

# Languages: Chinese - Satisfactory - Years 5 and 6

## Portfolio summary

This portfolio of student work shows that the student can use spoken and written (WS3) Chinese to initiate and maintain interactions (WS1, WS2). The student describes and gives information (WS2) about self (WS2, WS4), their preferences, environment, experiences and interests (WS1). The student uses simple questions and seeks clarification. The student accesses information from a range of print and digital resources (WS3) and summarises key points in order to inform others (WS2) and organises activities. The student engages with a range of imaginative texts. The student uses intonation and stress to engage audiences (WS1) and participants. The student translates everyday expressions (WS2, WS3) and uses context to assist with interpretation. The student produces short informative and imaginative texts (WS1, WS2, WS4). Sentences include details of time (WS3) place and participants (WS4). The student uses prepositions and possessive clauses (WS1, WS4). The student uses a range of verbs (WS2), including verbs of identification and existence (WS4), and some modal verbs to express interest or ability (WS1); the student negates (WS4). The student uses simple connectives and conjunctions to connect ideas (WS2).

The student explains the nature of tone-syllables, for example the role of tones in meaning making. The student recognises the features of the Chinese writing system (WS3) and applies knowledge of the formation of characters in own writing (WS3). The student uses Pinyin to transcribe spoken language (WS2, WS4). The student identifies how the relationships of participants and context affect interactions. The student identifies the features of familiar text types in Chinese and uses these features to assist in interpreting meaning. The student recognises that variations exist within the Chinese spoken and written language, and identifies examples of this, particularly within own community. The student recognises and describes features of Chinese culture reflected in communication, practices and applies this knowledge to their own interactions with Chinese people.

## Self-introduction

## Sample summary

Students were asked to deliver a short speech about themselves and their family. Students were asked two questions by the teacher at the end of the speech.

## Achievement standard

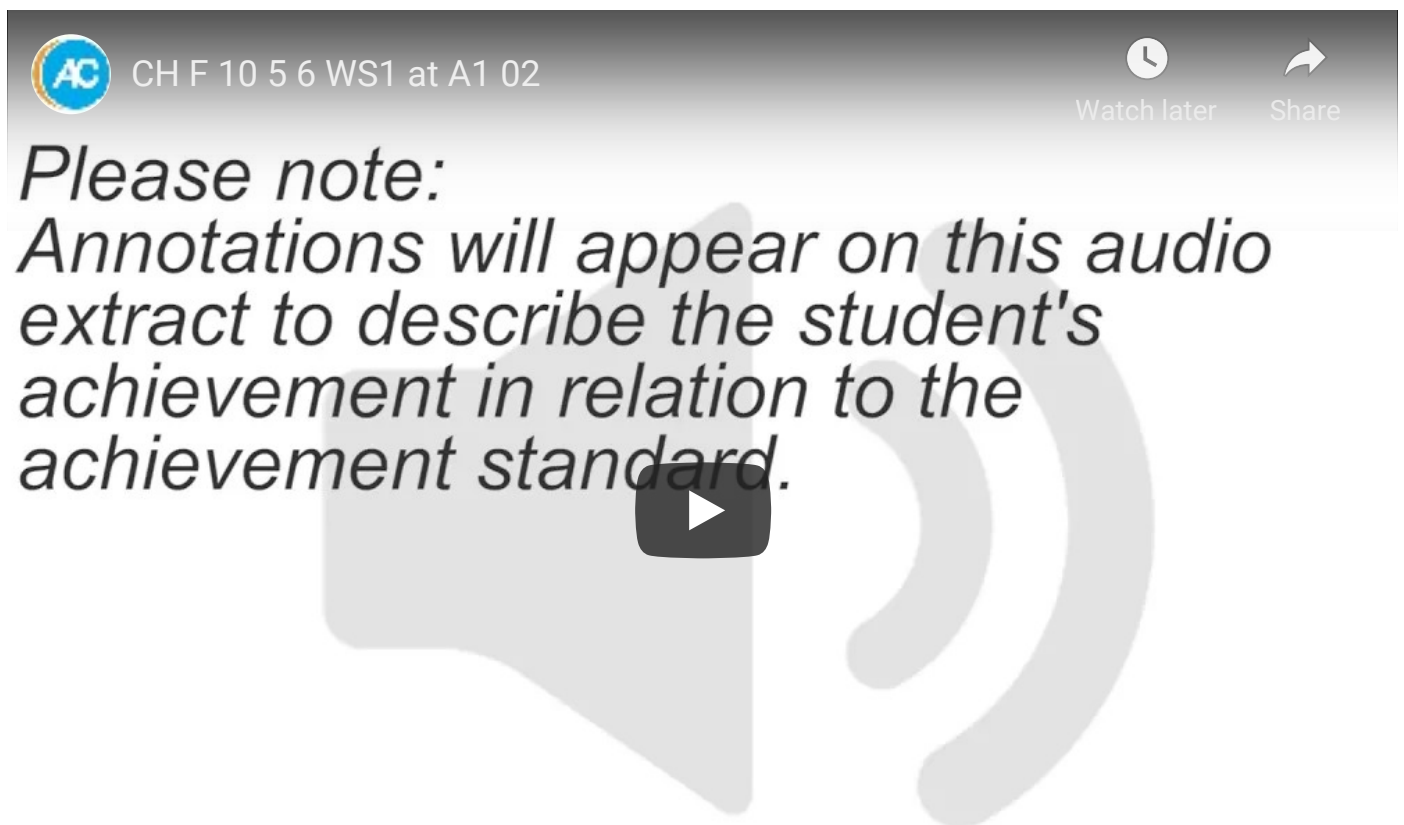
### Subject

By the end of Year 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家。 They use simple questions (for example, 请问...? 你是哪国人? 你会说汉语吗?) and seek clarification, for example, ... 对吗? They access information from a range of print and digital resources (for example, 课文, 菜单, 宣传单, 图样, 地图, 课程表, 日历, 行程表, 天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗? They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions

(for example, 好久不见 or 不谢) and use context to assist with interpretation. 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. They use prepositions and possessive clauses, including 的. They 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 negate with 不 or 没. They use simple connectives such as 和 and conjunctions to connect ideas.

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### Audio script



AC CH F 10 5 6 WS1 at A1 02 Watch later Share

*Please note:  
Annotations will appear on this audio  
extract to describe the student's  
achievement in relation to the  
achievement standard.*

Watch on  YouTube

## Reflection on constructing sentences

### Sample summary

Students had completed a unit on describing clothes and constructing sentences using appropriate

adjectives and verbs.

Students were asked to reflect on and discuss how to construct sentences describing clothes using appropriate verbs, vocabulary and sentence structure.

## Achievement standard

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### Reflection

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## Reading Chinese characters

### Sample summary

Students were asked to read Chinese characters and translate them to tell the time and also demonstrate understanding of characters for different forms of transport.

### Achievement standard

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### Reading Chinese Characters

**Task 1: Translate the expressions into English.**

- 八点十五
- 七点三十分
- 十一点半
- 上午九点三十五分
- 下午四点

**Task 2: Write the correct Chinese characters next to the matching pictures.**

	汽车		公共汽车
	火车		直升飞机
	飞机		船
	走路		摩托车

### Annotations

- 1 Annotation 1**  
Reads Chinese characters and translates correctly
- 2 Annotation 2**  
Understands characters to give accurate time
- 3 Annotation 3**  
Copies Chinese characters legibly
- 4 Annotation 4**  
Matches characters to correct form of transport

## Letter to a friend

### Sample summary

Students had learnt how to talk about their own family and construct short, informative texts. In this task, students were asked to write a short letter about their family to an imaginary penfriend. They were to include names, ages and occupations.

### Achievement standard

### Subject

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### Written script

**第六课**

**G** Use the form below to tell your Chinese pen-friend about your family. You may include the number of family members, their names, ages and occupations.

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1 Da Wei ni hao .  
Wo xing \_\_\_\_\_ .

2 Wo shi er sui .  
Wo jia you si kou ren. Ta men shi baba, mama, gege he wo. 3

4 Wo de baba si shi sui. Wo de mama san shi jiu sui. Wo de gege shi wu sui. 5

6 Wo mei you jie jie. Wo mei you meimei. \_\_\_\_\_

Zai jian.

### Annotations

- 1 Annotation 1**  
Uses Chinese Pinyin to describe personal information
- 2 Annotation 2**  
Creates a short text by using basic vocabulary to introduce family members
- 3 Annotation 3**  
Use simple connectives eg he 和 to connect ideas
- 4 Annotation 4**  
Uses possessive clauses including de 的
- 5 Annotation 5**  
Able to negate mei you, 没有
- 6 Annotation 6**  
Uses correct verbs