

Year 6 Chinese

Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for Years 5 and 6.

By the end of Year 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, and seek clarification. They access information from a range of print and digital resources and summarise key points in order to inform others and organise activities. They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions and use context to assist with interpretation. They produce short informative and imaginative texts. Sentences include details of time place and participants, They use prepositions and possessive clauses. They use a range of verbs, including verbs of identification and existence, and some modal verbs to express interest or ability. They use simple connectives and conjunctions to connect ideas.

Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

Delivery (mode, time requirements, lessons)

Students can access two scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platforms. Students are encouraged to undertake independent study through the Cairns SDE online learning platforms.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

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Units and Learning Experiences		
Semester 1	Term 1	<p>Unit 5. What is play? Students will learn a variety of vocabulary and grammar patterns to ensure they have the required skillset for continued study in Year 6 and onwards. They will learn to talk about lifestyle, outdoor and indoor play. Students learn to ask questions and talk about their preferences, experiences and interests. They will use a range of verbs, including some modal verbs to express interest or ability. Students will identify how the relationships of participants and context affect interaction. They will recognise that variations exist within the Chinese spoken language, and identify examples of this. Students will learn how to ask questions and give instructions sequentially in playing a Chinese game.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Writing Task • Speaking Task
	Term 2	<p>Unit 6. What do my interests say about me Students will learn how to talk about their hobbies, interests and likes and dislikes. They will be introduced the concept of borrowed words using hobby works. They will learn how to talk about how Chinese children are typically too busy to have a hobby or interest.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Speaking task • Listening task
Semester 2	Term 3	<p>Unit 7. What is character Students will learn how to maintain a conversation about their interest and what type of person they are. They will explore the concept of characters and heroes such as Mulan. Students will translate everyday expressions and use context to assist with interpretation. They will use Pinyin to transcribe spoken language. They will identify how the relationships of participants and context affect interactions. Students will also identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Writing task • Reading & Reflecting task
	Term 4	<p>Unit 8. What is change? Students will learn how to have a conversation about change, how they feel about it and what are the pros and or cons. They will be engaged with a range of imaginative texts and use intonation and stress to engage audiences. Students will learn how to produce short imaginative tests and recognize the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> • Writing task • Speaking task

Disclaimer All of the above information is accurate at the time of development.