

Year 3 Syllabus

Year Level Description

Year 3 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 2 and focuses on extending the oral skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

In Year 3 students require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases. Students are encouraged to use spoken Chinese as much as possible for classroom routines, social interactions and for learning tasks.

Students communicate in Chinese, interacting and socialising orally with their teacher and peers to exchange information about themselves, their family, interests and leisure activities. They exchange simple correspondence in writing to express good wishes, send simple notes and text messages. Students locate and convey specific points of information from familiar simple spoken and visual texts using learnt phrases and words. They locate information in familiar written texts using learnt characters. Students respond to and create simple imaginative oral texts that use gestures and modelled language. They create short written imaginative texts using simple Chinese characters, captions, labels and modelled short sentences.

Students become familiar with the systems of the Chinese language,

recognising the components of Pinyin (consonant, vowel, tones) and the Pinyin sounds associated with individual letters and syllables that differ from the English sounds for the same letters and syllables. They copy and use context-related vocabulary and apply some first elements of grammar in simple spoken and written texts. They begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.

Students are encouraged to describe their Chinese learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people. In Year 3 students require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases. Students are encouraged to use spoken Chinese as much as possible for classroom routines, social interactions and for learning tasks.

Communicating

SOCIALISING

Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests

Understanding

SYSTEMS OF LANGUAGE

Recognise the components of Pinyin (consonant, vowel, tones)
Recognise Pinyin sounds associated with individual letters and syllables, differentiating, for

and leisure activities, for example,
□□□□□□;
□□James ;□□□□□□;□□□□□□□□□□;
□□□□□□

Follow the teacher's instructions to participate in learning activities and in classroom routines, for example,
□□□□□□□□□□□□□□□□□□

[\(ACLCHC017\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, □□□□;
□□□□□□

[\(ACLCHC018\)](#)

- 📖 Literacy
- 📡 Information and Communication Technology (ICT) capability
- 🧠 Critical and creative thinking
- 👥 Personal and social capability

example, chī, piě, qù, cān and hé from English sounds for such letters and syllables

[\(ACLCHU026\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability

Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order

[\(ACLCHU027\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking


Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you

Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds

[\(ACLCHC019\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Locate factual information in familiar texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters

[\(ACLCHC020\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

CREATING

Respond to and create simple imaginative oral texts such as

have a cat?' versus 有没有猫

- identifying family members and their Chinese characters in familiar texts, for example, 爸爸 妈妈 哥哥 姐姐

Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English

[\(ACLCHU012\)](#)


 Literacy

 Critical and creative thinking

Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English

[\(ACLCHU029\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Intercultural understanding

LANGUAGE VARIATION AND CHANGE


Understand that different ways of

puppet plays, for example, The 12 Chinese zodiac signs 十二生肖, 京剧, or song and dance shows, that use gestures and other movements, familiar expressions and modelled language

[\(ACLCHC021\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create short written imaginative texts such as storyboards and cartoons, using simple characters and modelled short sentences that follow the basic subject-verb-object structure

[\(ACLCHC022\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Explain the meanings of high-frequency words and phrases, using gestures, actions and facial

using Chinese language reflect different regions, different relationships and different ways of making meaning

[\(ACLCHU031\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Recognise that Chinese is the official standard language of the People's Republic of China and in other countries and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and the United States of America

[\(ACLCHU030\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

expressions

[\(ACLCHC023\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

REFLECTING

Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people

[\(ACLCHC025\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students interact in Chinese with their teacher and each other through class experiences, activities and everyday transactions to exchange information about themselves, their family, interests and leisure activities. They use modelled language to exchange some information, such as 你好, 你好, and write simple correspondence by adapting teacher-modelled

language, with guidance. They identify some specific points of information and some textual features in familiar texts and convey, with guidance, some information using learnt words, phrases and characters related to their personal worlds. Students respond to and create simple, imaginative texts using familiar expressions, modelled language and non-verbal forms of expression. They create short written imaginative texts using familiar characters and modelled short sentences, with guidance. They provide the meanings of some of high-frequency words and phrases, using gestures, actions and facial expressions. Students talk about their Chinese language learning experience, and explore ways of using language with different people.

Students become familiar with the systems of the Chinese language, identifying the components and sounds of Pinyin with a satisfactory level of accuracy, differentiating, from English, sounds for similar letters and syllables. They reproduce key Chinese characters with a satisfactory level of accuracy. Students recognise and use vocabulary and use some first elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They talk about how the Chinese language works, with guidance, using some terms similar to those used in English. Students identify some features of simple Chinese texts and, with guidance, make some comparisons with similar texts in English. Students show how the Chinese language may need to be adjusted to suit different situations and relationships. They identify some of the differences in using Chinese language that reflect the different places it is spoken or who is using the language, and identify some places where Chinese is spoken.

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