



Western Australian Curriculum

Languages | Chinese

Proposed Year level descriptions | Pre-primary–Year 10
Draft for consultation | Not for implementation

DRAFT

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Chinese are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, Chinese curriculum Year level descriptions in the first column, the comparable Australian Curriculum version 9 Year level descriptions in the centre column and the proposed Year level descriptions for Western Australia in the third column.

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Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Chinese: Second Language with little to no prior experience of the Chinese language and culture.</p> <p>In Pre-primary students communicate in Chinese, interacting orally with the teacher and peers to exchange greetings, introduce and share simple information about themselves and their family members. Students interact with simple written texts, recognising and discussing examples of common Chinese characters. They participate in shared group performance of simple Chinese songs and rhymes, reproducing rhythm and playing with sound patterns. Students also participate in the shared reading of books and Chinese idiom stories, retelling these stories using images, illustrations and captions.</p> <p>Students become familiar with the systems of the Chinese language, recognising that Pinyin is the spelled-out sounds of spoken Chinese that uses familiar letters. Students notice and use vocabulary related to greetings, themselves and their family. They recognise some first elements of grammar to generate language for purposeful interaction such as that Chinese sentences have a particular word order.</p> <p>In Pre-primary students recognise that while English is the official language spoken in Australia, Chinese is one of many community languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Chinese and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.</p> <p>Students learn Chinese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.</p>	<p>In Foundation, Chinese language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Chinese through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.</p> <p>Students experience and imitate the sounds and gestures of Chinese language. They participate in shared listening and viewing of texts that represent Chinese and Chinese-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that language can be represented in different ways, including the English alphabet, students’ home languages and Chinese script. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the <i>Early Years Learning Framework</i> and each child’s knowledge base. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Chinese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>Children enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capabilities. Typically, children come to Chinese with little to no prior experience of the language and culture.</p> <p>In Pre-primary, children explore Chinese with peers, teachers, known adults and students from their own and other classes, through play-based and action-related learning. They exchange greetings and simple information about themselves, imitating gestures and using familiar words.</p> <p>Children participate in shared listening and viewing of Chinese texts. They experiment with common vowel sounds and rhythms of spoken Chinese, singing, reciting and repeating words and phrases in context. They notice similarities and differences between Chinese and English, and other languages, and explore differences through creative play.</p> <p>Children receive extensive support through modelling and scaffolding. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 1 Chinese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Chinese language and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Chinese language and culture is from their school learning environment.</p> <p>Students communicate in Chinese, interacting orally with their teacher and peers to talk about themselves, the members of their family, their favourite things and their pets. They recognise and copy high-frequency characters through guided group activities. Students locate key words and factual information in simple oral texts related to their personal worlds. They also locate and convey information about their personal worlds in written texts using pictures, familiar words and simple statements. Students engage with simple Chinese songs, poems and rhymes and respond by creating and performing their own simple Chinese songs, poems and rhymes. Students participate in the shared reading and retelling of well-known Chinese stories.</p> <p>Students become familiar with the systems of the Chinese language, recognising how the tones can change the meaning of words. They match <i>Pinyin</i> to known Chinese characters and recognise that <i>Pinyin</i> also has tones. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.</p> <p>In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Chinese and that Chinese and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.</p> <p>Students learn Chinese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.</p>	<p>In Years 1 and 2, Chinese language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Chinese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Chinese-speaking communities in Australia, China and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language using common characters, and understand that Pinyin uses the Roman alphabet to represent the sounds of characters. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Chinese language and culture(s) and their own.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.</p> <p>Chinese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 1, Chinese language learning builds on each child's interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Chinese to exchange information about themselves and participate in class experiences and everyday interactions that involve following instructions, responding to questions and making statements. Students recognise words and use modelled language to create texts.</p> <p>Children become familiar with the systems of the Chinese language and use gestures, words and modelled expressions. They explore and imitate Chinese sounds and rhythm and how sounds are represented. They locate specific points of information in a range of short familiar texts and convey information in simple statements, short descriptions and modelled texts. Children use their literacy capabilities in English and in Chinese to recognise, trace and copy simple Chinese components and characters in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Chinese for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 2 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 1 and focuses on extending the oral communication skills of students.</p> <p>Students communicate in Chinese, interacting orally with their teacher and peers to exchange information about themselves, the members of their family, their classmates and friends. They participate in guided group activities, including sorting familiar and common Chinese characters according to their formation. Students identify and convey key points of information to complete guided tasks in a range of simple spoken and visual texts related to their personal worlds. They locate factual information about their personal worlds in written texts and convey information using modelled language. Students respond in oral form to simple Chinese stories, songs and rhyme, reproducing rhythm and sound patterns to express feelings. They create short imaginative written texts, captioning or labelling images with familiar words and simple modelled sentences.</p> <p>Students become familiar with the systems of the Chinese language, reproducing the tones of Chinese with increasing accuracy. They identify some characters that make up words and understand that each character has a meaning. Students notice and use context-related vocabulary and begin to use some first elements of grammar such as using the third person to introduce others, to generate language for a range of purposeful interactions.</p> <p>Students recognise that all languages, including Chinese, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of Chinese and Australian cultural practices and related language use.</p> <p>In Year 2 students learn Chinese in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.</p>	<p>In Years 1 and 2, Chinese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Chinese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Chinese-speaking communities in Australia, China and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language using common characters, and understand that Pinyin uses the Roman alphabet to represent the sounds of characters. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Chinese language and culture(s) and their own.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Chinese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 2, Chinese language learning builds on each child’s interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Chinese to exchange information about themselves and family members, and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students use words, familiar phrases and modelled language to create texts.</p> <p>Children become familiar with the systems of the Chinese language and use gestures, words and modelled expressions. They imitate Chinese sounds and rhythms, and notice how sounds are produced and represented in <i>Pinyin</i>. Children use their literacy capabilities in English and in Chinese to recognise, trace and copy simple Chinese components and characters in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Chinese for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 3 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 2 and focuses on extending the oral skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.</p> <p>Students communicate in Chinese, interacting and socialising orally with their teacher and peers to exchange information about themselves, their family, interests and leisure activities. They exchange simple correspondence in writing to express good wishes, send simple notes and text messages. Students locate and convey specific points of information from familiar simple spoken and visual texts using learnt phrases and words. They locate information in familiar written texts using learnt characters. Students respond to and create simple imaginative oral texts that use gestures and modelled language. They create short written imaginative texts using simple Chinese characters, captions, labels and modelled short sentences.</p> <p>Students become familiar with the systems of the Chinese language, recognising the components of <i>Pinyin</i> (consonant, vowel, tones) and the <i>Pinyin</i> sounds associated with individual letters and syllables that differ from the English sounds for the same letters and syllables. They copy and use context-related vocabulary and apply some first elements of grammar in simple spoken and written texts. They begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.</p> <p>Students are encouraged to describe their Chinese learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.</p> <p>In Year 3 students require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases. Students are encouraged to use spoken Chinese as much as possible for classroom routines, social interactions and for learning tasks.</p>	<p>In Years 3 and 4, Chinese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Chinese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Chinese-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Chinese language pronunciation. They use their literacy capabilities in English to recognise differences between writing in alphabetic and character-based languages. With support, students begin to use Pinyin and tone marks to read and write; they locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Chinese language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Chinese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 3, Chinese language learning builds on each student’s interests and capabilities, including prior learning and experiences with language. Students continue to participate in activity-based learning through purposeful and structured activities. They use Chinese to exchange information about themselves, family members and friends, and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions.</p> <p>Students become familiar with the systems of the Chinese language and use gestures, words and modelled expressions. They recognise modelled combinations of <i>Pinyin</i> and begin to articulate sounds, pronunciation and intonation patterns to form words and phrases. They use their literacy capabilities in English and in Chinese to locate specific information in texts and convey information. Students explore and recognise some features of the Chinese writing system, and experiment with writing some familiar Chinese characters in simple informative and imaginative texts.</p> <p>Students are encouraged to use Chinese for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process. They recognise that language and culture reflect practices and behaviours.</p>

Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 4 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 3 and focuses on extending the oral communication skills of students.</p> <p>Students communicate in Chinese, interacting and socialising orally with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school. They contribute to class activities and request assistance in learning activities. Students exchange simple correspondence in writing to report on their daily routines at home and at school. They locate and convey factual information from familiar types of spoken and visual sources and they locate factual information in written texts to inform others using learnt words, phrases and characters. Students create and present their own representations of familiar songs, poems or stories. They also create short imaginative texts such as storyboards or cartoons using modelled language.</p> <p>Students become familiar with the systems of the Chinese language, understanding the components of <i>Pinyin</i>. They recognise high frequency Chinese characters related to their personal world and they use context-related vocabulary and simple sentences to generate language for a range of purposes. Students begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.</p> <p>Students are supported to identify vocabulary and expressions that reflect different cultural values, traditions or practices.</p> <p>In Year 4 students continue to require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. Students practise using Chinese, participating in action-related talk and completing tasks while relying on teacher modelling, prompts and repetition. Students respond non-verbally to spoken Chinese in the classroom and their understanding of Chinese is dependent on context and on teacher intonation, gestures and facial expressions. Students continue to be encouraged to use Chinese as much as possible for social interactions and in learning tasks.</p>	<p>In Years 3 and 4, Chinese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Chinese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Chinese-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Chinese language pronunciation. They use their literacy capabilities in English to recognise differences between writing in alphabetic and character-based languages. With support, students begin to use Pinyin and tone marks to read and write; they locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Chinese language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Chinese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 4, students build on the skills, knowledge and understanding they developed in Year 3 and focus on extending their oral and written communication skills and their understandings of language and culture. Students interact in Chinese in purposeful and structured activities to exchange information about their personal world. They engage with a range of Chinese texts and use their English literacy knowledge to locate and compare key information. Students share responses and make connections with their own experiences and feelings. They create and present informative and imaginative texts using familiar phrases and sentences and modelled textual conventions.</p> <p>Students become more familiar with the systems of the Chinese language. They recognise and use combinations of <i>Pinyin</i>, pronunciation and intonation patterns of Chinese to form words and phrases. Students recognise features of the Chinese writing system, and copy and write familiar Chinese characters. They apply knowledge of grammatical elements to create texts and use familiar metalanguage to discuss Chinese language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p> <p>Students are widening their social networks, experiences and communication repertoires in both English and Chinese. They are encouraged to use Chinese for classroom routines, social interactions and learning tasks. Students receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 5 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.</p> <p>Students communicate in Chinese, participating in oral interactions with the teacher and peers, to exchange information about their home and places in their local community. They exchange written correspondence exchanging personal information and aspects of personal experience. Students gather and compare information from a range of spoken and written texts. They also convey key points of information from these texts orally and in written form using scaffolded language. Students describe characters from a range of short imaginative texts and create their own spoken and written imaginative texts using modelled language.</p> <p>Students are becoming more familiar with the systems of the Chinese language, identifying features of Chinese characters, including stroke types and sequences and component forms and their arrangements. They use context-related vocabulary and grammatical features to generate language for a range of purposes. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.</p> <p>Students compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use.</p> <p>In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Chinese. They are supported to use Chinese as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.</p>	<p>In Years 5 and 6, Chinese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Chinese to exchange information and ideas relating to their interests, school and local environment, and engage with Chinese-speaking communities in person or via digital access. They work independently and in groups, with ongoing support from modelling, and from digital and print resources.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their knowledge of characters, Pinyin and tone marks to identify Chinese language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Chinese provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 5, students build on the skills, knowledge and understanding they developed in Year 4 and focus on extending their oral and written communication skills and their understanding of language and culture. They interact in Chinese to exchange information and ideas related to their home, neighbourhood and the wider world. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They use their English literacy knowledge to locate and compare key information in texts and share responses. Students create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions.</p> <p>Students become more familiar with the systems of the Chinese language, applying knowledge of combinations of <i>Pinyin</i>, pronunciation and intonation patterns to develop fluency. They recognise and identify features of the Chinese writing system, and copy and write familiar Chinese characters. Students use context-related vocabulary and develop and apply knowledge of grammatical elements to create or reinterpret, present or perform texts for different purposes, audiences and contexts. They use familiar metalanguage to discuss Chinese language structures and features.</p> <p>Students are widening their social networks, experiences and communication repertoires in Chinese. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 6 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Chinese language and culture and their own.</p> <p>Students communicate in Chinese, participating in oral interactions with others to exchange information and relate experiences about planning and organising social activities and events. They participate in guided written tasks to plan events or activities, organise displays or develop projects for a shared event. Students gather, classify, compare and respond to information and supporting details from a range of texts related to personal and social worlds. They share and compare responses to characters, events and ideas in a variety of imaginative texts and create simple spoken imaginative texts. Students create or reinterpret, for different audiences, written imaginative texts, describing characters and plotting a storyline.</p> <p>Students are becoming more familiar with the systems of the Chinese language, using <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy. They use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes. They recognise and use grammatical features to form sentences to express details. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.</p> <p>Students understand that the Chinese is characterised by diversity in spoken and written forms. They also explore values and beliefs across cultures and identify how cultural values are expressed through language.</p> <p>In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Chinese. They are encouraged to use Chinese as much as possible for interactions, structured learning tasks and language experimentation and practice.</p>	<p>In Years 5 and 6, Chinese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Chinese to exchange information and ideas relating to their interests, school and local environment, and engage with Chinese-speaking communities in person or via digital access. They work independently and in groups, with ongoing support from modelling, and from digital and print resources.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their knowledge of characters, Pinyin and tone marks to identify Chinese language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Chinese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 6, students build on the skills, knowledge and understanding they developed in Year 5 and focus on extending their oral and written communication skills and their understandings of language and culture. They interact in Chinese in purposeful and structured activities to exchange information about their personal and social worlds. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They locate, compare and share key information in texts using their English literacy knowledge to identify Chinese language structures and features. Students create and present informative and imaginative texts appropriate to audience, purpose and context.</p> <p>Students become more familiar with the systems of the Chinese language, applying knowledge of combinations of <i>Pinyin</i>, pronunciation and intonation patterns to further develop fluency. They recognise and identify features of the Chinese writing system, and copy and write familiar and some unfamiliar Chinese characters. Students use context-related vocabulary and develop and apply knowledge of grammatical elements in spoken and written texts. They use familiar metalanguage to discuss and compare Chinese language structures and features.</p> <p>Students continue to widen their social networks, experiences and communication repertoires. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 7 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Some students begin Year 7 with proficiency in languages other than Chinese and bring existing language learning strategies and intercultural awareness to the new experience of learning Chinese. Their growing textual knowledge, developed through English literacy, supports their developing Chinese literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.</p> <p>Students communicate in Chinese, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in written interactions with peers and others to exchange information, plan activities or social events. Students access and summarise key information and supporting details from spoken texts and locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds. They respond to a range of imaginative texts, identifying how features of performance convey different emotions and attitudes and apply this knowledge to their own oral performances and texts. They create and perform simple individual and shared written imaginative texts that involve imagined characters and places to entertain peers and younger audiences.</p> <p>Students better understand the systems of the Chinese language, examining differences in sounds and tones in oral discourse and understanding of familiar radicals and phonetic sides when reading unfamiliar texts. They extend their knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas when encountered in familiar expressions and scaffolded language contexts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.</p> <p>In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.</p>	<p>In Years 7 and 8, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese language, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.</p> <p>Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Chinese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 7, students build on the skills, knowledge and understanding of prior learning and experiences. They focus on extending their oral and written communication skills and their understandings of language and culture. They use Chinese to initiate and sustain interactions to share information, ideas and opinions about themselves, others, home and school. Students collaborate in activities that involve planning and negotiating to share ideas and preferences. They locate and process key information, ideas and opinions from texts, applying strategies to translate and convey meaning in and between languages. Students create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Chinese to develop fluency and respond to and create texts. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Chinese and English. They recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 8 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.</p> <p>Students communicate in Chinese, initiating and maintaining spoken and written interactions with peers and known adults to share ideas, views and experiences of family and community activities, social events, special occasions and milestones. They engage in written interactions and activities with peers and others that involve planning, considering options and solving problems. Students access, summarise and share key information from a range of texts and present them in different formats for the intended audience. They organise and present information in texts related to aspects of their personal and social worlds, using descriptive and expressive language. Students respond to aspects of performance-based imaginative texts and express opinions about these aspects in their own oral performances and texts. They create and perform written imaginative texts to describe experiences to enrich the visual or listening experience.</p> <p>Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse and interpret texts by inferring meaning. They extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.</p> <p>Students are encouraged to participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.</p> <p>In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Chinese language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.</p>	<p>In Years 7 and 8, Chinese language learning builds on each student's prior learning and experiences. Students use Chinese language, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.</p> <p>Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Chinese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 8, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and their understandings of language and culture. They use Chinese to initiate and sustain interactions to share and compare information, ideas and opinions about going out, socialising, special events and leisure time. Students collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving. They locate, summarise and process information, ideas and opinions from texts, applying a range of strategies to translate and convey meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Chinese to respond to and create texts with increased fluency. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Chinese and English. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 9 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.</p> <p>Students communicate in Chinese, initiating and participating in sustained interactions to share and compare personal opinions about aspects of childhood, teenage life and relationships. They engage in extended written interaction and activities about events or experiences. Students analyse ideas and information from a range of texts, identifying ways in which emotions, intentions and ideas are expressed. They collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience. Students engage with imaginative performance-based texts, sharing opinions on characters and plot, comparing themes and content with English language texts and utilise these to create and perform their own imaginative texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.</p> <p>Students understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meanings in interactions. They increase control of context-related vocabulary and extend knowledge of grammatical elements. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.</p> <p>Students increasingly monitor language choices when using Chinese, comparing and reflecting on how cultural contexts influence the way language is used within and across communities.</p> <p>In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.</p>	<p>In Years 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Chinese pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Chinese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 9, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Chinese to initiate and sustain extended interactions to share and compare information about Chinese-speaking countries, communities and regions. Students collaborate in activities that involve planning, considering options, managing and problem-solving. They summarise and compare ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience.</p> <p>Students select and use an extended range of spoken and written Chinese linguistic features to respond to and create texts with enhanced fluency. They use metalanguage to discuss similarities and differences in how linguistic features are used. Students reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values.</p>

Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 10 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Chinese language may feature in these.</p> <p>Students communicate in Chinese, initiating and participating in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues. They engage in sustained written interaction and activities, exchanging information, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information and they collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds. Students engage with and respond to a range of imaginative performance-based texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.</p> <p>Students understand the systems of the Chinese language, explaining differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions. They increase control of context-related vocabulary and analyse how grammatical elements such as exploring the ways in which language can be manipulated to make ideas more objective, impact on the making of meaning in texts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.</p> <p>Students understand that Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values.</p> <p>In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.</p>	<p>In Years 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Chinese pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Chinese provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 10, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Chinese to initiate and sustain interactions that communicate their own and others’ experiences, information, ideas and opinions about future plans and travel. Students contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. They compare and interpret information, ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students independently create informative, imaginative and personal texts, selecting linguistic features and textual conventions to engage different audiences.</p> <p>Students select and use an extended range of spoken and written Chinese linguistic features to further extend fluency when responding to and creating texts. They use metalanguage to evaluate the use of linguistic features in Chinese texts. Students 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>