好、谢谢、再见 through choral reading, songs, flashcards and video clips 	<p>Recognise and imitate with the sounds and rhythms of Chinese and notice how sounds are produced and represented in <i>Pinyin</i></p> <p>For example:</p> <ul style="list-style-type: none"> recognise that <i>Pinyin</i> has tones and begin to reproduce the tones with increasing accuracy listen to tone-syllables and explore how tones can change meaning, such as 八 and 爸 identify that combinations of tone-syllables make up words, such as 熊猫 has two tone-syllables, each having its own meaning associate <i>Pinyin</i> with relevant characters taught by playing pair matching card games, such as matching 人 with rén 	<p>Recognise modelled combinations of <i>Pinyin</i> and begin to articulate sounds, pronunciation and intonation patterns of Chinese to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> recognise the components of a tone-syllable in <i>Pinyin</i> (initial, final and tone) demonstrate understanding the four tones in Chinese, and recognise when and why some tones are not expressed, such as repetition of syllables in <i>māma</i>, neutral tone on second syllable begin to differentiate the pronunciation of unique Chinese phonemes, such as <i>chī, piē, qù, cān</i> and <i>hé</i> from English sounds of such letters and syllables recognise and demonstrate Chinese combinations of sounds, pronunciation and intonation patterns in Chinese tongue twisters or nursery rhyme performances, such as 吃葡萄不吐葡萄皮 and 白猫黑鼻子, 黑猫白鼻子 experiment with typing in <i>Pinyin</i> on a keyboard to choose familiar characters, such as typing 'ma' and choose the right 妈 	<p>Recognise and use modelled combinations of <i>Pinyin</i> and intonation patterns of Chinese to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> recognise how changes in intonation can affect meaning in Chinese, such as rising intonation indicating a question and falling intonation indicating a statement experiment with combining initials, finals and tones to pronounce familiar tone-syllables listen to familiar or simple <i>Pinyin</i> and write down the <i>Pinyin</i> for Chinese words, such as <i>zǎo shàng</i>, but not always with correct <i>Pinyin</i> or tone marks type in <i>Pinyin</i> on a keyboard to choose some familiar characters with increased speed and accuracy 	<p>Apply knowledge of combinations of <i>Pinyin</i>, pronunciation and intonation patterns of Chinese to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> use <i>Pinyin</i> to record the sound of phrases or sentences read, with support, Chinese nursery rhymes, modelled texts and poems out loud to other learners paying attention to tones, pronunciation and intonation use digital tools to check the correct pronunciation of Chinese and use voice recording apps to check their own tone and intonation type in <i>Pinyin</i> on a keyboard and choose a range of familiar characters for writing tasks 	<p>Apply knowledge of combinations of <i>Pinyin</i>, pronunciation and intonation patterns of Chinese to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> 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 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 be changed by using different tones, such as 睡觉 and 水饺 discuss how English language stress and intonation cannot be used when making Chinese language sentences

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore some basic aspects of the Chinese writing system by tracing and copying simple Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that characters have meaning, and explore the connection between meaning and form, such as identifying pictographs 人 and 大, and develop mnemonics to remember characters notice the differences between single-structured Chinese characters (月) as opposed to compound-structured characters (朋) make and copy components and/or characters, paying attention to stroke order, type and direction using pen and paper, playdough, strings, found objects, blocks and chalk view different ways Chinese can be written, vertically or horizontally 	<p>Explore basic aspects of the Chinese writing system by tracing and copying simple Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> 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 (lǎo shī) notice the different structures of Chinese characters, and become aware 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 	<p>Explore and recognise some aspects of the Chinese writing system, and experiment with writing some familiar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> make connections among characters sharing the same radicals and components, such as female 女 in 奶、姐、妹、妈, and recognise the number and arrangement of components in a compound character, such as demonstrating understanding that 众 has 3 components and 打 has 2 components, and that 亻 appears only on the left-hand side 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、王子、大王、女王 recognise some basic stroke types, such as 一 (horizontal line), 丨 (vertical line), 丿 (left-falling stroke), ㇇ (right-falling stroke) and 丶 (dot) copy key Chinese characters from familiar contexts, exploring character construction, including counting the number of strokes with an attempt to follow general rules of stroke order 	<p>Recognise aspects of the Chinese writing system, and copy and write familiar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> 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, sort characters that have the same components and explore the contribution of such components to characters recognise all the basic stroke types, including 丿 (rising stroke), 丨 or 丨 (hook at the end of a stroke) and ㇇ (bend) copy or write, with support, familiar Chinese characters paying attention to the rules of stroke order, such as left to right, top to bottom 	<p>Recognise and identify aspects of the Chinese writing system, and copy and write familiar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> begin to recognise some basic character structures, including single structure (五、牛、女), left-right structure (明、狗、你), top-bottom structure (学、爸、思) explore the functions of components in Chinese characters and how they can contribute to the sound and meaning, such as 房 with the component 户 contributing to the meaning and 方 to the sound recognise some stroke types that are combinations of different basic strokes copy or write, with support, familiar Chinese characters paying attention to a range of rules of stroke order, such as closing the box last and moving from outside to inside 	<p>Recognise and identify aspects of the Chinese writing system, and copy and write familiar and some unfamiliar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> identify common components in Chinese characters and discuss how they may contribute to the semantics of the word, such as 信 is the combination of 亻 (person) and 言 (words) meaning letters or believe, and 安 is the combination of 宀 (roof) and 女 (woman) meaning safe 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, with support, familiar Chinese characters using correct stroke order, type and proportions explore features and conventions of Chinese texts, including the lack of word spacing or use of punctuation compare texts in traditional characters with texts in simplified characters, such as 門 and 门; 愛 and 爱 and variability in text direction in Chinese and other scripts, such as Arabic, Japanese and Hindi

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore how some features of language are used to construct meaning in Chinese</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 • use cardinal numbers 0–10 • use formulaic expressions, such as 对不起、没关系 	<p>Recognise that features of language are used to construct meaning in Chinese</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 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。 • use the third person to describe others • express likes and dislikes with modelled sentences by replacing words to express a personal meaning, such as 我喜欢……。我不喜欢……。 	<p>Recognise simple Chinese language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • build sentences with the sentence structure: subject + verb + noun, with verbs (是、叫、喜欢、有), such as 这是我的猫。; 我叫 Emma。; 我喜欢我的家人。 • use 的 to join adjectives and nouns, 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 words, such as 几 and 什么 	<p>Recognise and use simple Chinese language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • 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, to 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 1–100 and 半 to talk about time and days of the week, such as 六点半、十二点四十五分、星期五 	<p>Use knowledge of modelled grammatical structures, formulaic expressions, some punctuation and textual conventions, to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use subject + verb + object to express meaning from 我有狗 to 我的妈妈有狗 to 我的妈妈有三只黑色的狗, moving from simple to more complex expressions • describe locations using spatial nouns 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 explaining why 有 can mean 'have', 'had' and 'will have' 	<p>Use knowledge of modelled grammatical structures, formulaic expressions, appropriate punctuation and textual conventions to respond to and compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 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、什么时候、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
	<p>Explore how Chinese language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> compare the vowel sounds of English with the main vowel sounds of Chinese, such as 'i', 'e', 'u', to develop awareness use titles to address teachers in Chinese and compare this with addressing teachers in English, for example, 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 and vary in length 	<p>Recognise Chinese language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> explore the <i>Pinyin</i> alphabet and compare with the Roman alphabet, recognising that initials, such as 'x', 'q', 'c', 'zh', 'g', 'chi', 'zhi' 'pi', 'ji' and vowels, such as 'i', 'e', 'u', '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 生日快乐、新年快乐、圣诞快乐 	<p>Identify familiar Chinese language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare the similarities and differences of Chinese sentence structure with English subject-verb-object, and questions, such as comparing 'Who is this?' versus 这是谁? and 'Do you have a dog?' with 你有狗吗? distinguish differences in Chinese names and English names, such as discussing how Chinese surnames are written first and given names follow recognise that Chinese uses measures, and compare measure word usage in Chinese and English 	<p>Identify and describe familiar Chinese language features and compare with those of English in known context</p> <p>For example:</p> <ul style="list-style-type: none"> 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 notice how word order in statements is often the same 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。 explore that Chinese often omits the subject when it is clear from context whereas English sentences typically require a subject 	<p>Compare Chinese language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> compare possessive pronouns in Chinese and English discuss how English puts directional/location words before nouns, such as in front of the school, whereas Chinese place them after nouns, such as 学校前面 discuss 'What is the plural form?' and 'How do we know it is plural when reading in English?' and develop knowledge of metalanguage 	<p>Compare and discuss Chinese language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> compare the use of tenses in English and Chinese, and 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。 write the date in Chinese and compare it with English; practise writing the date daily 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

Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> access multimodal texts that illustrate cultural identity, customs, practices and activities and respond to these in a variety of ways watch simple clips showing cultural activities and events in Chinese-speaking communities and discuss observations have a shared meal of simple Chinese food using chop sticks, and appreciate cultural diversity in the school community 	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> 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 cultures, such as discussing why 红色 is a lucky colour role-play giving and receiving award certificates using formulaic expressions, such as 恭喜, and practise receiving with two hands to show respect 	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> use 加油 to encourage someone, and talk about the cultural meaning behind using this rather than 'good luck' compare gestures and body language associated with language use in different cultures, especially languages and cultures within the class, such as using hand gestures to call someone over or pointing directly at someone explore the symbolism of animals in Chinese-speaking cultures, such as how dragons are considered auspicious or how horses are associated with success 	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> engage with the traditions and customs, festivals, celebrations and food of Chinese-speaking communities, recognising the value of learning about culture/s in learning a new language identify the connections between Chinese language and culture/s by studying the reasons behind character formation, such as learning how the character 家, which is a pictograph of a pig underneath a roof, came to represent the word 'family' 	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> participate in eye exercises, daily exercise routines or role-play the flag raising ceremony, using associated language, and discussing the cultural significance of these practices explore representations of information, such as the symbols for sun, water and fire used in cultural expressions of Aboriginal and Torres Straight Islanders' rock paintings with that of Chinese on bronze vessels and oracle bones 	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> explain to others the connections between language and culture, such as using 哪里哪里, a humble way to respond to praise discuss the difference between 我要上厕所 and 我可以去厕所吗?, and that the Chinese language can be very direct without being rude, such as understanding that in English it is polite to say, 'May I have ...?', 'Please can I have ...?', but in Chinese, saying 'I want' is usual; discussing the impact for a Chinese-speaking tourist travelling in Australia 	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> discuss the symbolism of the moon and sun in Chinese-speaking cultures, and things that are lucky and unlucky, such as 八(发)、九(久)、四(死), and discuss why companies in China need to avoid unlucky words in translation or pronunciations investigate the ways in which Chinese language is used to foster the awareness of social etiquette and courtesy among local communities, such as addressing adults using 叔叔、阿姨 and reflecting on how body language and nuances may be interpreted differently by others

Years 7–10

Strand: Communicating

Sub-strand: Interacting in Chinese

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information and experiences about themselves, others, home and school, including basic personal profile, home layout, school facilities, daily routines, school subjects and activities, such as 我上七年级, 我每个星期二和星期四上汉语课。学校的汉语教室不大, 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。 explore ways to initiate an interaction by selecting and incorporating modelled structures to adjust to new context, such as 你家有宠物吗? versus 你家有没有宠物?, asking and responding to questions, such as 你早上几点起床? 七点。我也是, 我七点半吃早饭, 你呢?, and concluding an interaction, such as 明天见! ;下次聊! invite people into conversations using questions/expressions, such as 你觉得呢? and 不是吗? and non-verbal strategies, such as waiting for a response or facial expressions to demonstrate interest or attention interact via different modes of written communication in print and digital form to exchange personal information, views or feelings, such as 我是澳大利亚人, 我住在珀斯。;真有意思! ;我很开心。 	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> ask and respond to questions in order 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。 describe and compare leisure time and special events, such as life after school, weekends, holidays, seasonal events and festivals both in China and Australia, and special occasions, such as 中国人春节喜欢穿红色的衣服和吃饺子, 澳大利亚人圣诞节喜欢交换礼物和吃烤肉。 sustain interactions through the spontaneous use of formulaic language to express feelings and reactions, such as 是吗? ;嗯。;真棒!, sequencing and elaborating on ideas, such as, 第一、第二、第三;我周末有空, 所以我们可以去看电影。 interact with Chinese-speaking peers in real or imagined contexts, messaging/chatting in secure online environments or in person, to convey information 	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Chinese-speaking countries, communities and regions</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information about a place or people in a Chinese-speaking country, community or region, including basic facts and features related to weather, transport, school life, celebrations, festivals and places of interests, such as. 在中国, 很多人喜欢去公园散步、在菜市场买菜, 或者和朋友在茶馆聊天。; 北京的冬天经常下雪, 人们喜欢堆雪人和打雪仗。; 从上海到北京, 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。 maintain and extend conversations by following up on others' contributions and seeking clarification, adding opinions and encouraging further discussion, such as 我不太明白, 能解释一下吗? ;对我来说, ……。; 说得好, 你可以多说一点儿吗? play 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) 	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> share and discuss their future plans, including study options, part-time work, Chinese learning and career choices, such as 因为我对电脑有兴趣, 所以我想在大学学电脑科学, 以后可以当电脑工程师。; 因为我想挣点儿钱, 所以我打算高中毕业后去打工, 我觉得去快餐店打工挺好的。 exchange information and opinions about travel, including planning and packing, memorable experiences, accommodations and means of transport, such as 莉莉打算去哪儿玩? 莉莉打算去台湾玩, 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! 除了漂亮的海滩和迷人的风景, 你也可以在巴厘岛浮潜。。 engage in an ongoing conversation or dialogue using strategies to maintain interactions, such as paraphrasing, expressing interest, managing disagreement respectfully, or using fillers, such as 你的意思是……? ;哇, 太棒了! ;虽然你说得对, 但是……, 所以我觉得……。; 让我想一想。; 怎么说呢? participate in a role play, a spontaneous skit, or an interview about future plans, such as applying for an exchange program, scholarship, job application, or university entrance

Year 7	Year 8	Year 9	Year 10
<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> work together in small groups to produce class reference materials, such as wall charts or visuals, to display key vocabulary and structures used regularly in the classroom, and promote Chinese learning, such as 学习中文真有意思! collaborate as a class to create an online survey on a secure platform about basic information, routines, and preferences in school 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? and share the survey with a Chinese-speaking sister school/class negotiate and interact in class activities and games using formulaic expressions, such as 换你了。;要和我们一组吗? ;可以给我多一点儿时间吗? 	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> 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, such as how much to spend on presents, what to bring, an itinerary for a day out: 我们想为五月的寿星办一个生日会, 每个同学要拿出五块。; 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 	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> 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 collaborate to develop a digital presentation, brochure or poster to promote a Chinese city/town, deciding what is important, 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? 	<p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> plan a multimodal presentation for family and friends using spoken and written texts including role-plays and songs, to showcase what they know about, and can do when travelling to, a tourist destination 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。 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, 而且看在车上风景。

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> listen to, read or view teacher-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 use textual cues, such as 《听一听小明的一天》, to predict possible content when listening to spoken texts, and preparing to listen for key information (time and activities) 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 their family or likes and 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… …。 	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> 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, messages) about an outing, such as time, location and activities, and complete a scheduling or itinerary read and summarise informative texts, using tools, such as tables, concept maps and charts to organise and order information and inform others of findings research and gather information about popular leisure activities in Australia and a Chinese-speaking community, using a range of sources, and organise and share the information in print or digital form 	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning and perspectives appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> read and view various 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 comprehend ideas and/or opinions in various texts about a place of interest in a Chinese-speaking community, identifying the similarities or differences between these texts, and relate them to some Australians' impressions listen to, read or view interviews with people from Chinese-speaking communities 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 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 	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning and perspectives appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> interview others to obtain information, ideas and opinions. and present the information in new ways for specific audiences, such as delivering a speech about someone's work experience, about others' opinions on the desired qualifications in the future job market, 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。 read and compare different occupations in Chinese or English and present findings in the form of a class job fair in Chinese, explaining job descriptions, required skills and how proficiency in Chinese can be an advantage or requirement in some careers listen to, read or view travel-related websites, podcasts or videos in Chinese or English to create a suggested itinerary for a class or school from a Chinese-speaking country or community, using simple persuasive language to suggest destinations and activities

Year 7	Year 8	Year 9	Year 10
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 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。 	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • compare different versions of translations, reflecting on the differences in translation of the same text and identify possible reasons for differences • use translation tools, such as print/online bilingual dictionaries and online translation tools, to translate the meaning of individual characters and/or a combination of characters while being aware of the limitations of these tools and the importance of cultural nuance 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • identify core values implicit in interactions in Chinese and explain these to English speakers, such as 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 • use print/online bilingual dictionaries and online translation apps, to support accurate translation and interpretation of unfamiliar words and phrases, while considering accuracy, efficiency and reliability and discuss the risk of over reliance 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • translate short familiar texts, such as advertisements, songs or film clips, comparing own translation with others, and analyse and provide possible explanations for similarities and differences • use bilingual print/online 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
<p>Create informative, imaginative and personal texts, adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a slideshow using some modelled language and digital tools with audio/voiceover about an imaginary character, and their home and school life • select an imaginative text, for instance a song, and adapt it to a different text genre, such as 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 from the first-person point of view using casual language 	<p>Create informative, imaginative and personal texts, adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • 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。 to suit peers and the occasion, using informal register, such as 我要过生日啦! 朋友们, 来参加我的生日派对吧! • create imaginative texts in print, digital or online formats, such as a short story (小猫去逛街), a video clip (外星人奇奇的爱好) or a play (神奇的电影院), 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 in class 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create 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 community or a rap about life in China, and incorporate culturally appropriate language and gestures • compose an account of an imagined experience travelling to a Chinese-speaking country, such as describing their observations, experiences and reflections as an exchange student in China 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • create informative texts, such as a brochure promoting a holiday destination, a poster for a university open day 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 social-media style post reflecting on their plans for the future using informal language and some common Chinese internet memes to engage the audience, such as 内卷、996、打工人

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken Chinese to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> 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 	<p>Apply knowledge of linguistic features of spoken Chinese to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> 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, such as demonstrating understanding of the use of neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable 妈妈、孩子 	<p>Apply linguistic features of spoken Chinese to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> 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 know when to pause in longer sentences 	<p>Apply linguistic features of spoken Chinese to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> 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>nǐ 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>)
<p>Recognise and identify features of the Chinese writing system, and write familiar and some unfamiliar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> 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 write familiar Chinese characters and some unfamiliar Chinese characters with the support of a print bilingual dictionary 	<p>Apply knowledge of the Chinese writing system to interpret familiar Chinese characters, and write familiar and some unfamiliar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> 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 some unfamiliar Chinese characters with the support of a print bilingual dictionary view words in 繁体字 in familiar contexts and apply their understanding of the simplification process to determine the possible meaning and the 简体字 equivalent, such as 个 versus 個 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 	<p>Apply knowledge of the Chinese writing system to interpret and write familiar Chinese and some unfamiliar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> 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 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 	<p>Apply knowledge of the Chinese writing systems to interpret and write Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> 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 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

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of linguistic features of Chinese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 • explore and apply the use of conjunctions to sequence and connect ideas when constructing texts, such as 因为……, 所以…… and 一边……一边…… • 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, such as 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 	<p>Apply knowledge of linguistic features of Chinese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 devices to add information using 不但……而且……, to express cause and effect with 为了……, and to introduce contradictory ideas using 虽然……, 但是…… • 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……? ;我没有办法……。;我不能……。;不行。;别……。;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 sentences like 太贵了, 可以便宜一点儿吗? 	<p>Select and use an extended range of linguistic features of Chinese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • continue to build logical discourse with conjunctions and cohesive devices to express conditions using 如果……的话, ……就……, to show contrast with 不过, and to indicate choices using 不是……就是…… • 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 	<p>Select and use an extended range of linguistic features of Chinese to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 using 先……, 然后……, 再……, to emphasise contrasting ideas using 不是……而是……, and to add information using 除了……以外, ……还/也…… • explore ways to express similarities or comparatives using 和……一样、比、比较 • 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
<p>Identify and discuss similarities and differences in how linguistic features are used in Chinese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 sounded out, but most of the English words can be sounded out 	<p>Identify and discuss similarities and differences in how linguistic features are used in Chinese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • teach peers, other students of Chinese or a buddy class about how Chinese works, 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 • 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 	<p>Reflect on and discuss similarities and differences in how linguistic features are used in Chinese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 	<p>Reflect on and evaluate the use of linguistic features in Chinese texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 • explore the ways in which Chinese can be manipulated to make ideas more objective, such as removal of personal pronouns and opinions, and compare it with how it is done in English

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> 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 known language influences their own identity and communicative preferences by reflecting on the values of one culture when communicating in another, such as differences in the use and frequency of ‘thank you’ and 谢谢 	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> explain how teens in Chinese-speaking communities express themselves socially in messages or posts, such as the use of emojis, <i>Pinyin</i> abbreviations (LP = 老婆), and English words (去 happy 吧), 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 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 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> 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 more aware of this when interacting, such as 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 expressing hopes for prosperity and 花好月好人团圆 reflecting the wish for families to be reunited under the full moon during the Mid-Autumn Festival 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> interact with Chinese-speaking peers to share aspects of their own identities as young Australians, such as considering ‘What aspects of my life and identity would a person living in a Chinese-speaking community find interesting?’, or ‘How do I want to be perceived or understood?’ compare and discuss the cultural attitudes and values toward education and work in Chinese-speaking communities and Australia and how these perspectives shape individuals’ plans and decisions for life beyond high school discuss how travel experiences differ between cultures, recognising that Chinese travellers often join group tours with structured activities, whereas Australians 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