



Western Australian Curriculum

Languages | Chinese

Achievement standards | Years 7–10
(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.

Year 7

By the end of the year:

Students participate in spoken and written exchanges using modelled Chinese language to share information about themselves, others, and likes and dislikes and when participating in classroom activities and routines. They locate and process specific information in Chinese texts and interactions related to personal information, and convey meaning in a variety of ways. Students use modelled language to create informative, imaginative and personal texts.

Students use familiar features of the sound and writing systems of the Chinese language to communicate with developing fluency. They comment on similarities and differences between Chinese and English language structures and features. Students begin to show understanding of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

Year 8

By the end of the year:

Students participate in spoken and written exchanges using familiar and modelled Chinese language to share and compare information about daily life and when participating in classroom activities and routines. They locate and process specific information and supporting details in Chinese texts and interactions related to their own and others' lives, and convey meaning in a variety of ways. Students adapt familiar and modelled language to create informative, imaginative and personal texts appropriate to context, purpose and audience.

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

Year 9

By the end of the year:

Students initiate and participate in spoken and written exchanges using familiar and modelled Chinese language to share and compare information about Chinese-speaking countries and regions and their cultures. They plan and negotiate when participating in classroom activities. Students process and compare information, ideas and opinions in Chinese texts and interactions, and convey meaning appropriate to context, purpose and audience. They select linguistic features and text types to create informative, imaginative and personal texts appropriate to context, purpose and audience.

Students use familiar features of the sound and writing systems of the Chinese language to communicate with increasing fluency. They discuss aspects of Chinese and English language structures and features. Students identify examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.

Year 10

By the end of the year:

Students initiate and participate in sustained spoken and written interactions adapting familiar and modelled Chinese language to share information and opinions about future plans and travel. They share ideas and preferences when participating in collaborative tasks that involve planning and negotiating. Students interpret and compare information, ideas and opinions in Chinese texts and interactions, and convey meaning appropriate to context, purpose and audience. They select linguistic features and text types to create informative, imaginative and personal texts appropriate to context, purpose and audience.

Students use familiar features of the sound and writing systems of the Chinese language with increasing fluency when communicating. They discuss aspects of Chinese and English language structures and features. Students reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.