



Western Australian Curriculum

Languages | Chinese

Scope and sequence | Years 7–10

Draft for consultation | Not for implementation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 are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages shows the proposed content across the years of schooling from Years 7–10.

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	

Strand: Communicating

Sub-strand: Interacting in Chinese

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves, family and friends, and likes and dislikes</p> <p>For example:</p> <ul style="list-style-type: none"> share information to peers or known adults about themselves, family and friends, including names, ages, year levels, family members, pets, and their likes and dislikes, 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。我很喜欢我的家人。 ask and respond to questions in conversations or dialogues to exchange information with rehearsed and modelled language in real or imagined scenarios, such as 你家有几口人？我家有三口人。；你的爸爸今年几岁？他今年四十岁。 interact with classmates to make enquiries about their likes and dislikes and the various degrees of the likes and dislikes, and report to the class about their findings, such as Chloe 非常喜欢……，很喜欢……。她不喜欢……。 exchange personal details and likes and dislikes with a Chinese-speaking student by creating a profile or short informal letter and requesting a reply 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> ask and respond to questions in conversations or dialogues about daily routines, school timetables, activities at school, after school and on the weekend, hobbies, leisure time and social outings, using rehearsed and modelled language in real or imagined scenarios, 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。 engage in exchanges about daily life and school routines, and begin to discuss and compare similarities and differences with peers, such as 我有很多功课，但是我的朋友没有功课。；我周末喜欢打球，Bianca 也喜欢打球。 express preferences about leisure activities, including music, sports, movies and socialising, and justify their 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。 share information about their real or imagined home layouts or school facilities by sending or requesting home/school tour videos to or from students in a Chinese-speaking school 	<p>Initiate and participate in exchanges 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 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。；很多人喜欢去公园散步、在菜市场买菜，或者和朋友在茶馆聊天。 invite people to converse by asking icebreaker questions or showing interest, and participate in interactions by requesting clarification and repetition and seeking information and opinions, such as 你可以说说上海好玩儿的地方吗？；我听说春节很有意思。；你觉得中国的学生有很多功课吗？；我不明白，可以请你再说一次吗？；你是不是说……？ discuss the similarities and differences between celebrations and festivals in Chinese culture and other cultures, including Australia, such as 澳大利亚人生日吃蛋糕，但是中国人生日吃寿面。；中国人春节给红包，澳大利亚人圣诞节送礼物。 engage in an imagined online conversation with peers to exchange information and experiences about a Chinese-speaking city/town, such as 你住在哪里？我住在北京。北京的天气怎么样？又热又常下雨。北京有地铁吗？有地铁，也有高铁。 	<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 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，所以我打算以后去打工，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 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……？；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？ interact 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, or travelling, such as in a lost property office, asking for directions, asking for recommendations, or complaining about a service

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange greetings and express gratitude and appreciation, adjusting language using appropriate terms of address 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 formulaic 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……。 • make polite and specific requests using rehearsed language, such as 老师, 我有问题。; 请问拼音是什么? 	<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。; 要和我们一组吗? ; 可以给我多一点儿时间吗 • collaborate in small groups to develop a digital presentation, brochure or poster to promote a travel destination, 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。 • collaborate as a class to create an online survey on a secure platform about their future plans with questions, such as 你打算上大学吗? 为什么? ; 你会不会继续学中文? 为什么? and share the survey with a Chinese-speaking sister school/class

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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 short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> listen to teacher-modified spoken texts in Chinese and respond to true or false questions using formulaic words and phrases, such as 是的 or 不是 locate and understand basic information in short written texts in Chinese, such as numbers, names, and family members, and use simple modelled sentences in Chinese to talk about them orally, such as 他有一个妹妹, 叫小美, 今年五岁。 survey the class, summarise the findings, and present the information to the class in Chinese as an in-person or digital presentation, or visual format of a poster or wall chart, quoting the source of information 他说……, such as interviewing people about their family or likes and dislikes 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。 listen to, read or view short texts in English and respond to them by providing a summary or key information in spoken Chinese 	<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 about daily routines in Chinese and respond in English and/or Chinese to a variety of question types, such as fill-in-the-blanks, matching or translating locate and identify key information, such as subjects offered, school activities, schedules, and school facilities, in teacher-modified or authentic Chinese written texts related to schools, such as websites, brochures and advertisements process supporting details in spoken or written Chinese texts that include time, days, dates and/or activities about someone's daily life, such as videos, voicemails, emails, messages, and complete a scheduling or planning task to organise an outing with friends in Chinese or English research and gather information about different school activities and events using a range of sources in Chinese and/or English, and organise and share the information in print or digital form in Chinese 	<p>Process and compare 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"> read and view various authentic texts from a Chinese-speaking city, such as the subway map, tourist brochure, restaurant menu and a bus timetable, and use the information to create a promotional poster 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 use Chinese maps, GPS, or travel guides to explore key places of interest, including big cities, such as 北京 or 上海, important landmarks, such as 故宫 or 长城, and other places of interest, such as 茶馆 or 老街, and create a simplified map for display or to present to the class in Chinese or English view or read interviews with students from Chinese-speaking communities discussing their school life, and produce a response, such as a blog post or diary entry, that takes into consideration context, purpose, and audience 	<p>Compare and interpret 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 authentic Chinese texts, such as itinerary, maps, introductory/promotional videos, travel vlogs and booking websites, obtain the gist by focusing on familiar, anticipated items in a flow of words, such as the names of places, prices, descriptions and opinions, and respond to short-answer questions in English research 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 document specific details of different careers or travel itineraries obtained from diverse sources in Chinese, and summarise the information to form a balanced view to share with others in Chinese or English 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>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> begin to 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 take that into consideration when translating brainstorm strategies individually, in small groups or as a class, to translate sentences from Chinese to English, or vice versa, such as 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 translate and interpret meaning in and between languages 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, such as determining the English equivalents of 加油、努力 or 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 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 teacher 	<p>Apply 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"> translate information about aspects of life in Chinese-speaking communities to Australian readers, or vice versa, 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, conveying nuances of word formation and contexts, such as explaining the cultural significance of 春节 or describing the concept of a BBQ in Australian culture use print/online bilingual dictionaries and online translation apps 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>Apply 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"> 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 examining why ‘How’s it going?’ is difficult to translate into Chinese use print/online bilingual dictionaries, identifying issues such as multiple meanings of Chinese characters and the need to consider context and cultural understanding, such as the character 请 which can mean ‘please’, ‘invite’, or ‘treat’

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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 slideshow of an imaginary character, including personal details, their likes and dislikes, and family members using modelled language and digital tools with audio/voiceover • choose a Chinese nursery rhyme that they enjoy, such as 《小星星》 or 《找朋友》, and personalise the lyrics about themselves and/or their family with support and scaffolding, and record themselves singing using an electronic device • write a diary entry about a new friend, including their name, age, family members, and likes and dislikes, using first-person point of view and informal language 	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a print or digital weekly planner or schedule to outline their daily/weekly routines, including school days and the weekend using time, dates, and days of the week • create imaginative texts in print, digital or online formats, such as a short story (小猫咪咪的学校生活), a video clip (外星人奇奇的日常生活) or a skit (魔法学校), and build characters, themes and settings using rehearsed and modelled language to entertain a specific audience, such as younger Chinese-speaking students • write a monologue about a typical day, including details, such as time, days of the week and dates, 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"> • develop an information kit, supported by visuals, about a city/town in a Chinese-speaking country or community, including details on the weather, transport, places of interest and cultural activities for Chinese learners • write a short picture book with speech bubbles or basic text to read to other students • 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 audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • produce multimodal presentations to deliver information about aspects of future plans, such as study, travel or career goals, 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 future plans using informal language and some common Chinese internet memes, such as 内卷、996、打工人 to engage the audience

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 spoken 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 independently, identifying initials, finals and tones in each tone-syllable, and practise spelling words in <i>Pinyin</i> 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 recognise how changes in intonation can affect meaning in Chinese, such as rising intonation indicating a question and falling intonation indicating a statement type in <i>Pinyin</i> on a keyboard to choose familiar characters, such as type ‘you’ and choose the correct 有 	<p>Apply familiar linguistic features of spoken Chinese to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> write down in <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 use them to practise pronunciation, paying attention to correct tones and syllable separation recognise and discriminate between common homonyms (同音词) in Chinese, such as 是 and 室, replying 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 the intended sentiment, and explore the meaning and message type in <i>Pinyin</i> on a keyboard to select from a range of characters 	<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 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>’ analyse a series of characters that share a common phonetic component or side to understand their phonetic function and predict the range of sounds in the characters, such as 晴、清、情、请 and 吧、把、爸 type in <i>Pinyin</i> on a keyboard and select from a wider range of characters 	<p>Apply a range of linguistic features of spoken Chinese to further extend 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 variation 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 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>)

Year 7	Year 8	Year 9	Year 10
<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"> understand how characters evolved by exploring the connection between basic pictographs (象形文字) and their meanings, such as 日、月、水、火、木、口 recognise and understand how Chinese characters are constructed, including the use of a common component and radicals among words, such as 女 in 妈、妹 and 姐 or 马 in 吗、妈、骂 recognise basic stroke types, such as — (horizontal line), (vertical line), 丿 (left-falling stroke), ㇏ (right-falling stroke), 丶 (dot), ㇇ (rising stroke), 乚 or ㇇ (hook at the end of a stroke), ㇇ (bend) recognise that Chinese characters can be written in two forms: 繁体字 and 简体字 write basic Chinese characters with the support of a print bilingual dictionary, paying attention to stroke types and order 	<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, such as 人 in 他、认、从, and categorise them, using visual organisers, such as charts or tables 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 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 continue to write familiar Chinese characters more accurately, with the support of a print bilingual dictionary, paying attention to stroke order and proportions 	<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, such as identifying multiple characters for food 饭、食、餐 understand that some Chinese characters use symbols to represent abstract concepts or directions, such as 上 (up), 下 (down), 本 (root) and 末 (end) view Chinese calligraphy (书法) to appreciate the ingenuity and artistry of each character and discuss the balance, spacing and arrangements of the components 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 	<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) 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 Chinese characters using correct stroke order, and demonstrate an awareness of character composition and aesthetics

Year 7	Year 8	Year 9	Year 10
<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, such as 我很好。 to form basic Chinese sentences 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 	<p>Use linguistic features of Chinese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> construct sentences with temporal nouns to describe when an action takes/took/will take place, such as 我晚上九点睡觉。; 我们星期天去看电影。 describe locations using 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 recognise verb types found in Chinese, such as basic action verbs, 起床、看、吃、学习, stative verbs, 高、大, modal verbs, 会 and 可以 	<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 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 action in progress, and 没有 to indicate negative past use the particle 得 to modify verbs and describe the manner of an action use intensifiers, such as 太……了、挺……的、……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……所以……、虽然……但是…… 	<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, 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 clauses in English, such as 这是我在 中国拍的照片。 build logical discourse with conjunctions and cohesive devices to add information, such as 不但……而且……、除了……以外, ……也……, and to express sequences, such as 先……然后…… 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 using comparative structures such as 比 and 一样
<p>Begin to notice and discuss similarities and differences between 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 that Chinese questions form differently from English, often by adding a question particle, such as 吗 or using question words, such as 什么、谁 at the beginning or in place of the information being asked recognise some features of text presentation in Chinese, such as text direction, word spacing, punctuation and overall paragraph formatting when using squared paper 	<p>Notice and discuss similarities and differences between 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 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 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 between 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 authority, such as 李老师、王校长, and discuss how the organisation of information reflects concepts of hierarchy and authority, including the placement of the date in personal correspondence and how the address is organised on an envelope recognise that Chinese uses different words for older or younger siblings and family members, such as 哥哥 versus 弟弟, and 伯父 versus 叔叔, 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 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>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 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 emojis, abbreviations and English words, and compare this with English, such as 去happy吧, and LP=老婆 compare non-verbal expressions in communication in different cultures and explore how 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>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、珍珠奶茶、海南鸡饭 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, 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 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"> 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 in 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