

# Introduction

A student's learning is based on IGCSE Chinese as a First Language curriculum. Each student is required to develop his or her skills in presenting a Chinese historical or cultural topic, translating a classical text into a modern text, comprehending literature texts, constructing 400-600 words of directed writing essays and argumentative essays. Each student is assessed on reading classical and modern texts, directed writing, and continuous writing for his or her overall progress. Besides assessing Chinese language proficiency level, learning attitude as well as project and presentation relating to Chinese historical and cultural topics are the vital components to ensuring that students make progress.

| Grading Breakdown    |     |
|----------------------|-----|
| <b>Classwork</b>     | 5%  |
| <b>Assessment</b>    | 60% |
| <b>Project work</b>  | 25% |
| <b>Participation</b> | 5%  |
| <b>Homework</b>      | 5%  |



## Year 7

|               |   |
|---------------|---|
| <b>Term 1</b> | Topics/Scope:<br>Easy Steps to Chinese Book 7 <ul style="list-style-type: none"> <li>• Chapter 1: University registration</li> <li>• Chapter 2: Student election</li> <li>• Chapter 3: Summer work</li> <li>• Chapter 4: China Family</li> <li>• Chapter 5: Li An's Movie</li> </ul>                    |
| <b>Term 2</b> | Topics/Scope: <ul style="list-style-type: none"> <li>• Chapter 6: The differences of Chinese and Western culture</li> <li>• Chapter 7: The pros and cons of internet</li> <li>• Chapter 8: Technology and life</li> <li>• Chapter 9: Healthy eating habit</li> <li>• Chapter 10: Hang Zhou</li> </ul>   |
| <b>Term 3</b> | Topics/Scope: <ul style="list-style-type: none"> <li>• Chapter 11: Healthy entertainment</li> <li>• Chapter 12: Fast food culture</li> <li>• Chapter 13: The new challenges of education</li> <li>• Chapter 14: Lifestyle and modern disease</li> <li>• Chapter 15: Environmental protection</li> </ul> |

# How students are assessed

Summative assessment

- Reading Comprehension
- Writing

Project-based learning & evaluation

# Year 8

|               |   |
|---------------|---|
| <b>Term 1</b> | <p>Topics/Scope:<br/>Easy Steps to Chinese Book 8</p> <ul style="list-style-type: none"> <li>• Chapter 1: Graduation speech</li> <li>• Chapter 2: Postponing university enrolment</li> <li>• Chapter 3: Unforgettable secondary school</li> <li>• Chapter 4: Tour guide in Tibet</li> <li>• Chapter 5: Unpleasant vacation</li> </ul> |
| <b>Term 2</b> | <p>Topics/Scope:</p> <ul style="list-style-type: none"> <li>• Chapter 6: China's food culture</li> <li>• Chapter 7: Internet era</li> <li>• Chapter 8: The influence of TV show</li> <li>• Chapter 9: Optimistic life</li> <li>• Chapter 10: Confucius and China traditional culture</li> </ul>                                       |
| <b>Term 3</b> | <p>Topics/Scope:</p> <ul style="list-style-type: none"> <li>• Chapter 11: The pros and cons of China education system</li> <li>• Chapter 12: The influence of Chinese culture</li> <li>• Chapter 13: Globalisation</li> <li>• Chapter 14: Exiting poverty</li> <li>• Chapter 15: The green generation</li> </ul>                      |

## How students are assessed

Summative assessment

- Reading Comprehension
- Writing
- Project-based learning & evaluation



# Year 9

|               |  |
|---------------|--|
| <b>Term 1</b> | <p>Topics/Scope:<br/>IGCSE Chinese First Language Coursebook<br/>Topic 1 Social relationships<br/>Narrative and argumentative text analysis and comprehension</p> <ul style="list-style-type: none"> <li>• "Shadow" by Zhu Zi Qing</li> <li>• "Sending off with eyes" by Long Ying Tai</li> <li>• "Four style of friendship" by Yu Guang Zhong</li> <li>• "Debating on friendship" by Liang Shi Qiu</li> </ul> |
| <b>Term 2</b> | <p>Topics/Scope:<br/>Directed writing and Classical Chinese</p> <ul style="list-style-type: none"> <li>• "The hymn of tiger mum" by Chai Mei Er</li> <li>• "Guan Ning defining friendship" by Liu Yi Qing</li> <li>• "Bo Ya stop playing instrument" by Tang Wen</li> <li>• "Go for a walk" by Mo Huai Ji</li> </ul>   |
| <b>Term 3</b> | <p>Topic 2 Social Hometown<br/>Narrative and argumentative text analysis and comprehension</p> <ul style="list-style-type: none"> <li>• "From motherland to other countries" by Yu Guang Zhong</li> <li>• "Sweetness of hometown's water" Qi Jun</li> <li>• "My ideal family" by Lao She</li> <li>• "Why do we have to migrate? The choice of burden"</li> </ul>   |

## How students are assessed

Summative assessment

- Reading Comprehension
- Writing

Project-based learning & evaluation