

**LAW TING PONG SECONDARY SCHOOL**  
**S4 Chinese Language (NCS)**  
**Course Outline (2020-21)**

**General Description**

The S4 syllabus aims to build a broad and solid foundation for students in preparation for the Pearson IGCSE under the International General Certificate of Secondary Education (IGCSE) curriculum. In addition to the core curriculum areas, a variety of practical language usage and presentation skills will be an integral part of the syllabus. Through the wide exposure to intensive and extensive language practice, students will be able to strengthen their Chinese Language ability and self-confidence. Strong emphasis will also be placed upon developing students' self-learning in order for them to become life-long learners.

**Learning Objectives**

By the end of S4, I will be able to:

- demonstrate an enhanced knowledge of language skills, grammar and vocabulary due to increased exposure to authentic language arts and non-language arts modules;
- communicate and exchange ideas with confidence and fluency in a safe and relaxing environment;
- construct various text types which display an understanding of text structure, a rich content of ideas and an awareness of audience;
- comprehend a variety of different text conventions including but not restricted to short stories, brochures, posters, leaflets etc.; and
- get ready for IGCSE examination.

## Topics and Teaching Schedule

Date	Week	Module
3 <sup>rd</sup> -4 <sup>th</sup> Sept	1	<p><b>Introduction to the S.4 syllabus and course requirements</b></p> <p>In this week, I will:</p> <ul style="list-style-type: none"> <li>• learn about the S.4 curriculum;</li> <li>• learn about the assessment criteria;</li> <li>• learn about continuous assessment;</li> <li>• understand the assessment and homework policies.</li> </ul> <p><b>Subject affairs</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>• know about the IGCSE coverage</li> <li>• understand the Continuous Assessment arrangement</li> </ul> <p><b>Rules and regulations:</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>• learn about the classroom rules;</li> <li>• understand the rules about handing in homework and projects.</li> </ul> <p><b>Goal setting :</b></p> <p>I will</p> <ul style="list-style-type: none"> <li>• set learning goals for my S.4 studies.</li> </ul>

<p style="text-align: center;"><b>7<sup>th</sup> Sept -2<sup>nd</sup> Oct</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Oct National Day</li> <li>• 2<sup>nd</sup> Oct The day following the Chinese Mid-Autumn Festival</li> </ul>	<p><b>2-5</b></p>	<p><b>Chapter one: The world around us</b></p> <p><b><u>Learning Targets</u></b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- identify famous historical sites in various countries;</li> <li>- use the correct conjunction to describe how to use transportations;</li> <li>- identify the difference models of media;</li> <li>- plan my trip and present it to my classmate.</li> </ul>
<p style="text-align: center;"><b>5<sup>th</sup> -30<sup>th</sup> Oct</b></p> <ul style="list-style-type: none"> <li>• 26<sup>th</sup> Oct Chung Yeung Festival</li> </ul>	<p><b>6-9</b></p>	<p><b>Chapter two: Education and employment</b></p> <p><b><u>Learning Targets</u></b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- tell my school life and routine;</li> <li>- use various sentence patterns to describe school trips and events;</li> <li>- describe different occupations and the job duties;</li> <li>- use paragraph to describe my study and career path.</li> </ul>
<p style="text-align: center;"><b>2<sup>nd</sup> -13<sup>th</sup> Nov</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Nov Holiday after Information day</li> <li>• 10<sup>th</sup>-13<sup>th</sup> Nov Term Break (Week 11)</li> </ul>	<p><b>10-11</b></p>	<p><b>Chapter one and two Revision and Further learning</b></p> <p><b>Learning Progress Evaluation I</b></p> <ul style="list-style-type: none"> <li>- evaluate students' listening, reading, writing and speaking progress in Chapter one &amp; two.</li> </ul>

<p style="text-align: center;"><b>16<sup>th</sup> Nov -1<sup>st</sup> Jan</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Dec Christmas Fun day</li> <li>• 22<sup>nd</sup> Dec Christmas celebration</li> <li>• 23<sup>rd</sup>Dec-1<sup>st</sup> Jan Christmas and New Year Holidays</li> </ul>	<p style="text-align: center;"><b>12-18</b> <b>16-18</b></p>	<p><b>Chapter three: Social activities, fitness and health</b></p> <p><b><u>Learning Targets</u></b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- describe my health condition;</li> <li>- explain my favourite sports;</li> <li>- identify different payment methods;</li> <li>- read the food menu in Chinese and order food in Cantonese.</li> </ul> <p><b>Chapter three Revision and Further learning</b></p> <p><b>Design the ideal menu for my restaurant</b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- design an attractive menu including food and drinks;</li> <li>- explain the idea behind the menu.</li> </ul>
<p style="text-align: center;"><b>4<sup>th</sup>-22<sup>th</sup> Jan</b></p>	<p style="text-align: center;"><b>19-21</b></p>	<p><b>Final revision for Summative Assessment</b></p>
<p style="text-align: center;"><b>25<sup>th</sup> Jan-19<sup>th</sup> Feb</b></p> <ul style="list-style-type: none"> <li>• 25<sup>th</sup>Jan-10<sup>th</sup> Feb S.4 &amp;5 Summative Assessment</li> <li>• 11<sup>th</sup>-20<sup>th</sup> Feb Lunar New Year Holiday</li> </ul>	<p style="text-align: center;"><b>22-25</b></p>	<p><b>Writing Week</b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- do paragraph writing with suitable and exquisite wording;</li> <li>- use conjunctions to make sentences;</li> </ul> <p><b>Speaking Week</b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- describe photos in detail;</li> <li>- make conversions base on the photo.</li> </ul>

<p style="text-align: center;"><b>22<sup>nd</sup> Feb-9<sup>th</sup> Apr</b></p> <ul style="list-style-type: none"> <li>• 16<sup>th</sup>-17<sup>th</sup> Mar Sports Day</li> <li>• 18<sup>th</sup> Mar Holiday after Sports Day</li> <li>• 23<sup>rd</sup>-26<sup>th</sup> Mar Experiential Learning Week</li> <li>• 29<sup>th</sup>Mar-6<sup>th</sup> Apr Easter Holidays</li> </ul>	<p><b>26-32</b></p>	<p><b>Chapter four: Personal life and relationship</b></p> <p><b><u>Learning Targets</u></b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- describe my family tree and introduce family members to classmates;</li> <li>- design my dream home;</li> <li>- share my childhood stories to classmates.</li> </ul> <p><b>Chapter four Revision and Further learning</b></p> <p><b>Learning Progress Evaluation II</b></p> <ul style="list-style-type: none"> <li>- evaluate students' listening, reading, writing and speaking progress in Chapter three &amp; four.</li> </ul>
<p style="text-align: center;"><b>12<sup>th</sup> Apr-21<sup>st</sup> May</b></p> <ul style="list-style-type: none"> <li>• 19<sup>th</sup> May Birthday of Buddha</li> </ul>	<p><b>33-38</b></p>	<p><b>Chapter five: Home and abroad</b></p> <p><b><u>Learning Targets</u></b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- understand the difference between living in town and rural area.</li> <li>- use directions to give route advices;</li> <li>- identify the functions of community services.</li> </ul> <p><b>Chapter five Revision and Further learning</b></p> <p><b>Job Application Letter</b></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> <li>- use proper letter format and language;</li> <li>- describe my strength and weakness;</li> <li>- explain the reasons made me suitable for the job.</li> </ul>

<b>24<sup>th</sup> May-9<sup>th</sup> Jun</b>	<b>39-41</b>	<b>End of year revision and reflection</b>
<b>10<sup>th</sup> – 25<sup>th</sup> Jun</b> • 25 <sup>th</sup> Jun Swimming Gala	<b>41-43</b>	<b>Year End Exam</b>

### **Homework and Course Requirements**

- There will be a total of two Learning Progress Evaluation throughout the whole academic year. Details will be announced by individual teachers in the process.
- All assignments must be handed in on time. Mark/Grade deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent's signature).
- All work must be kept neatly and organized in the class work books and the Chinese learning Portfolio. Missing pieces of work will result in a lowered grade. Details will be informed by relevant teachers in class.

### **Exercise Books**

- One workbook for dictation.
- A Chinese Learning Portfolio for keeping worksheets, handouts, course materials, test papers and it goes with students till the end of S4.

### **Course Materials**

- School-based materials

**Continuous Assessment (CA), Mid-year Summative Assessment and Final Exam Weightings**

Assessment Period	Component	Description	Weighting
1 <sup>st</sup> Term CA (Sep – Jan)	Reading and Writing	- For example, short writing, sentences making, dictation etc.	30%
	Integrated Skills	<p><b>Chapter 1&amp;2:</b> Learning Progress Evaluation I</p> <p>- (listening, reading, writing and speaking)</p> <p><b>Chapter 3:</b> “Design the ideal menu for my restaurant”</p>	
Mid-year Summative Assessment	Listening	<p>- Three questions: (multiple-choice, multiple-matching, note-taking and gap-fill questions)</p> <p>- Coverage: All contents in Chapters one to three.</p>	10%
	Reading and Writing	<p>- Reading Two questions: (multiple-choice, multiple-matching, notes-taking and gap-fill questions)</p> <p>- Coverage: All contents in Chapters one to three.</p> <p>- Writing One question: open-ended question Coverage: All contents in Chapters one to three.</p>	
	Speaking	<p>Three questions in total</p> <p>- Task A: Photo description</p> <p>- Task B &amp;C: Conversations</p>	

2 <sup>nd</sup> Term CA (Feb – May)	Reading and Writing	- For example, short writing, sentences making, dictation etc.	30%
	Integrated Skills	<p><b>Chapter four:</b> Learning Progress Evaluation II</p> <p>- (listening, reading, writing and speaking)</p> <p><b>Chapter five:</b> “Job Application Letter”</p>	
Final Exams	Listening	<p>- Five questions: (multiple-choice, multiple-matching, note-taking and gap-fill questions)</p> <p>- Coverage: All contents in Chapters one to five</p>	30%
	Reading and writing	<p>- Reading</p> <p>Three questions: (multiple-choice, multiple-matching, note-taking and gap-fill questions)</p> <p>- Coverage: All contents in Chapters one to five</p> <p>- Writing</p> <p>Two questions: open-ended questions</p> <p>- Coverage: Writing tasks from Chapters one to five</p>	
	Speaking	<p>Three questions in total</p> <p>- Task A: Photo description</p> <p>- Task B &amp;C: Conversations</p>	



**Grade Boundaries**

<b>Level</b>	<b>Level descriptions</b>
A*	88-92%
A	76-87%
B	65-75%
C	54-64%
D	42-53%
E	0-41%