



Western Australian Curriculum

Languages | Chinese

Proposed Achievement standards | 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Draft for consultation | Not for implementation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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Contents

Overview	1
Year 7	2
Year 8	3
Year 9	4
Year 10	5

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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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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when participating in spoken and written interactions to exchange information about self, family and friends, and in classroom tasks and routines. They identify and use some information, including topic, gist and some specific points of information, in simple Chinese texts. Students convey, and present in different ways, using learnt words, phrases and characters related to their personal and social world, simple information and ideas from texts. They describe aspects of Chinese imaginative texts, and use familiar and modelled language to create simple texts adapted from familiar imaginative texts. Students translate, with a satisfactory level of accuracy, some familiar words and phrases. They reflect on aspects of language, culture, personal identity and experiences of learning a language, and how these may impact on intercultural communication.</p> <p>Students become familiar with the systems of Chinese, identifying and experimenting with Chinese tones, the sounds of Pinyin and character components. They recognise and apply some of the features of the Chinese sound system, with a satisfactory level of accuracy, when listening to, and speaking, Chinese. Students recognise and reproduce key Chinese characters and some elements of grammar in simple texts with a satisfactory level of accuracy. They use familiar grammatical terms to talk about how language works. Students use some features and structures associated with familiar Chinese texts and make comparisons between similar texts in Chinese and English. They identify examples of the relationship between language and culture, and the place of Chinese in the local, national and global context.</p>	<p>By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.</p> <p>Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students use modelled language when participating in spoken and written interactions in Chinese to share and exchange information about themselves, family and friends, and likes and dislikes. They locate and process specific information, in short texts and interactions in Chinese. Students convey meaning in and between languages in a variety of ways. They use modelled language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students recognise and use familiar features of the Chinese sound and writing system to interact and to respond to and create texts. They recognise and discuss similarities and differences between Chinese and English, using metalanguage. They begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use mostly familiar language when participating in spoken and written interactions to exchange information in Chinese about their personal, home, and school life, and in classroom tasks and routines. They identify and use most key information and some supporting ideas and detail in Chinese texts related to aspects of their personal and social worlds, and convey these in a variety of ways. They describe aspects of Chinese imaginative texts and use modelled language to adapt and create simple imaginative texts. Students translate short texts with a satisfactory level of accuracy, identifying some variations across different translations of a text. They reflect on aspects of language, culture, personal identity and experiences of learning a language, and how these may influence communication.</p> <p>Students apply some features of the Chinese sound system, including tones, and writing system with a satisfactory level of accuracy. They use Pinyin to support the understanding of spoken oral text, and use the understanding of common character components to infer meaning from written text. Students use familiar vocabulary and expressions about personal, home, and school life with a satisfactory level of accuracy. They use elements of grammar and some features of the writing system, including basic punctuation, with a satisfactory level of accuracy, to write short texts in Chinese. Students use some metalanguage when discussing aspects of language learning. They use most structures and some language features associated with familiar text types. They identify some features of Chinese that may need to be adjusted to suit different situations and relationships, and examples of how languages change and are influenced by each other.</p>	<p>By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.</p> <p>Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students use rehearsed and modelled language when participating in spoken and written interactions in Chinese to share and compare information about daily life and school routines. They locate and process specific information, texts and interactions in Chinese. Students convey meaning in and between languages in a variety of ways. They use rehearsed and modelled language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students recognise and use, with a satisfactory level of accuracy, familiar features of the Chinese sound and writing system to interact with developing fluency and to respond to and create texts. They recognise and discuss similarities and differences between Chinese and English, using metalanguage. They recognise examples of how language/s, culture/s, attitudes, beliefs.</p>

Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use mostly familiar language when participating in spoken and written interactions in Chinese to describe and discuss events of significance in the lives of young people, and to reflect on learning experiences. They identify and present information and ideas, opinions and views in Chinese texts to inform or interest others and convey these considering audience, purpose and context. They attempt to modify aspects of Chinese imaginative texts and adapt familiar language to create own imaginative texts that convey experiences and ideas, to inform or entertain. When translating and interpreting texts, students identify how culture is embedded in language and they describe differences in meaning. They identify aspects of language, culture, personal identity and experiences of learning Chinese, and how these may help when engaging with Chinese speakers and texts.</p> <p>Students reproduce some features of the Chinese sound system and apply understanding of familiar radicals and phonetic sides to estimate the probable sound and meaning of characters in written texts. When speaking or writing texts in Chinese, they use familiar vocabulary related to events of significance in the lives of young people, and use elements of grammar, character writing and punctuation, with a satisfactory level of accuracy. Students use some metalanguage to describe grammatical forms and functions. They describe the relationship between text structures and language features in texts. Students identify varying ways Chinese language and culture are used to establish relationships and in intercultural exchange.</p>	<p>By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.</p> <p>Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students use rehearsed language when initiating and participating in spoken and written interactions in Chinese to share, compare and exchange information and experiences about Chinese-speaking countries, communities and regions. They process and interpret/compare information, ideas and opinions in a range of texts and interactions in Chinese. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Chinese sound and writing system to interact with enhanced fluency and to respond to and create texts. They 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>

Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.</p> <p>Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>Students use rehearsed language when initiating and participating in spoken and written interactions in Chinese to share information and opinions about future plans and travel. They compare and interpret information, ideas and opinions in a range of texts and interactions in Chinese. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative, imaginative and personal texts to engage audiences.</p> <p>Students select and use features of the Chinese sound and writing system to interact with enhanced fluency and to respond to and create texts. They reflect on and discuss similarities and differences between Chinese and English, using metalanguage. They explain how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>