



# Western Australian Curriculum

## Languages | Chinese

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Proposed Achievement standards | Pre-primary–Year 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Draft for consultation | Not for implementation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 Achievement standards in the first column, the comparable Australian Curriculum version 9 Achievement standards in the centre column, and the proposed Achievement standards for Western Australia in the third column.

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## Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Chinese with their teacher and each other through action-related talk, structured play, classroom instructions and routines to exchange simple greetings, such as 早、你好王老师再见, and to provide simple information about themselves, such as 你叫什么名字? 我叫 Anna. They participate in shared performance of familiar simple songs and rhymes, playing with sound patterns, with some guidance. Students identify most keywords and some phrases of spoken Chinese, and some keywords in written texts relating to their personal worlds. They convey meaning in spoken texts using tone, actions and gestures, and in written texts related to their personal worlds with some guidance. They participate in shared performance of imaginative texts, such as familiar songs and rhymes, and respond, with guidance, by reading and retelling stories. They share with others some familiar Chinese words, phrases, sounds and gestures related to their personal worlds, and explore how these may have similar or different meanings in English. They begin to talk about how Chinese feels/sounds different when speaking or hearing it spoken by others. Students become familiar with the systems of the Chinese language, identifying <i>Pinyin</i> as the spelled-out sounds of spoken Chinese, and exploring with guidance, the tonal nature of spoken Chinese, using gestures to enhance differentiation. They explore with some guidance, Chinese characters as a form of writing that is different to other written languages and identify some familiar Chinese characters in their surroundings, with a satisfactory level of accuracy. Students recognise and use vocabulary related to greetings, name and age, and talk about how they are feeling, such as 你好, 再见, 我叫 Anna and 我五岁, with a satisfactory level of accuracy. They begin to recognise and use some first elements of grammar including, recognising adjectives to describe how one is feeling, such as 我很好 and 我不好. Students develop number knowledge for numbers 0–5 and notice that Chinese sentences have a particular word order. They recognise that language is organised as ‘text.’ They recognise that there are different ways of greeting, addressing and interacting with people, and usually act accordingly. Students recognise that Chinese is one of the many languages spoken in Australia and around the world, and begin to develop curiosity around the ideas of language and culture.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They identify that Chinese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create Chinese texts. They recognise and respond to classroom-related language. Children identify that Chinese and English look and sound different and they begin to experiment with the sounds and rhythms of spoken Chinese and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>

## Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Chinese with their teacher and each other through guided group activities, classroom instructions and routines to talk about themselves, their family, their favourite things and their pets. They use learnt sounds, formulaic phrases and verbal and non-verbal responses, with some guidance, to ask questions and make statements, such as 我家有四个/口人,我有爸爸、妈妈和哥哥 and recognise most, and accurately copy some, high-frequency Chinese characters related to their personal worlds, such as 妈妈、爸爸、哥哥、妹妹. Students locate most key words and information in simple spoken and visual texts and convey some factual information, with guidance, using simple scaffolded models of spoken and visual texts. In written texts related to their personal worlds, they locate and convey some factual information, with some guidance, using pictures, labels, captions, familiar words, characters and modelled language. Students engage with familiar songs and rhymes, reproducing sound patterns and creating, with some guidance, their own simple songs, poems or rhymes about their personal worlds. They participate with some guidance, in the shared reading and retelling of short familiar written stories and respond by captioning pictures or copying characters. When translating, they match most familiar spoken words to their written Chinese character and explore, with some guidance, how meanings are similar or different. Students talk about how voice, behaviour and body language may change when speaking Chinese. Students become familiar with the systems of the Chinese language, recognising and reproducing the four tones of <i>Pinyin</i> with a satisfactory level of accuracy, and showing some awareness that tone can change meaning. They match <i>Pinyin</i> to familiar Chinese characters with a satisfactory level of accuracy, and show some awareness that each character has meaning. Students trace and/or copy characters with a satisfactory level of accuracy, paying attention to formation and spacing. They recognise and use vocabulary related to their personal worlds and use some first elements of grammar to generate simple spoken and written texts, with a satisfactory level of accuracy. Students begin to recognise nouns for pets and animals. They describe things using adjectives, such as 黄色、棕色、小、大、长、只、红色的小鸟 and express likes and dislikes, such as 你喜欢吃什么...? Students make some comments about how language is organised as ‘text’ and that different types of texts have different features. They recognise that speakers of Chinese use language differently in different situations and usually act accordingly. Students recognise that Chinese is one of the many languages spoken in Australia, and identify some words and expressions that Chinese and English borrow from each other.</p>	<p>By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.</p> <p>Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled Chinese language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom-related instructions. Children participate in play-based activities and use Chinese language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate the sound and writing systems, and the linguistic features of Chinese. They identify similarities or differences of the Chinese language and culture with English, or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

## Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Chinese with their teacher and each other through routine exchanges, guided group activities, instructions and transactions, to provide information about themselves, the members of their family, their classmates and friends. They use simple modelled language and gestures, such as 我有弟弟, 你呢? and 我的朋友叫 Simon. Students recognise most familiar words and some key phrases in simple spoken or visual texts related to their personal worlds, identifying some key points of information to mostly complete guided tasks. They locate some keywords and factual information in written texts related to their personal worlds and convey information using, with some guidance, modelled language. They respond to imaginative texts using simple verbal and non-verbal forms of expression, with some guidance, to comment on some favourite elements, characters or themes and create simple written imaginative texts using familiar characters and modelled language, with some guidance. Students identify some Chinese words, expressions or phrases for familiar objects or English words and begin to increase their vocabulary. They identify some elements of Chinese language and culture that are 'new' or 'interesting,' and some ways in which relationships can influence language use. Students become familiar with the systems of the Chinese language, reproducing the tones of <i>Pinyin</i> and identifying high-frequency characters within words, with a satisfactory level of accuracy. They recognise and use vocabulary and use some first elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They recognise that Chinese sentences have a particular word order, such as 我爱妈妈 is about 'I' and 妈妈爱我 is about 'Mum.' They use the third person to introduce others and describe people using adjectives, such as 头、头发、眼睛、, 大、小、长 and 黑色、棕色. They identify some different forms of texts and some of the different structures and features of familiar texts. Students identify some of the ways that speakers of Chinese use language differently in different situations and according to cultural norms, and some of the ways that the Chinese language has changed over time through its contact with other languages and changes in society.</p>	<p>By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.</p> <p>Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled and formulaic Chinese language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use Chinese, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate the sound and writing systems, and the linguistic features of Chinese. They identify similarities or differences of Chinese language and culture with English or their own language/s and culture/s and identify connections between language and cultural practices.</p>

## Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Chinese with their teacher and each other through class experiences, activities and everyday transactions to exchange information about themselves, their family, interests and leisure activities. They use modelled language to exchange some information, such as 他有两只兔子, and write simple correspondence by adapting teacher-modelled language, with guidance. They identify some specific points of information and some textual features in familiar texts and convey, with guidance, some information using learnt words, phrases and characters related to their personal worlds. Students respond to and create simple, imaginative texts using familiar expressions, modelled language and non-verbal forms of expression. They create short written imaginative texts using familiar characters and modelled short sentences, with guidance. They provide the meanings of some of high-frequency words and phrases, using gestures, actions and facial expressions. Students talk about their Chinese language learning experience, and explore ways of using language with different people. Students become familiar with the systems of the Chinese language, identifying the components and sounds of <i>Pinyin</i> with a satisfactory level of accuracy, differentiating, from English, sounds for similar letters and syllables. They reproduce key Chinese characters with a satisfactory level of accuracy. Students recognise and use vocabulary and use some first elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They talk about how the Chinese language works, with guidance, using some terms similar to those used in English. Students identify some features of simple Chinese texts and, with guidance, make some comparisons with similar texts in English. Students show how the Chinese language may need to be adjusted to suit different situations and relationships. They identify some of the differences in using Chinese language that reflect the different places it is spoken or who is using the language, and identify some places where Chinese is spoken.</p>	<p>By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.</p> <p>Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic and familiar Chinese structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. Students locate and respond to key information in short texts and begin to use strategies to comprehend and adjust Chinese use in familiar contexts. They use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with the sound and writing systems, and the linguistic features of Chinese. They identify Chinese language and cultural practices and compare with English or their own language/s and culture/s. They recognise connections between language and cultural practices.</p>

## Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in Chinese with their teacher and each other through class experiences, activities and transactions to exchange information about aspects of their personal worlds, their daily routines at home and school, such as 星期日我打网球. They use with guidance, familiar modelled questions and responses, to provide information, ask for/give permission and request assistance, such as 老师, 我不懂. They write simple correspondence using formulaic language, Chinese characters and <i>Pinyin</i> with some guidance. Students identify and convey some factual information from spoken and visual texts related to their personal and social worlds. They locate some key words, familiar characters and factual information in written texts and convey information with guidance, using learnt words, phrases and characters. Students create and present their own representations of familiar imaginative texts. They create short written imaginative texts using simple characters and modelled, short sentences with guidance. Students translate some familiar, high-frequency words and use dictionaries and word lists, with guidance, to translate simple familiar texts. Students identify ways in which identity is reflected through cultural practices and norms. Students become familiar with the systems of the Chinese language, identifying some of the components and the consonant and vowel/vowels combination of familiar <i>Pinyin</i>, and writing <i>Pinyin</i> with a satisfactory level of accuracy. They identify the components and structures of some familiar Chinese characters. Students recognise and use, both orally and in writing, a range of vocabulary. They recognise and use elements of grammar in simple sentences to record observations, with a satisfactory level of accuracy. Students understand that Chinese sentences have a particular word order. They explore basic sentence structure in Chinese, consisting of subject-verb-object and compare similar sentences constructed in English and Chinese. Students recognise and use some familiar verbs for daily routine, such as 读书 / 看书、看电视. They talk about how the Chinese language works using some Chinese terms, with guidance, and identify some language features and textual conventions in familiar Chinese texts. Students list ways that language use varies according to context and participants' age, gender and relationship, and usually act accordingly. They identify some Chinese vocabulary that reflect influences from other languages, and the languages and cultures represented in the classroom.</p>	<p>By the end of Year 4, students use Chinese language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. They use familiar characters appropriate to context and make connections with the spelling and tone marks of <i>Pinyin</i>.</p> <p>Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in Chinese about their personal world. They use familiar sentences and modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Chinese or English, adjusting their response to suit context, purpose and audience. They adapt modelled language, selecting and using a variety of context-appropriate vocabulary and modelled textual conventions, to create informative and imaginative texts.</p> <p>Students recognise and use familiar features of the sound and writing systems, and the linguistic features of Chinese. They describe and compare Chinese language and culture with English or their own language/s and culture/s and identify and discuss connections between language and cultural practices.</p>

## Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students participate in interactions in Chinese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home and places in their community. They use simple modelled, descriptive and expressive language, with some guidance, to participate in activities, or to provide information, such as 我星期六去图书馆, through photo-stories, emails and text messages for new classmates or for a class blog. Students gather and compare most information and some supporting details from spoken and visual texts related to their personal and social worlds. They locate, summarise and convey most key points in written informative texts, using learnt words, phrases and characters, with some guidance. They share simple responses to characters in imaginative texts and create simple written imaginative texts, showing sequencing of events and using scaffolded models of texts, with guidance. Students translate, with some guidance, simple texts from Chinese to English and vice versa, showing some awareness that there are words or expressions that cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify some ways in which culture influences language use and compare with guidance, ways of communicating in Australian and Chinese-speaking contexts. Students are becoming more familiar with the systems of the Chinese language, identifying and discriminating between most familiar homonyms, with some guidance. They identify, and sometimes apply when speaking, some familiar <i>Pinyin</i>/language that changes meaning depending on the tone mark. Students identify some of the features of the Chinese writing system and how the form of a character relates to its sound and meaning. They recognise and use vocabulary and elements of grammar with a satisfactory level of accuracy. Students form simple sentences using nouns, adjectives, numbers, the joining word 和, and measurement words. They recognise that in Chinese, verbs convey tense without conjugation, such as explaining why 有 can mean ‘have’, ‘had’ and ‘will have,’ and apply processes of discourse development, including 也 and 和. Students talk about how the Chinese language works using some Chinese terms, with guidance, and explore some features of familiar text types in Chinese. They describe how language is used to clarify roles and relationships between participants, and identify some ways in which Chinese is different in spoken and written forms.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use familiar characters appropriate to context and Pinyin.</p> <p>Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in Chinese about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Chinese or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Chinese sound and writing systems, and linguistic features, when responding to or composing texts. They compare Chinese language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students participate in oral interactions and guided writing tasks in Chinese through collaborative tasks, class experiences, activities and transactions, to exchange some information and recount some experiences about planning and organising future social events. They use simple modelled descriptive and expressive language with some guidance when collaborating with peers in guided tasks to organise displays, develop projects or budget for a shared event through emails, descriptions of a place, invitations, publicity fliers, or photo-stories. They gather, classify, compare and respond to most information and some supporting details from spoken and visual texts related to their personal and social worlds. They locate some key information in written texts and convey using learnt words, characters and phrases. Students identify, with some guidance, some cultural elements, share and compare responses, and express some opinions about characters, events and ideas in simple imaginative texts. They create or adapt, with some guidance, imaginative texts for different audiences, describing characters, plotting storylines and sequencing events. They identify some familiar words and phrases in simple texts that do not translate directly in English and interpret/translate them, with some guidance. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing simply, some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments. Students are becoming more familiar with the systems of the Chinese language, explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts with a satisfactory level of accuracy. They use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts, with a satisfactory level of accuracy. Students recognise and use grammatical features to form sentences to express details, such as the time, place and manner of an action, and to sequence ideas. They compare the use of tenses in English and Chinese, such as how future tense is often expressed through time phrases in Chinese. They identify the use of adverbial phrases and extend understanding of sentence structure using subject-time-place-manner-verb-object, such as 我星期一上学 and 我在澳大利亚上学. Students examine the clauses of a sentence in Chinese and notice how they are linked coherently. They apply processes of discourse development, such as joining (也、和), contrasting (但是) and sequencing (就) information. They explore, with guidance, values and beliefs across cultures, and identify ways in which cultural values are expressed through language. Students identify some ways in which Chinese is different in spoken and written forms.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They use sequence information and ideas, and use conventions appropriate to text type. They use familiar characters appropriate to context and Pinyin.</p> <p>Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in Chinese about their personal and social worlds. They share information and negotiate outcomes when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in Chinese or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Chinese sound and writing systems, and linguistic features, when responding to or composing texts. They compare and discuss Chinese language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in spoken and written interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use modelled descriptive and expressive language to talk about, give opinions and share thoughts and feelings, such as 我今年上七年级 and 你喜欢学习汉语吗? Students engage in written interactions to plan Chinese activities or social events, as well as share and exchange information about life in different cultural contexts, expressing some ideas and opinions. Students identify and summarise most key information, and some supporting details, from spoken texts related to their personal and social worlds. They locate, classify and organise most key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences. Students respond to a range of performance-based imaginative texts, identifying how features of performance are used to convey different emotions and attitudes and apply this knowledge to their own oral performances and texts. They create and perform simple, individual and shared imaginative texts with imagined characters and places, to describe experiences and to entertain peers and younger audiences. They translate, mostly accurately, short phrases and texts for different audiences, at times varying the language to explain key points for these different audiences. Students interact and engage with Chinese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication. Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations. They interpret texts by estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts. They discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language system of Chinese. Students use some knowledge of character components and how they can be used to categorise vocabulary. Students use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. They show how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information. They use alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don't know the phrase 中等身材, and compare ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the</p>	<p>By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.</p> <p>Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Chinese to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Chinese sound and writing systems, and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Chinese and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress. Students use different ways to negate ideas depending on degree of formality or emphasis. Students identify the structures and key features of familiar texts in Chinese to explain the relationship between the language and structure used and the purpose of the text. They explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media. Students discuss the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms. They reflect on how Chinese, like other languages, has evolved and developed through different periods of influence and change. Students reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures.</p>		

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## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and maintain spoken interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on family and community activities, social events, special occasions and milestones. They use modelled descriptive and expressive language to share ideas, views and experiences, such as 中国人春节喜欢穿红色的衣服和吃饺子 and 澳大利亚人圣诞? They participate in written interactions and activities that involve planning, sharing ideas and views by considering options, making arrangements and solving problems, as well as comparing opinions on, and attitudes towards, different cultures. Students identify and share some key ideas, information and opinions from spoken texts related to their personal and social worlds, and present them in different formats for their intended audience. They list and present some information from written texts related to aspects of their personal and social worlds, using mostly rehearsed descriptive and expressive language to compare perspectives and experiences. Students respond to a range of performance-based imaginative texts, observing how characters, emotions and attitudes are portrayed, and express opinions about these aspects in their own oral performances and texts. They create and perform a range of simple written texts to describe experiences with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and interpret texts, with some inaccuracies, and compare their own translation to peers', reflecting on challenges associated with transferring meaning and concepts from one language to another. Students interact and engage with Chinese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication. Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse, such as the diverse meanings of words that share similar sounds. They interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating. Students discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language system of Chinese. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students explore the use of diverse time expressions and ways to sequence events in time and apply in their own language use, for example, 先...然后; 一...就...;...了; 就...; 才; 第一; 然后. Students compare and apply the functions of prepositions and discuss the importance of context when determining their</p>	<p>By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.</p> <p>Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Chinese to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Chinese sound and writing systems, and linguistic features to interact with increased fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Chinese and English, using metalanguage. Students recognise and discuss examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

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<p>meaning in texts. They explore and apply the use of conjunctions to sequence and connect ideas when constructing texts. They use different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是…; 我哪儿有…? ; 我没有办法…; 我不能…; 不行; …别; …不可以. Students analyse, in part, how authors adjust features of different text types for different purposes and audiences. They investigate the extent and dynamic nature of Chinese language use locally and globally, and explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes. Students compare and reflect on some ways in which cultural contexts influence the way language is used within and across communities.</p>		

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## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, in part, and participate in spoken interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share and compare personal opinions, such as 中国学生的作业比澳大利亚学生的多 and 我喜欢上网交朋友, 你呢? They engage in written interactions and activities, in simple characters, <i>Pinyin</i> and some English, about aspects of childhood, teenage life and relationships, referring to information stated, or requesting or providing further details. Students analyse key ideas and information from a range of spoken texts related to aspects of their personal and social worlds, and identify the different ways in which emotions, intentions and ideas are expressed. They collate and present, in written form, some 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 created for similar audiences, and utilise these to create and perform their own texts. They create simple imaginative written texts that describe aspects of Chinese culture for different audiences. Students translate and interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using Chinese, and consider their own and others' responses and reactions in intercultural communication. Students question some assumptions and values and, occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity. Students better understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meaning in interactions. They apply basic knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters. Students discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language system of Chinese. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students compare the use of words that rely on interpretation of context to convey the intended meaning, such as 让、给, comparing extracts from a range of spoken and written texts which use the same word in a different way. They express conditions, for example, 如果...就; expressing cause and effect, for</p>	<p>By the end of Year 10, students contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.</p> <p>Students incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Chinese to share and compare information and experiences about Chinese-speaking countries, communities and regions. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in Chinese. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Chinese sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and discuss similarities and differences between Chinese and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>example, 为了… and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到. Students experiment with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese. Students experiment with 的 as a subject modifier to express ideas that would contain relative clauses in English. They explain the purpose, structures and some language features of contemporary texts in Chinese. Students explore how the Chinese language continues to adapt over time and is influenced by local and global contexts and cultures. They explain, with some examples, the influence of language on people’s actions, values and beliefs, and seek to appreciate the scale and importance of linguistic diversity in groups and cultures. Students explore how language choices reflect cultural practices and values that can be difficult for speakers of other languages to interpret.</p>		

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## Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in sustained spoken and written interactions in Chinese with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as 我不太同意你的说法 and 但是...所以我觉得... They use familiar descriptive and expressive language, in formal and some informal exchanges, to exchange information, request clarification or confirmation, solve problems and manage diverse views. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives in spoken texts related to aspects of their personal, natural and social worlds, and identify most of the ways that context and culture affect how information is presented. They collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds, and identify most of the ways that context and culture affect how information is presented. Students engage with imaginative performance-based texts and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters and considering language use and cultural meanings, and apply these to create and perform their own spoken imaginative texts. They create simple written imaginative texts that express aspects of Chinese culture for different audiences, and identify how some concepts can be readily translated between Chinese and English and some cannot. When translating and interpreting from one language to another, students describe how cultural perspectives and concepts have been represented. They describe the experience of learning and using Chinese, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians. Students better understand the systems of the Chinese language, explaining, in part, differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions. They examine and explain, in part, the relationships between characters and word meanings when encountering new vocabulary. Students use metalanguage to describe the distinctive spoken and written language system of Chinese. In spoken and written texts, students use familiar vocabulary, with a satisfactory level of accuracy. They analyse how elements of grammar impact on the making of meaning in texts, including justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 不但...而且...; 除了...以外; 另外, and introducing contrasting views to</p>	<p>By the end of Year 10, students contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.</p> <p>Students incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Chinese to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in Chinese. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts to engage different audiences.</p> <p>Students apply the Chinese sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and evaluate similarities and differences between Chinese and English, using metalanguage. They understand and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>others using elements, such as cohesive devices, for example, 不是…而是…; 不过, 虽然…但是…。 Students explore the ways in which language can be manipulated to make ideas more objective, for example, the removal of personal pronouns and opinions. They experiment with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese. Students experiment with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵. They compare the purposes, text structures and language features of traditional and contemporary Chinese texts. Students explain how Chinese language and culture have evolved and continue to change over time, and identify how language use has the power to influence social relationships, beliefs and values. They explain how language defines people’s roles as outsiders or insiders in groups and cultures. Students analyse the ways in which language choices reflect cultural practices and values, and describe how language is used to express familiarity and distance between participants in interactions.</p>		

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