



Subject: Chinese
Year/Course: Year 7

Knowledge and Understanding

Students are put into different sets according to their level and experience of Chinese.

By the end of this course, the accelerated set will be able to:

- Read articles and short stories in Chinese
- Write 200-word essays on topics such as childhood, the natural environment, famous people
- Give a 2-minute oral presentation about similar topics, and respond to follow-up questions

Students in other sets will be able to:

- Introduce themselves and describe their family
- Name modes of transport
- Describe what they are wearing and the colour of their clothes
- Name common professions
- Tell the time
- Describe their daily routine

Subject Specific Skills developed

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements

The ability to see similarities and understand contrasts with their first language

Transdisciplinary and Generic Skills developed

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own

- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on at least two of the following skills: listening, speaking, reading, writing.

Challenge for All

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

Subject: Chinese
Year/Course: Year 8

Knowledge and Understanding

Students are put into different sets according to their level and experience of Chinese.

By the end of this course, the accelerated set will be able to:

- Read articles and short stories in Chinese
- Write 250-word essays on topics such as friendship, new technology, travel, the secret of success and wisdom.
- Give a 2-minute oral presentation about similar topics, and respond to follow-up questions

Students in other sets will be able to:

- Give opinions about school subjects
- Describe weather and seasons
- Report illnesses
- Describe hobbies
- Name foodstuffs
- Deal with situations in restaurants

Subject Specific Skills developed

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a short piece of continuous prose

Transdisciplinary and Generic Skills developed

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks

- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading. In Year 8 a short piece of continuous prose writing is introduced for the first time. This may be a poster, email, letter or dialogue, and is designed for students to be able to recycle a variety of language features that they have studied during the unit of work.

Challenge for All

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons.

Subject: Chinese
Year/Course: Year 9

Knowledge and Understanding

Students are put into different sets according to their level and experience of Chinese.

By the end of this course, the accelerated set will be able to:

- Read articles and short stories in Chinese
- Write 300-word essays on topics such as historic figures, Chinese history, festivals, environmental protection, tourist attractions, famous people and family relationships.
- Give a 2-minute oral presentation about similar topics, and respond to follow-up questions

Students in other sets will be able to:

- Name parts of the body and illnesses
- Ask for information and goods in shops
- Describe their home and local area
- Describe their school and its facilities
- Describe personal appearances

Subject Specific Skills developed

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose
- For **accelerated** sets, the ability to analyse and appreciate features of literary texts
- For **accelerated** sets, the ability to adapt their writing style according to the required text type and register

Transdisciplinary and Generic Skills developed

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication

- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on at least two of the following skills: listening, speaking, reading. There is a longer piece of continuous prose writing for each unit. This may be a poster, formal letter, informal letter, brochure or dialogue, and is designed for students to be able to recycle a variety of language features that they have studied during the unit of work.

Challenge for All

Foreign Language lessons are often characterised by their fast pace and variety of short activities.

Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

Subject: Chinese
Year/Course: Year 10 - 11

Knowledge and Understanding

Students are put into different sets according to their level and experience of Chinese.

By the end of this course, the accelerated set will be able to:

- Read long newspaper articles and stories in Chinese
- Write 400-word (min) essays on topics such as science and technology, personal relationships, Chinese traditions, social life, healthy lifestyles and environmental protection.
- Give a 3-5 minute oral presentation about similar topics, and respond to follow-up questions

Students in other sets will be able to:

- Describe personality
- Describe what they do to help around the home
- Describe recent school events
- Describe their local area in detail
- Report accidents
- Give opinions about their studies
- Describe the main Chinese festivals and related traditions
- Recount their travel experiences

Subject Specific Skills developed

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose
- For **accelerated** sets, the ability to analyse and appreciate features of literary texts
- For **accelerated** sets, the ability to adapt their writing style according to the required text type and register

Transdisciplinary and Generic Skills developed

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication

- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading. There are two assessed compositions for each unit of work.
- Students are entered for the public examination which best suits their level.
- We offer IGCSE first language for the accelerated set. In this exam students take a reading paper and a writing paper.
- We offer GCSE/IGCSE foreign language Chinese to other students. There are papers in all four skills (listening, speaking, reading and writing), with each skill worth 25% of the total mark. There is no coursework.

Challenge for All

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
 - students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons.

Subject: Chinese
Year/Course: Year 12-13 IB Chinese A2 Standard / Higher

Knowledge and Understanding

By the end of this course students will be able to express their opinions on a range of themes including the following:

- The media and Chinese culture (e.g. advertising, the Internet, film)
- Social issues (e.g. poverty, education, discrimination)
- Future issues (Higher level only) (e.g. global warming, genetic engineering, computer technology)

Students will be able to write continuous prose and adapt format and register to a variety of text types including letters (formal and informal), speeches, recounts, interviews, discursive essays, pamphlets and homepages.

Students will be able to write a comparative commentary of two texts. Students will study three literary texts of two different genres (novels, poetry, essays).

Subject Specific Skills developed

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose
- The ability to adapt register and style of language according to text type and audience
- The ability to interact with peers in the target language

Transdisciplinary and Generic Skills developed

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for speaking, reading and writing activities.
- Students are formally assessed at the end of each unit of work.
- In Year 13 three pieces of interactive speaking (pair and group activities) are formally assessed by the teacher. In February there is an individual oral examination, also assessed by the teacher. The combined mark for all of this oral work constitutes the Internal Assessment of the course (30% of the total mark). In March students submit two pieces of written coursework (20%) based on literature and culture.

At the end of year 13 there are two examination papers. Paper 1 is a comparative commentary (25%) and paper 2 is an essay (25%).

Challenge for All

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In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons