



KS3 Chinese as a Second Language

Introduction

A student's learning is based on IGCSE Chinese as a Second Language curriculum. Each student is required to develop his or her presentation skills on Chinese historical or cultural topic, reading and comprehending modern texts, constructing both 100-150 words of formatted essay, and 250-300 words of argumentative essay. Each student will be assessed on assessments, presentations, and assignments for his or her overall progress.

Year 7

Term 1	Topics: Unit 1 School Unit 2 Subject
	Scope: Students will have speaking, listening, making sentences and writing short essays based on their individual levels. They are required to develop their skills in describing topics covered.
Term 2	Topics: Unit 3 Learning Mandarin Unit 4 Go to Beijing
	Scope: Students will have speaking, listening, making sentences and writing short essays based on their individual levels. They are required to develop their skills in describing topics covered.
Term 3	Topics: Unit 5 Study abroad Unit 6 Chinese New Year
	Scope: Students will have speaking, listening, making sentences and writing short essays based on their individual levels. They are required to develop their skills in describing topics covered.
How are Students Assessed	The learning progress will be assessed by: <ul style="list-style-type: none"> • Weekly spelling/ reading • Topic presentation • Reading and writing tests (Assessment 1) • Listening test (Assessment 2)

Year 8

Term 1	<p>Topics:</p> <ul style="list-style-type: none"> • Hobbies • Making friends • Weather & climate <p>Scope:</p> <ul style="list-style-type: none"> • Understand short recordings dealing with hobbies. • Identify main points, specific information and details in texts about leisure activities. • Deduce the meaning of occasional unknown words and expressions from the context relating to weather. • Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life. • Communicate with reasonable accuracy, using a range of structures, time frames and vocabulary relevant to the given situation. • Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points. • Write simple connected texts (e.g. email messages, articles) about making friends.
Term 2	<p>Topics:</p> <ul style="list-style-type: none"> • Booking flight ticket • Shopping • Experience learning Mandarin <p>Scope:</p> <ul style="list-style-type: none"> • Deduce the meaning of occasional unknown words and expressions from the context. • Understand short recordings dealing with booking a flight ticket. • Express opinions about shopping experience with accuracy and confidence. • Converse in short paragraphs about experience learning Mandarin • Locate key words in short written informative texts shopping experience. • Prepare short presentations about all topics covered using supporting visual images.
Term 3	<p>Topics:</p> <ul style="list-style-type: none"> • Summer holiday jobs • Eating & Drinking • Chinese New Year traditions & customs <p>Scope:</p> <ul style="list-style-type: none"> • Converse in short paragraphs about summer holiday jobs. • Understand all major sentence patterns in passage given. • Look up information about healthy diet from oral and written sources, and report information using phrases and vocabulary learned in class. • Express opinions about favourite food with accuracy and confidence. • Identify vocabulary relating to Chinese and western food. • Locate key words in short written informative texts about Chinese New Year traditions & customs, summarise main points and report orally using the vocabulary learned.
How are Students Assessed	<p>Students will have speaking, listening, making sentences and writing short essays based on their individual levels. They are required to develop their skills in describing topics covered.</p> <p>Student progress will be assessed by:</p> <ul style="list-style-type: none"> • Topic presentations • Reading & Reading Assessments



Year 9

Term 1	<p>Topics/Scope</p> <ul style="list-style-type: none">• Chapter 1: University registration• Chapter 2: Student election• Chapter 3: Summer work• Chapter 4: China Family• Chapter 5: Li An's Movie
Term 2	<p>Topics/Scope</p> <ul style="list-style-type: none">• Chapter 6: The differences of Chinese and Western culture• Chapter 7: The pros and cons of internet• Chapter 8: Technology and life• Chapter 9: Healthy eating habit• Chapter 10: Hang Zhou
Term 3	<p>Topics:</p> <ul style="list-style-type: none">• Chapter 11: Healthy entertainment• Chapter 12: Fast food culture• Chapter 13: The new challenges of education• Chapter 14: Lifestyle and modern disease• Chapter 15: Environmental protection
How are Students Assessed	<p>Students will have speaking, listening, making sentences and writing short essays based on their individual levels. They are required to develop their skills in describing topics covered.</p> <p>Student progress will be assessed by:</p> <ul style="list-style-type: none">• Thematic presentation• Reading assessments• Essay Writing• Speaking test• Listening Test