

La Salle College
Chinese for NCS Programme Outline
(Form 2)

1. Course Description

The focus of this course is on reading, writing, listening and speaking. Hanyu Pinyin, tones, common radicals, and stroke order are introduced and reinforced throughout the year. In order to establish a solid foundation for character learning, the primary focus for this year is the teaching of radicals, character writing and character formation.

This course integrates Chinese language, literature, and history to enhance language proficiency through the analysis of literary and historical texts. Students will explore key works of Chinese literature, examining themes and cultural significance while developing vocabulary and comprehension skills. The historical context will cover significant events and figures that have shaped Chinese society, providing a chronological understanding from ancient times to the present. Additionally, the course will address contemporary issues in China, discussing how historical events influence modern society and global interactions. Overall, the course aims to foster critical thinking, cultural appreciation, and a nuanced understanding of the complexities of China.

2. Learner Outcomes

Topic covered

- | | |
|-----------|----------|
| 1. 交通 | 8. 節日飲食 |
| 2. 度假經歷 | 9. 在餐館吃飯 |
| 3. 假期計劃 | 10. 健康飲食 |
| 4. 香港旅遊景點 | 11. 飲食習慣 |
| 5. 旅行安排 | 12. 環境污染 |
| 6. 過節 | 13. 綠色生活 |

By the end of the final term of the year students will be able to:

- pick up the pronunciation and intonation naturally
- use the language functionally for communication purposes
- speak confidently
- demonstrate accuracy in writing Chinese characters by following the basic rules
- greet and address people appropriately
- inquire and provide personal introduction
- inquire and provide information for time, place and daily activities
- be ready for the speaking and writing assessment of a chosen topic
- master around 200 Chinese characters and recognize an additional 100 frequently used vocabulary items
- organizing ideas into sentences and form a passage by using 80 words.
- know the format of writing a Chinese letter.

3. Materials

Textbook & Workbook: School based tailor-made materials

Dictionary: Collins Easy Learning Chinese Dictionary

4. Assessment

4.1 School-based Assessments

Date of assessment: Every 2 weeks

Items and marks allocation:

次數 Times	試卷 Paper	分數 Marks	總分 Total marks
6	小測Quiz	60分	200分
6	寫作Writing	60分	
6	默書Dictation	40分	
6	口試Oral	40分	

4.2 Examinations

Date	Task	Format	Weighting	Duration
Jan	Listening	During Exam period	20%	1hour
	Reading		25%	
	Writing		25%	
	Chin Hist		10%	
	Speaking	December	20%	10 mins
June	Listening	During Exam period	20%	1hour
	Reading		25%	
	Writing		25%	
	Chin Hist		10%	
	Speaking	May	20%	10 mins

5 Assessment Criteria

Writing

Communication and content	Mark
<ul style="list-style-type: none">• Very detailed and fully relevant response to the stimulus.• Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task.• Communicates with no ambiguity.• Excellent linking of the piece into a whole.• Coherent and pleasant to read.	13-15
<ul style="list-style-type: none">• Detailed response to the stimulus but there may be minor omissions.• Provides evidence of description, opinion and expansion, as appropriate to the task.• Generally communicates clearly, with some lapses.• Reasonable attempt to link the piece into a whole.• Generally coherent.• Pedestrian or, alternatively, somewhat over ambitious.	10-12
<ul style="list-style-type: none">• Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies.• Provides evidence of an ability to go beyond a minimal response.• Begins to expand ideas and express opinions, as appropriate to the task.	7-9

<ul style="list-style-type: none"> Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. Some attempt at linking piece into a whole 	
<ul style="list-style-type: none"> Relevant key information is given but there may be major omissions, irrelevance and/or repetition. The level of response is minimal. There is no evidence of description or opinions (other than simple likes/dislikes). Some ambiguity. Just about comprehensible overall. Sentences mostly written in isolation. Not easy to read. 	4-6
<ul style="list-style-type: none"> Little relevant information is conveyed. Much ambiguity and omission. The level of response is very limited. Substantial degree of irrelevance and incoherence. Except for isolated items, would not be comprehensible to a native speaker. 	1-3
<ul style="list-style-type: none"> No relevant communication worthy of credit. A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> Wide range of vocabulary and structures, fully appropriate to the task and used effectively. Little or no repetition. Confident use of more complex structures, such as comparatives, negatives and causal clauses, with very few lapses. Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. Some attempt to use ambitious structures (comparatives, negatives and causal clauses, etc) with a fair measure of success. Tenses are generally used correctly. Some ability to manipulate language although not always successful. 	7-8
<ul style="list-style-type: none"> Vocabulary and structures are generally appropriate to the task. Correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Attempts different language structures with some success. Attempts to use subordinate clauses/simple linking with some success. 	5-6
<ul style="list-style-type: none"> Limited vocabulary and structures, often repetitive and stereotyped. Language is basic and sometimes inappropriate to the task. Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. There may be some simple subordination. 	3-4
<ul style="list-style-type: none"> Very limited vocabulary and structures, with occasional correct words. Very little understanding of language structures. There may be the occasional correct phrase or short sentence but they are likely to be pre-learnt or "lifted". 	1-2
<ul style="list-style-type: none"> No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> High level of accuracy, though not necessarily faultless. Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> Generally accurate language. When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> Fairly accurate in straightforward language, but some lapses with more complex language. The work is clearly more accurate than inaccurate. Language errors do not significantly hinder communication. Inaccuracy increases if more complex structures are attempted. 	3
<ul style="list-style-type: none"> Many basic errors which often impede communication. Some correct phrases but evidence of mother-tongue influences. Excessive use of pinyin if handwritten. 	2
<ul style="list-style-type: none"> Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. 	1
<ul style="list-style-type: none"> No language worthy of credit 	0

Speaking

Content & Response (18)		Range of language (6)		Accuracy (6)	
<ul style="list-style-type: none"> Communicates comprehensive and detailed information related to chosen visual/topic/stimulus. Interacts very well. Speaks very confidently and with spontaneity. Frequently takes initiative and develops elaborate responses. No difficulty in expressing and explaining a range of ideas and points of view. Very little or no hesitation. Able to deal with unpredictable elements without difficulty. 	16 17 18	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary and structures, including some complex lexical items. Consistently competent use of different tenses. 	6	<ul style="list-style-type: none"> Very accurate with only isolated and usually insignificant errors. Consistently good pronunciation and intonation. 	6
<ul style="list-style-type: none"> Communicates detailed and relevant information related to chosen visual/topic/stimulus. Interacts well. Speaks confidently. Takes initiative and develops more elaborate responses. Has little difficulty expressing and explaining ideas and points of view. Little hesitation and little or no prompting necessary. Able to deal with unpredictable elements with some success. 	12 13 14 15	<ul style="list-style-type: none"> Good variety of appropriate vocabulary and structures. Unambiguous use of different verb tenses. Generally at ease with subordination. 	5	<ul style="list-style-type: none"> Some errors, especially in more complex structures, but generally accurate. Pronunciation and intonation are generally good. 	5
<ul style="list-style-type: none"> Communicates relevant information related to chosen visual/topic/stimulus but with some obvious omissions. Some interact. Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. Conveys opinions, but rarely expands. Some hesitation. Able to deal with unpredictable elements. 	8 9 10 11	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and structures. May include different tenses or time frames, perhaps with some ambiguity. Some examples of subordination. 	3 4	<ul style="list-style-type: none"> A fair number of errors made, including some basic, but communication overall unaffected. Pronunciation and intonation are generally accurate. 	3 4
<ul style="list-style-type: none"> Limited communication related to chosen visual/topic/stimulus. Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. Very hesitation and reliant in teacher-examiner prompting. Able to deal with isolated unpredictable elements. 	4 5 6 7	<ul style="list-style-type: none"> Limited and/or repetitive range of vocabulary or structures. Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> Many basic errors, but main points communicated. Simple “pre-learned” stereotypes are correct. Pronunciation is generally understandable. 	2
<ul style="list-style-type: none"> Minimal description of chosen visual/topic/stimulus. Convey very little relevant information in minimal responses (mainly one word replies). Largely disjointed and unconnected ideas. Very limited comprehension of basic questions. Wholly reliant on teacher-examiner prompting. 	1 2 3	<ul style="list-style-type: none"> Very limited range of basic structures. Frequently resorts to non-target language. Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> Consistently inaccurate language and pronunciation frequently impede basic communication. Only isolated examples of accurate language. 	1

• No rewardable language	0	• No rewardable language.	0	• No rewardable language.	0
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