



# Western Australian Curriculum

## Languages | Chinese

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Proposed Year level descriptions | 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Draft for consultation | Not for implementation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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## 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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## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students begin their study of Chinese in secondary school with little to no prior experience of the Chinese language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning Chinese. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage in their social development and to consider issues of how the experience influences their first language and culture.</p> <p>In Year 7, students communicate in Chinese, interacting with peers and known adults to exchange information about self, family and friends. They engage in individual and collaborative tasks that involve planning, deciding and responding, or work together to highlight their language learning for family, friends and their school community. Students identify topic, gist and specific points of information from texts related to aspects of their personal and social worlds, convey the information and ideas and use them in new ways. They respond to imaginative texts by discussing aspects, such as characters, events and/or key ideas. Students create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language.</p> <p>Students become familiar with the systems of the Chinese language when encountered in simple spoken and written texts. They use features of the Chinese sound system to discriminate use of tones, rhythm and sound flow in interactions, and use <i>Pinyin</i> to support learning the spoken language. Students become familiar with the Chinese writing system, focusing on the structure and basic components that feature in characters. They generate language for a range of purposes in spoken and written texts by recognising and using context-related vocabulary and elements of the Chinese grammatical system, including the placement of time phrases, and begin to use conjunctions, negative words and particles. They build a metalanguage in Chinese to talk about vocabulary and grammar concepts. Students reflect on their and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication.</p> <p>In Year 7, students learn Chinese through rich and varied language input, and the provision of experiences that are challenging, but achievable. English is predominantly used for discussion, clarification, explanation, analysis and reflection. To assist students in the language learning process, support is provided from the classroom teacher in the form of scaffolding,</p>	<p>In Years 7 and 8, students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.</p> <p>Students use Pinyin to learn the sounds of new words by associating sounds with characters, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage 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 7, students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. They may need encouragement to take risks in learning a new language at this stage in their social development. Students use Chinese to interact and collaborate with teachers and peers, and to share information about themselves, family and friends, and likes and dislikes. They locate and process key information, ideas and opinions in short texts and interactions, and develop strategies to translate and interpret meaning in between languages in familiar contexts. Students create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience.</p> <p>Students recognise and use familiar conventions of spoken and written Chinese to begin developing fluency and to respond to and create texts. They notice some similarities and differences between linguistic features in Chinese and English and use metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in Chinese.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
modelling and monitoring, explicit instruction and feedback, structured opportunities for understanding and practising new language, and the chance to revisit, recycle and review.		

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## 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 Chinese developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of the Chinese language and culture. Students may need encouragement to take risks in learning a language at this stage in their social development and to consider issues of how the experience impacts on the norms associated with their first language and culture.</p> <p>Students communicate in Chinese, maintaining interactions with peers and known adults to exchange information and discuss aspects of personal information, home life, daily routine, likes and dislikes, school life, interests and leisure activities. They engage in individual and collaborative tasks that involve making arrangements, or organising events or outings. Students identify key information and supporting details from texts related to aspects of their personal and social worlds, and use the information in new ways. They convey information and ideas from texts, using different modes of presentation to suit audience and context. Students respond to imaginative texts, describing and discussing aspects, such as characters, events and/or ideas. They create imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences.</p> <p>Students become more familiar with the systems of the Chinese language when encountered in simple spoken and written texts. They use features of the Chinese sound system, including homonyms and syllables with different tones, and <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy. Students interpret written texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating and writing. They generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Chinese grammatical system, including adjectival and modal verbs, familiar verbs for daily routines, adverbs and time phrases. They continue to build a metalanguage in Chinese to talk about vocabulary and grammar concepts. Students engage with Chinese speakers and texts, reflecting on how interaction involves culture as well as language.</p> <p>In Year 8, students are widening their social networks, experiences and communication repertoires in Chinese. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections. Students are supported to</p>	<p>In Years 7 and 8, students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.</p> <p>Students use Pinyin to learn the sounds of new words by associating sounds with characters, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage 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 developed in Year 7 and focus on extending their oral and written communication skills and their understandings of Chinese language and culture. They work with increased independence and may need encouragement to take risks in learning a new language at this stage in their social development.</p> <p>Students use Chinese to interact and collaborate with teachers and peers and to share and compare information about daily life and school routines. They locate and process information, ideas, opinions and supporting details in texts, applying strategies to translate and interpret meaning in and between languages in familiar contexts. Students create informative, imaginative and personal texts, adapting rehearsed and modelled language and textual conventions appropriate to context, purpose and audience.</p> <p>Students use familiar conventions of spoken and written Chinese to develop fluency and to respond to and create texts. They continue to notice similarities and differences between linguistic features in Chinese and English and use metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they continue to explore how meaning is shaped in Chinese.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
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.		

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## 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 Chinese developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. They expand the range and nature of their learning experiences, and the contexts within which they communicate with others.</p> <p>Students communicate in Chinese, initiating and maintaining interactions with others to discuss and compare events of significance in the lives of young people, including holidays, special events and travel. They engage in individual and collaborative tasks that involve exchanging information, making arrangements or obtaining goods or services. Students identify information and ideas from texts related to aspects of their personal and social worlds, comparing views and presenting information to inform or interest others. They convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience. Students respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects. They create imaginative texts to inform or entertain, or to convey experiences or express ideas.</p> <p>Students better understand the systems of the Chinese language when encountered in spoken and written texts. They increase control of regular and irregular elements of the Chinese sound system, applying differences in sounds and tones heard, including the range of vowel and consonant combinations. Students interpret written texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides. They generate language for a range of purposes in spoken and written texts by extending their understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including comparing ways in which tense is expressed, using cohesive devices, conjunctions, the measure words 件 and 条 and intensifiers. Students continue to build a metalanguage in Chinese to talk about vocabulary and grammar concepts. They engage with Chinese speakers and texts, reflecting on how interaction involves culture as well as language, and being aware of audience and context.</p> <p>In Year 9 learning is characterised by consolidation and progression. Students work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through 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 language to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.</p> <p>Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. 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 collaborate and interact with teachers and peers about Chinese-speaking countries, communities and regions and their cultures. Students process and compare ideas and opinions from a range of texts, applying strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts. They 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 use features of spoken and written Chinese to enhance fluency and to respond to and create texts. They continue to compare similarities and differences between linguistic features in Chinese and English, using metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in Chinese.</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 Chinese developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of the Chinese language and culture. Students have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Chinese may feature in these.</p> <p>Students communicate in Chinese, initiating and participating in sustained interactions with others to exchange ideas, opinions, experiences and thoughts about making choices for today, and in the future. They engage in individual and collaborative tasks that involve debating with peers to exchange views and justify opinions, organising a forum or presenting a speech. Students identify information and ideas from texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas. They convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience. Students respond to traditional and/or contemporary imaginative texts by discussing ideas, and considering how these relate to contemporary society and their culture. They create imaginative texts in different modes and formats to entertain, or express ideas, attitudes and/or perspectives.</p> <p>Students understand the systems of the Chinese language when encountered in spoken and written texts. They increase control of regular and irregular elements of the Chinese sound system, examining differences in sounds and tones heard in spoken language. They relate prior knowledge of character form and function to infer information about sound and meaning and meaning of unfamiliar characters. Students generate language for a range of purposes in spoken and written texts by continuing to extend their understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including indicating preferences using adjectives, talking about the future by using 打算, and using different ways to negate. Students continue to build a metalanguage in Chinese to talk about vocabulary and grammar concepts. They engage with Chinese speakers and texts, recognising how their own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments.</p>	<p>In Years 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese language to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.</p> <p>Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. 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 collaborate in activities that involve planning and negotiating to share ideas and preferences. They compare and interpret ideas and opinions from texts, applying a range of strategies to mediate meaning in and between languages. Students independently create informative, imaginative and personal texts, selecting linguistic features and textual conventions to engage 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>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Year 10, students are expanding the range and nature of their learning experiences, and the contexts in which they communicate with others, and are challenged to engage with some independent learning experiences. While they are becoming increasingly autonomous when using Chinese in familiar contexts, they require continued scaffolding, modelling and monitoring when using the language in less familiar contexts.</p>		

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