

Level description: Years 5 and 6

In Years 5 and 6, Chinese language learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with teachers and peers in purposeful, creative and structured activities involving listening, speaking, reading, viewing and writing. They interact in Chinese to exchange information and ideas relating to their interests, school and local environment, and engage with Chinese-speaking communities in person or via secure digital access. They may work independently and/or in groups to collaborate and share learning, with support. They use print and digital resources to extend their learning.

Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They may share authentic resources from their local community with their peers. They recognise how tones affect pronunciation and meaning. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values.

Achievement standard: 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 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, using characters with appropriate stroke order and radicals, vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation in spoken Chinese. They apply conventions of script and punctuation, and use 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.