

## Year (A) 5 and 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 initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They use key features of pronunciation and intonation, recognising stress and phrasing in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas and use conventions appropriate to text type. They use familiar characters appropriate to context and Pinyin.

Students apply rules for pronunciation and intonation, writing, character formation, punctuation and modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

### 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 a scheduled lesson 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 CSDE online learning platforms.

### Student Requirements

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

## Year (A) 5 and 6 Chinese

Units and Learning Experiences		
Semester 1	Term 1	<p><b>Unit 1. The basics of Chinese</b> Students will learn a variety of vocabulary and grammar patterns to ensure they have the required skillset for study in Year 5 6 and onwards. They will learn the basics of Chinese pinyin and tones. Students learn to ask where people are from and learn country names. They will learn to use numbers to describe things. 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.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Reading and Listening</li> </ul>
Semester 1	Term 2	<p><b>Unit 2. What do my interests say about me?</b> Students will learn how to talk about their hobbies, interests and likes and dislikes. They will be introduced to the concept of borrowed words using hobby words. They will learn how to talk about how Chinese children are typically too busy to have a hobby or interest.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Speaking and Writing</li> </ul>
Semester 2	Term 3	<p><b>Unit 3. What is character?</b> 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><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Reading and Listening</li> </ul>
Semester 2	Term 4	<p><b>Unit 4. What is change?</b> 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 texts and recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Writing and Reading</li> </ul>

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