



YEAR LEVEL: Year6

Chinese Teacher: Cassie Li

KEY CONCEPT	COMPONENTS
self	CULTURE Students are expanding their intercultural networks, experiences and communication in both their first language and Chinese. They are gaining greater independence and becoming more confident in front of their peers and when they deal with real cultural contexts. Students are also having awareness of the world around them. They are noticing similarities and differences between the Chinese language and culture and their own.
	CONNECTION The sister school partnership between Magill School and Shandong Experimental Primary School provides real cultural experiences for all the students. Some students have established pen-pal relationships with children in China. Some of them will have a wonderful trip to China next year to have a real taste of Chinese school life. Students initiate interactions with peers in that school to have self-introduction in Chinese without teachers' help. The interactions are related to students' personal, family and local environments, and their everyday educational experiences.
	LANGUAGE English is necessary for cultural discussion, reflection and explanation, and for the continued development of learners' knowledge base and intercultural capability. Chinese language use continues to be scaffolded and prompted by the teacher. Teachers' modelling of correct Chinese language use is the primary source of learners' increasing Chinese oral and written language acquisition. AIM teaching method will be supporting learners to improve their oral Chinese.
<u>ACHIEVEMENT STANDARD</u> Students use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢、会) to express interest or ability. They use spoken and written Chinese to initiate and maintain interactions. Learners explain the nature of tone-syllables, for example the role of tones in meaning making. They produce short informative and imaginative texts. Sentences include details of time (for example, 八点, 十二月二日, 星期五), place (for example, 在澳大利亚, 在墨尔本, 在家) and participants, for example, 我的朋友, 小明的哥哥.	



YEAR LEVEL: Year 7

Chinese Teacher: Cassie Li

KEY CONCEPT	COMPONNETS
negotiation	CULTURE These years represent a transition to secondary school and students in this pathway are learning Chinese to strengthen their social, economic and international development capabilities. Learning about their own passport, how to fill immigration forms at customs at airports and how to fill in hotel forms will support them to communicate meaningfully across linguistic and cultural systems. Students need to know how culture and language shape and reflect experience. The experience of being in two worlds at once involves asking questions and developing awareness of how language and culture shape identity.
	CONNECTION Students begin to explore the world around them with family on holidays. They exchange feelings, ideas and opinions, establish and maintain professional relationships and participate in group action. They should collect information and use their numeracy skills to develop a travelling budget to complete their project.
	LANGUAGE Students identify how character structure, position and component sequences relate the form of a character to its sound and meaning. English is used when appropriate to allow for explanation and discussion and to reflect on students' experiences in Chinese, comparing their everyday communication and experiences to those observed in Chinese language communities. They reflect on personal experiences and observations of using and learning Chinese language in familiar contexts and use these reflections to improve communication.
ACHIEVEMENT STANDARD: Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience. They reflect on their interactions when using and learning languages. They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球, 打乒乓球, 听音乐.	

