



Western Australian Curriculum

Languages | Chinese

Achievement standards | Pre-primary–Year 10
(Provisional)
For familiarisation in 2026

Acknowledgement of Country

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

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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.

Pre-primary

By the end of the year:

Children share simple information and engage in play-based learning using modelled Chinese language. They recognise familiar Chinese words.

Children identify that Chinese and English look and sound different as they begin to experiment with the sounds and rhythms of the spoken Chinese language and its written form. Children recognise that there are languages and cultures in addition to their own and explore the connection between language and culture.

Year 1

By the end of the year:

Children engage in play-based learning and share simple information about themselves using modelled Chinese language. They respond to greetings and familiar classroom instructions. Children locate key information in Chinese texts and respond using gestures, images and words. They recognise familiar Chinese words and begin to create texts using modelled language.

Children explore and imitate the sounds and rhythms of Chinese and how sounds are represented in *Pinyin*. They trace and copy simple characters and recognise that Chinese and English use different scripts. They identify similarities or differences of the Chinese language and culture with that of English, or their own language/s and culture/s. Children explore connections between language and cultural practices.

Year 2

By the end of the year:

Children engage in play-based learning and share information about themselves and family using modelled Chinese language. They respond to greetings and familiar classroom instructions. Children locate key information in Chinese texts and respond using gestures, images and modelled language. They use words, familiar phrases and modelled language to create texts in the Chinese language.

Children recognise and experiment with the sounds and rhythms of Chinese, how sounds are represented in *Pinyin* and the features of the written Chinese language. They trace and copy simple characters and recognise Chinese may be similar to or different from English. Children explore and discuss connections between language and cultural practices.

Year 3

By the end of the year:

Students share information about themselves and others, and participate in classroom interactions and activities using modelled language. They locate key information in Chinese texts and respond using gestures, images and modelled language. Students begin to use strategies to support their comprehension and use of the Chinese language in familiar contexts. They use modelled Chinese language, characters and *Pinyin* to create and present informative and imaginative texts.

Students recognise and experiment with familiar features of the sound and writing systems, and the linguistic features of the Chinese language. They identify familiar Chinese language features and compare them with English or their own language/s. Students identify connections between language and cultural practices.

Year 4

By the end of the year:

Students participate in and begin to initiate short exchanges in the Chinese language about daily life. They collaborate with others using a range of familiar and modelled language, and locate and compare key information and ideas in Chinese texts. Students use strategies to support their comprehension of the Chinese language to convey meaning in familiar contexts. They create informative and imaginative texts using familiar and modelled Chinese language, characters and *Pinyin*, and textual conventions.

Students recognise and use combinations of sounds and the pronunciation and intonation patterns of Chinese to form words and phrases. They use familiar Chinese characters, simple language conventions, grammatical structures and basic syntax in familiar texts and contexts. Students identify and describe familiar Chinese language features and compare them with those of English, discussing connections between language and cultural practices.

Year 5

By the end of the year:

Students participate in and initiate exchanges in the Chinese language about homes and neighbourhoods. They share information, preferences and ideas when participating in collaborative tasks. Students locate and compare information and ideas in texts and respond in different ways to suit the purpose. They apply strategies to interpret and convey meaning in the Chinese language in familiar contexts. Students create and present informative and imaginative texts, adapting familiar and modelled language and using characters and *Pinyin* to sequence information and link ideas, using conventions appropriate to the text type.

Students use combinations of sounds and the pronunciation and intonation patterns of the Chinese language to develop fluency. They use familiar Chinese characters, grammatical structures, punctuation and textual conventions to compose texts. Students compare the Chinese language with English and recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication.

Year 6

By the end of the year:

Students participate in and initiate extended exchanges in the Chinese language about their worlds. They share ideas and preferences and participate in collaborative tasks. Students locate and process information and ideas in texts and respond in different ways to suit the purpose. They use strategies to interpret and convey meaning in familiar contexts. Students create and present informative and imaginative texts, adapting familiar and modelled language and using characters and *Pinyin* to sequence information and link ideas, using conventions appropriate to the text type.

Students use combinations of sounds and the pronunciation and intonation patterns of the Chinese language with increasing fluency. They use familiar Chinese characters, grammatical structures, formulaic expressions, punctuation and textual conventions to compose and respond to texts. Students make observations about the Chinese language, comparing with English. They recognise that language reflects cultural practices, values and identity and that this impacts non-verbal, spoken and written communication.

Year 7

By the end of the year:

Students initiate and sustain spoken and written exchanges in the Chinese language to share information about themselves, others and their personal worlds. They share ideas and preferences when participating in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions in texts and interactions, and convey meaning in and between languages. They adapt modelled and familiar language to create informative, imaginative and personal texts appropriate to purpose.

Students apply familiar features of the sound and writing systems, and linguistic features of the Chinese language to communicate with developing fluency. They recognise and discuss similarities and differences between the Chinese and English languages. Students begin to identify examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

Year 8

By the end of the year:

Students initiate and sustain spoken and written exchanges in the Chinese language to share and compare information and experiences about their social world and special events. They negotiate and problem-solve when participating in collaborative tasks that involve planning. Students locate, summarise and process information, ideas and opinions in texts and interactions, and convey meaning in and between languages. They adapt modelled and familiar language to create informative, imaginative and personal texts appropriate to purpose.

Students apply features of the sound and writing systems, and linguistic features of the Chinese language to communicate with increased fluency. They recognise and discuss similarities and differences between Chinese and English. Students comment on examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

Year 9

By the end of the year:

Students participate in sustained spoken and written interactions in the Chinese language to share and compare information and experiences about Chinese-speaking countries and regions and their cultures. They consider options and problem-solve when contributing to collaborative tasks that involve planning and managing. Students compare and summarise information, ideas and opinions in texts and interactions in the Chinese language. They convey meaning 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 appropriate to purpose.

Students apply features of the sound and writing systems, as well as a range of linguistic features of the Chinese language, to communicate with enhanced fluency. They discuss aspects of Chinese and English language. Students show understanding of and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

Year 10

By the end of the year:

Students participate in sustained spoken and written interactions in the Chinese language to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences when participating in collaborative tasks. Students summarise and compare information, ideas and opinions in texts and interactions in Chinese. They convey meaning 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 appropriate to purpose.

Students apply the sound and writing systems, as well as a range of linguistic features of the Chinese language, to communicate with enhanced fluency. They discuss aspects of Chinese and English language. Students show understanding of and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.