Year 5 Syllabus

Year Level Description

Year 5 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, participating in oral interactions with the teacher and peers, to exchange information about their home and places in their local community. They exchange written correspondence exchanging personal information and aspects of personal experience. Students gather and compare information from a range of spoken and written texts. They also convey key points of information from these texts orally and in written form using scaffolded language. Students describe characters from a range of short imaginative texts and create their own spoken and written imaginative texts using modelled language.

Students are becoming more familiar with the systems of the Chinese language, identifying features of Chinese characters, including stroke types and sequences and component forms and their arrangements. They use context-related vocabulary and grammatical features to generate language for a range of purposes. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Chinese. They

are supported to use Chinese as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

SOCIALISING

Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我家有四口人; 我住在城市;我的学校很漂亮;我的房间里有一张床

Seek permission from the teacher or peers to participate in activities or to be excused, for example, 我可以进来吗?;我想去一下洗手间 (ACLCHC033)

▤ Literacy

▦ Numeracy

ⓒ Critical and creative thinking

👥 Personal and social capability

↩ Intercultural understanding

Understanding

SYSTEMS OF LANGUAGE

Recognise and discriminate between homonyms in Chinese, for example, shì- 市 and 是, relying on contextual cues to assist understanding

Recognise that some Pinyin with different tones change the meaning of the word shì 是 and shí食

Understand that the meaning of spoken language can be changed by using different tones (ACLCHU042)

▤ Literacy

ⓒ Critical and creative thinking

Recognise the features of the Chinese writing system, identifying how character structure, position and component sequences relate the form of a character to its

Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲
[(ACLCHC034)](#)

📄 Literacy

⠅ Information and Communication Technology (ICT) capability

🌀 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

INFORMING

Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds
[(ACLCHC035)](#)

📄 Literacy

🔢 Numeracy

⠅ Information and Communication

particular sound and meaning
[(ACLCHU043)](#)

📄 Literacy

🌀 Critical and creative thinking

Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes

Recognise and use grammatical features to form simple sentences, including:

- nouns 🔲🔲🔲🔲🔲
- adjectives 🔲🔲🔲🔲🔲🔲
- numbers
- using the joining word 🔲
- using measurement words 🔲🔲🔲🔲;🔲🔲🔲🔲
- recognising that in Chinese, verbs convey tense without conjugation, for example, explaining why 🔲 can mean 'have', 'had' and 'will have'
- applying processes of discourse development, including 🔲 and 🔲

Technology (ICT) capability

C: Critical and creative thinking

👥 Personal and social capability

Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters
[(ACLCHC036)](ACLCHC036)

📄 Literacy

🔢 Numeracy

⋰ᴋ Information and Communication Technology (ICT) capability

C: Critical and creative thinking

CREATING

Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts
[(ACLCHC037)](ACLCHC037)

📄 Literacy

C: Critical and creative thinking

👥 Personal and social capability

Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures
[(ACLCHU028)](ACLCHU028)

📄 Literacy

C: Critical and creative thinking

Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction
[(ACLCHU045)](ACLCHU045)

📄 Literacy

⋰ᴋ Information and Communication Technology (ICT) capability

C: Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Examine how language is used to clarify roles and relationships between participants in interactions
[(ACLCHU047)](ACLCHU047)

📄 Literacy

C: Critical and creative thinking

👥 Personal and social capability

⟲ Intercultural understanding

Create written imaginative texts, sequencing events, using scaffolded models of texts, learnt characters or word lists for support (ACLCHC038)

🗎 Literacy

⠪ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

⟲ Intercultural understanding

TRANSLATING

Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation

Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts (ACLCHC039)

🗎 Literacy

⠪ Information and Communication Technology (ICT) capability

⟲ Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that Chinese is characterised by diversity in spoken and written forms (ACLCHU046)

🗎 Literacy

◉ Critical and creative thinking

⟲ Intercultural understanding

Critical and creative thinking

 Intercultural understanding

Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use [(ACLCHC041)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students participate in interactions in Chinese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home and places in their community. They use simple modelled, descriptive and expressive language, with some guidance, to participate in activities, or to provide information, such as 口口口口口口口, through photo-stories, emails and text messages for new classmates or for a class blog. Students gather and compare most information and some supporting details from spoken and visual texts related to their personal and social worlds. They locate, summarise and convey most key points in written informative texts, using

learnt words, phrases and characters, with some guidance. They share simple responses to characters in imaginative texts and create simple written imaginative texts, showing sequencing of events and using scaffolded models of texts, with guidance. Students translate, with some guidance, simple texts from Chinese to English and vice versa, showing some awareness that there are words or expressions that cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify some ways in which culture influences language use and compare with guidance, ways of communicating in Australian and Chinese-speaking contexts.

Students are becoming more familiar with the systems of the Chinese language, identifying and discriminating between most familiar homonyms, with some guidance. They identify, and sometimes apply when speaking, some familiar Pinyin/language that changes meaning depending on the tone mark. Students identify some of the features of the Chinese writing system and how the form of a character relates to its sound and meaning. They recognise and use vocabulary and elements of grammar with a satisfactory level of accuracy. Students form simple sentences using nouns, adjectives, numbers, the joining word 口, and measurement words. They recognise that in Chinese, verbs convey tense without conjugation, such as explaining why 口 can mean 'have', 'had' and 'will have,' and apply processes of discourse development, including 口 and 口. Students talk about how the Chinese language works using some Chinese terms, with guidance, and explore some features of familiar text types in Chinese. They describe how language is used to clarify roles and relationships between participants, and identify some ways in which Chinese is different in spoken and written forms.

Year Level Description

Year 5 Chinese: Second Language builds on the skills, knowledge and

understanding required of students to communicate in the Chinese language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, participating in oral interactions with the teacher and peers, to exchange information about their home and places in their local community. They exchange written correspondence exchanging personal information and aspects of personal experience. Students gather and compare information from a range of spoken and written texts. They also convey key points of information from these texts orally and in written form using scaffolded language. Students describe characters from a range of short imaginative texts and create their own spoken and written imaginative texts using modelled language.

Students are becoming more familiar with the systems of the Chinese language, identifying features of Chinese characters, including stroke types and sequences and component forms and their arrangements. They use context-related vocabulary and grammatical features to generate language for a range of purposes. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Chinese. They are supported to use Chinese as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.