

# Introduction

Students' learning is based on IGCSE Chinese as Foreign Language curriculum.

- Character writing & Formation
- Chinese Pinyin & Vocabulary
- Introducing China – Cultures & customs
- Oral & Listening Tasks – Dialogues, Q&A, Interviews, Surveys, Oral Presentations
- Writing simple essays and notes, e.g. articles, letters
- Role Play situations (booking a hotel, finding directions, etc.)

Grading Breakdown	
<b>Assessment</b>	60%
<b>Classwork</b>	10%
<b>Project Work</b>	10%
<b>Participation</b>	10%
<b>Homework</b>	10%



## Year 7

<b>Term 1</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Basic strokes &amp; Numbers</li> <li>• Greetings</li> <li>• Classroom language</li> <li>• Family members</li> <li>• Self-introduction</li> </ul>	<p>Scope:</p> <ul style="list-style-type: none"> <li>• Use and write basic numbers.</li> <li>• Identify basic strokes and structures of characters.</li> <li>• Count strokes of characters.</li> <li>• Use greeting phrases when meeting friends.</li> <li>• Understand and use vocabulary relating to my classroom language.</li> <li>• Ask and answer questions relating to family members.</li> <li>• Make simple self-introduction.</li> </ul>
<b>Term 2</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Chinese New Year customs &amp; traditions</li> <li>• Colours &amp; Clothing</li> <li>• Parts of the body &amp; Adjectives</li> <li>• Animals</li> </ul>	<p>Scope:</p> <ul style="list-style-type: none"> <li>• Look up information about Chinese New Year customs and traditions</li> <li>• Converse in short paragraphs about favourite colours and clothing.</li> <li>• Express opinions about favourite clothing with accuracy and confidence.</li> <li>• Use adjectives to describe physical appearance.</li> <li>• Locate key words in short written informative texts about animals.</li> <li>• Prepare short presentations about all topics covered using supporting visual images</li> </ul>
<b>Term 3</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Fruits &amp; Vegetables</li> <li>• Fast food &amp; Snacks</li> <li>• Stationeries</li> <li>• House &amp; Rooms</li> </ul>	<p>Scope:</p> <ul style="list-style-type: none"> <li>• Deduce the meaning of occasional unknown words and expressions from the context.</li> <li>• Understand short recordings dealing with fruits and vegetables.</li> <li>• Express opinions about favourite food with accuracy and confidence.</li> <li>• Look up information about western and Chinese food.</li> <li>• Converse in short paragraphs about stationeries.</li> <li>• Locate key words in short written informative texts about house and rooms.</li> <li>• Prepare short presentations about all topics covered using supporting visual images.</li> </ul>

# How students are assessed

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.

Student progress will be assessed by:

- Topic presentations
- Reading & Reading Assessments



## Year 8

<p><b>Term 1</b></p>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Weather and Climate</li> <li>• Hobbies</li> <li>• Making Friends / Visiting Friends</li> </ul>	<p>Scope:</p> <ul style="list-style-type: none"> <li>• Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes.</li> <li>• Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities.</li> <li>• Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, meeting new friends.</li> </ul>
<p><b>Term 2</b></p>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Vegetables and Fruits</li> <li>• Three Meals A Day</li> <li>• Eating Out</li> </ul>	<p>Scope:</p> <ul style="list-style-type: none"> <li>• Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes.</li> <li>• Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, their diet habits.</li> <li>• Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, meeting up for a meal.</li> </ul>
<p><b>Term 3</b></p>	<p>Topics:</p> <ul style="list-style-type: none"> <li>• House</li> <li>• Furniture</li> <li>• Neighbourhood</li> </ul>	<p>Scope:</p> <ul style="list-style-type: none"> <li>• Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes.</li> <li>• Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, their neighbourhood.</li> <li>• Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events around the neighbourhood.</li> <li>• Recognise and use grammatical features to form sentences to express details such as the time, place and manner of an action and to sequence ideas, including comparing the use of tenses in English and Chinese such as how future tense is often expressed through time phrases in Chinese.</li> </ul>

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# Year 9

<p><b>Term 1</b></p>	<p>Topics:          Unit A Everyday activities          • Lesson 1: Greetings &amp; introduction          • Lesson 2: Family &amp; pets          • Lesson 3: Everyday life</p>	<p>Scope:          • Converse in short paragraphs about self-introduction.          • Understand all major sentence patterns in passage given.          • Look up information about family and pets from oral and written sources, and report information using phrases and vocabulary learned in class.          • Express opinions about everyday life with accuracy and confidence.          • Consolidate vocabulary relating to everyday life and organise ideas using connectives.          • Use verbs to express ability and intention.          • Locate key words in short written informative texts about everyday life, summarise main points and report orally using the vocabulary learned.</p>
<p><b>Term 2</b></p>	<p>Topics:          Unit A Everyday activities          • Lesson 4: Hobbies          • Lesson 5: Eating &amp; Drinking           Unit B Personal &amp; Social life          • Lesson 6: Health &amp; Fitness</p>	<p>Scope:          • Deduce the meaning of occasional unknown words and expressions from the context.          • Understand short recordings dealing with leisure activities.          • Express opinions about hobbies with accuracy and confidence.          • Look up information about Chinese and western food.          • Converse in short paragraphs about ordering food.          • Locate key words in short written informative texts about health and fitness.          • Prepare short presentations about all topics covered using supporting visual images.</p>
<p><b>Term 3</b></p>	<p>Topics:          Unit B Personal and social life          • Lesson 7: Home life          • Lesson 8: Clothes          • Lesson 9: Shopping</p>	<p>Scope:          • Converse in short paragraphs about home life.          • Understand all major sentence patterns in passage given.          • Look up information about houses, furniture and household appliances from oral and written sources, and report information using phrases and vocabulary learned in class.          • Express opinions about favourite clothing with accuracy and confidence.          • Identify vocabulary relating to online shopping and organise ideas using connectives.          • Locate key words in short written informative texts about shopping experiences, summarise main points and report orally using the vocabulary learned.</p>

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