



# **CHINESE: FIRST LANGUAGE**

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ATAR course

**Year 12 syllabus – What’s changing: General capabilities**

**For teaching in 2027**

## **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.

## **Background**

As part of the Western Australian Certificate of Education (WACE) Refreshment to investigate the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA), the Authority has updated the statements about the general capabilities in each syllabus.

The Authority has mapped the general capabilities through the unit content and assessment types for each of the WACE courses. Students will have the opportunity to develop the general capabilities identified in the course through the teaching, learning and assessment programs. These general capabilities will be reflected on the WASSA.

## **Important information**

### **WACE Refreshment: Investigating the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA)**

This document contains information that will be included in the syllabus effective from 1 January 2027.

Users of the syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. Teachers should find opportunities to incorporate the following capabilities into the teaching and learning program for the Chinese: First Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the Chinese language and culture. Content in the course is presented through three perspectives: – Personal, Community and Global – encouraging students to compare and evaluate information and ideas from diverse perspectives. By analysing spoken, written and visual texts, students strengthen their ability to process and evaluate information and engage in logical and reflective thinking. By extending their skills, knowledge and understanding of the Chinese language, they learn to assess how ideas and language shape meaning and enhance communication. Students transfer the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the topics, fostering students’ metacognition, problem-solving abilities and analytical skills.

### Intercultural understanding

Intercultural understanding underpins the aims and content of the course. It is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their first language and cultural experience, which their new learning experience can challenge.

In this course, learners develop skills to reflect on language changes occurring across geographical locations and through time to determine how the interpretation of texts can vary from audience to audience; explain attitudes, values, beliefs and biases expressed in texts from perspectives, including Personal, Community and Global; recognise patterns of language use that carry culture-specific meaning and may act as language barriers; examine ways of overcoming language barriers; examine and exchange views about how language use offers clues about a text producer’s identity, biases and social status; use language to mediate meaning, to sustain a personal voice and to facilitate cross-cultural interactions through intercultural literacy and skills developed. The topics in this course also incorporate content that affords students opportunities to move between Chinese and English, which is integral to the development of students’ intercultural capability.

## Literacy

Students further refine literacy capacity as they use Chinese to analyse a range of texts, and as they produce spoken and written texts for different audiences, purposes and contexts in Chinese about adapting to different cultures and sustainability issues.

For first-language learners of Chinese, literacy involves skills and knowledge that need guidance, time and support to improve and refine. These skills include analysing a range of spoken, written, and visual texts to explain and evaluate how ideas and language shape meaning and enhance communication; producing written and spoken texts to convey information and ideas, and to mediate meaning and identity; and applying critical literacy for both Chinese and English to evaluate language choice and to render Chinese into English for an English-speaking audience. For learners of Chinese, literacy development in the language enhances and extends their knowledge and understanding of English literacy.

## Addressing the other general capabilities

Although the following general capabilities have not been identified as a focus in the Chinese: First Language ATAR Year 12 syllabus, teachers may find opportunities to incorporate these capabilities into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

## Summary representation of the general capabilities in the Chinese: First Language ATAR course

A representation of the general capabilities for the two years is summarised in the table below.

Year	Course	Course type	General capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Chinese: First Language (AECFL)	ATAR	✓			✓	✓		
Year 12	Chinese: First Language (ATCFL)	ATAR	✓			✓	✓		

### Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability