



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



# Western Australian Curriculum

## Languages | Chinese

---

Scope and sequence of the mandated curriculum content

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.

## **Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **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

## Contents

<b>Overview</b> .....	<b>1</b>
Guide to reading this document.....	1
<b>Strand: Communicating</b> .....	<b>2</b>
Sub-strand: Interacting in Chinese .....	2
Sub-strand: Mediating meaning in and between languages.....	2
Sub-strand: Creating text in Chinese .....	3
<b>Strand: Understanding language and culture</b> .....	<b>4</b>
Sub-strand: Understanding systems of language .....	4
Sub-strand: Understanding the interrelationship of language and culture .....	5

## 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 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.

<b>Languages</b>		
<b>Chinese</b>		
<b>Communicating</b>		
Interacting in Chinese	Mediating meaning in and between languages	Creating text in Chinese
<b>Understanding language and culture</b>		
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
Participate in exchanges to share information about themselves, others, and likes and dislikes	Participate in exchanges to share and compare information, experiences and preferences about daily life	Initiate and participate in exchanges to share and compare information and experiences about Chinese-speaking countries and regions and their cultures	Initiate and participate in sustained exchanges to share information and opinions about future plans and travel
Participate in exchanges related to classroom activities and routines	Participate in exchanges related to classroom activities and routines	Participate in exchanges related to classroom activities, planning and negotiating	Collaborate in activities that involve planning and negotiating to share ideas and preferences

### Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
Locate and process information, ideas and opinions in texts, and convey meaning	Locate and process information, ideas, opinions and supporting details in texts, and convey meaning	Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience	Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience
Develop strategies to interpret, translate and convey meaning in Chinese in familiar contexts	Apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts	Interpret and translate non-verbal, spoken and written Chinese language to convey meaning in familiar cultural contexts	Interpret and translate non-verbal, spoken and written Chinese language to convey meaning in familiar cultural contexts

## Sub-strand: Creating text in Chinese

Year 7	Year 8	Year 9	Year 10
Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts purposes and audiences

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
Recognise and use familiar linguistic features of spoken Chinese	Apply familiar linguistic features of spoken Chinese to interact with developing fluency	Apply linguistic features of spoken Chinese to interact with increasing fluency	Apply linguistic features of spoken Chinese to interact with increasing fluency
Become familiar with the features of Chinese writing system and begin to write basic Chinese	Recognise and identify features of the Chinese writing system, and write familiar Chinese characters	Apply knowledge of common features of the Chinese writing system to interpret and write familiar and some unfamiliar Chinese characters	Apply knowledge of radicals and character structures to interpret and write familiar and unfamiliar Chinese characters
Begin to use linguistic features of Chinese to respond to and create texts	Use linguistic features of Chinese to respond to and create texts	Select and use linguistic features of Chinese to respond to and create texts	Select and use a range of linguistic features of Chinese to respond to and create texts
Begin to notice similarities and differences in how linguistic features are used in Chinese and English, using metalanguage	Identify similarities and differences in how linguistic features are used in Chinese and English, using metalanguage	Discuss similarities and differences in how linguistic features are used in Chinese and English, using metalanguage	Reflect on and discuss the use of linguistic features in Chinese texts, using metalanguage

## Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	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