

# Chinese 2nd Language KS3 Course Overview

Years 7-9, 2010-2011

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## Introduction

This document sets out the Chinese 2nd Language curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

## General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a **high** but **appropriate** level;
- Work collaboratively in a spirit of sharing and inclusion;
- Solve problems with **creativity**, **innovation** and **critical analysis**;
- Be encouraged act with respect and integrity whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning.

## Chinese 2nd Language Vision

In this class we will focus on the development and strengthening of Chinese 2nd Language skills across all areas: reading, speaking, writing, listening and social interaction.

In terms of key processes involved in the development of language-learning strategies, pupils should be able to:

1. Identify patterns in the target language
2. Develop their knowledge of Chinese morphology and syntax and grammar patterns
3. Develop techniques for memorising words, phrases and spellings
4. Use their knowledge of English or another language when learning the target language
5. Use previous knowledge, context and other cues to work out the meaning of what they hear or read in order to make accurate predictions on the meaning of words and sentences
6. Use reference materials such as dictionaries appropriately and effectively.

In terms of key processes involved in the development of language skills pupils should be able to:

7. Listen for the general gist and/or detail
8. Skim and scan written texts for the main points or details
9. Respond appropriately to spoken and written language
10. Use correct pronunciation and intonation, to confidently distinguish Chinese sounds and tones and pronounce them in a way that other Chinese speakers will be able to understand.
11. Ask and answer questions
12. Initiate and sustain conversations
13. Write clearly and coherently, including an appropriate level of detail
14. Redraft their writing to improve accuracy and quality
15. Reuse language that they have heard or read in their own speaking and writing
16. Adapt language they already know in new contexts for different purposes
17. Deal with unfamiliar language, unexpected responses and unpredictable situations

Chinese 2nd Language at ICHK challenges students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim at nurturing an international outlook, thus appreciating the richness and diversity of other cultures as well as recognising that there are different ways of seeing the world. Through written and oral analysis of the texts covered in class, we try to foster a sense of risk-taking as well as being caring and supportive of opposing views. We instill creative thinking in our ability to manipulate and use language to convey our understanding and in the act of persuasion. We encourage critical thinking in a classroom which is founded on an inquiry-based approach.

## Structure

The Chinese 2nd Language programme at ICHK follows the UK Key Stage 3 National Curriculum for Modern Foreign Language, which covers Years 7 through 9. The key concepts covered are:

1. Linguistic competence
  - a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
  - b. Applying linguistic knowledge and skills to understand and communicate effectively.
2. Knowledge about the language
  - a. Understanding how a language works and how to manipulate it.
  - b. Recognising that languages differ but may share common grammatical, morpho-syntactical or lexical features.
3. Creativity
  - a. Using familiar language for new purposes and in new contexts.
  - b. Using imagination to express thoughts, ideas, experiences and feelings.
4. Intercultural understanding
  - a. Appreciating the richness and diversity of other cultures.
  - b. Recognising that there are different ways of seeing the world.

As group work is essential in this subject, students are grouped in flexible ways inside the class to allow them to work with as many different classmates as possible. Stronger students act as mentors of the weaker ones.

Students joining Chinese 2nd Language without previous knowledge in Year 8 and 9 are expected to catch up following an individualised plan designed according to the stage of the course as well as the profile of the language learner after an overall linguistic aptitude assessment. The measures include support from the teacher during the breaks and the work with a mentor (a student from the same class). Further external assistance might be also recommended in some cases.

Year 7 students are immersed in an introductory linguistic experience which builds the foundation for the learning of the new language. Grammar is fully integrated into the teaching sequence though as needed it will be isolated and studied with explanations and further practice. Thus, basic skills are taught and revisited through a variety of age-appropriate and challenging exercises and ludic-oriented tasks (games, songs, etc.).

Year 8 builds upon these foundations and encourages students to dig deeper and to employ a higher degree of sophistication and maturity in their approach to grammar, and culture. Assessment tasks require a greater degree of proficiency of skills as well as more communicative-oriented exercises.

Year 9 further builds upon this but also prepares students for the rigor of the GCSE courses and external examinations in Years 10 and 11.

**The following groupings are available in each of the year groups**

Year Group	Chinese 1st Language Group A	Chinese 1st Language Group B	Chinese 2nd Language Group A	Chinese 2nd Language Group B
7	For 1st language speakers working within or above the level expected.	For 1st language speakers working below the level expected.	For 2nd language speakers working within or above the level expected.	For 2nd language speakers working below the level expected.
8	For 1st language speakers working within or above the level expected.	For 1st language speakers working below the level expected.	For 2nd language speakers working within or above the level expected.	For 2nd language speakers working below the level expected.
9	For 1st language speakers working within or above the level expected. Combined with Y10.	For 1st language speakers working below the level expected. Combined with Y10.	For 2nd language speakers working within or above the level expected. Combined with Y10.	For 2nd language speakers working below the level expected. Combined with Y10.

## Assessments

Each unit will be assessed using the Chinese 2nd language Assessment Rubric. This will be used in conjunction with the ICHK assessment scale and National Curriculum Level Statements for Modern Foreign Languages. Formative assessment will take place throughout each unit and will take many forms including speaking, reading, listening and writing.

Each unit will also culminate in a summative assessment which will aim to encapsulate all of the skills taught through the unit and provide a detailed assessment of the students' level of achievement. Each summative assessment will be based upon the students planning for, creating and reflecting upon a topic (e.g. countries, hobbies, festivals). Please see the calendar below for more specific details.

## Differentiation

Throughout the Chinese 2nd language course in Years 7-9, students will be supported to ensure the curriculum is accessible to all students, whilst providing appropriate challenge. This will in part be achieved through streaming students into two ability leveled classes for 2nd Language in each year group. In addition to streaming, certain measures will be put into place within the classes to assist all students. Some examples of these are:

### Resources:

Useful websites and some translation searching tools are provided to students in case they need extra help for doing homework.

### Support:

Individual students may receive additional teaching assistance from classmates. Students will also be supported by the mandarin teacher; through varied activities or expected outcomes; through more detailed explanations or support during a task; or by varying the physical requirements or presentation aspects of a task (e.g. other than written information).

### Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group whilst a focus of enquiry learning will enable many students to develop their ideas and projects. However, some activities will need to be adjusted to ensure they are accessible to those students who are not working at the expected level for their year group. Each activity will be individually assessed for its suitability for the students within the class and adjusted accordingly.

## Main Resource Requirements

Year 7 2nd Language Group B	Year 7 2nd Language Group A	Year8/9 2nd Language Group A & B
Easy steps to Chinese Textbook 1, Workbook 1, Websites: <a href="#">Online Chinese/English Dictionary</a> 快乐汉语	Easy steps to Chinese Textbook 2, Workbook 2, Worksheets Websites: <a href="#">Online Chinese/English Dictionary</a> 快乐汉语	Easy steps to Chinese Textbook 3, Workbook 3, Worksheets Websites: <a href="#">Online Chinese/English Dictionary</a> 快乐汉语

## Links to Relevant Syllabus and Curriculum Documents

[National Curriculum Key Stage 3 Modern Foreign Languages](#)

[Modern Foreign Languages](#) programme of study for (from The National Curriculum 2007)

[Level descriptors](#) (from The National Curriculum 2007)

[Assessing Pupil's Progress](#) (APP)

## ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy
- Chinese 2nd Language Assessment Rubric for Y7-9
- Modern Language National Curriculum Equivalent Leveled Assessment Statements

## Calendar

Week	Term 1	Term 2	Term 3	
1	<p><b>Year 7:</b> <u>Where do you come from?</u></p> <p>Assessment 1: Self-introduction. Assessment 2: Write a passage about your friend.</p> <p><b>Year 8/9:</b> <u>Introduce your relatives.</u></p> <p>Assessment 1: Ask your friends about their relatives, family members. Assessment 2: Write a letter to your friend who is coming to visit HK and you need to introduce What the weather here is like.</p>	<p><b>Year 7:</b> <u>Revision &amp; Why do we have CNY?</u></p> <p>Listening assessment related to Unit 1-2</p> <p><b>Year 8/9:</b> <u>Revision &amp; How do we celebrate CNY?</u></p> <p>Listening assessment related to Unit 1-2</p>	<p><b>Year 7:</b> <u>Healthy food</u></p> <p>Assessment 1: Interview your friends to know what fruits and vegetables they like to eat. Assessment 2: Introduce your three meals to your classmates.</p>	
2			<p><b>Year 7:</b> <u>Revision of the year's work</u></p> <p>Final examinations</p> <p><b>Year 8/9:</b> <u>Go shopping</u></p> <p>Assessment 1: Make a poster about the wet market; Assessment 2: Write a passage about healthy food.</p>	
3				<p><b>Year 7:</b> <u>Revision of the year's work</u></p> <p>Final examinations</p> <p><b>Year 8/9:</b> <u>Revision of the year's work</u></p> <p>Final examinations</p>
4				
5	Mid Term Break	CNY Holiday	<p>Summer Break</p>	
6	<p>CAS Week</p> <p><b>Year 7:</b> <u>Which season do you like best?</u></p> <p>Assessment 1: Suppose you are the weather reporter and report the daily weather of HK; Assessment 2: Write a letter to your friend who is coming to visit HK and you need to introduce What the weather here is like.</p> <p><b>Year 8/9:</b> <u>What are your parents' jobs?</u></p> <p>Assessment : Write a passage about your family members, what jobs your parents do.</p>	<p>Easter Holidays</p>		
7				<p>Christmas Holidays</p>
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## Reflections/Points to Note from 2010/11

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Created By/Date	Reviewed	Signed
A.Luk /01.2011		

## Appendix 1

**ICHK Year 7-9 Chinese 2nd Language Assessment Rubric**

<b>Level</b>	<b>Criterion A: listening</b>	<b>Criterion B: speaking</b>	<b>Criterion C: reading</b>	<b>Criterion D : writing</b>
<b>0</b>	The student does not reach a standard described by any of the descriptions given below.	The student does not reach a standard described by any of the descriptions given below.	The student does not reach a standard described by any of the descriptions given below.	The student does not reach a standard described by any of the descriptions given below.
<b>1-2</b>	The student shows that he understands a range of familiar spoken words and phrases. He understands speech spoken clearly, face to face or from a good-quality recording but he needs repetition or gesture.	The student could say single words and short phrases in response to what he sees and hears. He imitates correct pronunciation with some success.	The student recognizes some familiar written phrases. He matches sound to print by reading aloud familiar words and phrases. He uses books and glossaries to find out the meanings of new words.	The student writes a few short phrase or sentences, following a model. He labels items and select appropriate words to complete short phrases or sentences.
<b>3-4</b>	The student shows that he understands the main points of short passages made up of familiar material language in simple sentences. He may need some short sections to be repeated.	The student asks and answers simple questions. He takes part in brief prepared tasks, starting using their knowledge of grammar to adapt and substitute single words and phrases. His pronunciation is generally accurate.	The student shows that he understands the main points and some of the detail in short written texts from familiar contexts. He begins to read independently, using context to work out the meaning of unfamiliar words.	The student writes a few sentences and begins to write short texts on familiar topics with support. He begins to use dictionaries or glossaries to check words he has learnt.
<b>5-6</b>	The student shows that he understands the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. He may need some repetition.	The student gives a short prepared talk, expressing opinions and answering simple questions about it. Although there may be some mistakes, he makes himself understood with increasing confidence.	The student shows that he understands the main points and opinions in written texts from various contexts, including present, past or future events. He is more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language.	The student writes short texts on a range of familiar topics, using descriptive language and variety of structures. He applies grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.
<b>7</b>	The student shows that he understands longer passages and recognizes people's points of view. The passages cover a range of material that contains complex and unfamiliar language. He understands language spoken at near normal speed, and need little repetition.	The student answers unprepared questions. He initiates and develops conversations and discusses matters of personal or topical interest. He uses a range of vocabulary structures and time references. He speaks confidently, with good pronunciation and intonation.	The student shows he understands longer texts and recognizes people's points of view. His independent reading includes authentic materials. He uses new vocabulary and structures found in his reading to respond in speech or writing.	The student produces formal and informal texts in an appropriate style on familiar topics. He develops the content of what he has read, seen, or heard. His spelling and grammar are generally accurate.