



Western Australian Curriculum

Languages | Chinese

Scope and sequence | Years 7–10

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 Years 7–10.

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 Year 7 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 Year 7 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

Strand: Communicating

Sub-strand: Interacting in Chinese

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves, others, and likes and dislikes</p> <p>For example:</p> <ul style="list-style-type: none"> share information about themselves, family and friends, including name, age, year level, family members or pets, such as 我叫 Tim。我今年十二岁，上七年级。我家有四口人，有爸爸、妈妈、姐姐和我。我家有一只狗。 ask and respond to prepared questions in a role-play to exchange information in real or imagined scenarios, such as 你家有几口人？我家有五口人。；你喜欢什么宠物？我不喜欢宠物。 interview classmates about their likes/dislikes and the various degrees of the likes/dislikes, and 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> ask and respond to questions in conversations about daily routines, school timetables, activities at school, after school and on the weekend, hobbies or social outings, using rehearsed and modelled language, such as 你几点起床？我早上六点半起床。；你星期几有汉语课？我星期一和星期四有汉语课。；你星期六喜欢做什么？我星期六喜欢和朋友一起踢足球。 survey peers about their daily life and school routines, and begin to discuss similarities and differences, such as 我有很多功课，但是我的朋友没有功课。； 	<p>Initiate and participate in exchanges to share and compare information and experiences about Chinese-speaking countries and regions and their cultures</p> <p>For example:</p> <ul style="list-style-type: none"> engage in a class question and answer session to 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 香港不会下雪。；在北京坐火车很方便。；中国学生早上七点半上课，下午五点放学，他们有很多功课。；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。 discuss the similarities and differences between celebrations 	<p>Initiate and participate in sustained exchanges to share 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 subject selections, part-time work, learning Chinese or career options, such as 因为我对电脑有兴趣，所以我想学电脑科学。；因为我想买手机，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

Year 7	Year 8	Year 9	Year 10
<p>report their findings to the class, such as Chloe 非常喜欢猫, 很喜欢小鸟。她不喜欢狗。</p> <ul style="list-style-type: none"> • write and reply to short informal letters, exchanging personal details and likes/dislikes with a Chinese-speaking student • use expressions, exclamations and fillers when interacting to show interest and comprehension, such as 是吗? ;哇! ; 嗯。 	<p>我周末喜欢打球, Bianca 也喜欢打球。</p> <ul style="list-style-type: none"> • express preferences about leisure activities, including music, sports, movies or socialising, and justify choices with reasons using modelled language and with support, such as 我很喜欢看电影, 因为很有意思。; 我不喜欢听音乐, 因为很无聊。 • make plans to socialise with friends or family, offering or declining invitations, such as 我们星期六一起去买东西, 好吗? 好啊! or 不行, 我星期六没空。 • use questions and follow-up prompts to stay engaged in an interaction, such as 为什么呢? ; 真的啊? 	<p>and festivals in Chinese culture and other cultures, including Australian, through supported research tasks, and present it to class, such as 澳大利亚人过生日吃蛋糕, 但是中国人过生日吃寿面。; 中国人在春节给红包, 澳大利亚人在圣诞节送礼物。</p> <ul style="list-style-type: none"> • interview a Chinese-speaking peer online or an exchange student from a Chinese-speaking school to exchange information about a Chinese-speaking city/town, such as 你住在哪里? 我住在北京。北京夏天的天气怎么样? 又热又多雨。北京有地铁吗? 有地铁, 也有高铁。 • invite people to converse by asking icebreaker questions or showing interest, such as 你觉得上海好玩儿吗? , and further the conversation by requesting clarification and repetition, seeking information and opinions, 	<p>看看漂亮的海滩, 你也可以参加水上运动。</p> <ul style="list-style-type: none"> • interact in a role-play or a skit about future plans or travelling, for instance an interview for an exchange program, reporting 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 ongoing conversations or dialogues 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, 所以我觉得去中国比较好。; 让我想一想。; 怎么说呢?

Year 7	Year 8	Year 9	Year 10
		such as 我不明白，请再说一次。 ；你是不是说小笼包很好吃？	
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange greetings, wishes and thanks, adjusting language to suit the situation, such as 王老师，早上好。；谢谢(您)。；再见。 • respond to common classroom instructions verbally or non-verbally, such as 请举手。；安静。；站起来。；请坐下。；想一想。 • participate in classroom routines and activities using formulaic expressions, such as 开始！；结束了！；停下来。 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • offer wishes and respond to gratitude and apology, such as 祝你生日快乐。；不客气。；对不起。没关系。 • use turn-taking language when playing games that involve active listening, memory, information exchange and negotiating turns, such as 该谁了？该我了！；换谁了？换我了。 • ask for assistance and permission using modelled expressions, such as 我不明白。；我可以上厕所吗？ 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange formal and informal greetings, such as 好久不见。；嗨！；哈喽！；拜拜。 • express congratulations and give compliments in different contexts, such as 恭喜(您)！；做得好！；太棒了！ • play games where students take turns role-playing the teacher, giving each other instructions, such as 请写……。；请给我……。 	<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"> • negotiate and interact in class activities and games using formulaic expressions, such as 换你了。；要和我们一起去吗？；可以给多一点儿时间吗？ • develop a digital presentation, brochure or poster in small groups to promote a travel destination, deciding on the information needed, the language 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。 • construct an online survey as a class on a secure platform about their future plans with questions,

Year 7	Year 8	Year 9	Year 10
			<p>such as 你打算去打工吗？为什么？；你会不会继续学中文？为什么？, survey the class, and share the result with a Chinese-speaking sister class or another class that is learning Chinese</p>

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> respond to true-or-false questions related to short spoken texts using modelled words and phrases, such as 是的 or 不是 identify simple information in a range of familiar written texts in Chinese, for instance numbers, names and family members, and use simple modelled sentences in Chinese to talk about them, such as 他有一个妹妹, 叫小美, 今年五岁。 extract key information on a familiar topic from different sources, summarise and report findings to others in English/Chinese tables, graphic organisers, concept maps or charts, such as 他家有三口人, 有爸爸、妈妈和他。他的爸爸喜 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> listen to songs, rhymes or poems about daily routines in Chinese and respond in Chinese/English through a variety of question types, such as fill-in-the-blanks, matching or translating identify and compare findings in Chinese/English by reading adapted or authentic Chinese written texts that introduce schools on websites, brochures and advertisements, such as school subjects and activities offered, schedules or school facilities process supporting details in spoken/written Chinese texts that include time, days, dates or activities about someone's daily life, such as videos, voicemails, 	<p>Process and compare information, ideas and opinions in a range of 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 texts about celebrations and festivals in Chinese-speaking communities and create matching collages, flyers, infographics, posters or presentation slides in Chinese read and view various adapted or authentic texts from a Chinese-speaking city, such as the subway map, tourist brochure, restaurant menu and bus timetable, and use the information to create a promotional poster use adapted maps or travel guides in Chinese to explore key places of interest, including big cities, such as 北京 or 上海, important 	<p>Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> engage with adapted or authentic Chinese spoken/written texts, such as itineraries, maps, introductory or promotional videos, travel vlogs and booking websites, and use strategies to scan for and locate familiar/anticipated information, including the names of places, prices, descriptions and opinions to obtain the context, and respond to short-answer questions in English research different occupations in Chinese/English texts, summarise and present findings in Chinese for a class job fair, explaining job descriptions, required skills, and

Year 7	Year 8	Year 9	Year 10
<p>欢炒饭，妈妈喜欢饺子，他喜欢春卷。</p>	<p>emails or messages, and complete a scheduling or planning task in English/Chinese to organise an outing with friends</p>	<p>landmarks, such as 故宫 or 长城, and other places of interest, such as 奶茶店 or 老街, and create a simplified map in Chinese for display or to present to the class</p>	<p>how proficiency in Chinese can be an advantage or requirement in some careers</p> <ul style="list-style-type: none"> document specific details in Chinese of different careers or travel itineraries obtained from diverse sources, and summarise the information to form a balanced view to share with others in Chinese/English
<p>Develop strategies to interpret, translate and convey meaning in Chinese in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> brainstorm strategies individually, in small groups or as a class, to translate sentences from Chinese to English, for instance breaking down longer sentences into smaller, manageable parts to assist comprehension and translation, such as 我有两个姐姐和一个弟弟。 	<p>Apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> interpret key ideas from Chinese to English with an explanation of the contexts and the use of fixed phrases deciding on one meaning based on the context when a phrase has more than one meaning, such as 有意思 make adjustments when moving between Chinese and English languages, recognising that some 	<p>Interpret and translate non-verbal, spoken and written Chinese language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> translate information about aspects of life in Chinese-speaking countries or regions to Australian readers, considering the audience’s cultural experiences to determine what concepts they would find difficult to understand, and explore ways to elaborate ideas to ensure clarity of meaning, 	<p>Interpret and translate non-verbal, spoken and written Chinese language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> analyse Chinese texts alongside their English translations to identify the challenges of translating culture, and apply strategies to overcome these challenges by asking ‘What can’t we just translate word for word?’, ‘Why do contexts matters?’, and

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> recognise that literal translation is not always possible, such as translating 'She is 10 years old' to '她十岁。' without using the word 是, and taking that into consideration when translating translate English words related to personal information into Chinese using a word bank 	<p>words cannot be translated directly, such as 早读, and that some words do not carry the same connotations, although an equivalent can be found, such as 班主任 versus homeroom teachers</p> <ul style="list-style-type: none"> interpret Chinese sentences or texts using a word bank and begin to guess or infer meaning from key words or context when encountering unfamiliar words 	<p>conveying nuances of word formation and contexts, such as explaining the cultural significance of 春节</p> <ul style="list-style-type: none"> reflect on the importance of non-verbal elements in Chinese 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 	<p>examining why 'How's it going?' is difficult to translate into Chinese</p> <ul style="list-style-type: none"> view mistranslated menus, signage or flyers from Chinese and English, and discuss why some words are difficult to translate and brainstorm ways to avoid making similar mistakes use print/online bilingual dictionaries, identifying issues, including 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 using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a description of a fictional character, including personal details, their likes/dislikes and family members using modelled structures and language, and present it using a slideshow • choose a favourite Chinese nursery rhyme, such as 《小星星》 or 《找朋友》, and personalise the lyrics with support and scaffolding, and record the performance using an electronic device • write a diary entry about a new friend, including their name, age, family members and likes/dislikes, 	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a print/digital weekly planner or schedule to outline their daily life, school routines and leisure time activities • create imaginative texts, such as a picture book or a short story, for a specific audience, such as younger Chinese-speaking students, and build characters, themes and settings using familiar and modelled language • write a monologue about a typical day, including time, days of the week and dates, and present it to the class, such as 今天是星期二，六月五号。我早上有汉语课。 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • develop an information kit, supported by visuals, about a city/town in a Chinese-speaking country or region, including details about the weather, transport, places of interest and cultural activities for Chinese learners • create short performances, such as a skit about celebrating the Spring Festival, a simple song about school life in a Chinese-speaking country or a rap about life in China, and incorporate culturally appropriate language and gestures • compose an account of an imagined experience travelling to 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • deliver information about aspects of future plans, such as subject selection or part-time jobs, using visuals and culturally appropriate language in a multimodal presentation 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 text message to their friend, reflecting on part-time jobs, such as 我想买手机，可是

Year 7	Year 8	Year 9	Year 10
<p>such as 我的新朋友叫小红。她今天十三岁。她家有四个人。</p>		<p>a Chinese-speaking country or region as an exchange student, including describing their observations, experiences and reflections, such as 去年我去北京当交换生。北京有很多人、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。</p>	<p>没有钱，所以我得去打工。你觉得我可以做什么工作呢？</p>

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Chinese</p> <p>For example:</p> <ul style="list-style-type: none"> • explore key features of Chinese phonology, examining the range of sounds and recognising how syllables and tones are represented in <i>Pinyin</i> • become familiar with the concept of tone-syllables in <i>Pinyin</i> by imitating the teacher, experimenting with reading aloud tone-syllables, and identifying initials, finals and tones in each tone-syllable in Chinese • practise distinguishing and producing the four tones by reading aloud words, such as ‘ma’ in <i>mā, má, mǎ, mà</i>, and identifying how tone changes the meaning of a word 	<p>Apply familiar linguistic features of spoken Chinese to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • use <i>Pinyin</i> to record phrases or familiar sentences in spoken Chinese, such as ‘<i>tī zú qiú</i>’ and ‘<i>wǒ xǐ huān shàng zhōng wén kè</i>’, and practise pronunciation by reading them aloud, paying attention to correct tones and syllable separation • recognise and discriminate between common homonyms (同音词) in Chinese, such as 是 and 室, relying on context to assist understanding, and differentiating tone-syllables with different tones, such as 是 and 十 • perform Chinese songs and experiment with rhythm, voice, emotion and gesture, to convey 	<p>Apply linguistic features of spoken Chinese to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • pronounce familiar and unfamiliar words marked with <i>Pinyin</i>, accurately and apply tones to convey meaning • listen to interactions between unfamiliar sounds at different speeds or levels of clarity to develop auditory and comprehension skills, and discriminate between sounds heard in spoken texts, including the range of vowel and consonant combinations, such as ‘<i>qin</i>’ versus ‘<i>qing</i>’ and ‘<i>chi</i>’ versus ‘<i>qi</i>’ • compare a series of characters that share a common phonetic component or side to understand their phonetic function and 	<p>Apply a range of linguistic features of spoken Chinese to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • examine the diverse meaning 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 between homonyms (同音词) and near-homonyms (近音词) in different contexts, such as 印象 and 影响, and 汽车 and 骑车 • compare examples of regional variations in pronunciation, such as comparing 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

Year 7	Year 8	Year 9	Year 10
	<p>the intended sentiment, and explore the meaning and message</p>	<p>predict the range of sounds in the characters, such as 晴、清、情、请 and 吧、把、爸</p>	<ul style="list-style-type: none"> notice tone changes and reflect on their impact on accuracy when speaking, including observing how tones change in words, such as 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>Become familiar with the features of Chinese writing system and begin to write basic Chinese</p> <p>For example:</p> <ul style="list-style-type: none"> explore the connection between basic pictographs (象形文字) and their meanings to understand how characters evolved, such as 日、月、水、火、木、口、人 recognise and understand how Chinese characters are constructed, including the use of common components and radicals among words, such as 女 in 妈、妹 and 姐 or 马 in 吗、妈、骂 	<p>Recognise and identify features of the Chinese writing system, and write familiar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> identify the basic structures of Chinese characters, such as single-structure (日、月、火), left-right structure (妈、你、明), top-bottom structure (家、爸), inside-outside structure (国、回) and half-surrounding structure (同、这) recognise how common components or radicals may have different functions in compound characters, and categorise them 	<p>Apply knowledge of common features of the Chinese writing system to interpret and write familiar and some unfamiliar Chinese characters</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and understand common radicals in characters, such as 雨 in 零、雪、雷, 火 in 炒、热 and 言 in 说、谈、语 and begin to use the knowledge to locate and look up characters in a dictionary examine the use of diverse character morphemes to express similar ideas, for instance identifying multiple characters for food, such as 饭、食、餐 	<p>Apply knowledge of radicals and character structures to interpret and write familiar and unfamiliar 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 recognise that some characters are compound ideographs (会意字), formed by combining two or more components to express a new idea, such as 休 (person + tree = rest) and 安 (roof + woman = safe)

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> recognise basic stroke types, such as 一 (horizontal line), (vertical line), 丿 (left-falling stroke), ㇇ (right-falling stroke), 丶 (dot), 丿 (rising stroke), 乚 or 丨 (hook at the end of a stroke), 𠃉 (bend) and begin to pay attention to stroke order 	<p>using charts or tables, such as 人 in 他、认、从</p> <ul style="list-style-type: none"> identify contextual meaning of key characters in diverse contexts, such as 今天 versus 天空、星期日 versus 日本, and 你好 versus 好玩 	<ul style="list-style-type: none"> understand that some Chinese characters use symbols to represent abstract concepts or directions, such as 上 (up), 下 (down), 本 (root) and 末 (end) apply the knowledge of character structures, stroke order and stroke types to write familiar Chinese characters and some unfamiliar ones, with the support of a print bilingual dictionary, applying knowledge of radicals, stroke order and character structures 	<ul style="list-style-type: none"> 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 refine writing skills to produce familiar and unfamiliar Chinese characters using correct stroke order, and demonstrate an awareness of character composition and aesthetics
<p>Begin to use linguistic features of Chinese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use modelled sentences, including subject+verb+object structures, such as 我叫 Emma, and the subject+intensifier+adjective structures to form basic Chinese sentences, such as 我很好。 	<p>Use linguistic features of Chinese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> describe when an action takes/took/will take place by constructing sentences with temporal nouns, such as 我晚上九点睡觉。; 我们星期天去看电影。 	<p>Select and use 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 using words, such as 了 to indicate completion, 过 to indicate experience, 完 to indicate the achievement of a desired result, (正)在 to indicate 	<p>Select and use a range of linguistic features of Chinese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> express future tense, including 要 to indicate future plans, 想 to indicate intention, 会 to express likelihood, and 打算 to talk about planned decision modify nouns using 的 to express ideas that would contain relative

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> recognise and use a range of singular pronouns, such as 你、我、他、她、它 and common demonstrative pronouns, such as 这 and 那 use adverbs to modify verbs or adjectives, including intensifiers, negation, and 都 to show inclusion, such as 我的爸爸、妈妈、哥哥和我都很高。; 我不喜欢跑步。 identify the role of measure words and use them to modify nouns, such as 个、只、口 use 的 to link adjectives and nouns, such as 可爱的狗, and to indicate possession, such as 我的家人 	<ul style="list-style-type: none"> use spatial nouns and prepositions to describe where an action takes place or where something is, such as 我家在学校(的)对面。; 我的房间在后面。 use and respond to interrogatives with both question particles, such as 吗, and question words, such as 什么、谁、什么时候、哪里、为什么 apply processes of discourse development by joining, contrasting and sequencing using conjunctions 但是、因为, such as 我喜欢做运动, 但是我不喜欢跑步。; 我昨天晚上九点睡觉, 因为我有很多功课。 recognise verb types found in Chinese, such as basic action verbs (起床、看、吃、学习), stative verbs (高、大), and modal verbs (会、可以) 	<p>action in progress, and 没有 to indicate negative past</p> <ul style="list-style-type: none"> use the particle 得 to modify verbs and describe the manner of an action use intensifiers, such as 北京烤鸭太好吃了! ; 故宫挺有意思的。; 北京的冬天冷死了! indicate approximation using 几、多、左右 apply ways of sequencing and connecting ideas through the use of conjunctions and cohesive devices, such as 因为今天是春节, 所以大家都穿红色的衣服。; 虽然夜市有很多便宜的小吃, 但是人很多。 	<p>clauses in English, such as 这是我在中国拍的照片。</p> <ul style="list-style-type: none"> build logical discourse with conjunctions and cohesive devices to add information, such as 会说中文不但可以去中国旅行, 而且有很多工作机会。; 除了中文以外, 我明年也打算学历史和化学。 , and to express sequences, such as 我会先去北京旅游, 然后坐飞机去上海。 use different forms of negation to express prohibition or denial with varying degrees of formality or emphasis, such as 不让、别、不准 experiment with language using comparative structures such as 坐飞机比坐火车快。; 故宫和颐和园一样漂亮。

Year 7	Year 8	Year 9	Year 10
<p>Begin to notice 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"> recognise that Chinese is a character-based writing system where each character represents a tone-syllable and meaning, whereas English uses an alphabetic system where letters represent individual sounds recognise and describe how Chinese questions are formed differently from English, such as the use of question particles or question words recognise some features of text presentation in Chinese, such as text direction, word spacing, punctuation and overall paragraph formatting when using squared paper 	<p>Identify 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"> explore differences in pronoun use between Chinese and English, including the use of gender-specific pronouns 他、她、它, and the general absence of plural forms for some pronouns in Chinese discuss how Chinese and English differ in expressing discounts, with English using a percentage off, like 20% off, and Chinese using a fraction of the original price, like 八折 (pay 80%), reflecting distinct cultural and linguistic ways of showing value identify and apply conventions of Chinese text presentation, such as modern left-to-right orientation, and appropriate use of most Chinese punctuation, spacing and indentation when writing on squared paper 	<p>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"> recognise that Chinese does not use verb tenses in the same way as English, and instead relies on time words, such as 昨天、现在、明天, or aspects, such as 了、过、完, to indicate when actions happen 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 or an email in English and then in Chinese, and identify the differences of each text type in each language 	<p>Reflect on and discuss 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, noting 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 how the Chinese language can be manipulated to make ideas more objective, such as the 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>Begin to explore 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"> consider the different ways of addressing people in various professions, such as 李老师、王校长, and how dates and addresses are organised reflect the importance of respect and/or hierarchy in Chinese culture recognise that Chinese uses different words for older or younger siblings and family members, such as 哥哥 versus 弟弟, showing the importance of age hierarchy in family relationships explore how known language influences their own identity and communicative preferences by reflecting on the values of one 	<p>Recognise 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"> compare their own experiences to the lives of young people in different Chinese-speaking communities, such as the importance of education in their life, the duration of a typical school day and extracurricular activities after school explain how teens in Chinese-speaking communities express themselves socially in messages or posts, such as the use of abbreviations, numbers and English words, and compare this with English, such as 这很ok。; 88=bye bye compare non-verbal expressions in communication in different cultures, and explore how 	<p>Reflect on 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"> 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、海南鸡饭、珍珠奶茶 explore diversity within Chinese speakers' identities and become more 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, 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on how the study of Chinese has given them an understanding of the cultural values within and across languages and 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 toward education in Chinese-speaking communities and in Australia, and how these perspectives shape the two languages and individuals' plans and decisions for Years 11 and 12

Year 7	Year 8	Year 9	Year 10
<p>culture when communicating in another, such as differences in the use and frequency of ‘thank you’ and 谢谢, and thinking about differences in the use of frequency of ‘thank you’ versus 谢谢, and ‘sorry’ versus 对不起</p>	<p>people respond to different cultural expectations and practices in Chinese-speaking communities and Australia, focusing on personal space, greetings, accepting and refusing offers, and gift giving</p>	<p>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>	<ul style="list-style-type: none"> • 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