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Analysis and Critique of Establishing a High School Mandarin Department

分析及評论成立中学中文部之过程

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Abstract

This dissertation aims to share the experiences with the other Chinese learning teaching practitioners the challenges of setting up a department in a new school and explores the areas of improvement. Many teachers may have assumed the responsibilities of middle management positions for many years. However, I was privileged to have been given such a unique opportunity to set up a Chinese department from scratch and to be presented with all the challenges in relation to recruitment, curriculum design, procurement of learning resources, assessment, academic monitoring, professional development etc and the ways of how the issues related to these areas are resolved. With hindsight I would like to take this opportunity to conduct self-evaluation in an attempt to discuss the complexity and challenges presented to the HoD over these issues at the time of the school opening and suggestions for improvement given that the similar opportunity arises to anyone else in the future.

論文撮要

本人希望透過此論文，跟教育同業分享一下於一所全新英式國際學校創立中文部時所遇到的挑戰及檢討工作上不足之處。業界有部分老師可能已經擔任國際學校部門中層管理工作一段時間，本人卻非常榮幸，於 2011 年得到一個千載難逢的機會，在韓國濟州一所全新的頂尖英式國際學校擔任部門主管，負責開設中文部的統籌及教學工作。於工作過程當中，本人積極幫助該校處理聘請老師，課程設計，教材採購，學生考試安排，學術水平監控，員工專業進修等事宜，自感獲益良多。回顧當時於工作上所遇到的挑戰與困難，實在精彩萬分。除了希望借此機會跟各同工分享經驗以外，也希望檢討當時工作不足之處，往後進行改善。假如以後有幸再有機會擔任相關的管理職位時，能把工作做得更好。

Acknowledgement

The journey of being Head of Mandarin during the first few years of the school's opening could be described as quite a challenging mission. Unlike the other schools, setting up a new language department required an incredible amount of time and effort building up everything from scratch. It also required a lot of sacrifices not only from the staff, but also the time being with his/her family, who may have given up their career and social life offering support to their partner working on the island of Jeju. May I take this opportunity to thank Ms. KIM Meug Hee and Isaac CHEUNG, my wife and my son, for being patient enough backing me up whole-heartedly over the course of my service in North London Collegiate School Jeju and their support to my writing of this dissertation.

I also would like to take this opportunity to thank Dr. Szakos, my mentor, for being supportive to such academic puruit. His words of wisdom always serve as my guiding light over the course of writing this dissertation.

Thanks are also given to those who worked tirelessly with me over the process of setting up the Chinese Department: Mr Nan Liu, Ms Annemarie Hickman, Mr Dong Kwang Lee, Mr Simon Misso-Veness, Mr Christopher Bromham. Mr Peter Daly etc.

All errors and deficiencies in this dissertation are my own.

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List of Abbreviation

CBS	Centre of Bilingual Studies, Hong Kong Polytechnic University
CCA	Co-curricular Activities
EAL	English as Additional Language
ESF	English Schools Foundation
GCSE	General Certificate of Secondary Education
HoD	Head of Department
IBDP	International Baccauleaute
IBO	International Baccauleaute Organisation
IGCSE	International General Certificate of Secondary Education
KS	Key Stage (learning stages of students in British education system)
MFL	Modern Foreign Languages
NLCS Jeju	North London Collegiate School Jeju
NLCS UK	North London Collegiate School United Kingdom
SLT	senior leadership team

Chapter One Introduction

Korean students always find themselves in an incredibly competitive society academically. Pressured by their parents and peers they push themselves hard on examination and learning. It is believed that one of the main reasons for parents sending their children to the school was based on the expectation that their children will have better career prospect by accessing to the top-notch international tertiary education. The closer link between Korea and Chinese's flourishing economy have led parents to believe learning Mandarin as the way to their children's successes in their prospective careers. Over school holidays it has become a norm for many Korean parents sending their children to local 'Hagwon'[1], Korean tutorial school, for additional Mandarin language tuition.

Prior to joining North London Collegiate School Jeju, I was working with King George V School, the largest international school in Hong Kong with students population of over 1,600 in 2011, for thirteen years and Island School, another internatonal school for two years. Both schools were under the affiliation of English Schools Foundation. During that fifteen years of service, I have fully acquired the professional knowledge and expertise of how to design and deliver courses of Key Stage[2] 3 to 5 under British National Curriculum e.g. GCSE, IGCSE, Edexcel, GCE AS Level, GCE A Level and IBDP. These courses were mostly targeted to non-native speakers of Mandarin Chinese. At later stage of my service

[1] ('Hagwon' - Korean: also hagweon or hakwon) is the Korean-language word for a for-profit private institute, academy or cram school prevalent in South Korea.

[2] A Key Stage is a stage of the state education system in England, Wales, Northern Ireland and the British Territory of Gibraltar setting the educational knowledge expected of students at various ages.

there was a massive intake of second and first language speakers of Chinese joining the school and it rendered huge variation of Mandarin proficiency in most of the Chinese classes. Concurrently due to the criticism from the general public and the Audit Department of the Hong Kong Government over the 'lavish' spending across the Foundation, all the ESF schools had to respond to it by reducing their overall spending. With reducing resources provided from the school, larger class size and huge differences in students' proficiency, it made effective teaching catering to individual learning needs increasing unable to achieve.

The reason for applying for the Head of Mandarin position of North London Collegiate School Jeju was that this was a promotional position. I believed I had the capability of assuming the responsibilities of this position with my previous teaching and management experiences in King George V School, in which there were uncompromised standards of practices that all the staff have to follow e.g. assessment policies and procedures, safeguarding, curriculum design, reports etc. I believed these experiences can help take the academic standards of the North London Collegiate School Jeju further. Did I make the right choice? Career wise, the choice might have been a right one as the school's reputation in the UK would help with my prospective career development. The academic rigour and expectation to staff and students from the head school were incredibly high that it helped shaping my professional and management skills further.

North London Collegiate School Jeju was officially opened on 26 September 2011 as a Boarding and Day school. It is located on the beautiful Korean island of Jeju

with the heritage from North London Collegiate School, where in 1850 Frances Mary Buss established the school for girls. NLCS Jeju, as the first international franchise in collaboration with Jeju Development Centre[3], a semi-government organisation which aims to become one of the key quality international education providers in Asia. Over 90% of the students were foreign language speakers of English with very little or no Mandarin at all.

During the first week of the CBS International Internship in Universidad de Sevilla, Spain I was lucky enough being shortlisted to be one of the candidates for the position of Head of Mandarin in the new international franchise North London Collegiate School Jeju, a joint education project of Jeju Development Council, Korea and North London Collegiate School UK. The one-day interview in London began with a full day school visit in order to familiarise candidates fully with the ethos and education philosophy of the school. It was then followed by an interview with Mr. Peter Daly, the founding principal and Mr Daniel Lewis, the Deputy Headmaster of NLCS UK. Much of what was asked during the interview was about the previous teaching experiences of the candidate. I viewed setting up the new Chinese department as a splendid professional development opportunity as I would be working as an architect setting out the curriculum and departmental framework. Not long after I was offered the position of Founding Head of Mandarin of the school and was invited to NLCS UK in late Jun 2011 for a one-week staff training that included lesson observation and discussion with the

[3] Jeju Free International City Development Center (JDC) is a special corporation established for simultaneously pursuing publicity and business feasibility to successfully implement Jeju Free International City development projects under the South Korean government's Special Act on Jeju Free International City.

prospective colleagues over the forthcoming school development and extablishment of professional link between the staff of the new franchise and the subject counterparts in NLCS UK. It was considered to be professionally enriching.

Chapter Two The Roles and Responsibilities of an HoD of Chinese Department

2.1. Curriculum Design

One of the major roles of the HoD in the school was to assist with creating Chinese curriculum map and course outlines outlining the structure of the language curriculum of the school. The Chinese curriculum map (see Appendix 1) scaffolded the framework and the learning pathways of the Chinese curriculum of the school from the lowest year group to the highest in a course of three or more years. Richards JC & Rodger TS (2001) believed an effective course outlines should specify the general and specific objectives of the course, the criteria for the selection and organisation of linguistic and/or subject-matter content, the types of learning and teaching activities, the roles of teacher, learners and the one of instructional materials. The NLCS Jeju course outlines (see Appendix 2) detailed the learning objectives of the course, what to be taught and learnt in different year groups, how it related to the external academic requirements e.g. learning objectives and defined contents of designated National Curriculums and/or examination boards such as Cambridge IGCSE, Edexcel GCSE, Edexcel AS-level, A-level or government authorities. It also outlined the natures of assessments e.g. summative or formative, the assessment timeline over the

course of a school term and coverage. Requirements of resources should also be added for the purpose of lesson planning and teacher resources procurement.

2.2. Departmental development plan and its implementation

The Chinese Development Plan (See Appendix 3) outlined the school and departmental priorities, departmental actions of how to fulfull these plans, the staff responsibilities, costs and evidence justifying the achievements. This was mostly written for SLT's reference to oversee the developments of each department as opposed to the development plan of the whole school. Let us take the Chinese Development Plan as an example. Students' learning and Chinese curriculum planning were placed on top priorities as these focuses addressed the issues of how students' learning were best catered to through actions to be taken by the department and how students' Chinese langauge development could be fostered with the help of a more structured Chinese curriculum as opposed to the IGCSE defined contents and the other engaging Chinese language provisions e.g. peer language support, the use of ICT in Chinese teaching & learning. Cross-curricular co-operation also formed part of the Chinese Development Plan.

Departmental Handbook (See Appendix 4) was vital to the administration of a department. It helped the senior management team, incumbent and new staff, inspectors and visitors to understand the aims, structure, job description of staff and policies of the department.

The Handbook of Chinese Department began with an introduction in relation to the importance of learning the language. Next it explained the objectives of the

school's Chinese curriculum: to bridge the cultures of the learners and the one of Chinese and potentially enjoy better career prospect. In the latter part it entailed how schools' management structure related to the department and staff and their responsibilities.

The second part of the handbook outlined the aims and structures of the school's Chinese curriculum . One of the main aims was to achieve effective learning by developing students' curiosity, interest and enjoyment of learning Chinese. It was also hoped that students' potential of Chinese language learning to be exploited to its fullest and be able to expose to the language fully in real life situation with total confidence. The latter part of this section explained how these aims were fulfilled by using methods e.g story telling, group discussion, writing in response to a stimulus, communicate ideas with the others through speaking and writing, listening, planning, reviewing, appraising and making notes, reading on their own and to others etc. Departmental homework policy, staff professional standards and Health and Safety policies also formed part of the departmental handbook. The department handbook was reviewed by the team in order to keep it up-to-date in the event of any changes of the school development plan, curriculum and policies.

2.3. Academic Monitoring

Another responsibility that an HoD assumed was to ensure teaching and learning of his/her subject area to maintain the highest professional academic standards. HoD should set out high expectations to both staff and students. Staff are expected to deliver the subject with specific subject knowledge. Lessons should

be highly structured with an abundance of engaging learning activities. Staff should also be aware of the ways to communicate with students of various cultural backgrounds. The HoD collected evidence and monitored staff classroom practices in a classroom via lesson observations and learning walks (see Appendix 5) which normally took place between week three and before the end of the second last week of a school term as it allowed staff to settle their classes at start of a school term and avoided disruption during the last week of term.

As per the school policy, formal lesson observations should be planned and not come as a surprise to the person being observed. Otherwise it will result in eliciting anger or fear, or both. The HoD and/or the other observers should give at least one weeks notice and, preferably, offer two or three classes as an option for observation.

Ground rules should be clarified: would the HoD, as the observer, be introduced to the class? Where would the observer sit? The advice was to introduce the observer informally and allowed the observer for sitting in a location that does not intercept the teacher's line of sight to any student. Once the students were 'on task' it was appropriate for the observer to move around the room, listen to students/teacher and to ask pertinent questions about the task and their learning. However, observers must not interrupt student dialogue. A lesson plan must be submitted to the observer before the start of the lesson. The focus of formal lesson observations at the school was to evaluate the quality of teaching and learning.

The presence of another 'unusual' adult within the classroom would affect the behaviour of both teacher and students. The key was to minimise the disruption. The ground rules must be adhered to. Notes should be taken inconspicuously. Body language should not be challenging - the shaking of your head and 'tutting' is not deemed appropriate. The observer should arrive promptly and stay for the whole lesson.

At the end of the observation it was advised that no immediate verbal feedback was given. A 'thank you' and arrangements for feedback were appropriate. Whilst this might be unsettling for the teacher, it was better to take some time to reflect on the observation rather than giving feedback you might later want to retract. Formal feedback should be given within forty eight hours. It was not advised that observers offering written feedback in advance except where they were very confident that misinterpretation will not happen. It was recommended that observers identify 6-10 strengths and 2 to 3 areas for development.

Written feedback, must focus upon outcomes, i.e. strategies/approaches/actions and their impacts on learning. How was student progress related to the way the lesson was taught? Avoid feedback that simply described the lesson. Both strengths and areas for development should be precise and achievable.

Verbal feedback was the key phase of the observation process. This was where the formative aspects took place. Observers must prepare for the feedback session to ensure it is as effective as possible.

The feedback meeting location could be significant. Consider whether the classroom or an office was most suitable. The classroom offered the opportunity to put the lesson into a context, though it might be a little uncomfortable. An office might be more comfortable, but it would be too formal and threatening. A quiet location was preferred and that the meeting would not be disturbed.

Twenty minutes was normally sufficient to provide detailed feedback. The observer should use a calm, supportive tone of voice and body language when talking to the observed and thank the teacher for allowing the observer into their lesson.

At the start of the meeting it was advised that the observer did not ask the teacher for their view of the lesson. Instead, started by outlining the positive aspects of the lesson before moving onto areas for development. Of course, teachers should be allowed to interrupt, comment and discuss aspects of the lesson as they arised. Then the observer provided a copy of the written feedback to the teacher and referred to specific examples using evidence from the observation to back up his/her judgements (see Appendix 5). Avoid ambiguous language such as 'I think', where 'I observed' would be more precise. Verbal, like written feedback, must focus upon outcomes, i.e. strategies/approaches/actions and their impacts on learning.

The observer should endeavour to avoid disputes e.g. raising his/her voice or get into arguments. He / she should avoid offering confrontational suggestions e.g. 'why didn't you do it like...' or 'I would have done this' or even 'it would have

been much better...'. 'You didn't do very well on this occasion and your preparation left a lot to be desired', was also unhelpful . Instead try 'have you thought about' or 'I once observed an alternative approach'. If agreement cannot be reached, so be it. Moving on would normally be sufficient. The observer should consider discussing any issues with his/her line-manager at the next opportunity.

The observer should not be swayed by the teacher. He/she should tick to his/her judgements and accompany evidence and not avoid difficult topics, which could be presented sensitively. If anything in doubt, discuss these issues with the line-manager first.

Teaching staff were expected to provide brief but valid formative feedback to students' tasks in order to allow students to be aware of what they should improve. The HoD could provide samples of formative feedback and/or comment bank for teaching staff to follow. At some points of a school year, HoD organised professional development sessions or using faculty meeting time for the team to conduct book scrutiny i.e. a set of work sample of top, middle and low performing student is collected and feedback written by the teachers are scrutinised and discussed. The purpose of it was to allow the team to share how formative feedback should be given and see what to be done to refine and followed up these feedback in order to improve students' attainments. Standardisation could also be conducted concurrently in order to develop impartiality and consistency in marking.

Students were expected to engage themselves fully in lessons and learning tasks. They were supposed to complete their language tasks in the highest quality in terms of the use of vocabulary, grammar, punctuation, organisation, use of authentic expressions, register etc. For the purpose of departmental improvement, the HoD conducted student voice: talking to students of various attainment levels in different year groups with regards to classroom teaching and learning, revision pattern and their attainments in order to find out the best ways to help them learn more effectively.

2.4. Assessment and Reporting

A valid assessement should be up to assessing students' attainment accurately regardless of variation of the assessment conditions. Bachman (2016) stresses that an assessment that is considered as valid is the one that measure learners' degrees of mastery of different components of language ability that have been covered in the curriculum i.e. the content of the test is representative of the content of the course. Zhu (1991) added a valid test is to assess learners' knowledge, comprehension, application, analysis, synthesis and evaluation. It was the HoD's responsibility to coordinate most of the matters related to assessment. At the start of a school term an effective HoD should work out an departmental assessment calendar of the whole term in which weeks of assessment and examinations were fixed. Asesessment week(s) should normally be a week or two before report deadline(s) in order to ensure teachers to have enough time finish marking the assessments, finalising all academic results on the basis of grade weightings in preparation for report writing. The reason for fixing specific assessment on specific dates was to allow the SLT to block the

assessment dates on the school's academic calendar in order to avoid possible clashes with the other school events due to disruptions of school activities, excursions etc (see Appendix 6). This also allowed teachers for the term planning and avoided teachers from being overwhelmed with the other coincided school commitments.

The next thing the HoD should do is to ensure consistency and validity of assessments. This could be achieved by mandating the subject coordinator in charge of each year group to ensure all specific assessment dates, coverage and assessing skills to be finalised by end of week three of a school term and the assessment (or examination) papers to be ready for HoD screening three weeks before assessement (or examination) dates. The format of instructions and font of all assessment papers should be consistent. There should be variety on the types of assessment tasks in which there should be relationale behind what these tasks were to be assessed (see Appendices 7a-7e). The HoD screened all the assessment papers and returned the papers to the respective teachers through the respective year group coordinators for further amendments. Once these assessment papers were finalised, the HoD sent these final assessment papers for printing and returned the copies to the respective teachers once printing was done. For security reason, the HoD should mandate all teachers to lock the printed assessment papers away in secured places in order to ensure no assessement question was leaked to students in any way.

There was another question having to be considered: how would the information of assessments be effective conveyed to students and parents? Two weeks prior

to an assessment, parents and students should be issued with an assessment notification (both in hard and electronically copies – see Appendix 8), on which informtion regarding specific dates, time, duration, coverage, format of assessment plus what to do in the event of absence on the assessment date are published. As such, students know what exactly they were supposed to revise for the assessment. It also helped parents plan for their child's revision. The assessment notification must be screened by the HoD prior to publishing in order to ensure consistency.

The best thing the HoD could do to ensure consistency in reporting was that a comment bank (see Appendix 9) was prepared for the team to choose from. Such comment bank should emcompass descriptors in relation to students' current attainments of four language skill areas, areas of improvement and suggestions. This would give students and parents a very clear picture of one's academic progress, weaknesses and what to do to improve. As the comment bank was created by the HoD, there should be a high degree of consistency in terms of the use of wordings, grammar and tones. This was also supposed to be the way of saving the HoD's time from report checking.

2.5. Preparation for Self-evaluation

It was believed that one of the essential aspects of an outstanding school was its ability to self-evaluate. In order to create effective plans to move the school forward, the school leadership at all levels needed to understand which areas the school were successful and which areas require improvements.

The strength of the internal process was that it encouraged honesty between reviewers and those under review. It was in the hope of showing the direction in which the school needed to move forward at both department and the whole school levels. It was important that the participants viewing such process as formative and supportive.

One of the important duties of the school was to ensure that those students following external examination courses were receiving quality education. The introduction of the IBDP and IGCSE courses in the second academic year after school opening provided an appropriate focus of self evaluation.

The self-evaluation was formed by three staff members: at least one member of the senior team and either the Head of Faculty or another member of the senior team. The process took place over two or three days. Below were the exercises performed by the self-evaluation team:

- Observations of all IGCSE and IBDP classes;
- Meeting with the Head of Department
- Informal discussion with the IBDP and IGCSE teachers
- Book scrutiny;
- Student Voice sessions;
- Review of departmental documentation.

The lesson observations of IGCSE classes were supposed to be whole lesson observation. However, due to the lesson timetable, some may be observed for

less time. There was no written feedback for individual lessons. Also, no lesson plans were expected for these lessons. There should be evidence showing the links between the observed lessons and the course outline.

Two meetings would take place between the self-evaluation team and the HoD. The initial interview would focus on the self-evaluation completed by the HoD in advance. The second meeting would be to feedback the findings of the process and agree the next step in moving the department forward.

Then the self-evaluation team would have formative discussion over the departments IGCSE provision with all the teachers who taught the course. The aim was to move the department forward through an honest discussion. The individual teachers played a pivotal part in this.

Workbook samples of a few students from each class would be scrutinized. The focus would be on the quality of work set and completed and the quality and frequency of written feedback provided by the teacher.

Alongside with book scrutiny a meeting would take place between the self-evaluation team and an appropriate group of students. Questions regarding the students' view of education provided by the department would be discussed. It was highlighted that individual teachers were given utmost professional respect here and that named teachers were not discussed. However, any serious concerns should be followed up with the Head of Academic Standards.

2.6. Preparation for School Inspection and Accreditation

At some points as the way of fulfilling quality assurance or accreditation it had been considered common that international schools inspected by either internal or external agencies. The inspection covered all aspects of the school, from teaching and learning to student welfare and governance of the school. The usual practice was that the school's executives informed the middle management of the dates, perimeters, required documentation, the other requirements e.g. departmental database, student voice, classroom and/or subject area displays.

Months before the inspection the HoD should lead the team preparing and reviewing the documentation required e.g. curriculum maps, course outlines, self-evaluation, department handbook etc. The due date by which all required documentation and preparation to be done should also be made clear to the HoD by the SLT for departmental preparation. It was necessary for the HoD to liaise closely and regularly with the Head of Academic standards. This was to ensure that under the school's leadership all preparation for inspection fully in line with the the requirements set by the school and most importantly, the ones set by the inspection team. Prior to the inspection and preparation, the HoD should disseminate all the information of inspection requirements to the team in order to ensure all preparation to be fully aligned with the expectation of the school's management and the inspection team. Staff should be allowed to ask questions on anything that did not sound quite clear enough to them. They should be reminded that effective communication with students and engaging learning activities were essential to the success of the inspection as inpectors would

access to the students opinions in relation to their learning, particularly their engagement in classes and how they were motivated to learn.

The main purpose of accreditation was to grant credit or recognition, especially to an educational institution that maintained academic standards as required by the accredition body. Accreditation was necessary to any person or institution in education that needed to prove that they met a general standards of quality required by the accreditation body. In most of the international schools in the region, two major accreditation statuses were considered to be essential and vital. One of which is Cambridge IGCSE accreditation, which qualifies a school to be accredited to run the IGCSE programme. Another one is IB accreditation. Likewise, such accreditation is to qualify if a school has met all the IBDP standards and requirements to run the IBDP programme.

Much of the work related to Cambridge IGCSE accreditation process was done by a task force led by the Head of Academic standards. Occasionally the task force requested the HoD of various subjects to prepare documents for the accreditation officers to inspect and no HoD attendance was required for the IGCSE accreditation visits.

The IB accreditation process was slightly different from the one of Cambridge. In the first place a task force led by the Head of Academic Standards requested all the HoDs to prepare for the Programme of Studies (see Appendix 10), outlining the course coverage and how the subject curriculum links to the IB learning

profiles and how it related to Theory of Knowledge[4] and international mindedness, the two key learning areas of IB. These documents were submitted to the IBO for determining if the school qualified for provisional accreditation, an tentative approval to allow a school to run the IB programme. Shortly after receiving the result of prelimenary review by the IBO, the Head of Academic Standards requested all departments to prepare very detailed outlines of all courses of all IB subjects. Meetings were also arranged by the Head of Academic Standards to discuss with the HoD on whether any area of the subject not fully matched the IB quality standards and indicators and what the school should do to support the department. The HoD then worked collaborately with the team in the hope that all academic standards required were fully met. Over the week of IB accreditation visit, several IB classes were observed as it was considered by the accreditation team to be the most direct way of gathering evidence of quality of teaching of the subject as opposed to the IB learning profile. All the IB course outlines were scrutinised by the accreditation team in order to justify how the school' IB curriculum framework reflected in the IB learner profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The team also met with all the HoD's individually in order to testify how the up-to-date departmental development in alignment with the IB learner profile. Several students of IB classes were invited to meet with the accreditation team reflecting the degree of how much IB learner profile having incorporated into their teaching and learning.

[4] Theory of Knowledge (TOK) is assessed through an oral presentation and a 1,600 word essay. It asks students to reflect on the nature of knowledge, and on how we know what we claim to know. TOK is part of the International Baccalaureate (IB) Diploma Programme (DP) core, and is mandatory for all students.

2.7. Communication with parents and the school community

Communication between the school and parents was vital as it was the way for the school to build up trust and partnership with parents, who not only provided major source of fianacial support to the school, but also play a vital role of nurturing students. Appelbaum (2009) argued that each contact with a parent is an opportunity to become a team to support the child.

2.7.1. Collaboration Equals Success for Student – Appelbaum (2009)



Most of the communication with parents took place since admission, which parents in contact with the school for information with regards to the school's academic provision, pastoral development, school fees, uniform, Parent Teachers Association, activities etc.

At the start of a school year, the school would organise an event called 'Back to School Night' in which perents were invited to attend several short presentations done by the Heads of Department of different subjects outlining what the subject would cover during the course of the year. At times all the HoD were requested to explain to parents the structures of the public examination courses e.g. GCSE, IGCSE and/or IBDP. Parents were encouraged to ask questions at end of these presentations regarding anything of their concern e.g. homework policy,

language trips, learning support to the less able and the gifted and talented. Occassionally parents would ask questions about the prospective learning pathways that were on offer in the school e.g. the role of foreign languages in the whole school curriculum framework, whether studying a foreign language was necessary, what foreign languages could help with their children succeed in unversity application etc. The question-answer section provided a effective communication platform for parents to learn more about what was happening in the school in relation to teaching and learning of their children. Back to School Night usually took place at start of each semester.

Another usual form of communication was to through the schools' newsletter. On regular basis the school would request the HoDs to write an article providing parents with updates on what was happening in the related subject areas e.g. celebrating examination results, learning activities, excursions, subject-related co-curricular activities, classroom news etc. Parents were fully informed of the teaching and learning of the subject. Sometimes, parents may be too busy to read the newsletter. Therefore, term reports were vital to keep parents abreast with the learning and personal developments of students. In the light of subject term report, it should begin with a positive statement oulining the strnegths of the student. It moved on to comments from the teacher with regards of the student's development in all the four language skill areas: listening, speaking, reading and writing. These comments should relate to the student's latest attainment in assessments or examination. These comments should be formative, ideally with suggestions for improvements. These report should be buddy checked among staff and finally to be checked by the HoD and the senior team in order to

minimise errors on the use of grammar, register and format as this was an official document to be published to parents. Parents were encouraged to be in contact with the subject teacher or the HoD for any learning issue of their children they would like to discuss further.

The next phase of communication with parents would be parents teachers interview over which parents had the opportunity to talk through the learning progress and issues of their children. Appelbaum (2009) considered parents teachers interviews as an excellent way to begin a partnership with parenets to ensure that conflicts would not later arise. The school restricted each interview slot to about 6-8 minutes in order to ensure all parents to have fair chances to see the subject teachers. The HoD should also be in attendance in the event if there were any subject issues parents would like to address or any issues related to the school's subject policy that required clarification.

The school portal could be another effective form of communication between the department and parents. Photos taken in lessons, short summary of class news, homework news, assessment and examination information, curriculum map etc could be uploaded to the portal. Thus parents had easy access to these information. Parents could also use these information to support learning of their children outside of the school e.g. homework and revision for assessment.

2.8. Monitoring students' progress, student tracking and learning support

The process of monitoring students' academic performances reflects the degree of effective teaching and student learning, the validity of assessment and what

else could be done to improve students' learning and academic performances. Information could be gathered from students' assessment results (both formative and summative), observation, input from teachers, pastoral staff, parents and counselors and documentation from the student's previous school e.g. school reports etc.

The most common way of monitoring academic performance of a student is to study through his/her attainment pattern in several assessments. The HoD had the responsibility of identifying a list of students who were considered to be low achievers by studying through assessment results of a cohort of students. The HoD should tend not to identify a student as low achiever by merely using the data from one single attainment as some students, for various reasons, would perform not as good as the way they used to be. The HoD, in collaboration with the other classroom teachers, conducted a longitudinal study of the student's attainment results. This would last for one or two school terms, seeing if there were any students developing a down-going attainment pattern. Having identified these students, the HoD should liaise with the Head of Academic Standards in order to find out if there was a similar performance pattern of the student in other subjects. Such monitoring of a student's performances would last for a longer period for a more effective monitoring and up-to-date academic development of the student. Pastoral staff should also be liaised in relation to the students' revision pattern in preparation for a personalized academic action plan to assist the student with his/her learning.

It is believed book scrutiny is also an effective way of reflecting the student's daily performance as it reflects how much effort has been made and the quality of work produced. Parents, in some cases, may also be able to provide data to the school over the students' revision pattern and if the student receives support from the family e.g. external language support etc. and its effectiveness.

All these data gathered from different sources should be recorded on the school portal in order to allow other staff to access the information at the time when a learning action plan was required to be drawn. The next step after having identified the low achievers was to discuss with the Head of Academic Standards and the pastoral staff involved in order to work out the best professional strategies that were believed to facilitate (or improve) learning of the student. Then HoD, or the classroom teacher, arranged a meeting with the student concern (preferred with a third person attendance) reflecting the academic concerns e.g. unsatisfactory academic attainments, learning attitude and participation in class and quality of homework. The student should be given opportunities to explain the reasons for leading to these academic concerns. Next the student was presented with an academic action plan (see Appendix 11) in which SMART targets[5] are to be set with mutual agreement between the teacher and the student. The student should also be explained that step must be taken to improve his/her study and the consequences if these goals were not reasonably fulfilled. These consequences could be in the form of detention, mandatory regular learning support, meeting with parents, conditional

[5] S.M.A.R.T Targets: Learning targets that are Specific, Measurable, Attainable, Relevant and Timely

enrollment etc. In some cases intervention of pastoral staff and/or the school counsellor was required in order to probe if these learning issues of the student was due to the reasons of capabilities, organization, friendship, family issues or the other factors. Communication with teachers of the student was equally necessary in order to update the learning progress of the student and explore the possibility of cross-subject collaboration to help the student with these learning issue e.g. an alternate homework timetable, joint homework support etc. Support to the student must be consented by the parents, students and staff involved. The welfare of the student must be considered when these supports to the student were in place. His / her right to participate co-curricular activities should not be totally deprived. Each learning support session should not last for too long. Up to one hour for lower form student or up to two hours for higher form students a week was considered to be appropriate.

Support could be in the form of after-school homework club led by the teacher. Chinese Language Clinic was a collaborative initiative between the teacher and the senior form students (see Appendix 12). The Chinese Language Clinic was held one or two sessions a week. Each session should last for one to two hours. The format should be small group homework support with teachers' supervision or guidance. The expectation was that students should complete most of the tasks set during the session as not every parent could arrange external language support to their children, particularly in places that are considered fairly inaccessible by public transport, expensive to afford family tuition or parents not being able to home tutoring their children. A commitment card could be signed by the supervising teacher grading the student's performance in a scale of one to

five on the basis of his/her engagement and level of task completion and perhaps the additional comments if supervision teacher felt compelled to make. Another thing Chinese Language Clinic focused was on individual language skill improvements. The most ideal was that there were several higher form students with higher level of Mandarin organizing the club. The size of the group had to be considerably small in order to ensure students receiving the most personalized support from the seniors. Each student was assigned with a senior student mentor. Each session, with a goal and language skill-specific tasks set by the teacher, the senior mentor worked with the student. The task could be speaking practice on a set topic in one session and writing in another. Prior to an assessment these tasks should be assessment related in order to ensure the student to be better prepared for it. The teacher should explain to the parents that such language support was not sanctions. Student should not feel in any way that they were penalized due to their low academic performance. This should also be separated from sanctions resulted from student's organization issue e.g. detention if their low performance was due to poor mastery of skills. Detention was not encouraged as it was considered as a serious humiliation to students who potentially undermined students' motivation to learn and jeopardized the relationship between the teacher and the student.

Online language could be an option for supporting student's language learning in the era of technology. Web service providers e.g. GoChinese, Quizlet provide online language support or games. With provision of learning resources of various levels, students were well supported by GoChinese. The downside of GoChinese was that it is a fee-paying service. School would have to purchase a

site license, which would cost a few thousands of Hong Kong dollars a year. Quizlet is a free web service providing Chinese language games of various learning levels. The weakness of it was that there were limited varieties of games e.g. matching, unjumbling sentences etc. Some students lost their interest to the website quite rapidly.

Language assistant is considered as the most effective language learning support in school if the school has budget to afford it. Language assistant provides in-class language support or small group support during lesson time. They can also be used to share the HoD's workload on trivial administration tasks e.g. data entry etc. and the teachers in preparing teaching resources that can motivate students to improve their Chinese language learning e.g. board game, listening materials, PowerPoint etc. Unfortunately the school had no budget to hire Chinese language assistant.

2.9. Procurement of teaching resources

Teaching resources are vital to Chinese language teaching as they provide opportunities for students to practise the knowledge acquired and make teaching to be more effective and motivating. Teaching resources could be in the form of textbooks , work books, exercise books, flash cards, machines e.g. visualizers, softwares, site licenses etc. At the school opening, communication of procurement were done through the school's newly appointed school bursar, whose responsibility was to source teaching resources from suppliers. The HoD, with his professional knowledge, drew out a list of resources, mostly textbooks, work books, exercise books, flip charts and stationary, that were required for

teaching and then sent the list to the bursar for further processing (see Appendix 13). There were also occasions which the HoD would have to negotiate with the bursar over the necessity of purchasing certain resources due to restrictions on the school's budget. It was considered to be a common practice that at least half a year before the start of a new school year the school would request all the executives and HoDs to submit a procurement list of what teaching resources were required by each department for the following academic year. In some schools each department would be set a cap of the departmental budget in order to avoid overspending. Departments would also be requested to provide a list of suppliers for the bursar to invite them for tender.

2.10. Professional development for staff

The HoD had the responsibility for nurturing departmental staff professionally. This was considered to be best way of promoting quality teaching and learning as by enriching subject and pedagogical knowledge teachers were able to deliver the subject in a effectively manner. Internally the HoD led regular workshops (see Appendix 14) that focused on either the designated curriculum, examination, teaching methods and resources etc. The HoD may also invited teachers of the other departments or the other schools or information technology staff to provide training on how to promote cross-curricular teaching e.g. EAL in mainstream classroom, how to promote literacy in foreign language classrooms or application of ICT in language classroom etc. Externally, most schools have budget for staff to attend external training e.g. IGCSE, IBDP etc. The HoD should be supportive to staff to attend external training where possible. Not only would these staff came back with workshop materials and information they would also

extend their personal network which potentially help with upgrading teaching of the team through sharing how the subject was delivered in the other schools.

Professional development could also be undertaken in the form of sharing good practice. The HoD organized several sharing good practice workshop sessions but he might not be directly involved in running a workshop. He could set out a theme of professional development e.g. marking system and invited staff to share and discussed their own marking system in order to find out a common and consistent marking system that were agreed and adopted fully by the whole team. Another example was the effective use of educational games in language classroom. During the session each teacher contributed to the discussion by sharing with the group about a game that they found effective in engaging students to learn and practice the language. Teachers took these ideas away form these sessions and modified for their teaching. This could help upgrading language teaching of the whole team. This is particularly useful for schools with tight staff training budget.

Sharing good practice could also be in the form of peer lesson observation, during which each teacher observed one other's teaching for a minimum of thirty minutes. The teachers decided on a category of strength – classroom management, student engagement, technology, co-operative grouping, instructional strategies etc. Whitaker & Breaux (2013) presented the benefits of peer observation among teachers.

- Everyone gets observed by co-workers so they all work really hard at doing their best;
- Your weakest teachers can now learn from your strongest teachers;
- Your strongest teachers, even if observing weaker teachers, always pick up new ideas. If nothing else, your strongest teachers finally realize just how good they themselves are.
- Your teachers work out the schedule with the help of a sign-up sheet. You do not have any administrative nightmares.
- All teachers are experiencing ongoing staff development by learning from one another.

2.11. Staffing

Effective language teaching could not be achieved without input from professional language teachers. However, what does it mean by 'professional' teachers? It is commonly perceived that professional language teachers should possess the following qualities.

- Sound knowledge of the target language
- Creative and effective teaching methods;
- Passion for language teaching;
- Patient;
- Excellent classroom management skills;
- Strong communication skills with students, parents and colleagues;
- Ready to be exposed to different cultures;

As a language teacher, the most essential thing is that he/she must possess sound knowledge of the target language as this is the subject knowledge he/she is supposed to delivere and what students will learn from his/her classes. He / she should be experienced in delivering the subject with highly motivating teaching methods in order to motivate students to learn and engage them fully in learning. These teachers should also be passionate for language teaching, ready to dedicate themselves to students' language learning and offered them help where necessary e.g. occasional one-on-one language support. They were required to be patient when explaining certain subject knowledge e.g. grammar, conventions, register and writing styles and answering queries from students and parents, who might require an constant and regular update from the teacher in regards to the progress of their child's language learning.

Another essential quality an effective teacher should possess is that he/she has excellent mastery in classroom management skills. Whitaker & Breaux (2013) cited if all teachers were effective classroom managers, discipline problems would be dramatically diminishes, and learning would improve instantly. Teacher is not only the subject knowledge provider and activity organiser but also a manager in a classroom. His / her role is to maintain the order of the classroom in order to ensure all students in the class being able to learn in a distraction-free and peaceful environment. He / she should know how to set out clear and impartial rules and uphold them fairly without prejudice. He /she should know under what circumstances would rewards be given and when appropriate sanctions should be imposed and escalated. This will earn trust and respect from students.

An effective teacher should be a confident communicator with students, parents and colleagues. Students, regardless of their age, expect to be respected and valued. In fact respect and value are considered to be reciprocal between the teacher and parents and students. Given students are respected and valued they will tend to treat the teacher in the same way and learn with greater motivation. Parents expect teachers to be keen to discuss over language learning issues of their children. A teacher with strong communication skill can build up trust and partnership with parents through conversation, email and parent teachers meetings. Parents, after having received advice and updates form teacher, realise what could be done on their side in support for the learning of their children. This will definitely foster their children for more effective learning. By regular communicatiion with the other colleagues, teachers are informed the learning and/or behaviour issues with certain students. Teachers will also receive advice and support from colleagues on how to upgrade their teaching and classroom management skills.

In the context of international education, teachers usually find themselves in a classroom with the host culture different from the culture of where they come from. Sometimes these differences would lead to a mismatch of expectation of both parties. This would occasionally results in dispute. Teachers should be open-minded, be prepared to listen and accept the culture of the host with respect and high regards when dealing with issues arisen from various aspects of teaching e.g. rewards and sanctions, students' organisation, friendship issue etc. In Korean school culture, students sleeping in class are generally tolerated by both teachers and parents as these students may have received long hours of

tuition in Hagwon the day before. Such phenomenon occurred in a few classes in the first few months of school opening. The school and all HoDs had to send several correspondences to parents explaining the reasons forbidding students from sleeping in class and the impacts and consequences of such occurrence to student learning.

For international schools, recruitment for teachers starting September of the following year usually starts as early as early October. This is to allow the school to for recruiting the best teachers from the employment market of teachers who are planning to change jobs in the following year. There are several ways for schools to advertise teaching positions internationally. One of the most common way is through Times Education Supplement, a UK based newspapers for international educators. Not only would educators be able access to teaching resources, they are also able to access to information regarding overseas teaching vacancies. Search Associates, a renowned fee-charging international school recruiter, would also be used by schools when recruiting teachers.
Prior to advertising teaching vacancies, the school executives would expect staff to complete a short survey in order to indicate staff's intention of staying or leaving or undecided. With these data the school management could determine how many teachers or middle managers will need to hire in the first recruitment round. On the job advert, it states the background of the school, a brief introduction of the school curriculum and the information of the host country, contact details and occasionally the staff benefits. Some schools have had the application process fully computerised. They set up an employment or career section on the school's homepage. In this section applicants can access to the

specific information regarding the responsibilities of the available position and also the staff benefits. In some cases an electronic application form is also set up for the convenience of both the school and the applicants.

Immediate after the deadline the school normally designated the HoD to shortlist the applicants on the basis of teaching related qualification and experiences in the profession. Those who were shortlised, after screened by the school's executives, will be contacted for an interview, which can be done via Skype or face-to-interview on the spot. In some cases, candidates were also required to conduct micro-teaching so as to provide the recruitment team with more information of the candidates' expertise in language teaching and classroom management.

The interview is supposed to be conducted by the HoD and at least one member of the senior management team, possibly one of the vice-principals, in order to ensure fairness and impartiality. This would also allow the interviewers to know more about the candidates in different perspectives.

Prior to the interview the HoD and the SLT member came up with a set of questions that could help the school to know more about the candidates' background, philsophy of teaching and learning, expertise, work style, communication skill, the use of techology, language proficiency etc. Some of these questions would be situational in order to see how well the candidate's problem solving skills are. Below are the suggested questions to the candidates from the HoD in relation to subject-related issues.

- Could you tell us the reason why you apply for the position?
- Could tou tell us your experiences in teaching?
- How do you perceive language teaching and learning?
- How would you motivate students to learn a language?
- What is your view on the use of target language in a language classroom?
- In four lessons of Year 7. Twenty students in the class teaching sports and favourite pastime. How would you plan these lessons?
- What is a good structured lesson?
- In the face of several deadlines, how would you deal with it?
- How would your colleagues describe you?
- What is your view on team work?
- Tell me something about the use of technology in the classroom.
- Tell me an initiative that you put forward.

At end of the interview, the candidates should be allowed to ask what he/she would like to know about the school. Questions in relation to currculum, management structure, the school's ethos etc can be answered by the interviewers. Normally questions in relation to staff benefit should be left for the staff who has reponsibility in this area to answer.

In case if lesson observation of the candidate's teaching was required, it was suggested that the HoD should endeavour to select a class, that is either top set nor with severe classroom discipline issue, for the candidate to teach in order to ensure what to be observed reflects the geniune expertise of the candidate in language teaching, classroom management and communication with students.

This could also avoid the teaching of the candidates from being disrupted by students with behaviour issues. There should be a standardised form created for lesson observation of this kind. This form is to be filled out by the observer(s) on the spot. Over the course of lesson the observer should not interfere the teaching of the candidate in any way unless the classroom had become out of control. It was up to the observer and the onserved if they would like to discuss the lesson but the data written on the lesson observation form were to be discussed with the recruitment team as part of the evidence together with the information collected from the interview were to be submitted to the decision maker(s) for final decision.

2.12. Support newly hired staff

Every school has its unique ethos, management culture, structure, calendar, job allocation, staff responsibilities etc. New staff would find themselves being overwhelmed by information during the first few days joining the new school. They need enormous support from the colleague particularly the HoD to guide them through the transition period. During staff induction, the HoD should make him/her feel welcome in the new school. It could start with familiarisation by showing the new teacher around the school. Over the course the tour the HoD encouraged the new staff to ask questions of what he/she would like to know. Then the HoD presented the new staff the Department Handbook in which all the information of the department e.g. teaching and learning, curriculum, assessment and reporting policies, staff responsibilities, homework policy , rewards and sanctions procedures, Health and Safety policy, staff training etc. could be found. The HoD should indicate what were included in the handbook

and requested the new staff to refer to the respective section if there was any issue arisen. Certainly the HoD should be patient guiding the new staff through and explained to them if there was anything not made clear enough.

At times some staff, particulary teachers without much teaching experience, may be inexperienced in dealing with certain situations in the classroom and school e.g. students' behaviour issue and the students' teaching and learning. The HoD has the responsibility to support them. In NLCS Jeju, first and foremost, a discussion with the staff concern was required in order to find out what exactly the issues were. Given that the issues were in relation to teaching and learning, the HoD could provide support e.g. dianogistic classroom observation, diagnosing the issues in relation to teaching methods, structure of the lesson, seating plan, clsssroom activities, teaching materials, homework setting etc. and then provide suggestions for improvement. The HoD could invite the staff to observe his/her own or the other experienced colleagues' lessons and discussed the areas of improvement.

HoD should also consider conducting student voice collecting data in the perspective of students and their learning. At this point HoD should explain to the staff clearly that such review was purely developmental, not judgemental in order to avoid resentment and embarassment on the side of the staff. HoD should also provide professional advice to staff over learning activities design, communication techniques, homework setting etc. However if the issues with the new staff persisted, the HoD should request for launching a montoring programme which lasted for a longer period of time. This was to help the new

staff to have a full grasp of the school expectation on him / her. Regular review of the staff would be undertaken and reported to the senior leadership team if required. Data would be kept as evidence in the event grievance procedure required to be activated.

2.13. Performance Management

As a measure of ensure quality of teaching and learning of a school and professional development of staff, most schools would undertake performance management, an ongoing process of communication between a supervisor and an employee that occured throughout the year, in support of accomplishing the strategic objectives of the organization.

2.14. Primary Liaison

Students moving from one learning phrase of their learning to another require a lot of preparation by the middle management. This impacts not only students' smooth transition from primary to secondary section, but also the accurate setting of students. In NLCS Jeju the move normally started from term two of an academic year. The HoD of the secondary section discuss with his counterpart of the primary section about the size of the primary cohort in order to come up with the preliminary idea of how many classes that needed to be set up for the cohort. Then, given that benchmark test of some sort was conducted by the cohort, the two HoDs should conduct an analysis of these students' overall attainments in listening, speaking, reading and writing so as to work out the set lists of the following year from higher, middle to lower sets, or foundation, standard and advanced groups. In additon, they exchanged information of

students who have behaviour or pastoral issues that would refrain from effective learning. It is suggested that some staff could have been invited to be involved in the process as part of professional development. Staff are encouraged to observe lessons in primary section and exchange teaching ideas with the primary staff seeing what area of teaching could be adapted for these children to settle down in secondary secondary without any fuss.

2.15. Annual budget

In British international schools, fiscal year begins at start of term one. However, the draft of the school budget starts as early as December of the preceding school year in order to allow HoD for more time to oversee the needs of the department. In NLCS Jeju, once received the directive from the senior team, the HoD discussed with his/her own team of what to be required for the following academic year e.g. reference books, dictionaries, equipments, site licenses etc. Staff were encouraged to research on where the school could procure these resources and an approximate quotation. Then the HoD submited all these information to the senior team for approval (see Appendix 13). It was not unusual that the HoD would have to negotiate with the senior team justifying the necessity of procuring all these resources and compromising the departmental budget in order to allow the school to balance the budgets of all the departments. Departmental budgets for the following academeic were mostly finalised the period between end of term two and start of term three. This was to allow the bursar or procurement to have sufficient time putting all the purchases together on tender and for suppliers to deliver these resources.

2.16. Examination & Assessment logistics

Language examination is a vital summative assessement as it evaluates one's attainments in all the language skill areas e.g. listening, speaking, reading and writing. In the British school system, examination logistics usually begins in term one. In NLCS Jeju, the SLT or the school's examination officer requested the HoDs, in collaboration with his/her own department, to check with the classlists of the examination classes and see if the names of the students are correct as these lists were to be submitted to the examination board for official examination registration. In a few weeks, usually November, the school were to receive the candidate lists from the examination board. The HoD had the responsibility to double check the list in order to see if there were any errors. The checked candidate list was to be returned either to the Head of Academic Standards or the school's Examination Officer. Examination fees were to be billed to the parents.

For IGCSE [6], the speaking examination was supposed to take place between mid-March and end of April. This allowed the school and teachers for enough time to conduct the orals, moderation and paper work. Most schools would conduct the IGCSE mock examination in January. This is an opportunity for candidates to be fully familiar with the format of the actual IGCSE. Mock orals would also take place during that period. This is to ensure candidates to have sufficient trunaround time before the final examination to spot their own weaknesses and

[6] IGCSE is the abbreviation of International General Certificate of Secondary Education. It is world most popular international certification for end of secondary school (also known as O-level or fifth form or year 11 in respective countries and schools), before one proceeds to Advanced Level (A-level) or sixth form or year 12&13 or pre-university studies.

employ the best learning and revision strategies to improve. The first thing which the HoD has to do is to decide the period during which the mock and final orals take place. He must ensure that the mock oral period would not clash with other assessments, examination or any major sports or school events e.g. sports day, swimming carnival, cross country etc. The next thing he needs to do is to find the venue(s) of oral. The examination venue must be a quiet premise freeing from any nuisance so that the candidates will not be disturbed in any way over the course of the speaking examination. Ideally there should be audio equipment available for oral recording. If not, the HoD should notify the school to provide the equipment required or making sure if the programme(s) on the examiner's electronic gadgets e.g. QuickTime on laptop functions in the highest quality. Then the HoD prepared the examination schedule specifying the fifteen minutes of examination preparation time of each candidate and another fifteen minutes of examination time. Once the examination schedule was finalized, it should be screened by the teaching team and the examination officer if anything having been mistaken or overlooked before it was published in the school community, ensured the entire staff community being fully aware of students' examination time and that students' would have to be excused from their lessons at designated speaking examination time. Officially the speaking examination packs, inside which there are Teachers' note, dialogue cards and forms, should be received and secured by the school's examination officer about in March of the examination year. The pack must not be distributed to the examiner(s) or the HoD until four school days before the official commencement date of the speaking examination. These examination packs must be handed over to the examiner(s) and opened with the attendance of at least one of the school's

executives. Examiner(s) must lock these packs in a perfectly secured place. This is to ensure absolute confidentiality of the examination questions.

Logistics of regular reading, writing and listening examination did not require as much HoD's input as speaking did. The HoD liaised with the school's executive in charge of public examination on the number of students on the examination rolls and special requirements required e.g. visual or hearing impairment, disability of students etc. The examination logistics were mostly organized by the one of the school's executives and/or the Examination Officer.

Examination logistics of IBDP Group 2 language B[7] examination in NLCS Jeju was slightly different. The process usually starts from Term Four of the first year of the course. Students were supposed to have completed their written assignments, which were part of the examination requirements, in order to allow for the teacher to screen it and made suggestions for improvements. Students were supposed to have refined their work and submit their final draft by end of Term One of the second year. This allowed the school's IBDP co-ordinator for enough time to upload students' work on IBO's website.

There were two oral components for IBDP language B standard: Individual and Interactive Orals. The individual oral was scheduled during the final year of the course. The HoD, who was usually the class teacher teaching the IBDP class(es),

[7] It is a requirement of the programme that students study at least one subject from group. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

ensured candidates being given adequate notice of when the individual orals were to take place. Recordings of the individual oral were required for external moderation. HoD should ensure that high quality recordings were sent to IBO for moderation.

Three interactive orals were carried out in the classroom during the course of the programme and assessed by the teacher. The highest of the three marks will be submitted as the final mark for the interactive oral. Despite audio recordings of the interactive orals were not required, it was strongly advised that the orals were recorded and saved for the purposes of internal moderation and back-up. In some instances the accuracy of marking could be promised by having the HoD, or inviting another language teacher, involved in the internal oral moderation process. The HoD had the responsibility of ensuring accuracy by scrutinizing the oral mark sheets before submitting to the school's IBDP co-ordinator.

The logistics of IBDP reading and writing examinations were mostly organised by the examination officer, who requested all the HoD to submit a list of candidates who wished to sit the forthcoming examination, and the school's executive, who was responsible for venue, examination timetable and all other matters related to the examination.

2.17. Analysis of Examination Results

The examination results contain data that can be used to analyse the effectiveness of teaching and learning and of examination strategies. By comparing the examination results of the current year and the ones of last year

would in some way reflect the progress of students given that these two cohorts of students went through similar curriculum, capability and amount of lesson contact time. With these data the HoD and the department would also be able to perceive which language skill areas students have done well and which ones require improvements, and such suggestions for improvements may further justify what resources that are required to be added in teaching e.g. online language support, language assistant, reference materials etc.

3. Evaluation of the Academic Standards as opposed to the ones of the Department of Education UK

There should be credible internationally recognised standards to be referred to when judging the success of a subject department in a prestige international school. In the United Kingdom, the Department of Education has set out a common set of standards that British Schools can choose to adopt. The intention is to inform parents of pupils in British Schools Overseas how standards measure up against the standards that apply to independent schools in the United Kingdom (British Schools overseas: standards for school 2014). These standards were supposed be fully adapted by NLCS Jeju, an affiliated school of NLCS UK, a prestige independent school in the United Kingdom, a school providing exceptional British education to the Korean education market. Below are the academic and administrative standards, that have been set out by the Department of Education, relevant to the judging the effectiveness of the Chinese Department:

- The quality of the curriculum, its breadth and balance and suitability for all the pupils in school taking into account the regulatory and legal requirements of the host country;
- The quality and effectiveness of teaching and assessment;
- The quality of information provided by the school for parents, prospective parents, and other interested parties;
- The effectiveness of the school's procedures for handling complaints;
- The effectiveness of leadership and management by the managers with delegated responibilities.

3.1. The quality of the curriculum, its breadth and balance and suitability for all the pupils in school taking into account the regulatory and legal requirements of the host country

The Chinese curriculum in the first year of the school opening was believed to allow students for an optimal access to the language despite the fact that there were unavilability of data regarding students' overall proficiency of the target language. Most of the students came from the local education system in Korea. The education provision of Chinese in these schools varied, from nil to intensive, from focusing merely on certain skill areas e.g. speaking and listeing to full provision on all the four language skill areas. Some students learned the target language via external language education service providers e.g. Hagwon – local tutorial schools. No Chinese language assessment or survey conducted at the stage of admission, nor would the school require students to produce evidence e.g. reports from students' last schools or Hagwon etc. indicating students' overall Chinese proficiency. The assumption that all students having received no

structured teaching and learning of the target language was deemed to be right when the Chinese language curriculum of the school was designed. Apparently the course outlines of all year groups were very much similar but elements of IGCSE and IBDP have been added. For IGCSE, emphasis had been placed on students' mastery of the question words e.g. what, where, when, which, how，why, who (什么，哪儿，什么时候，哪个，怎么，为什么，谁) etc. in preparation for the challenges in IGCSE speaking which students were required to fully understand the questions when interacting with the examiner. These question words were also essential to their understanding to the scripts and questions in the listening examinations and assessments. In the passage reading section of reading comprehension, students would not be able to answer any of the questions if they did not understand the questions through the question words, nor would they be able to write the essays with relevance if they did not understand the guiding questions. The same theory held to IBDP Language B which students were expected to have a good understanding of these questions when interacting with the examiner in individual oral or their peers in interactive oral. These mastery of question words are also essential to understand the examination instructions.

The curriculum was designed on the basis of 'eclectic/holistic approach'. In terms of skill mastery, all students started from the basics of the language in Term One as below.

- Chinese romanisation system
- Stroke orders
- Composition of Chinese vocabulary

- Basic grammatal rules on sentence construction e.g. S + V + O

Then all classes moved on to the topics below. These topics were mostly drawn from the textbook series 'Kuaile Hanyu One' (see Appendix 15), which were published and tried out in many secondary schools in the United Kingdom. Below were the topics covered in the first Chinese curriculum of the school.

First Year (Two topics for each school term)

- You and I and Family
- Food
- School life
- Time and Weather
- Job
- Holiday
- Transport and Travel

Second Year (Two topics for each school term)

- Daily routine
- My home
- Shopping
- School life
- Environment and Health
- Clothes and Entertainment
- Media
- Travel and Custom

Despite the fact that there was a comprehensive coverage of topics and contents, it was later found that such a course might not fully meet the learning needs of students coming from the more solid academic background. An extension booklet was complied with extended vocabulary and more challenging reading and writing tasks. Tasks in the formats of IGCSE and IBDP Language B Chinese were also introduced after the course outlines had been reviewed at end of Term One of the school opening.

It is understood that drawbacks existed in the Chinese curriculum of the first school opening. The aims and objectives of the curriculum did not link much to the learning objectives as stipulated in British National Curriculum and/or the school's ethos. Given that the curriculum model of the school's curriculum was built on its sister school in the UK, there should be a closer link to the curriculum standards of the UK. Another drawback was that there should be more structured curriculum maps of different year groups in order to indicate at which point of a year group's curriculum there will be acceleration on the pace of the curriculum in response to the learning development of students of various year groups.

Support to students with individual learning needs should have been more clearly specified e.g. after-school Chinese Language Clinic that was run by a group of higher form students who either volunteered to offer individualized Chinese language learning support to lower form peers (see Appendix 12). This allowed the school community to know how the low achievers were being supported. On another note, the ways of how the Gifted and Talented should also

be added to the course guide. These students were supported by the HoD via a 40-minute accelerated session each week with more challenging learning materials provided and attempted. In addition, a fast track pathway was provided in order to allow these students to complete the IGCSE course in an accelerated pace. These should have been clearly stated in the curriculum map. The curriculum maps and course outlines continued to be reviewed on regular basis.

3.2. The quality and effectiveness of teaching and assessment

Top quality teaching refers to highly structured lessons and good classroom management. Orange (2008) added effective teachers will have instructional objectives that will keep students focused on the lesson and make it harder for students to distract them or direct them to some tangential topic. Another different view was presented by Ravi (2004) that effective teaching is about not always having a fixed agenda and being rigid, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. My opinion is that a good lesson has to be highly structured. At start of a lesson, the teacher should present the learning objectives to the class. This is to provide students with ideas of what to learn and what will happen during the lesson. The introduction of learning objectives should be followed by a short revision on what students learned previously. This was to prepare students to acquire new knowledge with the help of their previous knowledge. Explicit language teaching would be necessary at some points e.g. grammar structures, reading comprehension skills etc. Teacher should explain these complex linguistic concepts clearly and allow opportunities for students to put these concepts into practice e.g. sentence

making. These practice should be engaging and allowing students to incorporate their creativity and linguistic knowledge into it. Examples are Chinese poster making, Chinese whispers, vocabulary quizzes, word search etc. Similar to class learning activities, consolidation work should allow students for meaningful and creative application of knowledge.

As part of academic monitoring and initial performance management, teacher should be observed on regular basis. New staff should expect to be observed by the HoD and/or a member of the executives, preferably the Head of Academic Standards, within the first few months of his/her teaching in the new school. This was to evaluate if the new staff's teaching had met fully the academic standards of the school. It was up to the lesson observer to see if the observed to be informed prior to the lesson observaton.

At least once of each school term, there should be anticipated lesson observation or learning walk conducted by the HoD. Staff should be explained that such short lesson observations were developmental, not judgemental, professional development opportunities. The aims of conducting observation were to identify the areas of improvement and upgrade the quality of teaching and learning. The HoD and staff were encouraged to come up with certain agreed focuses of lesson observation e.g. subject knowledge, subject skills, student engagement, use of assessments; organisation of lesson, use of teaching resources, pace of lesson, presentation of work, scope for independence / initiative of students, opportunities for co-operative learning of students, management of time, behaviour management strategies etc. Staff were encouraged to learn the good

practice via peer lesson observation among one another. Sharing good practice sessions could be arranged during departmental time e.g. departmental meeting, relief lessons during examination period. Students' voice, the opinion from students over teaching and learning, should also be listened to as they were the people to learn. Students' voice were conducted by the HoD via meeting at least two students from each observed class at random and another two students recommended by the observed teacher. This was believed to be the least biased way of giving a more balanced views from students. Students should be informed that such meeting was a pure staff professional development opportunity and should not be taken as an occasion accusing any staff's personal wrongdoings. The finding was preferred to be summarised into one generic report identifying overall strengths and areas of improvements of all staff and shared internally.

Good classroom management is essential to effective teaching. It creates a welcoming learning environment for students to learn. Clear rewards and sanctions policies should be set up and implemented in the classroom. Students should be explained clearly the importance of these policies, what these policies emcompass and the consequences if these rules were breached. The school's expectations on students' behaviour should be fully acknowledged in the rules. Measures in relation to classroom management should be taken concurrently e.g. seating plan, classroom display, classroom routine etc. Students sleeping in class must not be tolerated.

3.3. Effectiveness of Assessments

At start of each academic year the HoD, in consultation with the school's Head of Academic Standards, formulated the assessment policy of the department that were supposed to include the grade formulas and grade thresholds for school report grades. There should be a rough assessment timelines and coverage of all school terms, designating the approximate week(s) in which Chinese language assessments were conducted. This allowed the Head of Academic Standards to co-ordinate the assessment timing of all the departments, minimising clashes with assessments of other subjects and school events. It would also help with minimising stress of students. The assessment timeline was published on the school portal. The school ensured teachers, students and parents to have easy access to the information in order to facilitate teaching and revision arrangements. Teachers were expected to conduct the assessments in full adherence with the schools' assessment policies.

At start of each school term, the HoD, in consultation with the team, finalised the assessment timeline of the school term, the specific assessment coverages of all year groups and assessment format. Once these information were finalised, the department should issue an assessment notification with an inclusion of all these information. The notification, which could either be electronic format or hard copy, was published to students and parents at least two weeks before the assessments. This was not only for the purpose of providing assessment information, but also helping students schedule their revision and parents avoiding any family or personal event that would impact the attainments of their children e.g. extended vacation, tournments etc.

In the first year of school opening, there were assessments set for all year groups weeks before writing students' term academic reports. Each assessment covered in a combination of assessments of receptive and expressive language e.g. listening and writing, speaking and reading. This was to ensure the balanced coverage of the assessments without having to stress students out despite the fact that some schools would conduct assessments of all language skill areas by end of each term.

3.4. The quality of information provided by the school for parents, prospective parents, and other interested parties

The quality of subject information provided by the school was considered to be adequate. The information were shared mostly through the school's website, prospectus, departmental handbook, parents evening and regular parents clinics chaired by the Principal and the executives in Seoul and Busan.

On the school website, a skeleton of generic information in relation to modern languages were available such as the provision of languages in the school, learning pathways. The reason for publishing such little information was believed to be the fact that the website allowed for public access. The school was literally a business operation. It would not be a good idea to allow the other competitors in the education market to access too much information for them to replicate. In addition, interested parents and students had the other channels to access for more subject or school related information such as the school prospectus or email requests for information to the school or related staff. Another source of departmental information was through the departmental

handbook in which the aims and objectives of the department, job description and roles of the HoD and teachers, subject leadership, policies on differentiation, health and safety, assessment and reporting, marking, rewards and sanctions / discipline policy, homework and training were all outlined in the document. This document was supposed to be accessed internally by the Board of Directors, the Principal, the Executives and the other Heads of Department.

Parents evenings and parents clinic that regularly took place in Seoul and Busan were considered as another effective means of the school and the department maintaining comunication and contact with the parent community. Parent evenings usually focused on conversation between subject teachers and parents over the learning of their children. In subject options evenings, parents were provided with vital information regarding the prospective learning pathways and the structure of the public examinations. Once every half a year parents and prospective parents to meet the Principal and/or the school executives during the parents clinic in Seoul or Busan discussing the issues in relation to curriculum, student welfare, homework and all other academic issues related to all school subjects. These occasions were considered to be effective in provide parents and prospective parents quality information they wished to receive.

3.5. The effectiveness of the school's procedures for handling complaints

The school had a meticulous procedure of handling complaints from parents, students and staff. First once a complaint was officially received by the school's executive it would be initially scrutinised by the SLT classifying the nature of it. If the complaint was related to student welfare then it would be sent to the

pastoral staff to handle. If the complaint related to academic or teaching and learning the school would forward to the respective Head(s) of Department to investigate. In an effort to ensure fairness, the HoD would explain the complaint to the staff concerned and discuss with him/her for more details of the complaint. Then the HoD endeavoured to arrange a conversation with the student concerned for another side of the story. At times recordings of the conversation with the student(s) and the staff would be requested. If the complaint related to teaching and learning then the HoD, occasionally with the company of the Head of Academic Standards, might have to arrange for a cross-sectional lesson observation in the hope to gather more evidence of the accusation. A report would need to be written concluding the finding and with professional judgement, recommending if the complaint was valid and suggestions to the accused staff for improvement. The accused staff , students and/or parents would be explained the outcome of the investigation. They were to be informed if the complaint would be taken further.

3.6. The effectiveness of leadership and management by the managers with delegated responibilities.

This related to the management structure and governance of the school. The school took a top-down approach of management which the Principal and the executives forming a think-tank or a decision-making body making most of the decisions and policies. The main role of the HoD was to execute these decisions and provide the 'think-tank' professional advice if requested. There were opportunities for teachers to take part in the consultation process via various committees chaired by the executives but the decision-making mostly vested in

the hands of the 'think-tank'. Such management structure could be described as strong leadership without much representation or participation from the front line teaching staff.

4. Evaluation of the Academic Standards as opposed to professional language teaching and learning and the one of the school

4.1. Consistent in all practices

A department should be teamwork. There should be collaboration among everyone in the team. Every member in the team should help each other in all the aspects e.g. curriculum planning, lesson preparation, teaching resources, assessment papers, reporting, classroom discipline and activity organisation. Over the course of curriculum planning, the entire team should be fully engaged in profession discussion. Team members should respect each others' idea, regardless of how professional these ideas are. Discussions should be professional, impartial and unbiased. The discussions over curriculum should focus on one thing – what the curriculum should offer in order to achieve the best learning outcomes of students. Over the course of the discussion teachers, with the leadership of Head of Department, set out the learning objectives, which could be skill-based and knowledge based. The team should also work together in order to find out how these learning objectives relate to the external learning outcomes as set by the local or international authorities e.g. British National Curriculum, IGCSE, International Baccalaureate etc. and the school's development plan. The team, with their expertise, determines the breadth and depth of the courses on the basis of the proficiency level and other consideration

e.g. learning support, gift and talented, individual learning needs etc. The team was also required to exercise their profession knowledge over the selection of topics of inquiry that were of students' interest and ability. For example: In Year 6 beginner, it may not seem to be appropriate to teach topics like shopping or travel as students may not have sufficient previous knowledge or experiences in relation to shopping, money or transportation. Having discussed with the other practitioners it was agreed that the course should start from delivering something more basic in relation to self, family, number, age, family, daily routine etc. Then the team, on the basis of the designated teaching materials, made a selection of vocabulary, grammar and tasks that could help students apply the acquired knowledge in real life situation. The team should also work together when creating teaching materials, which was a time consuming process. Some teachers found developing teaching materials e.g. worksheets, booklets, power points, assessment and examination papers tedious. These tasks took teachers plenty of time and effort to develop. Some teachers even had to give up their leisure time to create these materials. By working as a team, teachers shared their responsibilities among one another.

Some teachers worked on certain topics and activities whilst the others develop resources of the other topics. This would help teachers to make a better use of time and effort, thus achieving more effective teaching and learning with a variety of teaching resources.

There should be consistency in all practices across the whole department. All the classes of the same level had to be taught on the basis of the designated course

outline e.g. topics, coverage, assessments, activities etc. Teachers of each class had the autonomy to decide what teaching strategies and learning activities to be used. However, the overall progress of classes of the same level had to be more or less consistent so that even some students, due to friendship or behaviour issue, having to change class, they do not have to spend too much time to catch up.

Practices of assessments were supposed to be consistent. Assessments were used mostly for assessing students' attainment, reflecting students' strengths and areas of improvement and reporting. The teaching team should determine whether the purpose of the assessment: whether it was summative or formative. Then the team should come up with a consensus of what to be assessed and how to be assessed. The assessment coverage and the skill areas to be assessed should be consistent across classes of the same level in order to guarantee fairness. All students and parents should be provided with a written notification at least two weeks prior to the assessment (or examination) in order to allow students for sufficient preparation. The rules of the assessment or examination should be set and implemented in the same standards. There should be no communication of any sort, no electronics to be used. Classes should be given the same amount of time completing the assessment. They should also start and end the assessment at the same time. Teachers of all classes should inform students of the what were allowed and what were not at the venue. Having completed the assessment, teachers should also guarantee bias on marking are kept to minimum by conducting standardization prior to the start of marking. Regardless of how detailed and valid marking criteria were, individual teachers

might perceive the criteria quite differently, particularly writing and speaking assessments which tasks could be graded with inconsistency. To this end, standardization, over the course of which teachers marking and grading a few samples of students work and then discussing why they came up with the scores on the basis of the criteria, ensured students' work were marked in consistent standard. This would also ensure that the summative assessments of the same level group were valid and the attainments of the cohort could be fully reflected.

4.2. A shared and clear vision that is visible and embraced by all, centred on all students achieving at least a grade A in public exams.

At the start of school opening the Principal made it quite clear enough to students, staff and parents that the survival of the school was commensuated with the academic success of the school. Students were expected to work to their full potential. In total collaboration, teaching and boarding staff had responsibilities of helping students achieve academic success e.g internal assessments and public examination. Teachers must provide all possible academic support to students not only in classroom, but occasionally in the area of learning enrichment e.g. co-curricular activities, after-school or lunch time language support etc. Boarding staff must help organize effective, balanced and feasible study plan in order to ensure a holistic development of boarders.

By coping with public examination, it was imperative for each department to come up with a public examination timeline at start of an examination course for students to follow. The timeline was expected to indicate the dates of formative assessments, formative feedback, mock examination, mock orals, past examination paper practice and the dates of the final examination and orals. The

reason for putting formative feedback in the timeline was that students having an opportunity to seek advice from the teacher on what they had done well enough and what needed to improve, particularly their mastery of the examination skills. At various stages of an examination course, both members of academic and boarding staff were required to meet to discuss the progress of students as opposed to the public examination standards. This was to determine if early intervention was required for students to wholly fulfill the examination requirements e.g. one-on-one speaking practice, additional essay writing tasks, reading comprehension tasks etc.

4.3. Strategic planning and the development of departmental policies are systematic and linked to the whole school development plan.

The school development plan provided a blueprint and a clear direction of how the school should move forward. It was expected that the departmental development plan should be in full alignment with the school one. Given that the focus of the school was to achieve value-added education, then the departmental development plan should reflect, in department level, what to do to achieve such goal e.g. action Plan, how departmental co-curricular activities (CCA) that supplemented students' learning etc. The Chinese Department organised Chinese Language Clinic as one of the pioneering academic CCA of the school. In addition, the language trip to Beijing in June 2011 extended students' global perspective of the target language culture.

4.4. Lessons engaged students with meaningful content, integrating concepts and skills into a robust, content rich framework.

It was believed that the essential elements of an effective lesson were clear learning objectives, structured flow of lesson, easy-to-understand teaching, engaging learning activities. As Richards & Rodgers (2001) pointed out, differences among teaching methods at the level of approach manifest themselves in the choices of different kinds of learning and teaching activities in the classroom. At the start of a lesson, students should be lined up in absolute slience outside of the classroom. This was to allow students to have fully calmed down in preparation for their learning during the lesson. Having settled down the class, the teacher explained to the class what were to be taught, the importance of acquiring these knowledge and how it related to the knowledge students have recently and previously acquired and to the forthcoming assessments as students deserved to know why they needed to learn these things.

As part of preparation for learning, the first few minutes immediate after going over the learning objectives teachers should refresh students' previous knowledge with revision questions, which could either be bullet points written on the board or verbal questions. The ways students responded to these questions would indicate their mastery of the previous knowledge. If there was evidence showing students' previous concepts is not up to supporting the acquisition of new linguistic concepts then the teacher should consider teaching these previous concepts again. If the lesson was focused on learning vocabulary then activities that help association of concept with vocabulary should be

provided. The traditional approach was that teacher presented a powerpoint presentation of pictures and the new vocabulary and pinyin. It was argued that such approach of teaching vocabulary was lack of interaction wthout requiring much input from students. In addition, students would potentially be confused as they had to associate more than two concepts i.e. concepts with vocabulary in character form, concepts with pinyin and pinyin with characters. Many students, particularly lower form students, would find such a large amount of concept association difficult to cope. The best student-driven way of acquiring new Chinese vocabulary was to allow students to complete a vocabulary list with Chinese vocabulary in characters on the left column and pinyin in the middle column. With the help of online dictionary students were expected to find their equivalents in English. This was the first step, with the help of translation, for students to acquire these Chinese vocabulary. Next they moved on to the association of concepts and these vocabulary in the next task which students filling out the boxes underneath the pictures in relation to the new vocabulary.

In relation to writing practice of these new vocabulary, teacher may request students to write down these vocabulary on mini whiteboard as he/she read them them aloud either in Chinese pronunciation or their English meaning. This could help students associate these new vocabulary with Chinese pronunciation and/or their meanings, thus to improve students' character recognition skills and further, reading comprehension. Teachers could also check students' character writing and be able to point out the errors quick for students to correct them.

Teaching grammar required explicit grammar teaching. When teaching grammatical rules teacher should explain the usage with easy-to-understand language and example sentences written on the board. Students could show their understanding to these rules by being called upon making another example sentence of their own either verbally or on mini white board. With a little more fun, with a word search exercise, students showed their understanding by completing a word search task or Chinese whisper, which they needed to pass a message constructed with the newly acquired grammatical rule through a group of people.

Reading comprehension could be effectively developed, in preliminary stage, by sentence translation, in which students were requested to translate certain Chinese sentences which were written mostly with the recently acquired vocabulary and structures. No computer was allowed. Students were encouraged to understand and translate these sentences by referring to the vocabalary list and grammar notes. Students were also expected to be able to read out these sentences without referring to the vocbalary list. This was taken as a strategy to consolidate their linguistic knowledge e.g. Chinese character recognition, grammar etc. Lastly, the unit was concluded with a reading comprehension task which students were requested to read a passage and answer reading comprehension questions requiring short Chinese answers. This task was followed by a short essay writing task. Students were expected to write an essay by following the guiding questions. With differentiation in mind, those who were proficient in essay writing should write the essay with the ideas originally from themselves. Students could also choose to write the essay by substituting certain

information in the reading comprehension with the information of their own. Games that requesting students to work collaboratively on writing an essay could also be used to motivate students.

4.5. Schemes of work are appropriate for students aiming to achieve at least a grade A, but also to extend and enrich the highest attaining students.

The schemes of work (course outlines – see Appendix 2) of NLCS Jeju served as the framework of the Chinese curriculum. It depicted the learning objectives, how it related to the school's ethos, development plan and the learning objectives of British National Curriculum, what the curriculum covers. e.g. vocabulary, grammar, skills, genres of writing etc., teaching strategies, resources and consolidation work.

4.6. Teachers assess the students both formally and informally, identifying and acting on underperformance.

On regular basis students were assessed formally and informally. Over the course of teaching vocabulary and grammatical structures, students were challenged to write the new vocabulary items or a sentence with the grammatical structures on a mini-white board and then showed what they have written to the teacher. This was considered as an effective way for teachers to provide immediate formative feedback when checking students' errors on character writing and the use of the grammatical structure. Another most commonly used strategy was to set out quizzes assessing students' understanding of the new vocabulary and/or mastery of the new grammatical

structure. This was supposed to be completed in a formal assessment setting but the results did not normally go to the attainment grade. Slightly over half way through each school term, all the classes of the same level should have a formal summative assessment on all the four skill areas. The coverage should be on the basis of what have been taught and learnt as prescribed in the course outline. If, by comparing a student's attainment in informal assessment, discovers that there was a continuous downward performance trend developing then the teacher should have a discussion with the student in order to find out the reasons for leading to such poor attainment trend: whether it is due to the reason for poor organisation, insufficient effort or ineffective revision strategies and/or assessment skills. Parents should also be engaged at some points of that discussion in order to explore whether the information provided by the student was in consistent with student's work pattern at home. If the reason was due to organisation or ineffective revision strategies then the teacher should consider if academic intervention were required. e.g. lunch time tuition or regular language support from higher form students.

4.7. Students are engaging with challenging materials which extends their thinking and their understanding.

Whitaker (2013) pointed out if lessons are meaningful to students, they will want to participate and will be more likely to connect with the material or skills. This improves their chances of learning and succeeding. All Chinese classes in NLCS Jeju were provided with a set of task booklet written on the basis of the course outlines by the team and Kuaile Hanyu and Edexcel GCSE Chinese textbook series. The reason for having such a combination of teaching materials

was to ensure all that were required for teaching and learning as prescribed in the course outlines were all covered. Kuaile Hanyu and Edexcel GCSE Chinese, that provided a wide varieties of language tasks, served as supplement learning materials for students, particularly to develop students' listening proficiency. Students were also engaged fully in class language activities e.g. role plays, debates, Chinese whispers and Ninja etc. that helped extend their application of their acquired linguistic knowledge and understanding.

4.8. Department handbook is up to date and systematically reviewed with regards to the public exam courses.

The first version of departmental handbank was completed in December 2012. It outlined the framework and policies e.g. the Chinese curriculum, staff, role of the Head of Deparment etc. Later in April 2013 the second version of the handbook was published with information of primary liaison, safeguarding and departmental homework policy incorporated into it. It was admitted not much information in relation to the public examination courses was added as information of this areas have been fully discussed and documented in departmental meeting minutes and also published on the school portal for the access of the school community.

4.9. Attainment grades are in line with both the respective examination boards and the school criteria and are appropriate consistent across the department.

Meanwhile there was a little confusion over the alignment of the criteria. Mostly the description of attainment grades of IGCSE and IBDP levels were in alignment

with the external grade descriptors of the respective examination boards. For classes of lower secondary, however, there seemed to be a mismatch between the internal and external descriptors. There was a significant slip between levels five of the KS3 grade descriptors and these internal descriptors were considered way much different from the ones published by the Ministry of Education of Britain. The SLT refused to clarify further which set of descriptors has to be aligned.

4.10. Formal assessment is imaginative and not dominated by any one type of the assessment.

This was an area that potentially require an improvement during that time. Most of the formal language assessments were in the form of reading, writing, speaking and listening. They were mostly designed with much emphasis on the validity and consistency without having considered much on imagination. Perhaps more authentic materials e.g. flyers, advertisement etc. should be incorporated into reading and writing assessment. In addition, radio broadcast should have been used when setting listening assessment. For speaking, varieties of acitivies e.g. role play, photo description etc. could have been used to assess students' speaking proficiency.

4.11. The delivery of the public examinations is appropriately resourced.

Despite the fact that the school is in geographical isolation, the procurement department worked closely and dilgently for all departments to purchase resources that were essential to the delivery of the public examination .e.g textbooks, flashcards etc. Examination classes were also provided with task

booklets that were designed on the basis of the perimeters and formats of these examination. Vocabulary and grammar were taught in the coverage of the IGCSE Defined Contents. There were reading and writing tasks which tuned to the formats of the IGCSE and IBDP examination. Preparation for the listening examination was supported by the textbook's listening tasks and the input acquired from the target language spoken by the teacher, the major source of the target language.

4.12. Underperformance of staff is identified, through the academic monitoring system. Steps are taken to address the underperformance.

Underperforming staff could be defined as either be those who are inexperienced in or new to language teaching or who were reluctant or unable to adapt to pedagogical changes in school or the working culture of the school. The former situation was relatively easier to deal with as such underpeformance could be altered by professional mentoring, which could be seen about by the HoD or a senior staff in the department mentoring the inexperienced via regular review, peer lesson observation, lesson observation in classes of other subjects etc. Another support to the inexperienced was to encourage him / her to enrich their professional skills by attending external courses or workshops. It would be a little tricky to deal with the latter situation as these teachers, out of their previous teaching experiences, might have several established concepts in the light of language teaching and these concepts may not be easily changed by anyone even if the context of teaching had been changed dramatically. It was understood that their established concepts may not be inapplicable in other education setting but huge adaption was required when switching form one

context to another, or else a serious consequence would be faced by not only the staff himself / herself but also the departemnt and students. There was an instance in the school which a Chinese language teacher, a native from Shenyang China, was recruited from the United Kingdom. She was formerly the Head of Department in a prestige secondary school in England for two years. On arrival at the school in Jeju, she seemed to have felt it was the lucky privilege of the school to hire her as teacher during the interim period in her career path. She was complaining the toughness of everything in the school without realising the first year of school opening required massive hard work from staff. She was also criticised by students for not delivering the subject up to the highest professional standard. Having discussed with the HoD, she was placed under a scheme that she had to observe several lessons and being mentored by another teaching member of staff. Appraisals were required to be submitted to the SLT from the HoD in regards to her progress. At end of the second year of her contract she resigned from the school.

Whitaker & Breaux (2013) made a few suggestions avoiding the influences of negative teachers.

- Next time the teacher speaks unkindly about a student, simply say, “I love that student.’. The teacher will have no comeback for that;
- Those who are new to the faculty the way of defusing the negative colleague is to say ‘Thank you so much for telling me about these students. These kind of students are the reason I became a teacher. You obviously must care a lot about them to have taken time out of your busy schedule to come and speak with me about them. I am so glad they will be

in my classroom. They obviously need caring teachers such as you and me. I will keep you posted on their progress."

4.13. Lessons

Teachers make every effort to ensure that their contribution to the lesson is clear and ununambigous. For example, sticking to the lesson objectives and not going off the tangents; giving instructions and emplanations both verbally and in writing; speaking clearly and slowly, re-phrasing and avoiding idiomic language; providing pre-reading and vocabulary in advance of the lesson. Teachers also give support for written tasks such as writing frames, guidance on the purpose of the writing, identifing audience and time for proof reading. In NLCS Jeju, Chinese lesson regularly (but not always) had literacy objectives and literacy starters. Students were aware that they were expected to achieve at least a grade A and understood how to achieve this. Independent research projects and essays were detailed in the course outlines e.g. Ebook, thematic project, written assignment etc. Homework tasks regularly challenged students to investigate the subject further and were appropriate with regards to time. In addition, students were fully informed of the requirements of the subjects at all learning levels. Students had confidence in their teachers and felt well supported by them.

4.14. Ensure feedback is specific to the individual and clearly identifies how to progress towards excellent results.

Marking must be regular and formative and chellenges students to reflect

on their performance or extend their thinking. Their work would also be discussed between the teacher and themselves over the strengthes and areas of improvement in the hope that the work to be produced in the future would be of higher quality in terms of the quality of language, organisation and coherence.

Appropriate criteria for the school and public exams existed and were understood by the students since the start of the courses. This included IGCSE & IBDP assessment practices. Past examination paper practices and mock examination were part of the familiarisation process of public examinations.

Departmental Datebases were in place to capture assessment data for all students and data was used to identify areas for intervention that positively impacted on student progress. Such longitudinal study lasted throughout a school year in order to effectively track students' progress.

Teachers adopted a common approach to assessing writing and oral presentations e.g. common marking code and external marking criteria for oral. On regular basis the department promoted student proficiency in editing and revising their own work through regular opportunities for peer and self assessment.

4.15. Development of excellent classroom practice and academic rigour

Staff were well qualified and trained to teach all courses. There were opportunities for post holders to engaged leadership activities e.g. secondment to senior leadership positions, workshops.

Lesson observations took place regularly among all members of the department and feedback impacted on professional development. A lesson observation report was written by the observer and discussed with the observed.

Meeting time was entirely devoted to discussion and activities that developed teachers subject knowledge and practice in relation to IGCSE and all courses. Departmental meeting took place at least once a week and it usually lasted for about one lesson. There were meeting time spared for the team to share good practices within the team. All members of the department, who were teaching IGCSE Chinese, actively contributed to the development of the department's teaching programmes. There was systematic sharing of best practice regarding IGCSE and all courses.

5. Preparation stage

Now let me explain what happened during the preparation stage when setting up the department. At that moment the newly-appointed HoD had to consider how to shape the Chinese department. he was thinking of the area below.

- A structured Curriculum e.g. KS3-5, IGCSE & IBDP
- Staff recruitment

- Materials for Teaching and Learning
- Assessment Calendar 2011-2012
- Departmental Handbook
- Academic Monitoring
- School Trip – Beijing Jun 2012

5.1. A Structured Curriculum

This presented an enormous challenge as it was anticipated that most of the learners were ethnic Korean who mostly came from the local Korean education system in which there has been very little emphasis on structural Mandarin teaching and learning. In addition there was very little exposure of Mandarin to these learners outside of school or in the society. With its geographical and cultural isolation there was no pressing need for these young learners to expose themselves to Mandarin. This resulted in teachers having to use students' second language, i.e. English, to learn another language. Data of students' Mandarin proficiency was totally unavailable as the admission process was under way.

Another challenge was that Mandarin to be made compulsory from Year 4 to Year 11 in the first year of school opening. The school also expected students of Year 9 to sit Cambridge IGCSE exam in a span of less than three years and likewise for IBDP. In other schools the success in the exams of these curriculum requires at least five years of effective teaching and learning. The expectation of achieving extraordinary exam results by these near or complete beginners of Mandarin has been promised to parents by the incumbent principal. To this end, the curriculum must be designed on the assumption that all learners, regardless

of their age group, were complete beginners of the Mandarin and it was delivered on various paces on the basis of the their learning pathways e.g. Year 4-8: focus on the basic vocabulary and grammar, Year 9: basic vocabulary and grammar in Term One then IGCSE Defined Contents from Term 2 onwards. Year 11 Pre-IB: basic vocabulary and grammar in Term One then moving on to IBDP Chinese Language B from Term 2 onwards.

The issue of how Mandarin lessons and teachers supported students' English language development was another concern. One of the key missions of the school was to significantly enhance students' overall English proficiency. To this end, all departments had the mission of not only providing the best of their subject area, but also support students' English language development. On the contrary to the common practice in foreign language education in which there should be maximum use of the target language, the department found itself in an awkward position. The staff were not in the position of being the language model for students to follow as no one in the the department was native speakers of English. Another paradoxical question was: in class should students be encouraged to communicate in Mandarin, the target language, or English, the langua franca of the school?

5.2. Staff recruitment

Staff recruitment began only about three months before the start of the school opening as the school was unable to estimate the ultimate size of student population until then which the school required a team of three (inclusive). What

the HoD had in mind was that the candidates must possess the following qualities.

- Must have international Chinese teaching experience of British National Curriculum, IGCSE and IBDP for no less than three years. Preference to those who taught in Asia before.
- Must be highly proficient both in Mandarin Chinese and English;
- Must have clean background without any criminal record.

Staff recruitment process was not under way as smoothly as wished. International schools in the region usually started off teacher recruitment as early as October in the preceding year and closes at around March in order to allow a few months of turaround time applying work visa for the newly recruited teacher. By then most of the teachers might have either signed the employment contract of the new school or have their contract renewed with their current school. Under very few circumstances would the good quailty teacher be available in the employment market after the start of April. The HoD was left with only less than three months to form a team of three with no guarantee of having the work visa of the other teachers issued before the start of the school year. The teaching positions were finally advertised on Times Education Supplement. Several applications were received but a few of these applicants have little or even no previous experience in Chinese teaching.

Finally the HoD found an applicant who taught in a local school in Korea: a Chinese native speaker graduated from Beijing Language & Culture University with no experience in teaching IGCSE or IBDP but highly proficient in spoken

Korean and English with strong passion for Chinese language teaching. He was the first teacher recommended to join the team.

The second recruit was a little tricky. As there was no other qualified candidate to choose from, the HoD resorted to his own personal network for help. A friend of the HoD in Canterbury, United Kingdom, recommended her friend for the position: an native Chinese speaking female teacher in her early 30 from Shenyang, China. She was said to have taught in the UK for a few years with one year as Head of Chinese in a prestige school in England. Although she did not perform well over the Skype interview ,with my friend's recommendation and professional references from her former colleagues, she was invited to the join the team. A team of three was finally formed. The female teacher's work visa was not ready until the end of first week of the school opening.

5.3. Materials for Teaching and Learning

Teaching materials is crucial to the success of language learning as it allows structured practice for learners to acquire receptive language and to consolidate the linguistic knowledge. Since the proficiency of students' Mandarin was totally unknown before the school's opening, the selection of teaching materials was done on the basis of the coverage of vocabulary and grammatical rules, degree of interaction, application and costs.

Initially Chinese Made Easy book 2 & 3 by Yamin Ma and Xinying Li were chosen to be the textbooks for term one of all classes as there was a comprehensive coverage of topic, vocabulary and grammar in this series of textbooks. There was

also a variety of exercises for students to practise the lingustic knowledge acquired. The workbook of the series provided effective consolidation work for students. In the light of procurement, this set of teaching materials was easy to be purchased from the publishers or overseas agents. Soon after the school opening, however, all the textbooks ordered by the school had not arrived on schedule. Also, it appeared that book two and three were a little beyond students' proficiency. There was a gap between students' overall proficiency and the level of challenge of these textbooks. Having discussed with the team, it was decided that Kuaile Hanyu & Edexcel GCSE Chinese (see Appendix 15 & 16) were chosen as the core textbooks with CME 2 & 3 as supplementary materials.

This presented another issue. Jeju is an isolated island that lies between Japan and Korea peninsula. There is literally no book shop or agent selling foreign imported books or teaching materials as the the number of English speaking population was not large enough to support their existence. Thus most of these resources were required to be imported directly from overseas. Officially it took at least six weeks for the school's Purchasing Department to process the book orders and shipment, which meant there would be no textbook available to students the first few weeks after the school opening. As a contingency plan, a Chinese booklet was written within 72 hours on the basis of the HoD's professional knowledge and the principles that Richards JC & Rodger TS (2001) suggested:

- Materials will allow learners to progress at their own rates of learning;
- Materials will allow for different styles of learning;
- Materials will provide opportunity for independent study and use;

- Materials will provide opportunities for self-evaluation and progress in learning.

This was a set of highly structured learning materials in a sequence of acquisition of vocabulary, character writing practice, grammar, sentence translation, reading comprehension exercises and essay writing. Students could progress at their own learning paces. Differentiation was fully acknowledged as these exercises catered to students of various Chinese proficiency levels. This was also considered as a cost-effective way of resolving the issue of shortage of learning materials. With the keys and formative feedback provided by the teacher, students reviewed their work and see what to do to improve.

Another challenge presented was that there was no reference material e.g. dictionaries for students to use. This was finally resolved through the introduction of technology that promoted independent study. Korea has the reputation of possessing the fastest internet and wifi in the world. The school provided every student an I-Pad as learning tool. With the introduction of online www.nciku.com , students were able to check for the meaning of the new words, with their usage in example sentences, from Chinese to either English or Korean. One may argue such function already exists on google translate. However, it appeared that the lexcial meaning provided by google translate was far too simplistic. Students had a tendency of over-dependent on the sentence translation function when completing text writing tasks.

All the textbooks and books of the school library arrived in weeks 6-8 after the school opening. Students of all levels found the textbooks and learning materials useful.

5.4 Assessment for Reporting 2011-2012

One of the major roles of middle manager was to oversee the planning of assessment and reporting as it gave the staff an idea of how to organise their work schedule throughout the year. What the HoD did was to liaise with the the Vice Principal over the timeline of asessment and reporting. In the light of past experience in at least three of the previous schools, students' reports were usually due for submission in week seven of a school term and assessment or examination to be completed by end of week five, thus allowed teachers to finish marking and complete all the reports.

Another thing that was discussed was the format of reporting. Some schools had explicit guidelines on how the students should be written e.g. whether it should include description of all four skill areas and/or affective indicators whilst the other schools preferred to undertake a short report system with a longer parents teachers interview. It was decided that the former option i.e. a detailed report system was in place as students and parents could refer to the report at any time.

5.5 Departmental Handbook

Departmental Handbook (see Appendix 4) was vital to the administration of a department. It helps the senior management team, incumbent and new staff, inspectors and visitors to access to departmental information in relation to the

aims, structure, job description of staff and policies of the department. In the second year after the school opening, it was felt by the Head of Academic Standards that a departmental handbook must be prepared by all department within a span of seven months and of course Chinese department was of no exception.

5.6. The hardship that were faced by the department during the first few months of school opening

The first day of working in the school shocked everyone in the staff community. The school was literally empty: no books in the library, no exercise book available, no classroom decoration, no exercise book available, no internal email system for inter-school communication. Staff internal communication was undertaken via staff personal email. There was no sports equipment available for PE or CCA, not even a single basketball. Teachers like the HoD had to buy the equipments essentially for CCA at the staff's own cost e.g. volleyball, Chinese caligraphy brushes and ink, board games.

Another difficulty was that curriculum design and development plan was imposible to be undertaken as there was an uncertainty over the Chinese proficiency level of students. A school's MFL curriculum structure was designed on the basis of the language proficiency level these cohorts of students e.g. setting, pace of teaching, topics, the way to support low achievers and/or gifted and talented etc.

At the school opening, however, no data of students' Chinese proficiency was available as students' Mandarin proficiency was not assessed over the process of admission. Given that the vast majority of students came from the local Korean system with very little exposure to Mandarin, the assumption was that all the students were complete beginners of Mandarin. This was proved to be a mistake. The first week of school opening, a group of five Year 10 girls were identified as near native speakers. Two out of these five girls attended local schools in China during their early teens whilst the other three attended structured regular Mandarin language learning classes in the Korean cities of Busan and Incheon respectively. In addition, two Year 9 girls and one Year 9 boy were also identified as near-native speakers of Mandarin and they all received structured Chinese language teaching in China. There appeared to be a huge gap between these near-native speakers and near- or complete beginners. Grouping all these near-native speakers into one single class was impossible due to the constraint of timetabling and also their overall Chinese proficiency varied. All these girls were highly fluent in spoken Mandarin. However their writing and/or reading were equally good as their speaking proficiency. Having consulted the SLT, it was suggested these girls remained in the classes that they have been allocated with individual learning support provided by the class teacher e.g. personalized extension materials. In the process of further curriculum planning, it was decided that there should be an accelerated learning pathway to these students. Having consulted with the SLT, an IBDP Chinese B standard class was set up in Year 12 in the following academic year. The school also approved an early entry of IGCSE Foreign Language in order to allow these two Year 9 girls to complete the exam programme one year earlier (see Appendix 17). It also served as a trial

for the new school to acquire experience of how officially IGCSE foreign language examinations were organized. Meanwhile there was no examination officer officially appointed to see about matters related to public examination. These two girls received regular Chinese language support directly from the HoD at least once a week for approx. 40 minutes. These language supports were conducted entirely in Mandarin. Students were requested to complete all the tasks set including essays, speeches and exam past papers. All the marking were done on the basis of IGCSE marking criteria. A few months of the examination, these students were requested to sit the mock examination in preparation for IGCSE. These students broke the record of being the first two students scored A* in Chinese not only in the new school, but also Korea.

These students were also invited to offer Chinese language support by forming another co-curricular activity called Chinese Language Clinic. The aim of the clinic was that with such a geographical isolation the group offered small group Chinese language support to students of lower forms. The clinic was run twice a week. Tuesday session was open to all students who required Chinese language support. Thursday session was by teachers' invitation to low achievers who was believed to improve his/her Chinese proficiency with the assistance from the higher form students.

Another provision of Chinese-related CCA was Chinese Calligraphy Club. It was the school's expectation that each subject area offering a variety of subject - related CCA for students. For Chinese language, the most notable was to offer Chinese calligraphy. Most students enjoyed Korean calligraphy when they joined

the local education system. Chinese calligraphy was not unknown to them. In addition, calligraphy paper, brushes and ink were easily accessible in Jeju city or through the Procurement Department. Students contributed their calligraphy work to the department for decoration of both the boys and girls' schools. This indeed added a strong atmosphere of Chinese culture into the school. At later time, two Year 9 students volunteered to draw a giant map of China. This attracted much attention from the school community.

6. How to align the practices with the head school in the UK?

As an affiliated school of the U.K., the expectation was that all the practices of the school should take the ones of the head school as model, from the management style to classroom practice. NLCS UK adopts a top-down management style. The senior management team made most of the decisions without much consultation with the teacher's community. The management believes that in ensuring the best teaching and learning outcomes the management should take a leading role over the decision making process. The management style of NLCS Jeju replicated entirely the head school. The principal was the core of the management and senior management team. He was assisted by a team of senior managers: the Head of Academic Standards who was in charge of all matters related to teaching and learning, two vice-principals helping with the pastoral issues of both boarders and day students. There was also an extended senior management team that included the Section Heads and a couple of Boarding House Masters who were seconded to the team.

In regards to the Language Faculty, Mandarin was the sole provision of foreign language in the school. The Head of Academic Standards met with the Heads of Department at least once a fortnight in order to be informed of the departmental issues e.g. teaching, learning issues of individual students, provision of academic support, assessment and reporting, logistics of examination, cross-curricular review (see Appendices 18a-18b) etc.

There were difficult times that the department had to face during the first few months of school opening. Teaching resources were unavailable. The school was virtually empty without any books or even basic eupipments. There was no classroom display at all. Projectors and computers were not readily set up. Isolation made speedy and remedial procurement very difficult to be promptly undertaken. Likewise the staff email system was unavailable. The school and staff had to resort to their personal email for internal communication. All the staff members were new to the school. Everyone was busy adapting the local Korean work culture, school's management structure and learing how to align the practice of the head school as the context of the head school and the franchised school are different e.g. intake, curriculum – IGCSE & IB vs GCSE and British A level.

There was expectation that co-ordination to be estabilshed between academic and pastoral (boarding house). Unfortunately there was no established framework for this end. The framework of the department also required a speedy establishment e.g. Programme of Studies, Curriculum Maps, academic support to the low achievers and the gifted.

There was widespread fustration over the monitoring visit by the NLCS team. This was initiated by NLCS UK as part of the alignment process. First visit took place in November 2011, slightly more than two months after the school opening. Staff had too little time to prepare. It was made clear by the inspectorates there would not any perimeter or guidelines available for the visit. The general feeling of the visit was that it was unprofessional, judgmental and arbitrary.

7. Conclusion

Working in North London Collegiate School Jeju as founding HoD was a wonderful professional development opportunity as he was involved fully in setting up a Chinese Department from scratch. With collaboration and effort from the team, we managed to design the school's Mandarin curriculum without receiving much support from the school, which is located in complete geographical isolation. The framework and policies of the department has been fully set up with the help of the department handbook, which was the Head of Department's responsibility. The academic standards were fully maintained by means of academic monitoring e.g. lesson observations, book scrutiny, student voice etc. Professional development opportunities were also maximised through peer lesson observation among staff external workshops organised by agencies e.g. IBO and teacher exchange programme with the head school in London.

Having spent these years as founding Head of Department, my conclusion is that the essential elements of being an effective Head of Department can be summarised in three Cs: Consistency, Communication and Collaboration.

There should be consistency in practice among staff. Teachers should teach entirely on the basis of the course outline, which should be collaboratively written by the team. Teachers may have certain degree of autonomy on the use of teaching strategies but the teaching and learning progress of classes of the same level should be more or less of the same pace. The summative assessment of a school term should take place in an agreed period of time in order to ensure fairness. Teachers should release the assessment results in an approximate same period of time. Consistency in the quality of marking can be maintained through standardisation.

Effective communication should be maintained between the HoD and school staff as mutual understanding is the best way to avoid misunderstanding. Communication were undertaken in various forms. Email supplemented with face-to-face talking is considered to be the best form of mutual communication as it conveys messages with positive emotions and sincerity. This would also win respects among staff. In the light of external communication, the best way of communication was through email supplemented with phone call as it leaves a documented record when reference is required. Phone call allows interaction with another party. In addition, regular department meeting served as an open forum for staff to discuss over certain departmental issues (see Appendix 19a-19n).

Collaboration is essential to the success of a department. Teaching is teamwork. Every teacher has his/her own strengths. If members of staff are willing to work

closely together they can share all the good practices in teaching and use them in the classroom. They can also share responsibilities when problem arises e.g. lesson cover, production of teaching materials, writing assessment papers etc. Staff also expect their hard work is recognised.

The most difficult part of being HoD was to resolve differences between the HoD and the SLT and the team. It is common that the SLT of a school do not have representation of language specialists. Most people come up with ideas on the basis of their past experiences, their perception and the examples set by the counterparts. In NLCS Jeju, it was not always easy to convince the SLT that certain propositions may not work professionally in the context of the school e.g. putting beginners and advanced learners in one single class due to financial consideration. What the HoD could do is to gather evidence and gain professional opinion from his/her own team in order to prove that such proposition would not work in the greatest effectiveness. Of course in many cases compromise would need to be made for the interest of the whole school.

The HoD should also be fully aware of the cultural difference when managing the department. Unlike the other departments, language teaching staff in the Chinese Department are mostly ethnic Chinese who may have been brought up in a culture different from the one of the West. As Eagan & Weiner (2007) pointed out, Chinese people view their managers as the most respectable and knowledgable figure in the department. Unlike his/her counterparts in an international work environment who view each other rather equally, these Chinese language teaching staff seemed to have a generally higher expectation to

their HoD on the way he/she defended the department if there was disagreement between the team and the SLT. They also expected more input and care from the HoD into the team. In addition to daily communication, the HoD should consider doing things which may show goodwill and sincerity to the department e.g. buying treats to the team on regular basis, complements, face-to-face communication etc., if he/she aspired to minimize misunderstanding and to build up a more harmonious and cohesive language teaching team.

With hindsight being a founding Head of Department was certainly not only a unique but also an exciting professional experience. I was delighted to have been involved fully in the process of leading such a cohesive department, nurturing these students and being part of the resounding academic successes that the school had achieved over the recent years. Many of these former students have embarked on their tertiary education in prestigious universities the United Kingdom, United Kingdom, Hong Kong, Singapore and Korea.

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Appendices

Appendix 1 – Curriculum Map 2012 – 2014

Appendix 2 – Schemes of Work (Course Outlines)

Appendix 3 – Chinese Development Plan

Appendix 4 – Chinese Departmental Handbook

Appendices 5a & 5b – Lesson Observation Forms

Appendix 6 – Assessment Timeline, Grade Formulas and Grade Boundaries

Appendices 7a-7e – Samples of Assesssment and Examination Papers

Appendix 8 - Examination Notification

Appendix 9 – Report Comment Bank

Appendix 10 – IB Diploma Programme Course Outline (Programme of Studies)

Appendix 11 - Sample of Academic Action Plan

Appendix 12 – Poster of Chinese Language Clinic

Appendix 13 - Sample of NLCS Jeju 2013 Annual Order Form

Appendix 14 – Staff ICT Professional Development Handouts

Appendix 15 - Kuaile Hanyu One Booklet

Appendix 16 – Edexcel GCSE Chinese Booklet

Appendix 17 – Letter to the Senior Leadership Team requesting for early IGCSE entry of the two Year 10 students

Appendices 18a & 18b – Minutes of meeting with the Head of Academic Standards

Appendices 19a to 19n – Samples of departmental meeting minutes

APPENDIX 1

Department of Chinese Key Stage Four Curriculum Map Year 10-11, 2012-2014

Contact time
Year 10-11: Four 40-minute slots a week

Learning materials: 快乐汉语第一册 Kuaile Hanyu Book 1, Peoples' Education Press, China.
Edexcel GCSE Chinese, A Pearson Company
A+ Chinese II GCSE Revision Book, Carol Chen, Beijing Language and Culture University Press

	2012-2013
Term One	**Kuaile Hanyu Book One** Unit Eight Transport & Travel **Edexcel GCSE Chinese** Unit One My life (I like, My parents, My friends, Hobbies, Nationalities) Unit Two School (My school, My school day)
Term Two	Unit Two School (Comparing schools, School uniform, School life) Unit Three Leisure (The sports centre, Activities outside school)
Term Three	Unit Three Leisure (Hobbies and interests, Exercise) Unit Four Media (Television, Surfing the net, Film and music, Celebrities, Different lives)
	2013-2014
Term One	Unit Five Where I live (My house, My town, My local area, Where things are, Finding the way, Exchange visits) Unit Six Holidays (Holiday experiences, Holiday plans, Booking a hotel, Making travel arrangements) Unit Seven Food and drinks (Healthy eating, eating habits, food and festivals)
Term Two	Mock exam and orals Unit Eight Lifestyle (Shopping) Unit Nine The world of work (Work experience, Future plans, Ideal jobs, Applying for a job) **A+ Chinese I** Part three Unit 13 Health
Term Three	IGCSE 0547 Exam

*subject to change without prior notice.

Department of Chinese Key Stage Four Curriculum Map Year 10-11, 2013-2015

Contact time
Year 10-11: Four 40-minute slots a week

Learning materials: Edexcel GCSE Chinese, Hua Yan Linying Liu, Michelle Tate, Lisa Wang, Yu Bin and Xiaoming Zhu
A+ Chinese I GCSE Revision Book, Carol Chen, Beijing Language and Culture University Press
A+ Chinese II GCSE Revision Book, Carol Chen, Beijing Language and Culture University Press

	2013-2014
Term One	Unit Four Media (Television, Surfing the net, Film and music, Celebrities, Different lives) Unit Five Where I live (My house, My town, My local area)
Term Two	Unit Five Where I live (Where things are, Finding the way, Exchange Visits) Unit Six Holidays (The weather, Transport, Holiday experiences, Holiday plans, Booking a hotel, Making travel arrangements)
Term Three	Unit Seven Food and drinks (School meals, eating in a restaurant, Healthy eating, Eating habits, Food and festivals) Unit Eight Lifestyle (Clothing and accessories, shopping)
	2014-2015
Term One	Mock Exam and Orals Unit Nine The world of work (Work experience, Future plans, Ideal jobs, Applying for a job, Blogs, Personalities) **A+ Chinese I** Unit Thirteen Health
Term Two	**A+ Chinese II** Part Six Current Affairs and social issues Unit 24 Environmental issues Past exam paper drills & IGCSE orals
Term Three	IGCSE 0547 Examination

*subject to change without prior notice.

Department of Chinese Key Stage Three Curriculum Map From September 2013 onwards

Contact time
Year 7 : Two 40-minute slots a week
Year 8 & 9 : Three 40-minute slots a week

Learning materials: 快乐汉语第一到三册 Kuaile Hanyu Book 1, 2 &3 Peoples' Education Press, China.

	Foundation	Intermediate	Advanced
Term One	**Kuaile Hanyu Book One** Unit One You and I Unit Two My family Unit Three Food	**Kuaile Hanyu Book One** Unit Eight Transport & Travel **Kuaile Hanyu Book Two** Unit One My friends and I Unit Two My family Unit Three Shopping	**Kuaile Hanyu Book Two** Unit Seven Media Unit Eight Travel and custom **Kuaile Hanyu Book Three** Unit One Introduction and Commendation Unit Two City and Environment
Term Two	Unit Four School life Unit Five Time and weather	Unit Three Shopping Unit Four School life Unit Five Environment & Health	Unit Two City and Environment Unit Three House and furniture Unit Four School life
Term Three	Unit Six Job Unit Seven Holiday	Unit Five Environment & Health Unit Six Fashion & Entertainment Unit Seven Media	Unit Four School life Unit Five Health Unit Six Entertainment

*subject to change without prior notice.

Department of Chinese Key Stage Three Curriculum Map Year 7, 8, 9 & 11 2012-2013

Contact time
Year 7, 8, 9 & 11: Two 40-minute slots a week

Learning materials: 快乐汉语第一册 Kuaile Hanyu Book One, Peoples' Education Press, China.
Edexcel GCSE Chinese, A Pearson Company
IGCSE 0547 Extended Reading Booklet, English Schools Foundation

	Foundation	**Intermediate**
Term One	**Kuaile Hanyu Book One** Unit One You and I Unit Two My family Unit Three Food	**Kuaile Hanyu Book One** Unit Eight Transport & Travel **Edexcel GCSE Chinese** Unit One My life (I like, My parents, My friends, Hobbies, Nationalities)
Term Two	Unit Four School life Unit Five Time and weather	Unit Two School (My school My school day, Comparing schools, School uniform, School life) Unit Three Leisure (The sports centre)
Term Three	Unit Six Job Unit Seven Holiday	Unit Three Leisure (Activities outside school, Hobbies and interests, Exercise) Unit Four Media (BBC and CCTV, Television)

*subject to change without prior notice.

Department of Chinese Key Stage Five (IBDP B Standard) Curriculum Map

Contact time
Year 12-13: Five 40-minute slots a week

Learning materials: Chinese Made Easy Textbook Five, Yamin Ma & Xinying Li
Easy Steps to Chinese Textbook Six, Seven and Eight, Yamin Ma & Xinying Li

	First Year
Term One	Communication and media (Advertising, bias in media, internet, radio and television)
Term Two	Social Relationship (Education system, relationships e.g. friendship, work, family, social behaviours and stances) At least One Interactive oral and One Individual Oral to be completed by end of term two
Term Three	End-of-year Examination Global Issues (Global warming, climatic change, natural disasters, the environment and sustainability) At least one Written Assignment to be completed in class by end of the school year.
	Second Year
Term One	Health (Illness, symptoms of good/ill health, diet and nutrition, hygiene, health services) Science and Technology (Entertainment, Impact of information technology on society) At least One Interactive oral and One Individual Oral to be completed by end of term one
Term Two	Mock Exam (Receptive skills, Written productive skills and Written assignment) Leisure (Games, hobbies, recreation, social interaction through leisure, sports and travelling)
Term Three	IBDP Examination

*subject to change without prior notice.

APPENDIX 2

NLCS Jeju Department of Chinese Scheme of Work (Year 7-11 Beginners)
Term One 2011-2012

Learning materials: Chinese For Beginners Booklet (Chapter One to Two)

Contact time: Two forty five-minute slots a week

Rationale:
The National Curriculum KS3 and KS4 Orders for MFL form the basic rationale of the schemes of work. Pupils learn the following skills:

a) To write and speak accurately, clearly and confidently in an appropriate style in a given context which is familiar. Writing activities require the pupils to write in narrative and descriptive ways and to talk from personal experience e.g. produce a report of an event which occurred, write a letter giving personal information. The writing should be well structured and well presented.

b) To communicate accurately, effectively and appropriately in a variety of speaking and listening situations with a clear awareness of purpose. At KS4 the pupil should be able to act as Transactor, Interviewee and Narrator.

c) To follow verbal and written instructions in the target language.

To read and listen carefully, recall and present important points derived from what has been heard and read. The pupils should use inference and deduction when required and be prepared to demonstrate personal attitudes and ideas.

Duration	Topic(s)	Learning Objectives	Teaching Strategies and Use of ICT	Materials for Teaching and Learning	Assessments
2 weeks Week 1-2	Entry Assessment	To assess students' proficiency.	A set of reading and writing assessment papers is set for students in order to evaluate their Chinese proficiency. The data is used to for curriculum design	A set of reading and writing assessments designed by the team	Reading (45 min) Writing (45 min)

Duration	Topic(s)	Learning Objectives	Teaching Strategies and Use of ICT	Materials for Teaching and Learning	Assessments
4 weeks Week 3-6	Core topic: My family Sub-topics: a. self b. age c. family d. numbers e. countries f. schools	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. subjects, family members, pets , numbers 1-10, countries, schools and compose simple sentences and questions using the word order and talk about family members, pets , numbers 1-10, countries, schools	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to family, pets and home. Translation: Students will have to show their understanding of the new vocabulary and grammar by translating the passage in part two. They also need to know how to say every single word of the passage. Written Production: Students will have to show their mastery of the vocabulary and grammar by writing an essay of fifty words about his/her family. As an oral practice, they also need to know how to read out every characters and phrases in the essay.	Chinese for Beginners booklet Chapter One Websites,	End-of-term assessment Reading & Writing (Unit 1 & 2)

			Teaching aids & other supplementary strategies IWB – Chinese writing Flashcards – character recognition; Cross words—words recognition; Translation; Oral interactions; Understanding word order; Culture: What do Chinese people do when they bump into each other		

Duration	Topic(s)	Learning Objectives	Teaching Strategies and Use of ICT	Materials for Teaching and Learning	Assessments
4 weeks Week 7-10	Core topic: Daily routine Sub-topics: a. am / pm b. meals c. clock time d. what students do every day	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. am / pm, meals, clock time, what students do every day and compose simple sentences and questions using the word order and talk about daily routine	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to what time they do what. Translation: Students will have to show their understanding of the new vocabulary and grammar by translating the passage in part two. They also need to know how to say every single word of the passage. Written Production: Students will have to show their mastery of the vocabulary and grammar by writing an essay of fifty about what they do every day (with time). As an oral practice, they also need to know how to read out every characters and phrases in the essay.	Chinese for Beginners Booklet Chapter Two Websites,	End-of-term assessment Reading & Writing (Unit 1 & 2)

			Teaching aids & other supplementary strategies IWB – Chinese writing Flashcards – character recognition; Cross words—words recognition; Translation; Oral interactions; Understanding word order; Culture: What do Chinese people do when they bump into each other		

NLCS Jeju Department of Chinese Scheme of Work (Year 7-12 Beginners)
Term One 2012-2013

Learning materials: Kuaile Hanyu One booklet (Chapter Eight)
Edexcel GCSE Chinese

Contact time: Two forty-minute slots a week

Rationale:

The National Curriculum KS3 and KS4 Orders for MFL form the basic rationale of the schemes of work. Pupils learn the following skills:

a) To write and speak accurately, clearly and confidently in an appropriate style in a given context which is familiar. Writing activities require the pupils to write in narrative and descriptive ways and to talk from personal experience e.g. produce a report of an event which occurred, write a letter giving personal information. The writing should be well structured and well presented.

b) To communicate accurately, effectively and appropriately in a variety of speaking and listening situations with a clear awareness of purpose. At KS4 the pupil should be able to act as Transactor, Interviewee and Narrator.

c) To follow verbal and written instructions in the target language.

d) To read and listen carefully, recall and present important points derived from what has been heard and read. The pupils should use inference and deduction when required and be prepared to demonstrate personal attitudes and ideas.

Period	Learning outcomes and coverage	Contents	Grammar	Teaching strategies	Links to TOK (For Year 12)	Links to International mindedness
Week 1 - Week 3	**Coverage** Chapter Eight - Kuaile Hanyu One Travel and Transportation Edexcel GCSE Chinese Chapter One **Outcomes** Students should be able to write names of different transportation, compose simple sentences using the word order and talk about transportation and travelling in a city.	1. Review the basic vocabulary items and grammar in Kuaile Hanyu Book I chapter 1 to 7 2. Travel and transportation. Details please refer to Kuaile Hanyu One Booklet Chapter Eight	Names of transportation means, places, Word order: subject+ transportation means + main verb. Adjectives; word order; height "more than"; yes/no questions; present/past/future time frames	1. Revise chapter one to eight 2. Finish all the exercises in the booklet a. vocabulary lists (self learning); b. Grammar and conversation c. Reading comprehension d. Essay writing e. Orals	The self as a knower	Cultural influences on concepts of identity Transportation system in Greater China.
Week 4 - Week6	**Coverage** Chapter Two, School - Edexcel GCSE Chinese	Basic introductions, likes and dislikes, hobbies, jobs and daily routines, nationalities, describing	Saying where things are, location words, "apart from", opinions, "too", and "really", adjectives, "when…", "both…and..",	Review unit one Essay writing half-term assessment	Life style School life	Differences among education systems in Greater China

	Outcomes Students should be able to write , recognise, say and listen and understand the names of hobbies, jobs and daily routines, nationalities, describing people, talking about places you have visited, school subjects, daily routine, school uniform, school life	people, talking about places you have visited school subjects, daily routine, school uniform, school life etc.	present/past/future time frames	(receptive and expressive)		
Week 7 - Week 9	**Coverage** Edexcel GCSE Chinese Chapter 2- School & Chapter 3— leisure **Outcomes** Students should be able to write , recognise, say and listen and understand the	Review chapter 2 school Sports facilities, co-curricular activities, hobbies etc.	Question words, frequency and duration, word order, suggestions, "first…then…" "would like to.." present/past/future time frames I think… Asking for time, and money Modal verbs, like 'may', 'should'…	Review units 2-3, Practice in all skills (listening, speaking, reading, writing) clothes and colours	Knowledge of different subjects e.g. geography, history etc.	Differences among education systems in Greater China

	names of sports facilities, co-curricular activities, hobbies etc.					
Week 10 - Week 12	**Coverage** Edexcel GCSE Chinese Chapter 4-Media Revision and test Students should be able to write , recognise, say and listen and understand the vocabulary and grammar related to media and demonstrate their mastery of previous knowledge in the end-of-term assessment.	All the vocabulary and grammar of Kuaile Hanyu One booklet chapter 6 and 7 Media e.g. TV, internet, books, news etc.	A general revision on all the vocabulary and grammar acquired this term in preparation for for the term test A lead-in discussion On media.	Revision for End-of-term assessment Format to be discussed.		The difference of life styles within Greater China.

NLCS Jeju Department of Chinese
Scheme of Work (Year 7-12 Beginners, IGCSE 0547 & Chinese ab initio)
Term One 2012-2013

Learning materials: Kuaile Hanyu One booklet (Chapter Eight)
Edexcel GCSE Chinese

Contact time: Two forty-minute slots a week

Rationale:

The National Curriculum KS3 and KS4 Orders for MFL form the basic rationale of the schemes of work. Pupils learn the following skills:

a) To write and speak accurately, clearly and confidently in an appropriate style in a given context which is familiar. Writing activities require the pupils to write in narrative and descriptive ways and to talk from personal experience e.g. produce a report of an event which occurred, write a letter giving personal information. The writing should be well structured and well presented.

b) To communicate accurately, effectively and appropriately in a variety of speaking and listening situations with a clear awareness of purpose. At KS4 the pupil should be able to act as Transactor, Interviewee and Narrator.

c) To follow verbal and written instructions in the target language.

d) To read and listen carefully, recall and present important points derived from what has been heard and read. The pupils should use inference and deduction when required and be prepared to demonstrate personal attitudes and ideas.

Period	Learning outcomes and coverage	Contents	Grammar	Teaching strategies	Links to TOK (For Year 12)	Links to International mindedness
Week 1 - Week 3	**Coverage** Chapter Eight - Kuaile Hanyu One Travel and Transportation Edexcel GCSE Chinese Chapter One **Outcomes** Students should be able to write names of different transportation, compose simple sentences using the word order and talk about transportation and travelling in a city.	1. Review the basic vocabulary items and grammar in Kuaile Hanyu Book I chapter 1 to 7 2. Travel and transportation. Details please refer to Kuaile Hanyu One Booklet Chapter Eight	Names of transportation means, places, Word order: subject+ transportation means + main verb. Adjectives; word order; height "more than"; yes/no questions; present/past/future time frames	1. Revise chapter one to eight 2. Finish all the exercises in the booklet a. vocabulary lists (self learning); b. Grammar and conversation c. Reading comprehension d. Essay writing e. Orals	The self as a knower	Cultural influences on concepts of identity Transportation system in Greater China.
Week 4 - Week6	**Coverage** Chapter Two, School - Edexcel GCSE Chinese	Basic introductions, likes and dislikes, hobbies, jobs and daily routines,	Saying where things are, location words, "apart from", opinions, "too", and "really", adjectives,	Review unit one Essay writing	Life style School life	Differences among education systems in Greater China

	Outcomes Students should be able to write , recognise, say and listen and understand the names of hobbies, jobs and daily routines, nationalities, describing people, talking about places you have visited, school subjects, daily routine, school uniform, school life	nationalities, describing people, talking about places you have visited school subjects, daily routine, school uniform, school life etc.	"when…", "both…and..", present/past/future time frames	half-term assessment (receptive and expressive)		
Week 7 - Week 9	**Coverage** Edexcel GCSE Chinese Chapter 2- School & Chapter 3— leisure **Outcomes** Students should be able to write , recognise,	Review chapter 2 school Sports facilities, co-curricular activities, hobbies etc.	Question words, frequency and duration, word order, suggestions, "first…then…" "would like to.." present/past/future time frames I think… Asking for time, and money Modal verbs, like	Review units 2-3, Practice in all skills (listening, speaking, reading, writing) clothes and colours	Knowledge of different subjects e.g. geography, history etc.	Differences among education systems in Greater China

	say and listen and understand the names of sports facilities, co-curricular activities, hobbies etc.		'may', 'should'...			
Week 10 - Week 12	**Coverage** Edexcel GCSE Chinese Chapter 4-Media Revision and test Students should be able to write , recognise, say and listen and understand the vocabulary and grammar related to media and demonstrate their mastery of previous knowledge in the end-of-term assessment.	All the vocabulary and grammar of Kuaile Hanyu One booklet chapter 6 and 7 Media e.g. TV, internet, books, news etc.	A general revision on all the vocabulary and grammar acquired this term in preparation for for the term test A lead-in discussion on media.	Revision for end-of-term assessment Format to be discussed.		The difference of life styles within Greater China.

NLCS Jeju Department of Chinese Scheme of Work (Year 7-12 Beginners)
Term One 2012-2013

Learning materials: Kuaile Hanyu One booklet (Chapter Eight)
Edexcel GCSE Chinese

Contact time: Two forty-minute slots a week

Rationale:

The National Curriculum KS3 and KS4 Orders for MFL form the basic rationale of the schemes of work. Pupils learn the following skills:

a) To write and speak accurately, clearly and confidently in an appropriate style in a given context which is familiar. Writing activities require the pupils to write in narrative and descriptive ways and to talk from personal experience e.g. produce a report of an event which occurred, write a letter giving personal information. The writing should be well structured and well presented.

b) To communicate accurately, effectively and appropriately in a variety of speaking and listening situations with a clear awareness of purpose. At KS4 the pupil should be able to act as Transactor, Interviewee and Narrator.

c) To follow verbal and written instructions in the target language.

d) To read and listen carefully, recall and present important points derived from what has been heard and read. The pupils should use inference and deduction when required and be prepared to demonstrate personal attitudes and ideas.

Period	Learning outcomes and coverage	Contents	Grammar	Teaching strategies	Links to TOK (For Year 12)	Links to International mindedness
Week 1 - Week 3	**Coverage** Chapter Eight - Kuaile Hanyu One Travel and Transportation Edexcel GCSE Chinese Chapter One **Outcomes** Students should be able to write names of different transportation, compose simple sentences using the word order and talk about transportation and travelling in a city.	1. Review the basic vocabulary items and grammar in Kuaile Hanyu Book I chapter 1 to 7 2. Travel and transportation. Details please refer to Kuaile Hanyu One Booklet Chapter Eight	Names of transportation means, places, Word order: subject+ transportation means + main verb. Adjectives; word order; height "more than"; yes/no questions; present/past/future time frames	1. Revise chapter one to eight 2. Finish all the exercises in the booklet a. vocabulary lists (self learning); b. Grammar and conversation c. Reading comprehension d. Essay writing e. Orals	The self as a knower	Cultural influences on concepts of identity Transportation system in Greater China.
Week 4 - Week6	**Coverage** Chapter Two, School - Edexcel GCSE Chinese	Basic introductions, likes and dislikes, hobbies, jobs and daily routines, nationalities, describing	Saying where things are, location words, "apart from", opinions, "too", and "really", adjectives, "when…", "both…and..",	Review unit one Essay writing half-term assessment	Life style School life	Differences among education systems in Greater China

	Outcomes Students should be able to write , recognise, say and listen and understand the names of hobbies, jobs and daily routines, nationalities, describing people, talking about places you have visited, school subjects, daily routine, school uniform, school life	people, talking about places you have visited school subjects, daily routine, school uniform, school life etc.	present/past/future time frames	(receptive and expressive)		
Week 7 - Week 9	**Coverage** Edexcel GCSE Chinese Chapter 2- School & Chapter 3- leisure **Outcomes** Students should be able to write , recognise, say and listen and understand the	Review chapter 2 school Sports facilities, co-curricular activities, hobbies etc.	Question words, frequency and duration, word order, suggestions, "first…then…" "would like to.." present/past/future time frames I think… Asking for time, and money Modal verbs, like 'may', 'should'…	Review units 2-3, Practice in all skills (listening, speaking, reading, writing) clothes and colours	Knowledge of different subjects e.g. geography, history etc.	Differences among education systems in Greater China

	names of sports facilities, co-curricular activities, hobbies etc.					
Week 10 - Week 12	**Coverage** Edexcel GCSE Chinese Chapter 4-Media Revision and test Students should be able to write , recognise, say and listen and understand the vocabulary and grammar related to media and demonstrate their mastery of previous knowledge in the end-of-term assessment.	All the vocabulary and grammar of Kuaile Hanyu One booklet chapter 6 and 7 Media e.g. TV, internet, books, news etc.	A general revision on all the vocabulary and grammar acquired this term in preparation for for the term test A lead-in discussion On media.	Revision for End-of-term assessment Format to be discussed.		The difference of life styles within Greater China.

NLCS Jeju Department of Chinese Scheme of Work (Year 7-11 Beginners)
Term Two & Three 2011-2012

Learning materials: Kuaile Hanyu One Booklet (Chapter Two to Seven)

Contact time: Two forty five-minute slots a week

Rationale:
The National Curriculum KS3 and KS4 Orders for MFL form the basic rationale of the schemes of work. Pupils learn the following skills:

a) To write and speak accurately, clearly and confidently in an appropriate style in a given context which is familiar. Writing activities require the pupils to write in narrative and descriptive ways and to talk from personal experience e.g. produce a report of an event which occurred, write a letter giving personal information. The writing should be well structured and well presented.

b) To communicate accurately, effectively and appropriately in a variety of speaking and listening situations with a clear awareness of purpose. At KS4 the pupil should be able to act as Transactor, Interviewee and Narrator.

c) To follow verbal and written instructions in the target language.

d) To read and listen carefully, recall and present important points derived from what has been heard and read. The pupils should use inference and deduction when required and be prepared to demonstrate personal attitudes and ideas.

Duration	Topic(s)	Learning Objectives	Teaching Strategies and Use of ICT	Materials for Teaching and Learning	Assessments
5 weeks Week 1-5	Core topic: Individual Sub-topics: a. self b. home c. family	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. this, that, family members, pets , numbers 1-10, home and compose simple sentences and questions using the word order and talk about family, pets and home.	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them in the boxes provided ; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to family, pets and home. Translation: Students will have to show their understanding of the new vocabulary and grammar by translating the passage in part three. They also need to know how to say every single word of the passage.	Kuaile Hanyu One booklet chapter two Writing book Websites, newspaper, menu, school timetable etc. for extension work	End-of-term assessment Reading & Writing (Unit 2 & 3)

			Written Production: Students will have to show their mastery of the vocabulary and grammar by writing an essay of fifty about his/her family. As an oral practice, they also need to know how to read out every characters and phrases in the essay. **Teaching aids & other supplementary strategies** IWB – Chinese writing Flashcards – character recognition; Cross words—words recognition; Translation; Oral interactions; Understanding word order; Culture: when Chinese people meet each other		

5 weeks week 6-10	Core topics: Food and drinks	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. eat, drink, like, what, also, names of food, drinks and compose simple sentences and questions using the word order and talk about the food and drinks they like and the one they do not.	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them in the boxes provided ; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to food and drinks Translation: Students will have to show their understanding of the new vocabulary and grammar by translating the passage in part three. They also need to know how to say every single word of the passage. Written Production: Students will have to show their mastery of the vocabulary and grammar by writing an essay of	Kuaile Hanyu One booklet chapter three Writing book Websites, newspaper, menu, school timetable etc. for extension work	End-of-term assessment Reading & Writing (Unit 2 & 3)

			eighty words about the food and drinks the people of his/her family like to eat / drink. As an oral practice, they also need to know how to read out every characters and phrases in the essay. Culture: Chinese Food and drinks Food in different area in China, Food for festival celebration		

5 weeks week 11-15	Core topics: Education Subtopics: school subjects & facilities	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. week, school, names of languages, school subjects, school facilities, PE, male, female, where and compose simple sentences and questions using the word order and talk about their school and facilities	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them in the boxes provided; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to school subjects and facilities Lesson timetable: With the help of dictionaries, students will have to find out the names of all the school subjects in NLCS Jeju and fill out the lesson timetable on page 18. They also need to know how to say every single school subjects. Written Production: Students will have to show their	Kuaile Hanyu One booklet chapter three Writing book Websites, newspaper, menu, school timetable etc. for extension work	End-of-year assessment Reading (45 min) Writing (45 min) Orals (Classes of Year 9 and upwards – 1 min guided speech & 1 min conversation with the teacher)

			mastery of the vocabulary and grammar by writing an essay of seventy words about subjects they do in school and the facilities. As an oral practice, they also need to know how to read out every characters and phrases in the essay. Culture: school comparison School uniform. School life in China		

3 weeks week 16-18	Core topics: leisure and environment Subtopics: a. time b. weather	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. now, clock time, birthday, dates, year, months, hot, cold, warm, four seasons, season and compose simple sentences and questions using the word order and talk about the climatic changes of the four seasons	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them in the boxes provided ; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to food and drinks Questions Students will have to show their mastery of the vocabulary and grammar by answering the five questions in full Chinese sentences. As an oral practice, they also need to know how to read out every characters and phrases in the questions and answers. Geography and climate of China	Kuaile Hanyu One booklet chapter three Writing book Websites, newspaper, menu, school timetable etc. for extension work	No assessment in term three as students already sit the end-of-year assessment

4 weeks week 19-22	Core topic: Jobs Subtopics: What do you want to be	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. names of jobs, to want, to do and the complement 'ba' and compose simple sentences and questions using the word order and talk about the where people in their family work, and what they want to be in the future	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them in the boxes provided; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to jobs e.g. are you…?, Where is your XXX workplace? What do you want to be? Written Production: Students will have to show their mastery of the vocabulary and grammar by writing an essay of at least eighty words about what people in their family like to eat or drink and their jobs.As an oral practice, they also need to know how to read out every characters and phrases in the essay.	Kuaile Hanyu One booklet chapter three Writing book Websites, newspaper, menu, school timetable etc. for extension work	No assessment in term three as students already sit the end-of-year assessment

4 weeks week 23-26	Core topic: Leisure Subtopics: Favourite pastime	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. computer games, ball games, sports, every day, exciting (for describing TV programme), TV programme and compose simple sentences and questions using the word order and talk about their favourite pastime, whether they could do certain types of sports and opinions about TV programmes	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them in the boxes provided; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to activities e.g. What is your favourite pastime, Can you XXX? Do you XXX every day? Is the TV programme exciting? Written Production: Students will have to show their mastery of the vocabulary and grammar by writing a letter of at least 150 words about the weather of the day when he/she write the letter, family, food and drinks he/she likes, school, jobs and the favourite pastime of his/her family.	Kuaile Hanyu One booklet chapter three Writing book Websites, newspaper, menu, school timetable etc. for extension work	No assessment in term three as students already sit the end-of-year assessment

			As an oral practice, they also need to know how to read out every characters and phrases in the essay.		

NLCS Jeju Department of Chinese Scheme of Work (Year 11 B standard)
Second Half Term - Term One 2011-2012

Learning materials: Chinese For Beginners Booklet (Chapter One to Six)

Contact time: Two forty five-minute slots a week

Rationale:
The National Curriculum KS3 and KS4 Orders for MFL form the basic rationale of the schemes of work. Pupils learn the following skills:

a) To write and speak accurately, clearly and confidently in an appropriate style in a given context which is familiar. Writing activities require the pupils to write in narrative and descriptive ways and to talk from personal experience e.g. produce a report of an event which occurred, write a letter giving personal information. The writing should be well structured and well presented.

b) To communicate accurately, effectively and appropriately in a variety of speaking and listening situations with a clear awareness of purpose. At KS4 the pupil should be able to act as Transactor, Interviewee and Narrator.

c) To follow verbal and written instructions in the target language.

To read and listen carefully, recall and present important points derived from what has been heard and read. The pupils should use inference and deduction when required and be prepared to demonstrate personal attitudes and ideas.

Please note that in Week 7 Year 11 CS classes were split into ab initio and B standard classes on the basis of their Chinese proficiency and the B standard course in Week 7-10 is a fast track course revising what the girls have acquired previously. In Week 1-6, all students in CS classes follow the Year 7-11 beginners schemes of work.

Duration	Topic(s)	Learning Objectives	Teaching Strategies and Use of ICT	Materials for Teaching and Learning	Assessments
4 weeks Week 7-10	Core topics: Clothes, food and drinks, sports and activities & school subjects	By the end of this session, students should be able to: write, pronounce and recognize expressions e.g. clothes, colours, food, drinks, ball games, dates in a week, spots facilities, school subjects and compose simple sentences and questions using the word order and talk about themselves, their families and school	Vocabulary: Students find out the tones and the meanings of the new expressions and practise how to write them; Grammar and questions: Teacher goes over grammar with students. They need to familiarize themselves how to ask and answer questions related to what time they do what. Translation: Students will have to show their understanding of the new vocabulary and grammar by translating the passage in part two in each chapter. They also need to know how to say every single word of the passages. Written Production: Students will have to show their mastery of the vocabulary and grammar by writing an essay of fifty word in each chapter about what people in their families like to wear, what they like to eat and drink, their school facilities and school subjects and the teachers. As an oral practice, they also need to know	Chinese for Beginners Booklet Chapter Two Websites,	End-of-term assessment Reading & Writing (Unit 1 & 2)

			how to read out every characters and phrases in the essay. **Teaching aids & other supplementary strategies** IWB – Chinese writing Flashcards – character recognition; Cross words—words recognition; Translation; Oral interactions; Understanding word order; Culture: What do Chinese people do when they bump into each other		

North London Collegiate School Jeju
Department of Chinese
Curriculum overview

Chinese Year 11 B standard **Year 2011-12 & 2012-13**

Topic or enquiry question	Learning Objectives	Key Skills	Content	Assessment
中西方传统节日 **Festivals of China and the West** **Term Two** **2011-2012**	By the end of this session, students should be able to describe Chinese tradition + major festivals -Exchange information, opinions & experiences in Chinese, regarding Chinese tradition + major festivals *Display an understanding & awareness of values, attitudes & beliefs of cultural significance, pertaining to Chinese tradition+ festivals	**Communication** Class discussion: Students would need to undertake some preparation and research on festivals so that they could contribute and present their views effectively; **Information and communication technology** Students undertake classroom-based and on-line research on festivals of China and the West. Then they explore and enhance information that they have located and recorded through addition of personal opinion and informed conclusions. **Improving own learning and performance** Setting individual learning plans, discuss focus of work and potential targets for improvement with the teacher. These targets are to be revisited and reviewed over the course of the academic year.	**Grammar** Chinese scroll 吉祥话+祝福语- 岁岁平安；年年有余；心想事成；万事如意；恭喜发财；圣诞快乐； 重叠语-平平安安，欢欢喜喜；开开心心； 家家户户 除了以外，还有 表达目的- 以；为了；而；因而 总结用语-总的来说，总之，因此 Other vocabulary please refer to page two of the textbook 'Chinese Made Easy Five'	**Individual oral** Each student is to present a speech of around 3-4 minutes which will be followed by questions from the teacher. Please note this is not a full individual oral. It allows for an easy start for students, particularly those on completion of IGCSE/GCSE. The assessment criteria are on the basis of IB Chinese B standard individual orals.

社交用语及礼仪 **Etiquette** **Term Two** **2011-2012**	By the end of this session, students should be able to describe health and give suggestion of various way to a balanced diet + healthy lifestyle -Exchange information, opinions & experiences in Chinese, regarding Healthy diet and lifestyle *Display an understanding & awareness of values, attitudes & beliefs of cultural significance, pertaining to health issues	**Communication** Class discussion: Students would need to undertake some preparation and research on etiquette so that they could contribute and present their views effectively; **Information and communication technology** Students undertake classroom-based and on-line research on Chinese and western etiquettes. Then they explore and enhance information that they have located and recorded through addition of personal opinion and informed conclusions. Students to give group resentation on the difference in social etiquettes between Chinese and the West **Improving own learning and performance** Setting individual learning plans, discuss focus of work and potential targets for improvement with the teacher. These targets are to be revisited and reviewed over the course of the academic year.	**Grammar** 客套话- 谐音字-送终/钟 分离/梨 一刀两断 以免- 除此以外 对----来说， 就----而言， 依----来看 Other vocabulary please refer to page eighteen of the textbook 'Chinese Made Easy Five'	**Reading and writing tests** A set of past papers is to be chosen for writing and reading assessments. Please see mark scheme for marking criteria.

媒体与通讯 **Media & communication** **Term Three** **2011-2012**	By the end of this session, students should be able to describe Media and ICT issues -Exchange information, opinions & experiences in Chinese, regarding Media and ICT issues *Display an understanding & awareness of values, attitudes & beliefs of cultural significance, pertaining to Media and ICT issues	**Communication** Class discussion: Students would need to undertake some preparation and research on the development of media and communication in China so that they could contribute and present their views effectively; **Information and communication technology** Students undertake classroom-based and on-line research on media and communication in China. Then they explore and enhance information that they have located and recorded through addition of personal opinion and informed conclusions. **Improving own learning and performance** Setting individual learning plans, discuss focus of work and potential targets for improvement with the teacher. These targets are to be revisited and reviewed over the course of the academic year.	**Grammar** 虽然---可是--- 尽管----还是--- 不管---- 即使----也---- 由于--- 越来越--- 从---- 四通八达 Other vocabulary please refer to page twenty seven of the textbook 'Chinese Made Easy Five'	**Individual oral** Each student is to present a speech of around 3-4 minutes and it will be followed by questions raised by the teacher on the basis of what the students will have presented. Then the teacher will undertake a free conversation with the student. The assessment criteria are on the basis of IB Chinese B standard orals.
休闲与娱乐 **Leisure & Entertainment** **Term One** **2012-2013**	By the end of this session, students should be able to describe leisure and entertainment issues -Exchange information, opinions & experiences in	**Communication** Class discussion: Students would need to undertake some preparation and research on leisure and entertainment in China so that they could contribute and present their views effectively; **Information and communication technology**	**Grammar** 不但----而且---- The use of 得 to describe how an action is done S+V+得+Adv	**Interactive Oral** Students work in groups of no more than four people. Each student will have to contribute at least three minutes of utterance in a discussion. The assessment criteria are on the basis on IB Chinese B standard

	Chinese, regarding Leisure and entertainment issues *Display an understanding & awareness of values, attitudes & beliefs of cultural significance, pertaining to leisure and entertainment issue	Students undertake classroom-based and on-line research on what Chinese people at leisure. Then they explore and enhance information that they have located and recorded through addition of personal opinion and informed conclusions. **Improving own learning and performance** Setting individual learning plans, discuss focus of work and potential targets for improvement with the teacher. These targets are to be revisited and reviewed over the course of the academic year.	吃喝玩乐 修身养性 Other vocabulary please refer to page thirty five of the textbook 'Chinese Made Easy Five'	interactive orals.

North London Collegiate School Jeju
Department of Chinese
Curriculum overview

Chinese Year 11-13 B standard **Year 2012 - 2013**

Topic or enquiry question	Learning Objectives	Key Skills	Content	Assessment
社会名流 **Celebrities** **Term One & Two** **2012-2013**	By the end of this session, students should be able to describe one's idle or a celebrity -Exchange information, opinions & experiences in Chinese, regarding idles/ celebrity *Demonstrate understanding of spoken/written texts in Chinese by an appropriate response in Chinese *Display an understanding & awareness of values, attitudes & beliefs of cultural significance, pertaining to one's idle or celebrity	**Communication** Class discussion: Students would need to undertake some preparation and research on celebrities in China so that they could contribute and present their views effectively; **Information and communication technology** Students undertake classroom-based and on-line research on celebrities in China. Then they explore and enhance information that they have located and recorded through addition of personal opinion and informed conclusions. **Improving own learning and performance** Setting individual learning plans, discuss focus of work and potential targets for improvement with the teacher. These targets are to be revisited and reviewed over the course of the academic year.	**Grammar** 从---开始， 之后/然后， 接着，--- 最后---- Connectives for sequence i.e. 先---再----， Vocabulary that relates to past experience i.e. 曾经； 过； 已经 Other vocabulary please refer to page forty three of the textbook 'Chinese Made Easy Five'	**Interactive Oral** Students work in groups of no more than four people. Each student will have to contribute at least three minutes of utterance in the discussion which has to be in the form . The assessment criteria are on the basis on IB Chinese B standard interactive orals.

青年人的烦恼 **Youth issues** **Term Two** **2012-2013**	By the end of this session, students should be able to describe youth issues -Exchange information, opinions & experiences in Chinese, regarding youth issues i.e. schooling and pressure *Display an understanding & awareness of values, attitudes & beliefs of cultural significance, pertaining to youth issues/pressure	**Communication** Class discussion: Students would need to undertake some preparation and research on issues among young people in China so that they could contribute and present their views effectively; **Information and communication technology** Students undertake classroom-based and on-line research on youth issues in China. Then they explore and enhance information that they have located and recorded through addition of personal opinion and informed conclusions. **Improving own learning and performance** Setting individual learning plans, discuss focus of work and potential targets for improvement with the teacher. These targets are to be revisited and reviewed over the course of the academic year.	**Grammar** Frequency adverb- 从来不-很少-有时候-偶尔-常常-经常-总是-老是 使-给-让-替 由于/因为/ 在---方面 还有----/再加上— Use 就/便 to indicate connection of cause and effect 对 vs 对于 Hypothetical lexis -要是/如果/假设 Other vocabulary please refer to page fifty one of the textbook 'Chinese Made Easy Five'	**Reading and writing tests (End of Year Exam)** A set of past papers is to be chosen for writing and reading assessments
不良行为+犯罪 **Juvenile delinquency** **Term Two & Three** **2012-2013**	By the end of this session, students should be able to describe crime issues -Exchange information, opinions & experiences in Chinese, regarding crime *Display an	**Communication** Class discussion: Students would need to undertake some preparation and research on juvenile delinquency in China so that they could contribute and present their views effectively; **Information and communication technology** Students undertake classroom-based	**Grammar** 将；会；要 The use of passive voice-被,让，给 作奸犯科 奸淫掳掠 杀人放火 受人摆布 Other vocabulary please refer to page	**Individual oral** Each student is to present a speech of around 3-4 minutes and it will be followed by questions raised by the teacher on the basis of what the students will have presented. Then the teacher will undertake a free conversation with the student.

	understanding & awareness of values, attitudes & beliefs of cultural significance, pertaining to crime issues	and on-line research on juvenile delinquency in China. Then they explore and enhance information that they have located and recorded through addition of personal opinion and informed conclusions. **Improving own learning and performance** Setting individual learning plans, discuss focus of work and potential targets for improvement with the teacher. These targets are to be revisited and reviewed over the course of the academic year.	fifty nine of the textbook 'Chinese Made Easy Five'	The assessment criteria are on the basis of IB Chinese B standard orals

North London Collegiate School Jeju

APPENDIX THREE

Departmental Development Plan 2012-2013 Department of Chinese

School & Departmental Priorities	Departmental Action(s)	Action(s) by	Timeline / date to be achieved	Cost (Budget ref)	Evidence of achievement
Students' learning needs are better catered to through setting of classes on the basis of their Chinese proficiency level	New arrivals are to be set in beginners groups. A review is to be undertaken by end of term one in order to see if any student movements between the beginners and intermediate classes are necessary.	FC RZ NL	22 September,2012	N/A	Setting on the basis of students' learning history of Chinese language in NLCS Jeju.
Design a structured Chinese curriculum for intermediate and IGCSE classes	Design a booklet supplementing the textbook Edexcel GCSE Chinese as the contents of the textbook do not seem to cover all what are prescribed in the IGCSE 0547 examination course guide. This booklet continues from the Kuaile Hanyu One booklet. Elements e.g. use of ICT and	FC	First draft of the 2013-2014 version to be handed out to the team on 3 September. Feedback to the HoD by end of 14 September school for amendment. The final version is to	Photocopies	Supplementary booklet for Edexcel GCSE Chinese plus IGCSE 0547 core vocabulary list for Topic areas A, B C, D & E (2012-2013 edition)

	rubics are also included. The contents of the booklet correspond to the schemes of work of NLCS Jeju's intermediate and IGCSE Chinese classes.		be completed by 22 Sept. A soft copy (pdf format) will be saved in the Shared Folder for internal use and uploaded on Moodle.		
Review the current Chinese curriculum for beginner classes	Review and amend the Kuaile Hanyu One booklet in preparation for the growing demand of Mandarin in this academic year. Elements e.g. use of ICT and rubics are also included. It corresponds to the school's Chinese schemes of work of beginners' classes.	FC	First draft of the 2013-2014 version to be handed out to the team on 3 September. Feedback to the HoD by end of 14 September school for amendment. The final version is to be completed by 22 Sept. A soft copy (pdf format) will be saved in the Shared Folder for internal use and uploaded on Moodle.	Photocopies	Kuaile Hanyu One booklet (2012-2013 edition)

Departmental Development Plan 2012-2013 **Department of Chinese**

Advocate the use of target language in classroom	1. At start of the school year teachers (first two lessons) go over the vocabulary and phrases that students always have to use in receptive and expressive Chinese. This will allow for students' maximum exposure to the target language, Mandarin, in an environment where the target language is not widely spoken. Display e.g. Chinese classroom phrases should also be considered. 2. At least 70% of a Chinese lesson is to be taught in the target language by end of November and 90% by end of term two. The use of target language will be incorporated	FC RZ NL	Evaluation First drop-in lesson observation in term one Second drop-in lesson observation in term two Third drop-in lesson observation in term three	N/A	Language displays in classrooms Effective use of target language in Chinese classes. Classes are taught mostly in Mandarin Chinese and students have a full grasp of the receptive Mandarin in classroom. There are also spontaneous attempts that students interact with their teachers with simple Mandarin phrases.

	into this year's academic monitoring process.				
More structured language lessons	This is in response to the feedback from NLCS UK inspection report. All Chinese lessons must begin with registration on Engage in order to avoid possible truancy. Then it continues with a short starter, learning activities, consolidation work setting and planner checking. This will be incorporated into this year's academic monitoring process. Mutual lesson observation and sharing good classroom practice will also be discussed.	FC RZ NL	First drop-in lesson observation in term one Second drop-in lesson observation in term two Third drop-in lesson observation in term three	N/A	More effective use of lesson time and structured lessons.
Promotion of Chinese culture	Chinese New Year Assembly	FC	6 February,2013	600,000 won (A gigantic drum), Lanterns, Plastic dragon,	Students are aware of the importance of the festival to Chinese people and how it is celebrated.

				Chinese calligraphy brushes, couplets, Chinese cymbals	
Peer language support	Chinese Language Clinic	FC & Sixth Form	On-going	20,000 won (a treat for sixth form 'language doctors)	The learning needs of the low achievers are met and supported.
Use of ICT in Chinese language teaching	1. ICT training for teachers (Half day INSET??) 2. Demonstration on the use of ICT in class. Data will be collected over the course of drop-in lesson observation	FC	ICT Training Term 1 & 2 Lesson observation	The HoD's attendance of 21 century Learning Technology Conference by ESF, Hong Kong?	Teacher's effective and confident use of ICT in Chinese classrooms.
Schemes of work of intermediate, pre-IB, ab initio	The schemes of work of term two and three 2012-2013 must be completed by end of term one.	FC (B standard & IGCSE	Template of Chinese SOWs to be uploaded on Engage and the	N/A	Quality and professional SOWs with explicit learning targets, strategies and

and B standard classes	Format of the SOW e.g. style, font etc. has to be consistent with the template provided.	0523) RZ (ab-initio) NL (IGCSE 0547 and all beginners classes)	Shared Folder. First draft: 10 December Checking 10-12 December Completion of final draft 13-14 December Launch: From term two onwards		outcomes suggested. International mindedness and TOK are also included in all IBDP SOWs.
Cross curricular co-operation	Work with at least one department on cross curricular teaching & learning e.g. history, drama, MFL and/or geography. Will discuss with the HoDs, the VP and the professional tutor exploring the possibility of it.	FC	Discussion with the HoDs, the vice principal and the professional tutor by end of term of term one	N/A	The team learns from the other departments on how the other school subjects are taught and incorporate the good practice into their teaching.

APPENDIX 4

North London Collegiate School Jeju
Department of Chinese

北伦敦学校济州分校
汉语部

Handbook
汉语部资料手册

April 2013

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Preface

Over one forth of the world population are speakers of Chinese, a language which has been in existence in history for more than 5,000 years. With the growing economic and political importance of China, Chinese language is becoming one of the most influential languages in the world. Most developed economies e.g. the United Kingdom, the USA, Korea etc. have recently incorporated Chinese language programme into their education systems in the hope that the next generations of their nationals are fully prepared for the academic and commercial challenges that are presented in connection with China and the Greater China which include Taiwan, Hong Kong, Singapore and other overseas Chinese communities. The Chinese Department of NLCS Jeju believes that with the introduction of Chinese in the school's curriculum students are to bridge the cultures of their own and the one of Chinese and potentially enjoy better career prospect if they achieve an excellent proficiency of Chinese.

The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in the school's development plan, the adoption of new initiatives, or the publication of NLCS Jeju inspection reports. A copy of the Handbook is held by the Head of Department and two copies by the Director of Studies, one of which is the copy normally made available to visiting inspectors, governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the language office (SF222) for general staff reference.

Frankie Cheung
Head of Department
April 2013

AIMS AND OBJECTIVES.

These aims and objectives relate directly to the aims of North London Collegiate School, Jeju.

These aims relate directly to our Schemes of Work and the general requirements of the National Curriculum Attainment Targets for Modern Languages (AT.1 - Listening and Responding; AT.2 - Speaking; AT3 - Reading and Responding; AT.4 - Writing) to which all colleagues must now refer for detailed requirements.

Aims

1.a) To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in Mandarin Chinese. To create an atmosphere where pupils wish to learn, so that they come to enjoy Mandarin Chinese, because they are active participants in it, and where staff enjoy teaching, so they give of their very best.

1.b) To enable each pupil to achieve his/her potential in a variety of situations, using all available resources appropriately, to ensure the highest level of achievement for each pupil.

1.c) To develop the ability to use Mandarin Chinese effectively for purposes of practical communication.

2.a) To enable pupils to be familiar with a body of knowledge, principles, skills and vocabulary in Mandarin Chinese.

2.b) By exposing pupils to a wide range of material (both literary and media) we aim to enable pupils to see Mandarin Chinese as:

i. a major cultural feature;

ii. part of a wider body of knowledge and skills, e.g. analysis, memorising, drawing inferences and scanning texts for information.

3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

3.b) To encourage positive attitudes to learning a foreign language and to speakers of that language, and a sympathetic approach to other cultures and civilisations.

3.c) To enable pupils to work independently and as part of a team in varied activities, so as Mandarin Chinese contributes to the development of core skills such as I.C.T., reading, writing and speaking.

4.a) To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Mandarin Chinese and to experience success and enjoyment in their work.

4.b) To value each individual and so encourage each pupil to feel the value and worth of others. In doing so, to encourage empathy, so that each pupil approaches issues of Race, Gender and Ability with tolerance and insight.

5.a) To develop an awareness in pupils of the implications of the chosen Modern Foreign Language (past and present) for the individual and the local, national and international communities.

5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments free from prejudicial intolerance.

5.c) To foster and encourage a lasting enjoyment and appreciation of the chosen Foreign Language and its associated culture and traditions.

5.d) To encourage pupils to consider critically the way language is used and abused by individuals and the mass media.

Objectives

These objectives relate directly to the five aims of the Chinese Department at North London Collegiate School Jeju and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible, e.g.
   - i. telling stories;
   - ii. working with others, e.g. discussion in which pupils take turns to talk/listen;
   - iii. write in response to a stimulus, an article in the media;
   - iv. communicate ideas to others by means such as speaking and writing;
   - v. listening, planning, reviewing, appraising and making notes;
   - vi. reading on their own and to others. The material (poems, stories, etc.) should consist of work written by the pupil and by others.

2.a) i. The National Curriculum Key Stage 3 and 4 Orders for Modern Foreign Languages should be used as a basic core for the scheme of work.

ii. Pupils should learn the following skills:

- to write and speak accurately, clearly, and confidently in an appropriate style, in a given familiar context.
  Written activities should require the pupil to write in narrative and descriptive ways, and to talk from personal experience, e.g. the pupil may have to produce a report of an event for the police or school magazine.
  The writing should also:
  - have a good structure;
  - have good punctuation, spelling and handwriting;
  - finally be well presented.
- to communicate accurately, sensitively, effectively and appropriately, in a variety of speaking and listening situations, with a clear awareness of audience and purpose. At KS 4 pupils should be able to act as Transactor, Interviewee and Narrator.
- to follow both verbal and written instructions accurately.
- read and listen carefully, recall and present important points derived from what has been heard. The pupils should use inference and deduction in an imaginative response to the stimulus. The response should demonstrate personal attitudes, emotions and ideas

2.b) Staff should refer to work in Humanities, Mathematics, Science, Languages, etc. when appropriate. This will aid the development of a growing vocabulary.

3.a)

i. Lessons should be conducted in a secure, supportive and disciplined manner. The pupils and the staff should interact in a manner that demonstrates mutual respect.

ii. Pupils should have regular homework that has a direct relationship with the course work and a clear purpose.

iii. The Department's scheme of work identifies planned opportunities for pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

3.b)

i. Pupils should experience a variety of experiences/activities during a course of study and during a lesson if possible. There should be opportunities for individual and/or group activities, e.g. role play and dramatic activities, listening, composing, writing, discussion, appraising and using ICT equipment.

ii. Staff should encourage pupils to pursue a piece of work over a period of time, e.g. project work and practical investigations, where research is carried out - possibly using a library.

iii. For younger pupils staff should use a reward system, e.g. a Merits and Certificate of Commendation. This should encourage pupils to work to their full potential and to experience a sense of achievement.

4.a) Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing material from:

i. different times and cultures;
ii. different writers past and present;
iii. stories, myths and legends;
iv. both literary and media sources.

4.b) Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils or gender group, etc. However, staff often spend considerable amounts of their own time helping individual pupils.

5.a) Staff should attempt to show the enjoyment and benefits that language and literature have given to us. This will be done by well chosen resources and carefully phrased comment.

5.b) The staff will allow opportunities at various times for group discussion, argument and debate. At these times we can listen to each other's views and hopefully reflect upon them.

JOB DESCRIPTION - HoD

Responsible to: The Principal / Director of Studies

OVERALL RESPONSIBILITY

- To provide clear, cohesive leadership and direction in teaching and learning in the subject area and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
- To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
- To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes, to ensure the department meets academic targets as well as meeting the requirements of *Every Child Matters*
- To take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils' learning needs.

SECTION ONE **General management duties**

Leadership

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
3. Scrutinise and monitor the performance and effectiveness of the Department in delivering the School's aims and objectives.
4. Play a major role in the School's middle management structure, assisting the principal and the senior team in creating a vision, sense of purpose and pride about the Department and its work.
5. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
6. Proactively devise and implement departmental rules and procedures within relevant school policies.
7. Co-ordinate the production and maintenance of the Department handbook, and implement, monitor and evaluate all of its policies and documentation.
8. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
9. Be responsible for maintaining discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate.

10. Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
11. Develop and maintain effective methods of communication with the principal, senior team, other staff, pupils, parents, governors, etc.
12. Identify and applaud areas of success for individual teachers and the Department.
13. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan and produce resources as a team.
14. Chair and produce the agenda for effective department meetings. Ensure minutes are taken by staff, kept secure and others informed as appropriate.
15. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
16. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
17. Deploy all Department staff effectively in order to give department members a good Work/Life balance.

Curricular / Departmental Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Oversee the Department Development Plan, its implementation and the part it plays in the whole school development.
3. Develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgments on pupil progress.
4. Develop departmental systems to allow teaching staff to access pupil data to inform their planning and teaching.
5. Monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
6. Develop departmental strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
7. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
8. Identify and support the subject cohort of Gifted and Talented pupils by developing teaching strategies to meet their needs, sharing good practice, tracking pupil progress and setting specific departmental targets for the group.
9. Ensure that the department supports the School's implementation of all current statutory requirements, e.g. Access to Work, learning support, Equal Opportunities, Child Protection etc.
10. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice.

Stock / Resources / Budget

1. Have oversight of the management of the Department stock, teaching resources and finances.
2. Ensure timetable provision is effective resourced and roomed to enable maximum benefit to staff and pupils.
3. Oversee ordering of resources, and use support services to monitor the maintenance of an inventory of all department stock items and authorise the annual stock audit.
4. Authorise stock disposal in accordance with department and school policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and pupils where appropriate).
6. Ensure resources are adapted to suit the needs of all pupils to enable inclusive learning opportunities for all pupils.

Liaison / Communication

1. Communicate with department team members, making positive and constructive comments about work and pupil progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.
2. Meet regularly and work with the 'ST link' for professional support and develop effective departmental management.
3. Work closely with the ST to promote the successful image of the school in the community.
4. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
5. Act as the initial person for others to contact regarding all issues relating to the subject.
6. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
7. Liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, ICT and Citizenship etc.
8. Inform staff about new developments and ideas related to the subject and the Department by means of department meeting agendas, etc.
9. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
10. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the school on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Development Plan taking full advantage of any relevant training and development available.
3. Develop skills and knowledge for mentoring and coaching colleagues.
4. Maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Continuing Professional Development - Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Staff Appraisal System, making use of, where appropriate, other sources of expertise, e.g. outside training agencies, etc.
2. Carry out appraisal of certain teachers as required by the Staff Appraisal System and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
3. Through a process of monitoring and evaluation, within the School Development Plan context and Staff Appraisal System, establish the professional development focus for the coming year for each member of the department.
4. Manage a range of learning styles and pace of learning within the department and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
5. Meet regularly with colleagues to discuss, review and monitor progress made in implementing change.
6. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
7. Work with other teachers to develop practice by:
   - leading professional development activities;
   - assisting colleagues in matching teaching approaches to learning styles;
   - making videos of model lessons; provide demonstration lessons for (departmental) colleagues to observe within a framework of mutual trust and support.
   - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
   - acting as consultant to teams that develop strategies for pupils experiencing difficulties;
   - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
   - auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation;
   - trialing teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgments;
   - network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
   - mentor and coach members of the team to support and improve practice
   - supporting government and local initiatives.
8. Create time for Professional Development of staff by efficient use of meetings time.
9. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional pupil support or any activity directed by the Head teacher and/or the senior team.
10. Maintain a professional portfolio of evidence and departmental learning log to support the Performance Management process.

SECTION TWO SPECIFIC DUTIES

1. Consult, produce and regularly review the Chinese Department handbook which should state the agreed procedures, practices and aspirations of the Department. The handbook should be word processed, held in a file, actively used by staff and focus on:
   - Aims and Objectives for Chinese Department.
   - Assessment, Recording & Reporting.
   - Pupil Inclusion (SEN, Gifted & Talented, Pupils with English as a second language, Gender, Multicultural, Differentiation, etc.).
   - Citizenship.
   - The range of appropriate learning styles.
   - The use of ICT.
   - Health and Safety.(including specific detailed description of the procedure for school trips).

2. Maintain a Departmental Portfolio with evidence of:
   - Departmental data, to include public examination and KS3 outcomes and departmental targets.
   - Examination procedures for the conduct of practical and oral examinations and the preparation of pupils requiring the expertise and language skills of the department.
   - Lesson observation records and monitoring and evaluation outcomes.
   - NLCS UK Inspection Report and Improvement Plan.
   - Departmental Learning Log and Professional Development Record.
3. Liaise with other Curriculum Coordinators in order to maintain the School's record of successful visits to Greater China which enhance pupils' understanding and knowledge of Chinese language and culture.
4. Manage the Department's contribution to the School Prospectus.
5. Manage the Department's contribution to the School magazine and website, including articles about experiences abroad and items about partner schools and their news.
6. Oversee the running of the Chinese Language Clinic and Chinese Culture Club.

SUBJECT LEADERSHIP

SECTION ONE INTRODUCTION

There is a clear connection between effective leadership at all levels within a school and pupils' achievement. Leadership provides the drive and direction, while management makes the most effective use of resources. Being an effective subject leader does not require that person to be the most charismatic and innovative individual, however it does require:

- a deep knowledge of the Curriculum and associated assessment methods;
- an awareness of relevant national, regional and local developments;
- a deep knowledge of teaching pedagogy;
- possession of an accurate evidence-based understanding of standards and achievements within the subject;
- a very good standard of classroom practice (including classroom discipline), thus enabling the leader to act as a good role model to other staff;
- the setting of high standards and expectations for what can be achieved by staff and pupils with regard to teaching and learning;
- good skills of communication, persuasion and motivation, e.g.
  - i. when promoting the subject to pupils, staff, the Leadership Team, the Governors and to parents;
  - ii. when developing and communicating realistic targets for improvement of pupils' attainment standards;
- the ability to work effectively with other members of staff;
- efficient management of information and day to day events.

SECTION TWO STYLE OF LEADERSHIP

As Subject Leader it is important to have an effective leadership style. There are of course many different styles of leadership all of which work for different individuals:

- **Authoritative** outlining his/her aims
- **Democratic** discussing and agreeing aims
- **Affiliative** creating and maintaining friendly relationships with the staff
- **Task** out-lining tasks and ensuring their completion
- **Pace setting** leading by example

In reality, several of these styles may be used by an individual leader for different occasions, e.g. it is common for a democratic leader to also be affiliative. In many cases a style of leadership will require that the other subject staff have particular personal qualities, e.g. a pace setting leader will achieve little on a subject level if staff are not prepared or able to respond.

Having settled on an appropriate style(s) of leadership it is necessary for the Subject Leader to be aware of and consider the four major facets of subject leadership:

1. **Directional** providing the sense of direction
2. **Developmental** providing the practical solutions to problems
3. **Relational** representing the Subject to the Leadership Team
4. **Motivational** providing inspiration to the Subject

These facets will apply to all styles of leadership as they are necessarily part of the duties of a Subject Leader or Head of Department.

Teachers' qualifications

All the Chinese classes are taught by Chinese language specialists who have professional experiences in teaching Chinese for speakers of other languages. All the teachers in the team have attended at least one IBDP training course and computer literate. In addition to daily classroom learning activities, students' Chinese language learning are also be fully supported by the teacher's extensive use of learning technologies e.g. IWB, projector, visualizer and co-curricular activities e.g. clubs, school trip to China etc. Below please find the teachers' qualifications.

Chinese Teaching Team

Mr CHEUNG, Frankie Sai Kit, Head of Department
MA in Teaching Chinese for Speakers of Other Languages (to be completed by 2015)
MSc in TESOL, University of Stirling, Scotland
Teacher Certificate, Grantham College of Education, Hong Kong
IBDP training attended: January 2006 (Language B standard), March 2011 (Language B higher),
July 2012 (Theory of Knowledge)

Mr LIU, Nan, Junior School Chinese Language Coordinator
BA Beijing Language & Culture University (BA) - Chinese Language and Literature.
IBDP training attended: January 2012 (ab initio)

Ms ZHAO, Rui
MA: Lancaster University, UK - Language Teaching and Language Studies, Applied Linguistics
BA: Dalian Foreign Languages University, China.
BA in English Education, approved teaching qualification with 1 year PGCE equivalent training in high school.
IBDP training attended: January 2012 (ab initio)

SECTION THREE Leading the subject team

1. Daily Subject Organisation

Although the daily operation within the Subject area is a managerial role for the Subject Leader and not part of the leadership role, it is true that good effective leadership does require effective management on a day-to-day basis, ensuring that systems operate as effectively as possible. Although the Subject Leader may delegate some tasks he/she is generally responsible for ensuring that:

- staff are inspired and supported in their professional development;
- staff are allocated to each teaching group by matching the skills of teachers to the needs of classes or individual pupils;
- there is effective regular liaison with members of staff who support individual pupils or groups of pupils;
- there is effective regular liaison with the junior school and potentially, the feeder primary schools;
- there is sufficient timetabled teaching time for Chinese Department, with extension and enrichment activities such as regular homework and the Chinese Culture Club;
- there are high expectations, consistent approaches and good progression within the schemes of work, based on clear and stated teaching objectives;
- the provision of accommodation, resources and ancillary support are regularly monitored;
- there is clear accountability for the quality of teaching and learning within the subject area;
- Health and Safety policies are understood and implemented by all.

2. Strategic Development

A vital part of the Subject Leader's role is monitoring the effectiveness of the strategic provision – this requires:

- an awareness of the quality of teaching and learning within the subject;
- an awareness of the teaching styles and pedagogy employed by various teachers;
- advising and supporting teachers as regards teaching styles and pedagogy;
- ensuring the sharing of good practice.

Within their strategic development role the Subject Leader has two main responsibilities, i.e.

i. Teaching and Learning - to identify strengths and areas for improvement.
ii. Leading improvements in schemes of work and available resources.

i. Teaching and Learning - to Identify Strengths and Areas for Improvement

The subject leader should lead the academic monitoring process to evaluate the standards and quality of both teaching and learning and provide that information to the school's senior team. Through the academic monitoring process the subject leader is able to identify:

- necessary actions for raising standards in the subject;
- the training needs of the staff.

Post academic monitoring actions involve the identification of targets and the implementation of related action plans. Necessary changes or steps for improvement should be tackled in order of priority, at a manageable pace and in such a way that the changes are sustainable with regard to available resources. This process requires the subject leader to:

- make secure judgments about the standards of pupils' attainment, rate of progress and personal development on the basis of evidence from both internal and external

assessments. The analysis of assessment data and moderation are pivotal to the making of secure judgments about the standard of pupils' attainment.

- have a good understanding of what makes effective teaching within the subject;
- have the skills necessary to provide objective, positive and constructive feedback to the staff;
- undertake sustainable improvement by identifying targets, and setting/leading strategies to achieve these targets. Identified improvements should become embedded in the teaching pedagogy and schemes of work;
- identify and provide training to meet the staff's individual CPD needs. This should involve classroom observations and follow-up discussions with colleagues. The subject leader should annually observe lessons taught by each member of staff and in turn, allow those staff to observe the leader's own lessons and those of other colleagues (not necessarily in the same subject area) – this is part of the school's CARE process. A peer mentoring system should be operative where staff share good practice by observing each other's teaching.

ii. Leading Improvements Schemes of Work and Available Resources

A major responsibility of the Subject Leader is to offer curriculum leadership, e.g. staff should have opportunities to regularly share effective teaching and learning experiences, as well as to discuss and develop common ideas about the teaching of topics or lessons. These opportunities are often best provided as a fixed regular agenda item on the subject team meetings. After staff have attended an externally organised training course they are required to cascade the relevant skills and knowledge to their colleagues. These strategies assist in the maintenance and further development of consistent approaches to teaching and learning and a clear team ethos. They can lead to refinements and changes to schemes of work, and the preparation of new teaching materials that can be used by all staff. The discussions may also be extended to cover other cross-curricular themes and consider how the Subject Team can:

- support teaching and learning in other subjects;
- be supported by the expertise of other subject specialists;
- further support the development of ICT, literacy, numeracy and citizenship across the Curriculum;
- further integrate ICT into the Chinese Curriculum.

This process goes a long way towards assuring the quality of the Chinese Curriculum.

The subject leader will also regularly review pupils' written work in different classes. This monitoring will help ensure that marking and other assessments are in line with school policies. These observations are most effective when they are followed up with positive and constructive feedback to the staff. The subject leader should also organise regular moderation of the assessment processes and the grades awarded.

JOB DESCRIPTION - TEACHER

Job Title : Teacher of Mandarin

Responsible to : Head of Mandarin

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.

General teaching duties

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
6. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
7. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
8. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
9. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
10. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.

3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Be familiar with assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy, ESL and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
8. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
    - are on AAP (Academic Action Plan);
    - are gifted and talented (AEP-Academic Extension Plan);
    - are not yet fluent in English.

Health and Safety

1. Undergo Basic First Aid training and update courses
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the principal.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues.
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

N.B. Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

INCLUSION POLICY - GENERAL

There are three separate policy documents that fall within the auspices of the Department's 'Inclusion Policy', i.e. policies on Differentiation, Gender and Multicultural Education. In addition to these three policies, there are several other aspects of an education in Chinese language that need to be separately mentioned in a comprehensive policy on Inclusion:

1. Setting/mixed ability;
2. Teaching styles;
3. Entitlement of access to the whole course of study;
4. Progression within the course of study;
5. Special educational needs.

1. Setting

Ways need to be found of catering for the needs of pupils of all abilities which will fully challenge the most able pupils, and encourage those of average abilities and below to higher levels of achievement. We believe that setting is a major strategy towards achieving this aim. However, setting alone will not ensure equality of opportunity.

In Year 7-9, pupils are set to a limited degree. Two intermediate groups and one foundation group are made in each year group on the basis of the length of time these students learning Mandarin Chinese in NLCS Jeju since the school opening.

In current Year 10, there is one IGCSE group for the boys and two for the girls. There is one group for boys and girls of current Year 11. In Year 12 there is one IBDP ab initio group and one language B standard group.

1. Staff is asked to work out the proficiency levels of pupils who are either doing very well or whose progress is causing concern.
2. Staff have a brief meeting to discuss the relevant pupils.
3. The HoD then speaks individually to the pupils whom we consider could benefit from moving up a set. He will also ask students if there is any external qualification proving his/her Chinese proficiency.
4. The HoD then speaks individually to the pupils that we consider could benefit from moving down a set.
5. Pupils whom we consider could benefit from moving up or down a set, tell the HoD if they wish to do so or not.
6. The HoD and other staff (including the Director of Studies if necessary) make final decisions and then parents are informed by letter.

2. Teaching Styles

Pupils should experience a variety of experiences/activities during a course of study and during a lesson if possible. There should be opportunities for individual and/or group activities. Staff should encourage pupils to develop a piece of work over a period of time, e.g. oral work and project work, where research is carried out - possibly using a library, just as they should provide opportunities for work to be completed in one or two lessons on occasion.

The team regularly exchanges their experiences of the Scheme of Work at department meetings - the successes and failures of different strategies are a prominent part of this exchange.

3. **Entitlement of Access to the Whole Course.**

All pupils follow the same Scheme of Work in all of the years. Although we set pupils in foundation and intermediate sets some pupils can and indeed do, change groups - see section 1 on 'Setting'. The higher set groups may work at a faster pace and/or study more demanding work than lower sets. In Years 7-9 pupils in foundation classes may not study some higher level work. However, efforts will be made to offer all pupils a full entitlement to the Chinese curriculum, via varied delivery and resources.

The current Scheme of Work appears to satisfy the needs of pupils of all abilities. It is also sufficiently demanding to test the most able pupils to the full, and encourages those of average abilities and below to new levels of achievement.

4. Progression within the course of study.

There is an implication in the way that the National Curriculum is set out, in the apparent hierarchy of levels, that pupils learn fundamental concepts in a linear fashion. This is not necessarily the case and much care needs to be exercised in the construction of a scheme of work. We accept that some pupils make what appears to be erratic progress through the levels. For this reason our Scheme of Work for Key Stage 3 & 4 is a spiral/progressive system that allows, in as much as is possible, for language concepts and vocabulary to be revisited. Tests will often include one or two questions from the previous year's work - this allows for achievement of levels that were experienced/assessed in the previous year.

5. Special Educational Needs

For teachers of Chinese working with pupils who have been formally designated as having Special Educational Needs, the policy on 'Differentiation' which is concerned with devising tasks, teaching in relation to those tasks, and assessing pupils' responses to them, is equally applicable.

To ensure that pupils who have been designated as 'gifted' are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. In addition, such pupils are encouraged or required to read, write and talk about Chinese and to engage in discussions and/or to work with similarly 'gifted' pupils, either from this School or from some other in the locality or further afield.

For the less able, tasks are usually presented or re-presented in several different ways. Teachers tend to afford these pupils more time, provide them with additional support by way of explanations and extra resources, and, as appropriate, allow them to complete their tasks at a relatively slower pace.

Pedagogical and related decisions and actions regarding any pupils who have some sensory impairment, communication problem or physical handicap, are taken only after consultation with those in the School who have specific responsibility for their welfare and support. The School and the Department encourages any such pupils to use their normal aids to speaking, listening, reading or writing. In striving to meet individual needs, teachers make substantial and increasing efforts to provide any recommended computational, technological or other facilities, in order to adapt work spaces, equipment, instruments or furniture.

Experience suggests that the vast majority of pupils in the School for whom English is their 'second language', quite quickly attain a level of understanding and a degree of fluency that make normal classroom communication perfectly possible. For the relatively few pupils for whom that is not yet the case, the Department's teachers rightly exercise considerable patience, and seek to play their part:

- by doing what they can to familiarize themselves with some basic words and gestures from a pupil's first language and culture, that are likely to prove very useful in the context of the Chinese room;
- by repeatedly re-wording and re-phrasing any discourse in English with the pupil;
- by employing, and encouraging the pupil to employ, non-verbal modes of communication, e.g. gestures and drawings, to support any attempts at verbal discourse;
- by enlisting the aid of any appropriately bilingual pupils in the group, or that of any available adult.

INCLUSION POLICY - DIFFERENTIATION

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs. Differentiation can be described as having five main components i.e.

1. Resources 2. Tasks 3. Response 4. Support 5. Group Structure

Each of the five components of differentiation are explored in detail below and exemplars of current good practice within the Department are noted.

1. Resources should:

a). *have an appropriate readability level.*
We provide a word list for each unit. Texts are tested for reading age and the sentence length and the number of syllables in particular words is considered. Teachers aim to use familiar language and everyday examples in discussions with the pupils.

b). *be easy to understand.*
Worksheets are typed/word processed. Instructions are clear to understand and to carry out.

c). *be well designed.*
We provide pupils with attractive books and quality worksheets/booklets. We use both our own and published and commercially available materials.

d). *be in many different forms.*
Texts (department and library), worksheets, booklets, IPad, video, recording and the school's VLE are available for use with pupils.

e). *be connected to a scheme of work that identifies available resources and that shows progression and continuity within the course.*
These features were central in the construction of our Schemes of Work.

f). *be kept in well managed storage/retrieval systems.*
Our resources are well managed and arranged. Specific staff is responsible for managing the resources for certain units on the school's VLE. Our worksheets and resources are kept in the Shared Folders.

g). *prepare pupils for the methods of study that they will be expected to use.*
We inform the pupils of year groups as to what methods of study they will be expected to use.

h). *build study skills into the Scheme of Work.*
Pupils have to prepare each piece of unit work carefully, using key skills, such as planning, writing first drafts, proof-reading, etc. We return pupils' work with teacher comments explaining how it can be improved. They are expected to prepare for examinations seriously. These are perceived by the pupils as important. We go over

specific questions from past papers, so as to clarify the finer points of 'examination technique'. We work in the library when appropriate in order to give the pupils the opportunity to develop their research and reading skills.

2. Tasks should:

a). *show variety throughout a unit and within a lesson if possible.*
See the Scheme of Work for a list of suggested activities.

b). *have a structure that enables the pupil to stay on task.*
Lists of the tasks can be written on the board. We can leave the work or information set up on the whiteboard or OHP, or on sheets made available, for pupils to refer to. We provide structured worksheets, where appropriate.

c). *identify possible outcomes.*
Work completed by other pupils can be used to inform pupils about the assessment objectives (what the teacher is looking to assess) and motivate pupils, e.g. looking at other pupils' projects, essays and recordings of oral work on video tape.

d). *match the pupils' interests.*
We review and assimilate the responses that pupils make on their module self-assessment sheets, regarding the work that they 'enjoyed' or 'did well at'. This feedback is taken seriously and should lead to appropriate changes in Schemes of Work. Pupils will realise that we are making an effort to ensure they find this subject enjoyable and helpful to them. Our Year 9 pupils should leave the Key Stage with a positive image of Chinese and themselves.

e). *allow for some choices to be made by the pupil.*
Pupils may, with the teacher's guidance, make choices in a variety of ways, e.g.
i. a study route through certain units, e.g. the choice of project topic in Year 7.
ii. the style and content of certain pieces of oral work.
Clearly, the level of choice may depend on the range of ability within a class and the pupils' ability to complete a large number of common tasks.

g). *allow the teacher to build a learning route through a study topic.*
The Scheme of Work is designed to allow for continuity and progression. The teacher can pick his/her own route through the unit.

3. The Response should:

a). *Make assessment criteria clear to pupils.*
Teachers clearly explain the assessment objectives to pupils at the start of each topic, e.g. "*After watching some videos of weather forecasts you will be asked to write a weather report of your own, which includes unusual weather and advice for certain people*".
Teachers aim to explain Levels clearly to pupils, so they can understand how well they are doing and what they have to do, to reach the next level.

b). *create an atmosphere where pupils discuss their own and each other's work.*
We encourage pupils to comment on and discuss each other's work, whether written or

oral. They should help each other set targets for improvement, as well as appreciating each other's achievements.

c). *be given to pupils in small groups.*
During classwork, pupils work in small groups of various sizes, depending on the task. Setting is seen as a major way in which we group pupils, with some respect to their potential understanding of skills and content.

d). *allow for individual action plans to be built for the pupils.*
The reflection and target pages in the planner asks the pupils to review their own work and to set targets for an individual action plan.

e). *reflect what the pupil has achieved and consider the pupil's previous achievements.*
We endeavour to use constructive criticism and advice at all appropriate opportunities.

4. Support can be:

a). *from other adults and pupils.*
We currently have sixth formers who wish to gain experience by assisting staff in the Chinese Department to support pupils with literacy and all other problems in relation to their Chinese language learning (Chinese Language Clinic). We encourage pupils who finish a task quickly to help others.

b). *from the teacher.*
This can occur during a lesson or often in our own time, e.g. at break times and lunch times. Indeed, teachers sometimes support pupils after school on a mutually agreed basis.

c). *from appropriate resources.*
Texts (department and library), worksheets, booklets, IPad, the school's VLE, Video recording are all well integrated into the Schemes of Work. These are particularly important for pupils with major literacy problems.

d). *by celebrating achievement.*
We celebrate achievement in many different ways (Commendations, Academic Merits). We regularly display pupils' work in the classrooms and the school's Chinese display boards.

e). *by teaching co-operatively.*
Some of the curriculum support time currently available to the Chinese Department, is offered by experienced teachers. This is clearly an opportunity for team- teaching. Appraisal has also been used as a further opportunity for co-operative teaching.

5. Group Structure can support differentiation if:

a) *we examine the structure of the teaching groups.*
Setting is seen as a major way in which we group pupils with some respect to their potential ability to understand the concepts of language. It allows groups of pupils to work together on the more challenging aspects and increase their rate of work whilst allowing other groups to

reinforce knowledge and skills, work at a slightly slower pace and/or gain the extra support they need from slightly smaller classes. In Year 7-9 & 11 we currently try to keep the lowest ability set size down to no more than 27 pupils.

b) *we teach pupils in small groups.*
Pupils work in groups of 2 or 3, rather than individually, so having the benefit of peer support. Pupils often work together in small groups, when preparing written and oral assignments. Small group work often enables the weaker pupils to 'shine'. Reading in pairs or small groups often enables pupils with literacy problems to work with pupils of a higher ability.

When moving around the classroom each teacher monitors and intervenes if necessary to make sure that each pupil is fully involved on the set task.

c) *we are flexible within the group when setting tasks and responding to individual needs.*
Project work can be produced by larger groups, e.g. four pupils if the teacher thinks that this is desirable and as long as the pupils know their own role in producing the project. One collaboratively produced piece of work helps to encourage commitment and responsibility in all of the pupils concerned.

d) *we allow individual work.*
For the less able or less confident pupil, teachers aim to allow them to work on their own on the computers when, in their professional judgement, this would serve to boost their confidence and/or reduce their feelings of inadequacy.

e) *we tutor small groups of pupils.*
This is a luxury sometimes available through the HoD but more often through the goodwill of staff. However tasks are often carried out with pupils in small groups. The less confident pupils generally perform better in such circumstances and weaker pupils exert a greater influence than in a whole-class situation.

INCLUSION – MULTICULTURAL EDUCATION

1. The Chinese Department aims to encourage positive attitudes in pupils towards:
   a. learning Chinese;
   b. speakers of that language;
   c. cultures and civilizations of Greater China.
2. We use all appropriate opportunities to challenge prejudice as it arises and a consistent approach to dealing with racist incidents, as agreed in the school policy.
3. We draw upon material from a variety of cultures and countries to illustrate our subject, providing a world view of language and literature. We have materials from a variety of cultures (texts, media, video, etc.) which can be used in lessons. The pupils themselves, are often the most important multicultural resource within the classroom and their experiences are valued and shared.
4. We recognise in our teaching, the contributions to the development of Chinese language, which have been made by other cultures and our shared heritage. We adopt the view that sees cultural diversity as a positive advantage.
5. We choose resources:
   a. which portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.
   b. which are factually accurate and use up-to-date text, illustrations and maps
   c. which do not:
      - stereotype individuals or groups.
      - use paternalistic approaches to other peoples or cultures.
      - reduce all non-western societies to the exotic, picturesque and primitive.
   d. which show the achievements and attributes of different societies, both past and present.
   e. which show children of different ethnic groups involved in the activities.
   f. which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.
   g. where ethnic minority characters have important roles and adults hold positions of authority. This will allow children from ethnic minority groups to enhance their self-esteem.
   h. where illustrations avoid caricature.
   i. which accurately reflect the population of Korea today.
   j. which use dialect appropriately and not to ridicule.
   k. which use a range of folk tales from different oral or cultural traditions.
   l. which use stories or poems written by children from different cultures.
6. We draw attention to ways in which language can be used negatively, to assert a point of view based on prejudice, and challenge it.
7. We use self-evaluation by departmental discussion and input from pupils, via their self assessments, to assess the implementation of this policy.

INCLUSION POLICY - GENDER

The Department aims to provide Inclusion for pupils within a broad, balanced Chinese curriculum, which does not discriminate against them because of gender. We hope our Scheme of Work and its implementation:-

a. reflects the interests of both boys and girls;

b. discourages any student(s) from dominating Chinese lessons and encourages both genders to view their contributions as having equal value. Effective, active classroom management can reduce much of this "domination" problem;

c. values equally the experiences of both girls and boys;

d. uses resources:
   - i. which portray a world view as seen from male and female perspectives and thereby communicate how it may feel to be of another gender.
   - ii. which are factually accurate and use up-to-date text, illustrations and maps.
   - iii. which do not:
     - a) stereotype individuals or groups.
     - b) equate men with being the dominant gender or women the subservient gender.
   - iv. which show the achievements and attributes of both genders, both past and present.
   - v. which show both boys and girls involved in the activities described.
   - vi. in which both boys and girls can find characters which enhance their self esteem, where males and females have important roles and hold positions of authority.
   - vii. which show characters not having to justify their gender by being exceptionally virtuous or brave, etc.
   - viii. where illustrations avoid caricature.

e. shows that the teacher can, by careful use of language, avoid reinforcing stereotypical views of society.

Recent research has shown that both genders experience increased levels of motivation and interest if Chinese language is delivered through the medium of ICT. The increase is more marked in boys, who attain lower levels of achievement, as a whole, than do the girls, particularly at IGCSE level. The department is carefully considering strategies for responding to this under-performance by males and is considering whether changes in setting and resources would lead to any positive effects in this area.

INCLUSION POLICY - GIFTED & TALENTED CHILDREN

SECTION ONE Introduction

The target group for the DfES gifted and talented children programme are the most able 10% of pupils in national terms. However, the traditional concept of 'Gifted and Talented' in educational psychology terms is restricted to a much smaller percentage of pupils - possibly as low as 1 or 2%. The 10% figure therefore must be seen to include those pupils previously designated as bright/able and many of these children need no special attention in a good broad, balanced and differentiated curriculum. Much of this policy can therefore be seen as being specifically relevant to the top 2% of the school pupil population and their parents and teachers. The following criteria can be used to distinguish between the bright/able child and the truly gifted or talented child:

Bright Child	Gifted and Talented Child
Is interested	Is highly curious
Usually has good ideas	Always has good ideas and sometimes lateral ideas which may appear at first to be silly
Knows most of the answers	Knows most of the answers and starts to asks questions
Answers questions appropriately	Answers questions but then tends to elaborate
Needs several repetitions for mastery of a skill	Needs only one or two repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peer company	Prefers company of adults
Grasps meanings	Draws inferences
Copies accurately	Creates original work and designs
Technician/operator	Creator/Inventor
Absorbs information	Manipulates information
Good at memorising	Good at memorising and making informed guesses
Makes observations when shown how	Is keenly observant
Pleased with own work	Highly self critical and sets exceedingly high standards.
Enjoys straightforward sequential problems	Thrives on complexity

The Department's Aims and Objectives state that we aspire to:
"encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning and who can show initiative."

In order to achieve this aim the true nature and potential of a gifted or talented child need to be identified before appropriate provision can be made. However, not all gifted and talented are easily identified. For identification and support purposes gifted and talented pupils can be grouped as follows:

1. Broadly gifted – excelling in all they do and enjoying their success - easy to identify.

2. Talented – possessing a particular ability in one area, e.g. mathematics or music – relatively easy to identify as they also tend to be academically able and successful.

3. Rebellious gifted – possess a range of behavioural problems which manifest themselves in disruptive behaviour and under-achievement – often incorrectly identified as purely disruptive and/or low ability.

4. Creatively gifted – deep thinkers who are often unpopular with their peers due to perceive lack of social skills and 'things in common' - often incorrectly identified as disruptive.

5. Concealed gifted – under-achievers who do not want to be different to their peers and so they merge into their peer group – often incorrectly identified as underachievers or simply less able.

Both environmental and hereditary factors influence the expression of high ability and achievement. With real parental and school backing most children will grow in self-confidence and will aspire to achieve their innate potential.

SECTION TWO Aims

The Department aims to:

- ensure that department policies include a focus on the needs of gifted and talented children;
- develop effective department-wide strategies to identify, educate and support the gifted and talented so as to nurture their capacity for unrestricted learning and creative thought;
- ensure these methods are taken up, adapted and used in every department;
- ensure there are clear roles and responsibilities for gifted and talented children within the Department – paying particular attention to:
  - i. the Department managers;
  - ii. named teachers with specific responsibility for the 'more able';

SECTION THREE The Need For Early Identification

Gifted children have a great thirst for knowledge and it is vital that this need is identified as early as possible so that house staff, teachers and parents can give them the required level of support in order that they may develop their talents. Pupils who are thought to be gifted or talented are identified and assessed as early and as thoroughly as is possible and necessary. Referral, assessment and identification can come from a multitude of sources, e.g.

- subject teachers request following observations or use of checklists;
- pupil self-request;
- parental request;
- peer group request;
- management request;
- following information from previous school (e.g. primary school);
- following diagnostic tests (norm, standardised and criterion referenced);
- following individual interviews;

Like many other children, gifted and talented children can often fail to achieve their potential, and may be unable to cope with their abilities and can suffer from many difficulties. Early identification, assessment and provision is therefore very important for any gifted/talented child for the following reasons:

1. It can minimize the difficulties that can be encountered when intervention and provision occur. These difficulties are typically:
   - low confidence and self-esteem;
   - high degree of frustration and self-blame;
   - poor study skills;
   - social isolation and a belief that they are misunderstood and different to their peers;
   - avoidance of academic regimes;
   - problems with concentration;
   - living in their own 'private' world.
2. It can maximise the likely positive response of the child, e.g. gifted and talented children who are underachieving may be given a much needed boost by realising their potential by achieving a high IQ rating.
3. It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.
4. If the child's learning difficulties prove less transient when addressed by the School alone, the external agencies can be brought in earlier and very likely with more success.

The process starts through liaison with our junior or primary feeder schools. The teacher with the responsibility for primary liaison visits our junior or primary feeder schools to meet prospective pupils and teachers during the year prior to their transfer to the secondary school. A meeting is arranged in June with the lower senior school's Section Head, to discuss the special educational needs of individual pupils.

SECTION FOUR Strategic Provision

To ensure that pupils who have been designated as 'gifted' are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. In addition, such pupils are encouraged or required to read, write and talk about their work, and to engage in discussions and/or to work with similarly 'gifted' pupils, either from this School or from some other in the locality or further afield.

Reading List

The school librarian has compiled a list of books for gifted and talented children. For all children, and more notably for gifted and talented individuals, reading can be one of the most gratifying of all leisure activities and the selected list is sure to entice. However, sometimes pupils need a little guidance to find the books most suited to their interests and abilities. The school librarian has therefore compiled a reading list by reference to the internet and a number of useful articles and books. The reading list has been made available to parents.

The Curriculum

There is not a detailed, standard curriculum for gifted and talented children, because their needs are very individual. The emphasis is on the development of a target-based programme in order to:

- meet individual children's needs;
- build upon their individual strengths;
- encourage development in areas in which they need support.

For all pupils, a well-structured curriculum that incorporates differentiation gives them an environment in which they can flourish. However, it is vital to remember that gifted and talented children may be academically several years ahead of their peers but some may still be emotionally and socially at their chronological age. A 'mentor' is therefore appointed for each gifted and talented child – the mentor deals with academic, social and personal development of the pupil. It is important that the child approves of the choice of mentor.

Streaming and Setting

The Department does not use streaming for any children. However, a mixed ability approach is used in current Year 10 girls group, in which there are a combination of intermediate learners and two near native speakers. Fast-tracking is used to move pupils quickly through the academic content of a course of study. Fast-tracking also enables pupils to sit external exams early. These two Year 10 girls are to sit IGCSE examination one year ahead of schedule.

School Clubs

The Department has a Chinese Language Clinic and Chinese Culture Club that allows us to support gifted and talented pupils in many ways, e.g.

1. allow us to extend the Curriculum beyond that offered in timetabled sessions:
    i. there may be opportunities to pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work;
    ii. there may be opportunities to undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the teacher, with the opportunity to pursue a personal interest or hobby;
    iii. there may be opportunities for visitors/specialists to interact with a committed audience;
    iv. there may be opportunities to organise visits to venues of specific interest, e.g. a visit to an event of special interest or to a similar club in another school;
    v. there may be opportunities to develop a project and to enter a competition. Such events can enhance the image, self-confidence and reputation of pupils.
2. allow non-specialist teachers with a particular interest or talent to offer their experience and/or time to broaden and enrich the Curriculum offered to the pupils.
3. allow pupils of different ages and abilities to interact.
4. allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom.

SECTION FIVE **Roles And Responsibilities**

The following responsibilities have been identified within the Department:

The role of the HoD / Team Leader

1. To ensure that gifted and talented pupils are considered and mentioned in departmental policies concerned with teaching and learning and in schemes of work and development plans.
2. To evaluate the Department's provision for gifted and talented children in the annual planning and development cycle.
3. To plan departmental policies that encourage pupils to review their learning, explore thinking and problem solving and foster success.
4. Implement best practice educational techniques for gifted and talented children in the team and bridge the gap between educational requirements and technical capabilities.
5. To help staff within the team to plan and build on existing skills and to form clear, relevant and attainable targets for gifted and talented pupils setting a clear timetable and guidance for the annual review. All staff should have a shared understanding of teaching skills.
6. To ensure that gifted and talented pupils are discussed at Team/Department meetings and that best practice and experiences are shared amongst staff.
7. To plan when learners need support for skills in the context and course of study.
8. To use outcomes of evaluation of learning for professional development of staff
9. To retain a portfolio of outstanding work and to integrate this with the work on display across the Department.

The role of the Teacher

All staff must be involved and committed to an agreed action plan to improve the provision for gifted and talented children – above all teaching staff must support each other and in turn be supported by the senior team.

1. To assist in the identification and referral to the HoD who are gifted and talented and who need support.
2. To assess personal development needs in relation to their professional development.
3. To participate in making teaching more effective in terms of subject content and mode of delivery and thereby enhance pupils' learning.
4. To assist in the successful implementation of AEPs for all gifted and talented pupils.
5. To facilitate learning using a variety of meaningful activities which involve pupils in the learning process.
6. To help the pupil make sense, and interpret information and events in order to process the experience, and create knowledge.
7. To set clear goals and communicate them to all pupils at the beginning of the lesson.
8. To develop activities which allow for reflection, application and future use of learning.
9. To provide the necessary structures which facilitate learning.
10. To encourage the pupils to assist in displaying their own work.
11. To integrate previous class learning experiences to allow pupils to draw together and make sense of present learning.
12. To ensure that gifted and talented children have access to the Curriculum by providing a situation in which each pupil's exposure to content and skills matches his/her rate of learning, and alternative differentiated materials and learning strategies are employed

PUPIL ATTENDANCE

Principles
Good attendance and punctuality at school facilitates a good education and job/career prospects, and minimises the risks of pupils conducting anti-social behaviour or becoming victims or perpetrators of crime or abuse. Children's social skills are also enhanced by regular attendance. The first responsibility of the Department in supporting a school's attendance policy is to ensure that lessons are prepared and delivered in an interesting and stimulating manner.

Aims:

- to share the responsibility for promoting school attendance amongst everyone in the School and the broader school community;
- to develop and implement an effective attendance policy that touches all aspects of the School's life, and relates directly to the School's values, ethos and curriculum. To these ends staff particularly strive:
  i. to encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning;
  ii. to value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- this attendance policy and its implementation should encourage some pupils to attend school more regularly by the implementation of specific measures, e.g.
  i. registering pupils accurately and efficiently;
  ii. setting attendance targets for individual pupils and year groups;
  iii. contacting parents the same day when reasons for absence are unknown or unauthorised;
  iv. regularly monitoring pupil attendance and punctuality;
- to reinforce good attendance and to encourage improved attendance by using such measures as;
  i. informal comments from pastoral and subject staff;
  ii. by the more formal issue of attendance certificates in tutor time and assemblies;
- to build up cost-effective networking and joint training involving groups of schools or different professional groups regarding attendance;
- to monitor and evaluate this policy and its implementation by, amongst other means, rigorously collecting and analysing data about attendance to check our progress against measurable outcomes.

SECTION ONE Roles and responsibilities

The responsibility for promoting school attendance is shared amongst everyone in the school and the broader school community. For details of the responsibilities of the Parents, Governing Body, the Principal, Form Tutor and the Police see the whole school policy on Pupil Attendance.

Normally the school itself will have made and recorded efforts to address the non-attendance through:

- action by the class or form tutor, as part of their day-to-day duties;
- involvement of others within the School, e.g. BHM, Section Head or Deputy Principal;
- contact with parents.

Referral to the deputy principal would normally take place if:

- a pattern of irregular attendance or lateness is either continuing or worsening;
- BHMs do not accept their responsibilities for ensuring the child attends school, and are refusing to discuss ways of improving attendance with the School;
- condoned, unjustified absence is increasingly a problem;
- the parents ask for excessive authorised absence.
- the pupil attendance rate falls below a certain predetermined level.

CLASS TEACHERS

Class teachers can contribute to good attendance and punctuality by actively participating in and supporting those school systems designed to manage and improve attendance and punctuality. The delivery of interesting and engaging lessons and insistence on punctuality for themselves, colleagues and pupils alike will also contribute positively. In addition the class teacher is responsible for:

1. Monitoring on a daily basis the pupils' attendance and punctuality in their lessons. This may be by using Engage, the school's portal. When a pupil is missing from their lesson for no apparent reason subject teachers should inform the relevant tutor/BHM or the school office so that the pupil's absence can be further investigated. Similarly any suspected pattern of lateness or absence should be reported.

2. Where a pattern of absence or lateness is proven to exist: the class teacher should monitor more closely the pupils attendance & punctuality, and use the 'on report' card to inform the teacher with pastoral responsibility for the pupil, as well as the Head of Department.

3. When a pupil is known, by the teacher, to be 'on report' and that pupil is absent at the start of a lesson, the appropriate member of staff should be informed.

N.B. Where an improvement in attendance/punctuality takes place the pupil should be praised for that improvement and the appropriate school reward applied.

HEAD OF DEPARTMENT

Along with all of the above responsibilities for his/her own lessons the Head of department is responsible for:

- overseeing general attendance and punctuality within the Department.
- overseeing lessons within the Department, to ensure that they are of a sufficiently stimulating and appropriate standard.

Where a pupil claims that their poor attendance is a result of 'boring lessons' it may be advisable to monitor, more closely, the lessons taught by the subject teacher or the scheme of work itself. Findings should be given to the parents, directly or through the pastoral co-ordinator, along with any further action that the School feels is appropriate.

Where lessons have proven to be of an unacceptable standard then the Head of Department should work with the teacher concerned, in conjunction with the Professional Tutor / Director of Studies, to produce the necessary improvements.

Where a pupil has been placed on report for lateness or poor attendance within the Department, the Head of Department should monitor the report to ensure the appropriate improvements are taking place. However, where improvement does not happen the Head of Department should liaise with the Pastoral co-ordinator and:

- plan what further action should be taken.
- contact the parents.

SECTION TWO Initiatives to improve attendance rates

There are many reasons why pupils miss school without permission and therefore there is no one solution to the problem of absenteeism. The Department has been heavily involved in several relevant initiatives, e.g. setting reward schemes, such as certificates, school trips and breakfast clubs. It is important that wherever possible the Department works alongside the school's senior team in supporting and implementing attendance initiatives which:

- help children develop the habit of regular attendance;
- show house staff clearly that unjustified absence will be noticed and challenged;
- minimise problems in secondary schools by helping pupils transferring from primary schools and by engaging fully in liaison activities.

Helpful initiatives include:

- implementing first day contact with the house staff of children who are absent from school without prior knowledge. It is hoped that this sends a clear signal to pupils and house staff that absence is a matter of concern and will be followed up;
- encouraging attendance checks, scheduled or unscheduled, which is effective in monitoring post registration truancy;
- the introduction of Engage, the school portal, which stores accessible pupil profiles containing a full range of information from both the existing electronic attendance system and the school management system. This school management system:
  - i. is accessible to all class teachers, BHMs, Heads of Department and members of the senior team;
  - ii. enables staff to have access to a complete pupil profile in reviewing non-academic achievements and events of a disciplinary nature as well as pupils academic performance;

iii. enables staff to interrogate data and produce ICT generated management information and reports;

iv. enables staff to record disciplinary and other events electronically and have no need to make paper records.

SECTION THREE Keeping the register

Registers should be treated as legal documents – indeed they may be used as evidence in court cases. For each pupil, the register must be marked either as present or absent. If the pupil is absent, the register **must** clearly differentiate between whether the absence is authorised or unauthorised by the School.

Lateness

The school actively discourages late arrival, by staff setting a good example and by challenging it whenever it occurs. Normal register entries do not usually indicate the severity or degree of lateness and the School therefore has systems to detect patterns of late arrival, e.g. tutors will investigate and report as necessary.

HEALTH & SAFETY POLICY

Introduction

The Chinese Department's policy for 'Health & Safety' is consistent with, and so reinforces, the 'Health & Safety' policies of the school, which seek to promote safe and healthy working conditions, behaviour and procedures.

All members of the Department recognise their duty:

- to take care of their own 'Health & Safety' and the 'Health & Safety' of others who may be affected by their actions;
- to be familiar with this policy and that of the School;
- to co-operate with the School Management in promoting 'Health & Safety';
- to report damaged equipment/hardware or ineffective safety systems as soon as possible to the Head of Department;
- to be responsible for 'Health & Safety' matters within their normal teaching areas.

The effective management of safety for the Chinese Department can be seen as having four major components:

1. Risk assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
   - reporting breakages and dealing with broken glass;
   - reporting and dealing with accidents;
   - tidying up after the lesson.
3. Control to include:
   - where to find safety information, e.g. risk assessments, etc.
   - regular safety checks;
   - safety training - to include all relevant staff and pupils.
   - policy statement on 'the use of Chinese classrooms by non- Chinese teaching specialists' to be included in the staff handbook and staff induction programme - see separate policy at the end of this document;
   - effective storage;
   - statement on 'charging for breakages'.
4. Monitor and Review - including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general, e.g. reporting localised hazardous conditions to caretaking staff for immediate attention - wet floors, obstructions, loose floor tiles, etc.

SECTION ONE Risk Assessment And Planning Before A Lesson

All Departmental staff are required to familiarise themselves with the Health and Safety Policies of the School and the Department. Repeated referrals to Health and Safety circulars are not required once staff are familiar with the information, but staff need to be aware that the information is updated periodically.

Every activity is assessed for risk including working with display units, carrying books, trays of equipment/hardware and pushing trolleys. We attempt to balance the desire to eliminate risk with the need to maintain activities.

Before a lesson starts staff should

a). **Carry out a risk assessment.** This is a process that has several components:

i. Identify hazards.
These can be routine, e.g. working at the computer, connecting hardware peripherals or cutting paper with scissors – each activity carries an element of risk. If those activities are well-managed, and the pupils concerned are well behaved, carefully supervised, and employ good practice then any element of risk can be minimised or removed altogether.

ii. Remove hazards where possible by looking at 'cause and effect' and by 'examining methods of working'. Good classroom management and supervision are prerequisites to the effective removal of hazards. e.g. looking at 'cause and effect' - a large class size may adversely affect the safety of the people in a room. Therefore the number of pupils allocated to any one group should ideally be restricted to help enable adequate and safe use of the equipment/facilities in each room. The same considerations with respect to class size and safety should be given when timetabling classes into a small room.
c.g. 'examining methods of working' - in each of the Chinese language classrooms certain major areas should be clearly defined, i.e.
   - where pupils work;
   - where large items of equipment/hardware are sited;
   - where equipment/hardware is stored;
   - where work is displayed.

   In addition good body posture and the correct use of ergonomic hardware must be encouraged.Both the floor and work surfaces must be kept clean and dry, and good ventilation and adequate lighting (in terms of its location and brightness), must be provided. Strict safety measures must be taken in respect of electricity.

iii. Investigate the safety literature for advice.

iv. Estimate any costs incurred in changing practice and obtain or request relevant funding

v. Review the changes - is the element of risk better or worse?

vi. Assess your own competence and that of the pupils in the use of particular equipment/hardware. Members of the Department and other teachers/school ancillary staff in the establishment will need to demonstrate their competence and safety awareness to the Head of Department before they are permitted to fit a plug or work inside a computer or other piece of hardware. No Pupil under 18 Years of age is permitted to fit a plug or work inside a computer or other piece of hardware attached to the mains electrical supply.

b). Know how and when to use particular facilities and equipment/hardware. If necessary a room swap should be arranged beforehand if the assessment deems this to be appropriate or necessary.

c). Staff and technicians should have a record of the quantity and condition of all equipment / hardware that is used by the pupils.

d). In case of accident or emergency staff should already:

- be familiar with evacuation procedures in case of fire or other emergency;
- know the location of, and how to use, fire fighting equipment/hardware;
- know the location and identity of the officer trained in first aid;
- know the location of, and how to control, the mains services, e.g. electricity.

After the risk assessment the Department maintains the right to deny access to a pupil if it is considered that the pupil's health, behaviour or disability places that pupil or others at risk. The risk assessment should identify the need for any additional teaching or ancillary support and any provision of such support must be allocated in order to minimise the risks.

SECTION TWO Organisation Of Routines During And Between Lessons

a). Teachers should make frequent references to the rules and procedures applicable to a particular Chinese classroom or technique. A list of the Department's general rules and procedures, together with a list of those specific to the room, must be prominently displayed in each room.

SAFETY CODE – DEPARTMENT OF CHINESE

The Chinese classrooms are much safer places to work if you follow this code:

Before the lesson starts you must:

1. **Never** go into a Chinese classroom without **permission**.
2. **Always** walk into the Chinese classroom and **never run** or push anyone.
3. **Always** remove/secure your coat, watch, jewellery, etc. as appropriate.
4. **Always** put your bag under the table or where your teacher tells you to put it.

During the lesson you must:

1. **Always** know exactly what you are doing. If not, ask your teacher.
2. **Always** obey your teacher's instructions.
3. **Always** work sensibly and quietly to minimise hazards and in order that instructions can be heard.
4. **Always** put your chair under the table if you leave your seat for any reason.
5. **Always** report an accident or breakage immediately.
6. **Never** put anything in your mouth. Do not eat, drink or chew.
7. **Never** work with wet hands.

8. **Never** sit on tables unless instructed to do so for demonstration purposes.
9. **Always** follow the guidelines for good body posture and the use ergonomic hardware correctly.
11. **Never** interfere with equipment/hardware.

At the end of the lesson:

a). **Always** leave the classroom clean and tidy.

b). Teachers should insist that pupils are inducted into a real sense of safety awareness and good practice; e.g. pupils must work with a 'good body posture'. Pupils are also expected to use the correct names of equipment/hardware when talking to staff and peers and they should be aware of the storage location of common equipment/hardware.

c). Pupils should be encouraged to develop a strong sense of 'health and safety' for themselves and others, and to become familiar with the general and room specific rules and procedures. Pupils must heed the teacher's advice on how to avoid any potential risks when using particular equipment/hardware. They are required to behave sensibly at all times, and should be reminded regularly of the dangers of running.

e). Pupils are not to eat or drink in a classroom - this includes break and lunch times.

f). Particular care should be given to the distribution and collection of small items of equipment/hardware, the number and condition of which should be checked at both the beginning and the end of an activity or a lesson.

g). Tidying/clearing up after a lesson should be an accepted part of a lesson and time always needs to be allowed for this to take place safely and effectively. The type of work, number of pupils present, the variety of equipment/hardware used and the proximity of storage facilities will dictate the time that is needed, but clearing up should never be left until the very last minute. The major safety consideration is that equipment/hardware is stored in its designated locations so that the next lesson is not compromised, and equipment/hardware will not be found by subsequent classes in an unsafe condition, or in locations which might cause injury.

At the end of a lesson staff are to ensure that all equipment/hardware has been switched off. If equipment/hardware is to be left unattended then cleaners must be notified and adequate notices must be deployed. The notices must not be removed except by those authorised to do so. Staff should ensure that the pupils leave the area in an orderly manner. If fire exits are used this can reduce the congestion, which is often heavy, in the corridors.

At the end of the day and particularly at weekends, all storage cupboards should be locked and all appropriate electrical equipment/hardware turned off. It should never be assumed that the caretaker or cleaning staff will notice that the room is in an unsafe condition - it is the responsibility of the teacher in charge of the room to make sure that all systems are safe.

h). **Dealing with accidents and emergencies:**

i. ***ACCIDENTS***

In the event of a pupil injuring themselves, dealing with that incident must take priority. All work in the Chinese classroom must STOP and pupils must be asked to sit quietly without working or using equipment/hardware further, until the incident has been dealt with and the welfare of the injured party has been organised. Pupils must be made aware

of the circumstances leading up to the accident and an appropriate short discussion about the incident should serve as an example to others. Small cuts and abrasions can be dealt with using the first aid facilities available in school e.g. medical centre. More serious matters which require the attention of a qualified 'first aider' should be referred to the school's reception and then the medical centre. A runner may be sent from a room.

All accidents however minor should be reported on Engage by the end of the day on which they occur. It must also be reported to the HoD so that any incident involving faulty or dangerous equipment/hardware/situations can be dealt with at the earliest opportunity. Pupils should be encouraged to report all injuries however minor and should be reassured that no punishment or sanctions will be taken against them. Pupils should also be reminded at regular intervals about the course of action that they should take immediately following a personal injury. Any cuts and abrasions should be dealt with in accordance with the 'HIV preventative protocol'.

ii. ***ILLNESS & SICKNESS DURING LESSONS:***

Pupils must be encouraged to report that they are feeling unwell during a lesson if it is likely that their condition would cause them to loose concentration or become faint. They should have confidence in knowing that such matters are regarded seriously from health and safety point of view, e.g. the unwell pupil may have an increased chance of an accident. Opportunities must be afforded in such circumstances for the pupil to leave the room to get some fresh air, have a drink of water, etc. and the advice of the school first aider should be sought if there is cause for concern, or if it is thought that the incident is not genuine

However, pupils must not leave the classroom without first informing the member of staff of the situation and then being issued with a medical slip.

iii. ***EMERGENCY PROCEDURES:***

In the event of accidents or faults with electrical equipment/hardware - it is important that the equipment/hardware be disconnected from the power supply and an **'EQUIPMENT / HARDWARE OUT OF USE'** sign secured to the equipment/hardware. Portable electrical equipment/hardware, e.g. power packs, should be removed from the room and locked away until such time that the equipment/hardware has been inspected and/or repaired.

Pupils must be made aware of all incidents where damage occurs to equipment/hardware so that they are not tempted to use such items, and they should always be encouraged to report any situation or equipment/hardware which appears to present a hazard.

i). Jewellery (except closely fitting and non protruding ear studs) should not normally be worn to school. If jewellery is worn for cultural reasons, religious observance or as a means of ethnic identity then every endeavour will be made to reach a safe compromise, e.g. adhesive tape may be wrapped around the finger or wrist in order that the risk of that item 'catching' or being damaged is minimised. When such instances occur the advice of the HOD must be sought and house staff must be informed in writing of any remaining risk.

Advice for healthy use of displays, keyboards and other hardware

Working in a suitable environment:
A workroom must be well ventilated and illuminated. It should also be comfortable in terms of temperature, humidity and noise level. It must be feasible to reduce glare from windows and other reflections to a safe level. Worktables should be suitable in terms of height, leg room and space available for hands to effectively operate the learning equipment.

ASSESSMENT POLICY

SECTION ONE **Principles**

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the Curriculum and learning opportunities.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool.
3. The outcomes of assessment modify our teaching methods, provide feedback on the Schemes of Work as well as indicate pupil progress.
4. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
5. Teachers in the department use a common framework for marking work which is fully understood by all the team.
6. Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
7. Assessment gradually builds up into a profile for each pupil over their school career.
8. Pupils are encouraged to be aware of the evidence and assessment techniques being used and review their own progress by a procedure containing an element of self assessment.
9. Any summative tests should have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. are criterion referenced.
10. Assessment has a common procedure and:
    a) gives teacher judgments which are as valid and reliable as possible, mutually consistent and consistent with both School, National Curriculum and Exam Board standards.
    b) gives teachers confidence in their professional judgment and skill.
    c) promotes a common interpretation of the National Curriculum level descriptors and examination levels.
    d) is seen to be fair to pupils.
11. Assessment records:
    a) are based on an agreed set of principles and purposes.
    b) assess pupil progress against National Curriculum, the Exam Board's and the School's own criteria.
    c) are not administratively burdensome.
12. Assessment records should provide mutual confidence in teachers between phases and enhance progression for pupils.
13. Recognition should be given by the school management for the time and resource implications of good assessment and due allowance made for this in the construction of the teachers' working day and INSET provision.

SECTION TWO **Formal Assessment**

For details of IGCSE and post 16 assessment criteria e.g. IBDP Language B & ab initio - see individual syllabuses and course guides.

With regard to external examination courses, it is usually the responsibility of the subject teacher(s) to assess what pupils produce in accordance with the criteria set out in the examination syllabuses and course guides.

Internal moderation relating to external examinations is conducted in accordance with the regulations, in order to ensure standardisation of marking and, when required, to provide a reliable order of merit. Departmental staff attend the various training sessions held by the Examination Boards and pertinent information is disseminated during subsequent staff meetings.

During the course of the academic year, pupils' assessment records are held in the Chinese Department Mark Sheets on Google Drive.

End of Module tests – Principles

1) There is a common format for all papers.
2) Questions are based on a related range of topics.
3) The marks allocated for questions are shown on the test papers for pupil guidance.
4) Teacher marking is shown and percentage, with credit for 'working towards' and 'achieved' being given. The raw marks are recorded on the front cover of the test paper.
5) Question papers are of an appropriate reading age.
6) The level of difficulty increases as one progresses through the test paper.
7) Work from a previous year in a module may be tested again especially those questions on the higher grades.
8) The test format and construction is reviewed regularly in the light of pupil learning experience.
9) The marking of each test is agreed and standardised.
10) The test papers are currently retained until the end of a school year.
11) Tests missed due to absence have to be taken. In these cases the pupils are individually told to prepare for the test as soon as possible. A general reminder is also written in the student's planner e.g. Go to SF216 at 5.20pm this Thursday for your test.

The following core skills are used for assessment of completed extended pieces of work. In order for the pupils to be prepared for success at IGCSE the skills are categorised into four standard skill areas - this categorisation process should not be seen as being too prescriptive as, e.g. communication skills can be demonstrated at all stages of an assignment. A fifth skill area (other skills) is used for internal assessment purposes only as these do not feature in formal assessment for external examinations.

N.B. ICT is used to explore, develop, model and communicate ideas – see work sample for reference.

Skill Area - Exploring and Developing Ideas (Planning)

Organisational Skills - to plan the allocation of time and resources (prioritising actions and reconciling decisions as the work develops), to carry out work in an ordered sequence and to organise information coherently.

Design Skills - the ability to respond to criteria and to produce a finished piece of work that matches those criteria. The ability to develop outline plans for the piece of work, and to make design decisions - considering issues such as:

- the needs and values of intended audience/users;
- moral, economic, social, cultural and environmental considerations;
- effective use of time.

Skill Area Obtaining Evidence
Observing / Recording Skills - the ability to observe, identify, select, collect and accurately record relevant ideas/information by a variety of methods.

Communication Skills - the ability to describe and explain information clearly with good use of the chosen language and correct use of technical terms. Continuous writing should:

a. have a plan;
b. have a draft;
c. have a revision;
d. be proof read;
e. have good punctuation, spelling and handwriting;
f. finally be well presented.

Skill Area Analysing Evidence and Drawing Conclusions:
Interpretative Skills
The ability to extract, process, analyse and interpret observations and information from a variety of sources, e.g. pupils should use inference and deduction in an imaginative response to a stimulus.

Conceptualising Skills
The ability to identify technical questions and to form a concept or to generalise what has been understood so that an idea is clearer and easier to understand.

Skill Area - Evaluating Evidence (Processes and Product):
Evaluation Skills
The ability to evaluate (assess validity and limitations) and draw valid conclusions or reasoned judgements from evidence, methods of collecting or methods of presenting. The evaluation of their own and others' work should be criterion referenced and should include:

- the consideration of more than one point of view;
- the consideration of another culture's point of view;
- suggestions for modifications, improvements and further study/work.

Other Skills
Perseverance
The ability to maintain effort over an extended period of time.

Originality
The ability to display initiative and originality.

Information Retrieval Skills
The ability to seek out information from a variety of sources, e.g. dictionaries, books, photographs, graphs, film, video, statistics and computers.

For precise details of how each piece of folder work is assessed, see Scheme of Work.

SECTION THREE **Informal Assessment**

Homework and classwork are marked using a common framework and comments are made as appropriate. Levels are usually awarded. Levels 1 to 7 (with 7 being the top grade) are awarded as indicators of the degree of attainment of these criteria. Within any particular episode of learning, what each level stands for is made known to the pupils. Levels, explanatory comments and suggestions for improvement are entered onto the piece of work.

Work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points, etc. will normally be made. Spelling mistakes are corrected as outlined in the relevant section of the School's spelling policy to be found in the staff handbook. Punctuation and grammar are commented on as is appropriate. The levels should be recorded in the teacher's mark book. Staff are usually available at the end of a lesson or at break time/lunch time, as is convenient, to discuss an individual pupil's problems - see Homework policy.

A. **Classwork**

Obviously, 'informal' assessment is ongoing during all lessons in response to oral work, team work, practical experiments, skill development, project work, etc.

B. **Homework**

Homework is set each week, to take up to 1 hour, with several days between setting and collection for practice, research or clarification of issues.

SECTION FOUR **Recording And Reporting Assessment**

A. **The merit and commendation system**

The academic merit and commendation system is fully in place in Years 7-12 for classwork and homework.

B. **Records**

i. Teachers keep records of marked work, test percentages and levels achieved are noted within a grid framework. A copy of the full report is retained for each pupil. This pupil file of information can easily be transferred between teachers and other schools

ii. Pupils retain in school their completed and marked modules of work.

D. **Reports are given at least once yearly to each pupil.**

i. An interim grade during the autumn term includes an effort grade and comment as appropriate.

ii. The full report during summer term gives a detailed list of work covered, test percentages, predicted exam grades, grades for various skills/abilities and a comment highlighting achievements and offering advice for improvement/ continued progress.

iii. Information available to parents at Open House will include levels, test percentage, grade boundaries, comments on file work, classwork and homework. Advice for improvement/continued progress will be given as appropriate.

Other criteria used in the reports are:

- Listening skills;
- Reading skills;
- Speaking skills;
- Effort & Language learning skills;

F. **Cross Phase Progression/Transfer Of Records**

i. Primary to Secondary - If a primary school offers some degree of study in Chinese language learning a progress summary for each pupil together with topic areas studied is forwarded to us and then filed by us.

iii. For pupils leaving the school up to date records are passed onto the relevant Section Heads for forwarding to the new school.

SECTION FIVE Assessment For Learning

When assessment is understood by the pupils and they take an active part in the process, standards of achievement are likely to rise.

'Assessment for Learning' is a formative ethos which employs methods to seek out and interpret evidence for use by both the pupils and the teachers who can then use the evidence to identify the stage the pupil has reached in their learning. Suitable targets can then be identified and appropriate actions defined and initiated.

Formative assessments should focus on a pupil's strengths and areas in need of improvement, based on which achievable targets are set. Assessments must include informal observations made during the lessons, as well as oral question and answers activities, plus marked pieces of classwork and homework as well as formal tests. The recording system operated within the Department must provide teachers with the current information they need to successfully monitor pupil progress and report to parents, but it should not be too time-consuming to use or difficult to up-date.

The following are characteristics of effective assessment for learning:

1. It is an integral part of the work between the teacher and pupil.

2. It involves the teacher sharing learning objectives with the pupils.
   Making the learning objectives and outcomes clear to the pupils can significantly enhance their learning. However, true investigations do not always have clear, predetermined outcomes and therefore may not lend themselves to this approach. Hence, teachers should use this style of teaching and learning selectively and with purpose.

3. It provides positive feedback allowing the pupil to recognise their progress and how to move on to the next stage.The teacher should give regularly positive oral feedback, throughout the lesson. Following on from this, more detailed written feedback can be provided.

4. It aims to help the pupil understand what is 'good work' for them.
   The pupils need to understand what they have to do to achieve a particular standard. Pupils need to be shown 'what is good work" for that particular pupil and what features make it so. Exemplar work can be used to illustrate the standards required.

5. It involves both self-assessment and peer assessment.
   Self-assessment is a way of promoting independent learning, providing the pupils with the opportunity to take increasing responsibility for their own progress and learning, but to do so, the pupils must play a positive role in considering the standard of their work and how it might be improved.

   Peer assessment gives the pupils useful feedback from a source other than the teacher, which helps to support them as well as allowing them to learn from each other.

   These assessment skills are not easily developed by pupils - time, planning, patience and above all commitment from the teacher and pupils are required. Again, exemplar work that demonstrates the intended learning outcomes should be presented to the whole class. Relevant ideas can then be discussed, and the pupils shown ways of positively commenting on one another's work, as well as how to criticize and suggest improvements.

6. It involves reviewing and reflecting the assessment data by both teacher and pupil.

7. It is essential that the teacher believes that every pupil can improve.

8. It should give prompt and regular feedback to the pupils.
   Deferred marking may have little positive benefit to the pupils. Marking should take place as soon as possible after the work is completed – even during the lesson if possible.

The type of feedback

Feedback should be positive and acknowledge the pupils' efforts and/or their achievements. However, it is unrealistic not to acknowledge that there are occasions when it is necessary to use negative criticism. Negative feedback can be demotivating to a pupil. However, when negative criticism is used it is important for the teacher to avoid condemning the pupil's effort or work – comments such as, "your work always lacks effort" should be avoided and phrases such as "I know that you can do better" are much more effective.

ASSESSMENT/RECORDING/REPORTING – MARKING

In as far as is reasonable, the School has a common, manageable policy on marking that is implemented by all the teachers. The policy states whether to use stickers, praise, levels, percentages, grades/marks, comments, etc. or any combination thereof, and at what stages of pupil development. As well as helping pupils to achieve higher levels of attainment in a specific subject, good marking also aids the development of 'basic skills', e.g. Language and Numeracy are developed and enhanced in all curricular areas if pupils receive praise when:

- they keep a folder of their own work (from planning to the finished piece of work) in order to show progression, and to build upon their own achievements and development.
- their work is marked or discussed by a teacher who asks questions such as 'How?', 'Why?' and 'When?', etc. to expand on the child's use of language.

Assessment of day-to-day progress depends heavily upon the marking and correction of written work and other tangible forms of pupil response. The main purpose is formative - helping pupils to see how their work can be improved and developed, identifying weaknesses and uncertainties as a basis for remedial action, and as a major and effective practical means of establishing suitably high expectations of each pupil. Most pupils want to please and believe the marking of their work to be worthy of your time. Thorough, effective marking can improve pupil motivation and ineffective erratic marking can most certainly have the opposite effect. In order to keep the marking load down to an effective minimum staff can use selective detailed marking of key pieces of work supported by a lighter scrutiny of other work.

All staff need to ensure that:

- marking is regular and thorough enough to spot errors and inaccuracies;
- marking is fully integrated with the system of rewards, e.g. merits and/or commendations are awarded when appropriate;
- particularly in the early years marking needs to be simple, positive and pupil friendly. This can be helped by the use of merits and commendations;
- written comments and oral feedback communicate clearly to individual pupils and their parents the pupil's strengths/weaknesses, level of performance, suggested strategies for improving their knowledge, understanding and skills, and goals to be achieved. This can help parents who take an active role in their child's education;
- they do not readily accept inaccurate or inadequate responses to written or practical tasks;
- steps are taken to act on missing, incomplete or poorly presented work - see table on next page;
- work is returned promptly to pupils;
- corrections are carried out by the pupil.
- they implement the common grading systems throughout the School. Pupils in Years 7,8, and 9 have been informed of the common grading system and have attached a copy of the grade descriptors in the front of their homework diaries. Similar systems based on departmental and IGCSE criteria are practised throughout Years 10-11 and IBDP in Year 12-13. Staff need to ensure that pupils clearly understand the criteria that are used to award the grades and are aware why one piece of work might attract a higher grade than another;

ASSESSMENT / RECORDING / REPORTING - MARKING

- they use, as far as is possible, the following symbols and comments in addition to merits / commendations, to promote:
  i. consistency between departments and within one department;
  ii. clarity in our marking for the pupils;
  iii. clarity in our marking for parents.

The Target	Symbol (written in the margin or by the target)	Action
Indicate a good point or correctness.	A tick (√)	Possible improvements could still be suggested.
Indicate an incorrect point.	A circle (O)	Discuss or write down correct answer.
Indicate that something doesn't make sense.	?	Put an explanation in the margin or an * and an explanation at the end of the work.
Indicate a mistake on stroke or radical.	Place a circle around the incorrectly written character	Write the correct character. Then tell the pupil to make a correction. The action taken should comply with the whole school spelling policy.
A word, or phrase is missing.	Abs ^ ^	If possible put a few words in so the pupil can see where he/she has gone wrong.
Indicate a missing full stop.	FS	If possible put a few in so that the pupil can see where he/she has gone wrong.
Indicate that a new paragraph is required.	NP	If necessary discuss the reasons why we use paragraphs with the pupil.

REWARDS AND SANCTIONS/DISCIPLINE POLICY

In General

1. The Chinese Department fully supports the code of behaviour which is based on mutual respect between all members of the school community.
2. The Chinese Department works within the guidance offered in the 'School Rewards & Sanctions Policy'.
3. The control and discipline of pupils in a classroom to safeguard their health and safety, is a contractual obligation of teacher's employment.
4. Problems related to Chinese classwork are dealt with initially by the Chinese language teacher, then if necessary, by the HoD., etc.

In Particular

5. Pupils may not enter a teaching area unless a teacher is present.
6. Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These rules prepare pupils for their eventual position in a place of work, where procedures have to be followed.
7. Pupils normally sit at the same place each lesson within a structured, working group. This helps to provide a disciplined environment. Pupils may be moved to another seat to facilitate learning/good behaviour and to take part in group work, depending on the task in hand. Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
8. Distractive, hindering and impertinent behaviour, etc. is initially discussed in a one-to-one situation with the pupil.
9. A limited supply of basic writing equipment is available for use during lessons, for those pupils who fail to bring equipment.
10. Work which pupils do not complete through lack of effort, can be continued at break or lunch time under direct teacher supervision.
11. If a pattern of misdemeanors develops, the form tutor is informed.
12. Occasionally, a pupil may be asked to work in the classroom of another Chinese language teacher, away from the usual group, for a cooling off period.
13. Each agenda for Chinese Department meetings has a regular slot for staff to share problems that they have with specific pupils, information about the pupils and strategies for dealing with the specific problems/individuals.
14. We conscientiously implement an encouraging rewards system as appropriate to each individual pupil.

HOMEWORK POLICY

WHY IS HOMEWORK IMPORTANT?

1. It can help pupils to make more rapid progress in learning.
2. It can allow pupils to develop the practice of working on their own without the constant presence of the teacher or other pupils on the one hand and the external discipline of things such as the timetable or the bells on the other. This way of working is vital at the later stages of secondary education and after.
3. Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds.
4. It can allow valuable practice of skills learned in the classroom.
5. It can allow pupils to use materials and other sources of information that are not always available in the classroom.
6. It can involve parents and others in the pupils' work for their mutual benefit.
7. It can give opportunities for long term research and other work.
8. It can form an important part of the pupil's notes.
9. This gives pupils valuable experience of working to dead lines and facilitates staff with their marking schedules.
10. It forms a link with the methods of study crucial to success at secondary school.

HOW DOES THE SCHOOL HELP PUPILS ORGANISE THEIR HOMEWORK?

1. Each pupil is given a homework planner at the beginning of the year. It says when the homework for each subject area will be set and when it is due in. We normally give up to a week to complete homework to allow flexibility.
2. We try to make sure that our instructions concerning homework are clear to everyone in the class, and that all pupils have plenty of time to copy down what is expected.
3. We aim to mark or respond to homework regularly, and in a way that is helpful to pupils.

HOW CAN PASTORAL STAFF HELP WITH HOMEWORK?

1. Check that homework details are filled in clearly and regularly in the homework planner. There is space there for your regular signature.
2. Help your child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
3. Try to make sure that there are suitable working conditions at the boarding house.
4. Take a positive and active interest in your child's work at the boarding house rather than just insisting that it is done.
5. Let us know if there are problems with homework that you cannot resolve. Perhaps the child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Contact the class teacher in the first instance who will be glad to help.

WHAT THE DEPARTMENT ACTUALLY DOES

1. This Department is one of the subjects that sets up to one hour's homework each week. The school homework policy outlines the value of homework. Homework is one vehicle for implementing some of the aims of the Department.
2. Each form/group has a homework timetable detailing when each piece is set and to be given in. The few days allocated for completion gives the pupil flexibility for research, planning his/her time or resolving any problems before the completion date. Homework set are displayed in the normal classroom.

3. We expect completed homework to be given in on time. This gives pupils valuable experience of working to deadlines and facilitates staff with their marking schedules.

4. If homework is not given in appropriate action is taken:
   a) A note is written in the planner in the first instance about when at the latest the piece of work must be handed in.
   b) An electronic green slip is issued to the pupil's tutor (c.c. to the pupil's BHM and the HoD)

Homework missed due to absence on the set date does not normally have to be completed. However, sometimes the homework forms an important part of the pupil's notes. In these cases the pupils are individually told to complete the work by a mutually agreed time.

5. Homework tasks should be commensurate with the ability of the students and vary:
   a) revise in preparation for a test (not always written);
   b) reinforce work covered in class to be sure all students are able to complete such work independently;
   c) complete an exercise started in class, e.g. writing up notes on an aspect of vocabulary, planning, writing/redrafting a piece of written work or enforcing/applying skills taught in class;
   d) carry out project/investigation work as this tends to take at least two classworks and a homework to complete, e.g. making a simple animation in Year 8. This often involves the group discussion. Most students thoroughly enjoy this type of challenge and commit more than one hour to the task;
   e) carry out preparatory work for a forthcoming task or lesson-activity, e.g. preparing for a group talk, reading a class text etc.
   f) support the development of independent learning using a variety of tasks and techniques outlined in the scheme of work e.g. using online dictionary etc.

6. Marking homework forms an integral part of our assessment - see the Assessment policy. We aim to return marked homework to the pupils as soon as possible, for inclusion in that specific module of work and whilst the exercise is fresh in the pupil's mind.

POLICY FOR IN-SERVICE TRAINING (INSET)

The Department's policy for INSET incorporates policies concerned with INSET provision generally, wherever appropriate, follows the overall policy of the School.

When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

(i) the Department Staff;
(ii) those involved in staff development and training;
(iii) those responsible for school management including the Governing body.

Five areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

(1) Are the School and Department Aims and Development plans being implemented?
(2) Are staff allowed to consider their role as described in the School Handbook and relevant policies? All teachers need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so the teachers will become increasingly aware of their role and the ways in which that role can be made more effective.
(3) Are staff allowed the chance to develop the required skills? A useful approach to helping teachers develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating checklist.
(4) Are staff given enough time and opportunities to prepare adequately for their role?
(5) Are teachers trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff? Each member of the Department participates in the decision making process but in addition is able to take on organisational roles, if they wish, to help in the development towards a Head of Department role in the future.

Funding:

1. The Department bids for and receives an INSET budget from the Professional Tutor and the Vice Principal each year. The bid is closely allied to the Department's and the school's Development Plan. The budget received may be in the form of money or number of hours.
2. The Head of Department works with the Department to produce a detailed INSET

plan. The focus is manageable and realistic to allow targets to be reached each term/year.

During a typical year, a substantial part of this allocation - which is under the control of the Head of Department in consultation with the School's Professional Tutor - is earmarked for 'essential' INSET provision.

APPENDIX 5

NLCS Jeju Appraisal Lesson/Activity Observation Form

Teacher: RZ	**Date:** Period One, 25 February	**Subject:** Mandarin	**Class:** Year 11 Pre-IB Boys	**Number:** 9

Agreed focus of observation:
Formative Feedback

Lesson Overview:
Activities

Strengths:

1. Good organization and flow of lesson
   Register taken – Recap – questions – pair work – consolidation
2. Recap: vocabulary learnt from previous lesson
   上网，发邮件，玩游戏，看电影，交朋友，听音乐，买东西，
3. Good use of IWB
4. Formative feedback given throughout the lesson:
   Correct students' pronunciation and use of vocabulary in utterances.
5. Pair work : ask each other's hobbies page 48 (collaborative learning among students)
6. Classroom display: lots of illustrations about grammar, meticulously decorated. These displays are referred to from time to time.
7. Teacher gave written and verbal feedback to all groups over the course of pair work.
8. Very positive and encouraging. The teacher smiled at all times.
9. Comfortable classroom atmosphere and pace of lesson. All in the class were fully engaged.
10. Wrapped up the lesson with a short re-cap and interview the teacher (Consolidation).

Areas for Development:

1. What 's the purpose of creating flash cards?
2. What should the teacher do if a student doesn't have learning materials? E.g. Wesley. A note in the planner?
3. Should take more note to what the back row kids do. I found Woo Jin doing his history homework.

Observer Signature:

Possible strengths/weaknesses to consider might include [tailor according to agreed focus]:

Subject knowledge/understanding/passion; subject skills; achievement levels of different groups (ESL, most able etc); student engagement; use of assessment; organisation of lesson; use of resources; pace of lesson; presentation of work; scope for independence/initiative of students; opportunities for co-operative learning of students; management of time; behaviour management strategies.

Note of professional dialogue (points communicated or emerging in discussion)

From the observed

Re: Flash cards---an ongoing project for all students to keep updating what they have learnt, classify their vocabularies, a good method for revision. I ask them to make them pocket-size so that they can take them around and review.

Missing Materials--Students have been lent with new textbook whilst waiting their own posted back on the way or on the procedure of looking for; they have been updated on book register log if they have lost their book and issued another one. Emails have gone to both you and their GT as well.
Besides,students have been told that organization (i.e. bringing the right materials for Chinese lessons) is also part of evaluation for their term grade (Attainment grade)
Not bringing materials will affect their attainment grade.

Back row students: I constantly change their seats-- but in this case of this particular lesson, as I am asking them to do pair work and I am giving feedback to other groups, some students like Woojin may take the advantage after his task is done. Well noted, I will pay more attention and move them to the front row next time.

NLCS Jeju Appraisal Lesson/Activity Observation Form

Teacher: Nan Liu	Date: 28 February	Subject: Mandarin Chinese	Class: Year 10	Number: 15

Agreed focus of observation:
Formative feedback

Lesson Overview:
Grammar:来 / 去

Strengths:

1. Prompt start of lesson;
2. Good flow of lesson;
3. All language skill areas included in the lesson:
   a. Listen to the 'rap'. Girls engaged quite fully in repeating the 'rap': Listening and speaking
   b. Sentence making: Writing & Speaking
   c. Text reading
4. Good use of IWB & white board. Linguistic knowledge was clearly presented.
5. Good questioning e.g. 你喜欢什么? It allows everyone's involvement and elicit knowledge.
6. Good classroom atmosphere and interaction between the teacher and students
7. Good delivery of knowledge in English with a appropriate use of Korean (support students' ESL)
8. Formative feedback given over the course of oral practice. Teacher corrects student's pronunciation and grammar.
9. Associate Korean culture with the one of Chinese e.g. tai chi, yin yang
10. Good classroom display. Various questions words are displayed.
11. Collaborative learning: pair work.

Areas for Development:

1. Should be more firm when telling students to put IPad away.
2. Should be no food or drinks in class (Sara Moon) and no bags on table as it would distract students themselves.
3. Get the new girl more engaged in class.
4. Clea and Melody should be better monitored. Clea was watching music video on her IPad.
5. Could the board in the classroom be better decorated.

Observer Signature:

Possible strengths/weaknesses to consider might include [tailor according to agreed focus]:

Subject knowledge/understanding/passion; subject skills; achievement levels of different groups (ESL, most able etc); student engagement; use of assessment; organisation of lesson; use of resources; pace of lesson; presentation of work; scope for independence/initiative of students; opportunities for co-operative learning of students; management of time; behaviour management strategies.

Note of professional dialogue (points communicated or emerging in discussion)

Date:	**No. of Students:**
Teacher/Subject:	**Period:**
Class/Set:	**Scheme of Work:**
Learning objectives:	
Structure/Strategies/Resources: *(attach copies of key resources)*	
Differentiation:	**IB Learner Profile focus (if applicable):**
Assessment Opportunities/Indicators:	**Homework (if applicable):**

NLCS Jeju Appraisal Lesson/Activity Observation Feedback Form

Teacher:	Date:	Subject:	Class:	Number:
Agreed focus of observation:				
Lesson/Activity Overview:				
Strengths:				
Areas for Development:				

Observer Signature:

Possible lesson strengths/weaknesses to consider might include [tailor according to agreed focus]:
Subject knowledge/understanding/passion; subject skills; achievement levels of different groups (ESL, most able etc); student engagement; use of assessment; organisation of lesson; use of resources; pace of lesson; presentation of work; scope for independence/initiative of students; opportunities for co-operative learning of students; management of time; behaviour management strategies.

Note of professional dialogue (points communicated or emerging in discussion)

APPENDIX 6

EXAMINATION NOTIFICATION

TOPICS COVERED FOR THE EXAMINATIONS:

Home life A1
School routine A2

YEAR	10
SUBJECT	Cambridge IGCSE Mandarin Chinese (0547)
TEACHERS	Mr Cheung
TASKS	Listening, Reading and Writing Final Examinations
CRITERIA	IGCSE Criteria
KEY DATES	**24 May (Tuesday)** Foreign Language Mandarin Chinese: Listening - Start Time: 1pm Duration: 35 minutes Foreign Language Mandarin Chinese: Writing Duration: 1h15m **6 June (Monday)** Foreign Language Mandarin Chinese: Reading - Start Time: 1pm Duration: 1h15m
Venue	Please refer to AIS IGCSE Examination Timetable

Eating and drinking A3
Health and fitness A4
Self, family, personal relationships, pets B1
Everyday life B2
Eating out B3
Holidays B4
Home town and geographical surroundings C1
Clothes C2
Shopping C3
Public services, customs, etc. C4
Weather C5
Finding the way C6
Meeting and greeting phrases C7
Travel and transport C8
Famous sites and famous cities C9
Animals C10
Further education and training D1
Future career plans D2
Employment D3
Holiday travel and transport (see also C8) E1
Geographical surroundings (see also C1) E2
Weather (see also C5) E3
Places and customs E4
Food and drink (see also A3) E5
Meeting people (see also C7) E6

FORMAT OF THE EXAMINATIONS

- **Listening Examination: Paper 1 (Approximately 35 minutes, 30 marks)**
  The examination is divided into three sections, each section 10 marks.

- **Reading Examination: Paper 2 (1 hour 15 minutes, 36 marks)**
  Students will encounter a variety of question types on the Reading Paper. The Paper is designed to test comprehension skills and includes objective questions and questions which require students to write answers in the target language.
  - Section 1 (12 marks)
  - Section 2 (12 marks)
  - Section 3 (12 marks)

- **Writing Examination: Paper 4 (1 hour 15 minutes, 45 marks)**
  All students must attempt both sections. Answers written in any language other than Mandarin Chinese are not assessed.
  - Section 1 (20 marks)
    - Question 1 (5 marks)
    - Question 2 (15 marks)
  - Section 2 (25 marks)

EXAMINATION REQUIREMENTS

- No notes or dictionaries will be permitted for any of the above tasks.
- You will not be permitted to refer to any notes or materials.
- You must bring writing equipment, including a black or blue pen, ruler etc., in a clear plastic bag. Liquid paper is not allowed.

AREAS OF STUDY

- Textbook and Workbook Booklets
- Class notes
- All related worksheets and handouts

Receipt of Examination Notification

I, _____, have received two-week notification for the Year 10 Cambridge IGCSE Mandarin Chinese Examinations (0547) to be completed on **24 May & 6 Jun in Term 2.**

Signed: _____

Date: _____

ASSESSMENT TASK NOTIFICATION

YEAR	Year 6
SUBJECT	Chinese Foreign Language (Advanced)
TEACHERS	Mr Frankie Cheung
TASK TYPE	Term One Assessment Tasks - Listening, Speaking, Reading and Writing
CRITERIA	MFL Marking Criteria
KEY DATES	**Writing Assessment:** Week 6, Wednesday 2 March (Period 6) **Listening & Speaking Assessments:** Week 6, Thursday 3 March (Period 3 & 4) **Reading Assessment:** Week 7, Wednesday 9 March (Period 6)

TOPICS COVERED:

- Dates
- Age
- Telephone Numbers
- Where do you live?
- Family members
- Self-Introduction

THE TASK SPECIFICS

FORMAT OF THE TASK:
Writing: You will write a text of approximately 100-120 Chinese characters incorporating the above topics.

Listening: You will hear some dialogues/conversations in Chinese and answer questions about them.

Reading: You will read some texts on the above topics and answer questions on them.

Speaking: You will have a 3-4 minutes conversation with your teacher in Chinese.

No notes or dictionaries will be permitted for any of the above tasks.

AREAS OF STUDY
- Textbook and workbook
- Class notes
- All related worksheets and handouts

LATE SUMISSION Years 6-8

- If a student does not submit a summative assessment task on the due date, the class teacher will deduct 10% of the total mark possible per day. Weekends will be included as two days late.
- Students absent from school due to illness on the day an assessment task is due must submit the task upon their immediate return to school.
- If a student does not submit a summative assessment task, consequences may also include an academic detention and Level 2 Commitment Card for students who are consistently late submitting assessment tasks.
- Parents will be phoned or notified in writing when a summative assessment task is not submitted on time. The incident will be recorded on the student's profile.
- In serious instances/ re-occurrences, the program coordinator will meet with students and parents.
- A student may be awarded a zero grade and an academic detention if work is not submitted.
- Parents will be notified if a zero grade is awarded.

EXTENSION Years 6-8

- Students seeking a time extension must see their teacher prior to the due date for the assessment task. Students must have a valid reason.
- If approved, a new date will be set for submission.

APPENDIX 7a

North London Collegiate School Jeju

Department of Chinese

Term One Assessment
Beginners
Kuaile Hanyu Unit One & Two
Reading

Duration: 15 minutes

Name : _____

Year Group, House & Tutor : _____

Date : _____

Instructions to Candidates

Do not open the booklet until instructed to do so.
Answer all the questions in the spaces provided as shown in the examples.
Read the instructions in each section.

North London Collegiate School Jeju

Department of Chinese

Part One Match the following sentences with the pictures underneath. (10 marks)

e.g.

1. 请进.

2. 我家有四口人。

3. 我没有兄弟姐妹。

4. 他是英国人。

5. 她妈妈在香港。

6. 我的朋友是美国人。

7. 我家在上海。

8. 他们家在北京。

9. 我很高兴。

10. 我有一只猫。

11. 这是我家的厨房。

 		
e.g. 1		

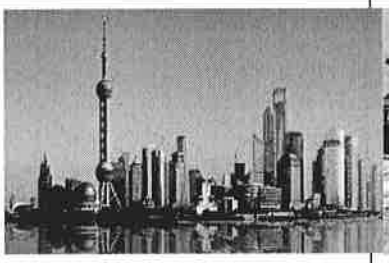
North London Collegiate School Jeju

Department of Chinese



















Part B **Match the questions with the best answers as shown in the example.**
(10 marks)

e.g. 1. 你好吗？

2. 你叫什么名字？
3. 你几岁？
4. 你是哪国人？
5. 你爸爸是韩国人吗？
6. 你家大不大？
7. 你家有几个房间？

8. 你家有几口人？
9. 你家有几只狗？
10. 你的老师有几个儿子及女儿？
11. 你在哪儿?

我很好, 谢谢. 你呢?	1	我在英国伦敦.	
他是英国人.		我三十五岁.	
我是韩国人.		我叫金三进.	
我家不大不小.		我家没有房间.	
我家有三只狗.		他有一个儿子和两个女儿.	
我家有五口人.		她爸爸是韩国人.	

Part C **Reading comprehension. Answer the following questions in English (short answers will do). (10 marks)**

你好！我叫张三，我是英国人，我家在韩国首尔. 我家不大不小. 我家有四个房间和两个厨房. 我家有五口人:爸爸, 妈妈，一个哥哥, 一个姐姐和我. 我家没养动物.

我爸爸的朋友是中国人, 他们家在香港. 他有两个儿子, 没有女儿. 他们养了一只狗和三只猫.

North London Collegiate School Jeju

Department of Chinese

1. Where does Zhang San live?

_____

2. Describe Zhang San's home?

_____

3. Who are in Zhang San's family?

_____

4. Where does Zhang San's father's friend come from?

_____

5. Which pets do Zhang San's father's friend keep?

_____

North London Collegiate School Jeju

Department of Chinese

Term One Assessment
Beginners
Kuaile Hanyu Unit One & Two
Writing

Duration: 20 minutes

Name : _____

Year Group, House & Tutor : _____

Date : _____

Instructions to Candidates

Do not turn over this paper until instructed to do so.
Answer all the questions in the spaces provided.
Read the instructions.

North London Collegiate School Jeju

Department of Chinese

Write an essay of at least sixty characters. You need to mention the following points.

a. A short starter (introduction)
b. What is your name?
c. How old are you?
d. Where are you from?
e. Where is your home?
f. How many people are there in your family?
g. How many rooms and kitchens in your home?
h. Pets

One box for one character (or punctuation). Use as many link words as possible.

APPENDIX 7b

North London Collegiate School Jeju

Chinese Foundation Classes

End of Year Assessment
Coverage: Self, family, home, pets, school, food and drinks, Time, Daily Routine

Reading Comprehension

Duration: 60 minutes

Name : _____

Year Group, House & Tutor : _____

Date : _____

Instructions to Candidates

Do not open the booklet until instructed to do so.
Answer all the questions in the spaces provided as shown in the examples.
Read the instructions in each section.

North London Collegiate School Jeju

Part One **Match the following sentences with the pictures underneath. (10 marks)**

e.g.

1. 请进.
2. 我喜欢夏天。
3. 星期六早上，我参加课外活动。
4. 今天很冷。
5. 爸爸上班。
6. 我的朋友喜欢吃牛肉面。
7. 我的学校有一个很大的运动场。
8. 他学舞蹈。
9. 我要喝汽水。
10. 他晚上洗澡。
11. 我弟弟每天做作业.

		
e.g. 1		

North London Collegiate School Jeju

Part B **Match the questions with the best answers as shown in the example. (10 marks)**

e.g. 1. 你好吗？

2. 她们是老师吗?
3. 你学校有几个图书馆?
4. 你几点起床?
5. 你在学校学什么?
6. 现在几点?
7. 你晚上做什么?
8. 昨天几月几号?
9. 你喜欢做什么?
10. 你几岁?
11. 你爸爸喝什么?

e.g. 我很好,谢谢.你呢?	1	我喜欢看电视。	
他喝汽水.		一个十三岁,一个十岁.	
不是.我是他弟弟.		有三个图书馆。	
我早上七点起床。		我吃饭，然后做作业。	
我家有三只狗.		她喜欢吃牛肉.	
现在五点一刻。		她们是韩语老师..	
我十五岁。		三月八号。	
我要果汁和牛奶.		英文，体育和戏剧。	

North London Collegiate School Jeju

Part C **True / False (5 marks).**

金泳三的一天

早上七点一刻	起床
早上七点二十分	洗澡
早上七点半	吃早饭
早上八点	上学
上午十点	休息
中午一点二十分	吃午饭
下午两点一刻	上课
下午三点三刻	放学
下午四点零五分	课外活动
晚上六点	吃晚饭
晚上七点半	做作业
晚上十点半	睡觉

KEY: 金泳三 김용삼 KIM YONG SAM (A PERSON'S NAME)

QUESTIONS ON THE NEXT PAGE

	True	False
e.g. 金泳三七点一刻起床。	O	
1. 金泳三吃晚饭，然后洗澡。		
2. 金泳三晚上九点半睡觉。		
3. 金泳三一点二十分吃午饭		
4. 金泳三下午没有课。		
5. 金泳三下午放学，然后做作业。		

Part D **Read the passage below. Then answer the questions in English. Short answers will do. (10 marks)**

你好！ 我叫金山。今天是三月十八日。我的生日是一九八八年五月三十一号。我喜欢吃鸡蛋和喝牛奶。我爸爸呢？他喜欢喝汽水和吃海鲜。我妈妈喜欢吃蔬菜和喝水。

我在学校学中文，韩文，西班牙文和体育。我很喜欢学中文，因为我喜欢我的中文老师。

我的学校很大；有一个运动场，两个体育馆，三个图书馆，一个礼堂和很多教室。

1.

	THEIR FAVOURITE FOOD AND DRINKS ***(ANSWER IN ENGLISH)***
KIM SAN	
KIM SAN'S FATHER	
KIM SAN'S MOTHER	

2. Which non-language subject does Kim San do?

_____

3. Name at least two facilities in Kim San's school.

_____

4. When was Kim San born?

_____

Part E **Read the passage. Then answer the questions in <u>Chinese</u>.**
Short answers will do. (5 marks)

我叫朴大邱 (PARK TAE KU)。我妈妈每天六点起床，她先做早饭，六点半叫我和弟弟起床，七点一刻开车送我们上学。她回家后，要清洁房间。洗衣服，倒垃圾。她一般十二点钟吃午饭，两点钟去超市买东西，然后去学校接我们放学。四点钟我们到家，

她就开始做晚饭。一直到晚上九点钟，她才可以坐下来休息。妈妈以前是汉语老师，生了我们后她成了家庭主妇，可是她现在比以前还忙。

1. 朴大邱妈妈几点起床？ _____

2. 朴大邱几点上学？ _____

3. 朴大邱妈妈几点吃午饭？ _____

4. 朴大邱几点回到家？ _____

5. 朴大邱妈妈以前做什么工作？ _____

Part F **Read the passage. Then answer the questions in Chinese. Short answers will do. (5 marks)**

我叫金银姬（KIM EN HEE），我爸爸今年五十岁了。他比我妈妈大十岁。他是体育老师。他在学校工作。我妈妈工作很忙，每天晚上九点半才下班。爸爸早上七点一刻开车送我上学，送妈妈上班。他还为我们做晚饭，他很爱我们。他经常说他有两个女儿，妈妈是他的大女儿。晚上，他也和我看电视和玩电子游戏。

1. 金银姬爸爸几岁？（1） _____

2. 金银姬在哪儿工作？（1） _____

3. 在金银姬家，谁做饭？（1） _____

4. 爸爸和金明姬晚上做什么？（2） _____

North London Collegiate School Jeju

Part E Read the passage. Then answer the questions in Chinese. Short answers will do (5 marks)

北京一年有四季。北京的春天是三月到五月，夏天是六月到八月，秋天是九月到十一月，冬天是十二月到第二年的二月。一月過后，北京天气开始转暖，春天也就来了。北京的夏天天气热，最高气温可以到三十七度。北京秋天的天气最好，是旅游的好季节，气温一般在十到二十五度之间。北京冬天很冷，最低气温在零下十度左右，有时会下雪，经常刮风。 我最喜欢夏天。

1. 北京有几个季节?

_____

2. 北京夏天热还是冷?

_____

3. 北京最冷是哪个季节?

_____

4. 北京的春天从几月到几月?

_____

5. '我'喜欢哪个季节?

_____

North London Collegiate School Jeju

Chinese Foundation Classes
End of Year Assessment
Coverage: Self, family, home, pets, school, food and drinks, Time, Daily Routine

Writing

Duration: 60 minutes

Name : _____

Year Group, House & Tutor : _____

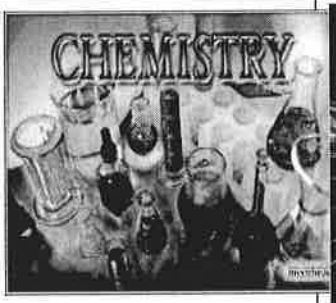
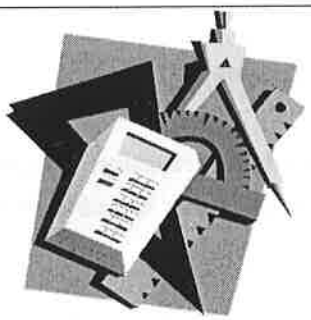
Date : _____

Instructions to Candidates

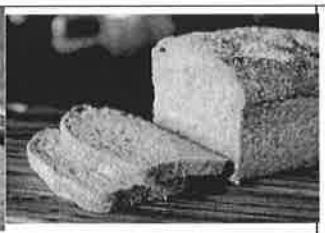
Do not turn over this paper until instructed to do so.
Answer all the questions in the spaces provided.
Answer in the best hand writing.
Read the instructions.

North London Collegiate School Jeju

Part A **Name the following items in Chinese characters as shown in the example. You only need to name ten items of your choice. (10)**

 		
e.g. 请进		
		
		

North London Collegiate School Jeju

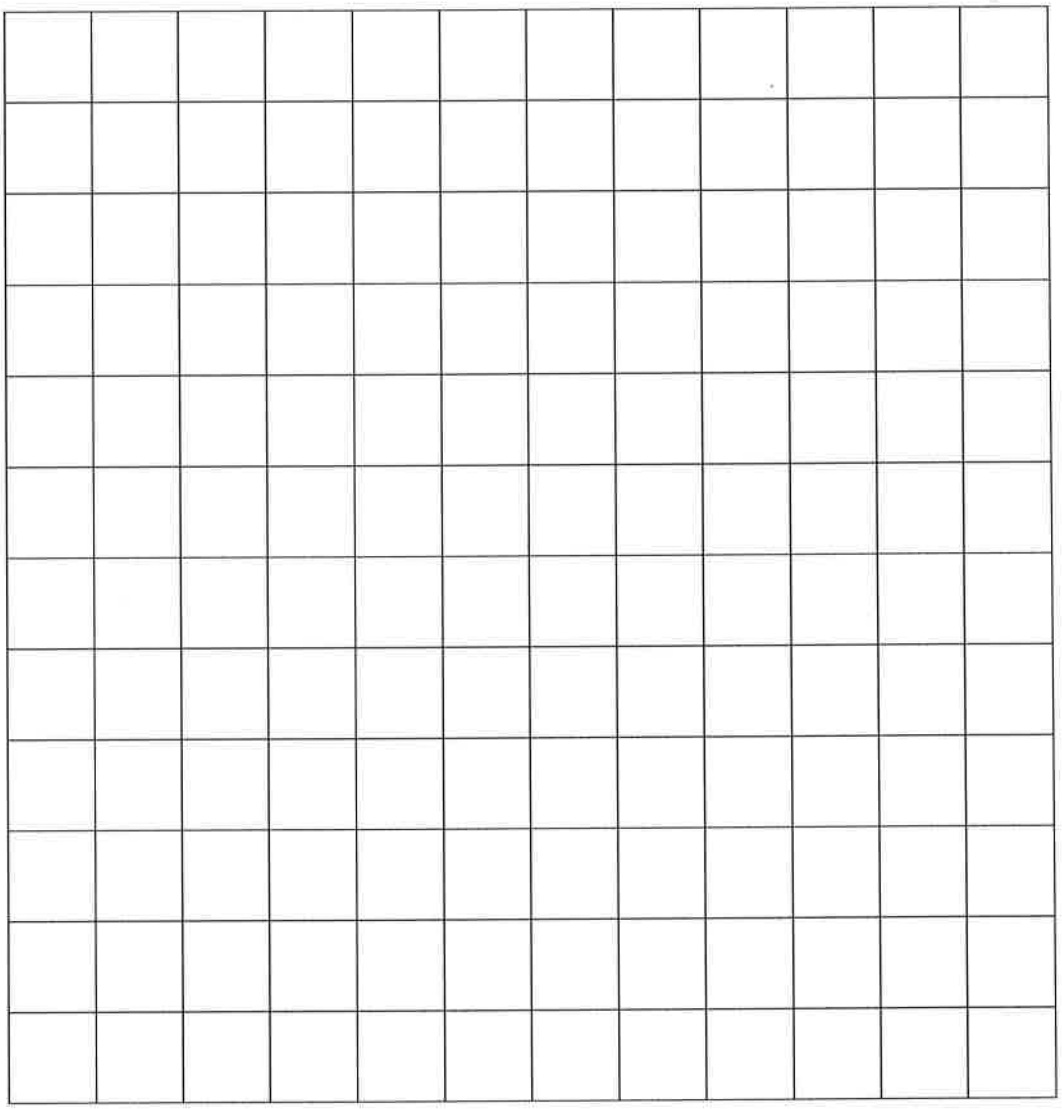
		

Part B **Write an essay of at least 100 characters. You need to mention the following points. These points can be present in the order of your choice. (40)**

a. A short starter (introduction)
b. Your age
c. The location of your home
d. How many people there are in your family
e. How many rooms and kitchens in your home
f. Pets
g. Your school e.g. facilities, teachers etc.
h. The subjects you do this years (at least 10)
i. Food and drinks
j. What you do every day (with time)

******One box for one character and punctuation. Use punctuation and as many link words and grammatical structures as possible.******

North London Collegiate School Jeju



End of Writing Assessment

APPENDIX 7C

Year 7-9 Foundation Classes Speaking Assessment

Due date:

Work in groups of no more than three people. Present a role-play of at least three minutes (and no more than four minutes) about people making new friends in a party. It must be in the form of a dialogue with maximum use of vocabulary and grammatical structures taught so far this year. The dialogue must include the following.

1. Starter;
2. Name;
3. Nationality;
4. Where your home is;
5. Age;
6. Pets;
7. Your family;
8. What people in your family like to eat and drink and what they do not;
9. School facilities;
10. School subjects;
11. Clock time;
12. Ending

No script or cue card allowed. Also, higher scores are awarded to groups making appropriate use of additional vocabulary and grammar.

You are to present the role-play in front of the class. It will be recorded.

Assessment criteria

1. Relevance and information conveyed	10 marks
2. Range of language	10 marks
3. Impression (e.g. fluency, spontaneity etc)	5 marks
Total	25 marks

The result will form part of your end-of-term grade.

Mr. Cheung
February, 2013

APPENDIX 7d

North London Collegiate School Jeju

Year 10 IGCSE Chinese
End of Year Assessment

Writing

Duration: 75 minutes

Name : _____

Year Group, House & Tutor : _____

Date : _____

Instructions to Candidates

Do not turn over this paper until instructed to do so.
Answer all the questions in the spaces provided.
Write in dark blue or black pen.
Do not use staple, paper clips, highlighter, glue or correction fluid.
Answer question 1 (a) or question 1(b) and question 2.
At end of the examination, fasten all your work securely together.
All questions in this paper carry equal mark.

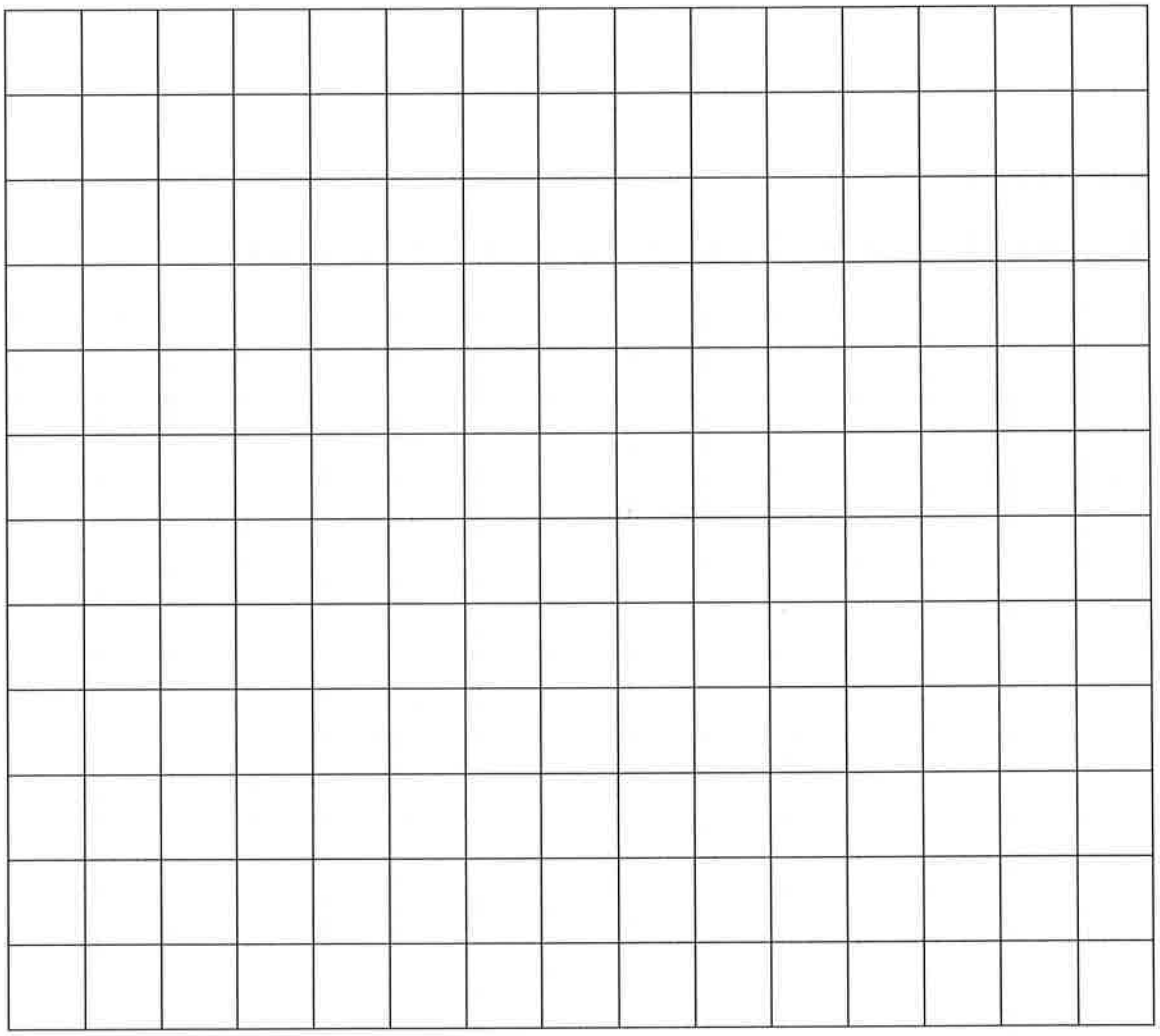
North London Collegiate School Jeju

1a. 给你的美国朋友写一篇 150 字的信，讲一下

1. 你和家人喜欢和不喜欢吃什么？
2. 你家人的样子和工作
3. 你的学校，比如在学校学什么，学校有什么设施，设施在哪儿和老师的性格
4. 在学校，你每天早上到晚上做什么？
5. 韩国人春天，夏天，秋天和冬天喜欢穿的衣服。另外，你喜欢穿什么衣服？（衣服＋衣服的颜色）

OR

1b. 写一篇 150 字的短文，讲一下年轻人喜欢的活动，还有讲一下他们上网的时候喜欢做些什么？你觉得上网和用手机对年轻人是好还是不好？



North London Collegiate School Jeju

Question 2

你爸爸妈妈带你去英国参观学校，写 150 字，讲一下你在那儿做了些什么。

APPENDIX 7e

North London Collegiate School Jeju

Department of Chinese

Term One Assessment
Chinese B Standard

Paper One – Receptive Skill
Core Topic One – Communication & Media

Duration: 80 minutes

Name : _____

Year Group, House & Tutor : _____

Date : _____

Instructions to Candidates

Do not open this booklet unless instructed to do so.

This booklet contains all the Paper One questions.

North London Collegiate School Jeju

Department of Chinese

文章

数码时代的青少年

数码时代对社会的各个方面都产生巨大的影响. 这种影响既有积极的一面也有消极的一面. 大多数人认为, 积极的影响大大超过消消极的影响. 网络. 电子邮件, 博客以及互动和超现实的电子游戏将会使年轻一代更聪明, 更有知识, 而且对国家的政治以及国际事务有更多的兴趣. 不过, 有些教育专家和社会学家却不太乐观, 提醒人们数码时代正在使年轻一带变成知识贫乏的一代.

在数码时代, 年轻一代每时每刻都通过各种电子工具来消磨时间. 他们白天忙着用手机打电话, 发短讯, 跟朋友聊天或查看留言; 晚上忙着写博客, 设计有个人特色的网页. 浏览朋友的网页或在网上闲逛. 所有这些花去了他们大量的时间. 他们中有些人只关心自己及跟自己有关的社交小圈子. 数码时代的电子工具正好为这一代青少年提供了方便与可能.

如今, 很多青少年不读书, 不看报, 不阅读文学作品. 更不会去博物馆. 他们不关心发生在自己身边的其他事情, 也不想了解历史或是掌握实际的技能. 虽然他们发电邮, 写博客, 在网上浏览一大堆信息, 但是他们的实际阅读和写作水平正在下降.

教育家和社会学家担心, 如果社会, 学校和家长对青少年不严格要求, 过于放纵和溺爱, 最后的受害者还是年轻的一代. 这些青少年需要老师和家长的正确引导. 只有这样, 他们才能真正利用数码产品的优势, 使自己变得更聪明, 更有时代感.

转载自轻松学中文第七册第三单元 '数码时代的青少年'

A. 从短文中找出反义词 (6)

1. 消极 _____ (第二行)
2. 丰富 _____ (第六行)
3. 夜晚 _____ (第八行)
4. 麻烦 _____ (第十二行)
5. 上升 _____ (第十六行)
6. 错误 _____ (第十九行)

B. 判断正误（4）

	对	错
1. 大多数人认为，数码时代为社会带来的消极影响很少。	____	____
根据：_____		
2. 写电邮及博客可以提高一个人的阅读和写作水平。	____	____
根据：_____		
3. 在年轻的一代中，有些人对历史和实际的技能没兴趣。	____	____
根据：_____		
4. 有些教育家和社会学家不看好当代的青少年。	____	____
根据：_____		

C. 从短文中选出最合适的动词填空。（8）

1. 电子产品对现代人的生活必需品_____（第一行）了很多影响。
2. 教师和家长应该经常 _____（第五行）青少年善用电子产品。
3. 如今，大部分人看到电脑就想 _____（第八行）电邮。
4. 电子工具为人们相互间的交流 _____（第十二行）了方便。
5. 通过学习，我更进一步 _____（第十四行）了这门学科。
6. 青少年一有时间就喜欢在网上闲逛，_____（第十五行）一大堆信息。
7. 课上，老师_____（第十八行）学生认真听讲。
8. 他打算_____（第十九行）暑假做专题论文。

D. 从右边找到最适合的部分完成下列句子。（6）

例子：年轻一代白天	B	A. 年轻一代将来可能会很无知。
1. 数码时代对社会		B. 忙着用手机发短信。
2. 教育学家担心		C. 娱乐活动与电子产品无关。
3. 如今，青少年		D. 产生了积极和消极的影响。

4. 现在年轻一代的写作水平		E. 越来越差了.
5. 善用数码产品		F. 对书籍,报纸没有兴趣.
6. 只有真正利用数码产品的优势,		G. 的青少年一点都不自私.
		H. 对青少年管教得太严.
		I. 能对青少年产生积极的影响.
		J. 青少年才会变得更聪明,有时代感.

E. 根据短文选择正确答案 (6)

1. '乐观' (第五行)的意思是
   a. 对事物的发展充满信心.
   b. 令人高兴.
   c. 高兴的观看.

2. '消磨' (第七行)的意思是
   a. 留住
   b. 节约
   c. 度过时间

3. '社交' (第十一行)的意思是
   a. 社区交通
   b. 人与人的交际往来
   c. 社团活动

4. '放纵' (第十八行)的意思是
   a. 不管教
   b. 严格要求
   c. 管得严

5. '溺爱' (第十八行)的意思是
   a. 过分宠爱
   b. 爱得太少
   c. 缺少爱

6. '引导' (第十九行)的意思是
   a. 吸引
   b. 带领
   c. 演讲

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F. 根据文章内容，写一封150字左右的演讲稿，讲一下数码产品对青少年的不良影响.(10)

End of paper

North London Collegiate School Jeju

Department of Chinese

Term One Assessment
Chinese B Standard

Paper Two – Written Productive Skills
Core Topic One – Communication & Media

Duration: 80 minutes

Name : _____

Year Group, House & Tutor : _____

Date : _____

INSTRUCTIONS TO CANDIDATES
Do not open this booklet until instructed to do so.
Choose one task.

从下列四个题目中选择一题，写一篇至少 350 个汉字的短文。

1. '中国政府对网络管制利多于弊.' 你同意吗？请写一篇新闻稿说明.

2. 你是校长，请写一篇演讲稿，讲一下媒体对青少年的成长有多大影响.

3. 我们怎样判断媒体的报道是真实的.

4. 给一个外国朋友写一封电子邮件，介绍一下中国青少年的娱乐及休闲方式.

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题号： _____

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End of paper

APPENDIX 8

EXAMINATION NOTIFICATION

TOPICS COVERED FOR THE EXAMINATIONS:

Home life A1
School routine A2

YEAR	10
SUBJECT	Cambridge IGCSE Mandarin Chinese (0547)
TEACHERS	Mr Cheung
TASKS	Listening, Reading and Writing Final Examinations
CRITERIA	IGCSE Criteria
KEY DATES	**24 May (Tuesday)** Foreign Language Mandarin Chinese: Listening - Start Time: 1pm Duration: 35 minutes Foreign Language Mandarin Chinese: Writing Duration: 1h15m **6 June (Monday)** Foreign Language Mandarin Chinese: Reading - Start Time: 1pm Duration: 1h15m
Venue	Please refer to AIS IGCSE Examination Timetable

Eating and drinking A3
Health and fitness A4
Self, family, personal relationships, pets B1
Everyday life B2
Eating out B3
Holidays B4
Home town and geographical surroundings C1
Clothes C2
Shopping C3
Public services, customs, etc. C4
Weather C5
Finding the way C6
Meeting and greeting phrases C7
Travel and transport C8
Famous sites and famous cities C9
Animals C10
Further education and training D1
Future career plans D2
Employment D3
Holiday travel and transport (see also C8) E1
Geographical surroundings (see also C1) E2
Weather (see also C5) E3
Places and customs E4
Food and drink (see also A3) E5
Meeting people (see also C7) E6

FORMAT OF THE EXAMINATIONS

- **Listening Examination: Paper 1 (Approximately 35 minutes, 30 marks)**
  The examination is divided into three sections, each section 10 marks.

- **Reading Examination: Paper 2 (1 hour 15 minutes, 36 marks)**
  Students will encounter a variety of question types on the Reading Paper. The Paper is designed to test comprehension skills and includes objective questions and questions which require students to write answers in the target language.
  - Section 1 (12 marks)
  - Section 2 (12 marks)
  - Section 3 (12 marks)

- **Writing Examination: Paper 4 (1 hour 15 minutes, 45 marks)**
  All students must attempt both sections. Answers written in any language other than Mandarin Chinese are not assessed.
  - Section 1 (20 marks)
    - Question 1 (5 marks)
    - Question 2 (15 marks)
  - Section 2 (25 marks)

EXAMINATION REQUIREMENTS

- No notes or dictionaries will be permitted for any of the above tasks.
- You will not be permitted to refer to any notes or materials.
- You must bring writing equipment, including a black or blue pen, ruler etc., in a clear plastic bag. Liquid paper is not allowed.

AREAS OF STUDY

- Textbook and Workbook Booklets
- Class notes
- All related worksheets and handouts

Receipt of Examination Notification

I, _____, have received two-week notification for the Year 10 Cambridge IGCSE Mandarin Chinese Examinations (0547) to be completed on **24 May & 6 Jun in Term 2.**

Signed: _____

Date: _____

ASSESSMENT TASK NOTIFICATION

YEAR	Year 6
SUBJECT	Chinese Foreign Language (Advanced)
TEACHERS	Mr Frankie Cheung
TASK TYPE	Term One Assessment Tasks - Listening, Speaking, Reading and Writing
CRITERIA	MFL Marking Criteria
KEY DATES	**Writing Assessment:** Week 6, Wednesday 2 March (Period 6) **Listening & Speaking Assessments:** Week 6, Thursday 3 March (Period 3 & 4) **Reading Assessment:** Week 7, Wednesday 9 March (Period 6)

TOPICS COVERED:

- Dates
- Age
- Telephone Numbers
- Where do you live?
- Family members
- Self-Introduction

THE TASK SPECIFICS

FORMAT OF THE TASK:

Writing: You will write a text of approximately 100-120 Chinese characters incorporating the above topics.

Listening: You will hear some dialogues/conversations in Chinese and answer questions about them.

Reading: You will read some texts on the above topics and answer questions on them.

Speaking: You will have a 3-4 minutes conversation with your teacher in Chinese.

No notes or dictionaries will be permitted for any of the above tasks.

AREAS OF STUDY

- Textbook and workbook
- Class notes
- All related worksheets and handouts

LATE SUMISSION Years 6-8

- If a student does not submit a summative assessment task on the due date, the class teacher will deduct 10% of the total mark possible per day. Weekends will be included as two days late.
- Students absent from school due to illness on the day an assessment task is due must submit the task upon their immediate return to school.
- If a student does not submit a summative assessment task, consequences may also include an academic detention and Level 2 Commitment Card for students who are consistently late submitting assessment tasks.
- Parents will be phoned or notified in writing when a summative assessment task is not submitted on time. The incident will be recorded on the student's profile.
- In serious instances/ re-occurrences, the program coordinator will meet with students and parents.
- A student may be awarded a zero grade and an academic detention if work is not submitted.
- Parents will be notified if a zero grade is awarded.

EXTENSION Years 6-8

- Students seeking a time extension must see their teacher prior to the due date for the assessment task. Students must have a valid reason.
- If approved, a new date will be set for submission.

APPENDIX 9

[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Demonstrating exceptional listening skills and accurately sourcing key information
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Demonstrating competent listening skills
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Demonstrating outstanding aural comprehension skills and accurately listening for meaning
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Identifying key ideas, sourced from listening texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Achieving results in listening tasks which show that he comprehends all of what is heard
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Achieving results in listening tasks which show that he comprehends most of what is heard
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Achieving results in listening tasks which reveal that he comprehends about half of what is heard
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Displaying outstanding aural skills, which is a direct result of his attentive nature
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Displaying sound aural skills, which is a direct result of his attentive nature
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\LISTENING\	Demonstrating satisfactory listening skills, comprehending basic meanings of listening texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Using complete sentences when responding orally in conversations on familiar topics
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Using appropriate pace, intonation and pronunciation when speaking
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Speaking with excellent pronunciation and intonation
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Speaking with good pronunciation and intonation
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Speaking with acceptable pronunciation and intonation
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Demonstrating excellent pronunciation, intonation and fluency
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Demonstrating sound pronunciation, intonation and fluency
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Responding to verbal questioning in a thoughtful and articulate manner
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Communicating effectively and asking intelligent questions during group discussions which show compassion and respect towards the feelings of others
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Communicating effectively and working willingly in collaboration with others
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Taking risks when experimenting with language and integrating new, independently learned vocabulary into his speech and text responses
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Integrating new vocabulary into his work and continually seeking to improve his pronunciation so he sounds authentically Indonesian
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Integrating new vocabulary into his work and continually seeking to improve his pronunciation so he sounds authentically Chinese
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Integrating new vocabulary into his work and continually seeking to improve his pronunciation so he sounds authentically French
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Introducing and describing himself in Chinese and holding a simple conversation with his class-mates
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Introducing and describing himself in French and holding a simple conversation with his class-mates
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Introducing and describing himself in Indonesian and holding a simple conversation with his class-mates

[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Demonstrating good expression through the appropriate use of a variety of grammatical patterns and vocabulary items
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Speaking with good intonation and pronunciation, and possessing excellent verbal skills
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Speaking with good intonation and pronunciation, and possessing sound verbal skills
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Responding to spoken tasks with confidence and speaking with good pronunciation, intonation and fluency
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Using familiar language in oral tasks and maintaining fluency
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Maintaining his flow of language during long stretches of speech
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Initiating and sustaining conversation and interacting with others in a satisfactory manner
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Using communication strategies appropriate to Year Seven in an effective manner
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Using communication strategies appropriate to Year Seven in a consistent manner
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\SPEAKING\	Comprehending spoken and written language and demonstrating a sound understanding of well- rehearsed texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Using a variety of reading strategies such as pictures and cognates to determine meaning
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Demonstrating excellent character reading skills
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Grasping new vocabulary and sentence structures quickly
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Recognising characters without pinyin
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Interpreting the text meaningfully and producing quality imaginative and analytical responses
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	**Responding intelligently to all tasks, both creative and analytical**
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Responding intelligently to most tasks, both creative and analytical
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Responding to creative and analytical tasks maturely and drawing on the information in the text to illustrate his responses
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Creating text response work which incorporates key aspects of the text
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Creating text response work which incorporates most key aspects of the text
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Responding critically to the text through reflective writing
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Accurately determining meaning from written texts and responding intelligently
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Identifing key information in reading texts accurately and consistently, and responding intelligently
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Identifying the overall meaning and some details of reading texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\READING\	Composing responses which are relevant and well suited to the context, audience or discourse form
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Accurately using a growing range of vocabulary and grammatical features in his written and oral tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Writing simple sentences using learnt vocabulary and grammatical features

[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Revising and editing his own work effectively when mistakes are highlighted
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Elaborating on ideas and opinions with details
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating an excellent understanding and application of vocabulary and sentence structures
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Writing characters accurately
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Structuring new ideas and opinions in an organised manner
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Applying new vocabulary and structures correctly in context
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Applying new vocabulary and structures in context
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating enthusiasm in Indonesian classes which is relected in the quality and depth of his work
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Composing writing which is beginning to show more depth and originality
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Working very hard to perfect his text production and ensuring he integrates a wide range of sophisticated vocabulary into his writing
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Actively integrating new, learned vocabulary into his writing and being willing to redraft his work in order to gain the best result possible
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Composing responses which are well expressed and demonstrating a thorough understanding of grammatical patterns and extensive knowledge of vocabulary
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Composing responses which are well expressed and demonstrating a sound understanding of grammatical patterns and knowledge of vocabulary
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\\	Responding to written tasks indicating that he is able to draw upon an extensive repertoire of Chinese characters
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating an excellent understanding of French spelling in his written work
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating a sound understanding of French spelling in his written work
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating an excellent understanding of Indonesian spelling in his written work
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating a sound understanding of Indonesian spelling in his written work
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating a basic understanding of vocabulary and sentence patterns in his written work
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Grasping the main ideas and all major details in comprehension of spoken and written texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Grasping the main ideas and some major details in comprehension of spoken and written texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Extracting details and interpreting implied meaning when comprehending spoken and written texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Distinguishing major and minor points and changes in comprehension of spoken and written texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Distinguishing major and minor points and changes in comprehension of spoken and written texts
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\WRITING\	Demonstrating a solid knowledge of textual issues and convincingly arguing a point of view
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Presenting and building on information and ideas logically and coherently
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Using visual and verbal cues to understand and follow basic classroom instructions
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Completing all given work on time and to the best of his ability

[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Displaying the ability to work both independently and in group situations
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Completing all set work in a timely and efficient manner
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Demonstrating a conscientious attitude towards his language learning and making good use of class time
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Seeking clarification and paying attention to detail
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\BEHAVIOUR\	Demonstrating flexibility and inquisitiveness when approaching unfamiliar situations
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\ASSESSMENT TASKS\	Preparing thoroughly prior to the completion of assessment tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\ASSESSMENT TASKS\	Preparing carefully prior to the completion of assessment tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF STRENGTH\EXAMINATIONS\	Effectively revising class material prior to the examination
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\LISTENING	Hone his listening skills as this is an area of weakness
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Hone his listening and speaking skills as these are areas of weakness
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Spend more time practising his responses in speaking tasks as his answers indicate that he lacks confidence in this area
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Spend more time practising his responses in speaking tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Articulate clearly and succinctly his responses to verbal questions.
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Focus on improving his weak pronunciation and intonation in speaking tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Initiate and sustain conversation and interact with others in a more engaged manner
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Demonstrate correct intonation and pronunciation in speaking tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Better use communication strategies appropriate to Year Seven
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Reduce the volume of frequent errors in his speech, which regularly affect general meaning
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\SPEAKING	Improve his comprehension of spoken and written language
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\READING	Investigate and draw reasoned conclusions from his writing
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\READING	Demonstrate written expression which is not limited by a poor understanding of grammatical patterns and vocabulary items
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\READING	Strengthen his reading skills in order to identify basic vocabulary and grammatical patterns
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\READING	Review vocabulary and grammar in order to improve his reading skills
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\WRITING	Familiarise himself with the pronunciation of characters

[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\WRITING	Familiarise himself with the pronunciation of words
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\WRITING	Use correct punctuation
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\WRITING	Hone his editing skills in order to avoid making careless errors in his writing tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\ASSESSMENT TASKS	Improve his spelling and and diversify his vocabulary
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\ASSESSMENT TASKS	Revise thoroughly at home so that he may adequately prepare for assessment tasks and examinations
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\ASSESSMENT TASKS	Recall and apply his knowledge under test conditions
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\ASSESSMENT TASKS	Interpret questions under test conditions
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\AREAS OF DEVELOPMENT\EXAMINATIONS	Perform at a higher level during the examination
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\LISTENING	Avoiding distractions so that he can benefit from the learning environment
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\LISTENING	Identifying the key words or the main point in a listening task rather than trying to understand every word he hears
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\LISTENING	Listening to as much Chinese as possible in order to extend his skills, through the use of online language sites and films
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\LISTENING	Listening to as much French as possible in order to extend his skills, through the use of online language sites and films
	Listening to as much Indonesian as possible in order to extend his skills, through the use of online language sites and films
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\SPEAKING	Seeking opportunities to speak Chinese beyond the class room
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\SPEAKING	Seeking opportunities to speak French beyond the class room
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\SPEAKING	Seeking opportunities to speak Indonesian beyond the class room
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\SPEAKING	Strengthening his pronunciation and intonation skills in oral activities
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\SPEAKING	Improving the fluency and organisation of his speech by participating actively in oral tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\SPEAKING	Speaking in Indonesian with his peers as often as possible to refine his fluency
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\SPEAKING	Demonstrating greater control of linguistic elements in his speech
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\READING	Reviewing all vocabulary and structures regularly to enhance retention
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\READING	Striving to broaden his bank of vocabulary through wider reading or the use of online language sites
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\READING	Independently seeking the meaning of unfamiliar vocabulary before seeking assistance from the teacher
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\READING	Seeking clarification from the teacher when required

[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Reinforcing grammatical concepts covered in all topics by practising further at home
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Re-writing all corrected written work in order to learn from mistakes and avoid repeating them in the future
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Editing his written work closely to reduce the number of trivial mistakes and any consequential loss of marks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Carefully proof-reading and editing his work prior to submission
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Developing his writing style and producing meaningful text response work
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Responding to texts in greater depth
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Reflecting upon the quality of his submitted work as the presentation of his concepts and ideas are unclear
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\WRITING	Practising character writing regularly
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\ASSESSMENT TASKS	Devising a comprehensive revision program on Topic 1, Topic 2 and Topic 3, which encompasses understanding all facets of the topic before the final assessment tasks
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\ASSESSMENT TASKS	Increasing his work rate in assessment tasks so that he completes the test within the allocated time
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\ASSESSMENT TASKS	Demonstrating an ability to organise his ideas and structure his responses using appropriate evidence from the text
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\EXAMINATIONS	Preparing for all sections of the paper to avoid any future difficulties and completing as many past examination papers as possible
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\EXAMINATIONS	Reviewing all vocabulary and structures regularly to enhance retention
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\EXAMINATIONS	Listening to instructions carefully and making a genuine effort in his examination preparation
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\EXAMINATIONS	Making sure he is meticulous when responding to listening tasks, very carefully considering his answers in English and how they could best be phrased
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Devoting quality time to his studies both in and out of the classroom
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Actively participating as much as possible in all class activities if he is to maximise his learning potential in Chinese
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Actively participating as much as possible in all class activities if he is to maximise his learning potential in French
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Actively participating as much as possible in all class activities if he is to maximise his learning potential in Indonesian
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Arriving to class on time
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Avoiding wasting precious class time and focusing on the task at hand
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Taking a more independent role in his learning
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Focusing further on his language acquisition and skill base, as these are areas with room for improvement
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Maintaining his positive, enthusiastic attitude towards Indonesian
[GENERAL]\LOTE\LOTE COMMENTS YEARS 6-10\STRATEGIES FOR DEVELOPMENT\GENERAL	Demonstrating the independence of spirit to explore unfamiliar situations and placing himself outside of his comfort zone, in order to extend his Chinese language abilities

APPENDIX 10

North London Collegiate School Jeju

IB Diploma Programme Course Outline

IBDP Chinese ab initio course at NLCS Jeju

(Name your subject and write a short statement describing the nature of the subject as taught in this school. Think about the aims and philosophy of the school and the Learner Profile and refer to the 'Nature of the Subject' section in your Subject Guide and align your statement here with them)

The Chinese ab initio course caters for students who have learnt Mandarin Chinese as a foreign language for less than two years and who are able to communicate in a basic way and understand simple spoken and written texts in Mandarin Chinese.

The language is acquired through a balanced use of the four skills (listening, speaking, reading and writing). The programme of study is centred around topics, with the text as the basis for topic exploration. Grammar is taught explicitly when suitable opportunities arise as texts are exploited.

By its nature the study of the target language at this level teaches students to think critically and analytically. The range of topics studied throughout the three years allows students to explore many areas of society and for each topic studied they are expected to be able to express themselves at a considerably high level both in speaking and in writing.

Teaching time: Minimum 150 hours spreading over 3 years, 90 minutes per week.

The IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Course Aims and Objectives

(you can base these on the ones in the DP Subject Guide)

Aims of the course

To enable students to:

- use the target language spontaneously in familiar and unfamiliar situations
- use the target language for practical, social, expressive and intellectual purposes in an appropriate register and style
- structure coherent arguments in the target language
- understand written and spoken texts of average difficulty (SL)
- develop an awareness of and sensitivity toward the target language country's cultures
- develop an awareness of the relationship between language and other areas of knowledge
- examine topics and issues from perspectives outside their immediate culture

To develop in students:

- a life-long interest in the target language and language learning in general
- the skills necessary to be an autonomous language learner
- international mindedness

Prior Learning

(briefly show links with pre-IB / IGCSE course in terms of content and skills. if there are necessary pre-requisites for your subject, you can put them here. In future years, this will be where you may want to state the IGCSE grade requirement for a student taking your subject at SL/HL)

The Chinese B standard course can be taken as an extension to Cambridge IGCSE Mandarin Chinese course which encourages students to develop lifelong skills, including:

-the ability to use Mandarin Chinese as a means of practical communication;
-insight into the culture and civilization of Greater China;
-a positive attitude towards language learning and speakers of Mandarin Chinese;

-techniques which can be applied to other areas of learning, such as analysis and memory skills;
-a sound foundation for progression to employment of further study.

Mandarin Chinese and Theory of Knowledge

Cultural awareness is an integral part of the IB modern language programs. Languages offered are spoken in a variety of countries throughout the modern world and the element of internationalism is inherent in any study of a modern foreign language.

Within the cultural context the study of the following areas are all approached through the target language: communication and media, global issues, social relationship, health, science and technology. These issues are all central to the Theory of Knowledge element of the IB and the fact that they are studied through the foreign language itself means that the contribution to internationalism in this area is very significant.

Much of our knowledge comes to us in words. On one side, some people claim that in order to know something you must be able to put it into words. Against this, other people insist that some of our knowledge lies beyond words. Advocates of this view argue that our knowledge of things with which we are acquainted spills beyond our ability to describe them. For the Chinese B standard course, the department strives to develop students' knowledge that could be put into the target language, i.e. Mandarin Chinese and it can be reflected in students' receptive skills e.g. text-handling exercises, written productive skills e.g. essays and written assignment and interactive skills e.g. individual and interactive orals on the basis of the three core topics and two optional topics.

Mandarin Chinese and International-mindedness

(You might have already covered these sufficiently in your opening statement. However, it is worth thinking about these two important aspects of IB in more detail. You will also have to include a column in your more detailed schemes of work to show links. You will certainly be asked about these links when the IB team come)

The themes studied in the target language throughout the IB Diploma programme are by their nature international. Many of the themes studies deal with the target country's position within Greater China and overseas Chinese communities and the topics are international in their very nature(see list of topics covered).

Course Content

	Year 11 &12	Year 13
SL	Basic topics & recap -Myself and my family -Daily routine -Clothes -Food -Sports and activities -School subjects -Sickness Core topics Communication and media -Internet -Radio and television -Cross cultural communication Social relationship -Education and employment -Juvenile delinquency -The problems that young people face Global Issues -The environment and sustainability -global warming, climate change, natural disasters	Two optional topics Health -Diet and nutrition -Illness, symptoms of good/ill health -hygiene Science and technology -Impact of information technology on society -Renewable energy -Natural sciences Extension Leisure -Entertainment -Hobbies -Recreation

Assessment Overview

(Refer to your Subject Guide for this - you might want to divide it into two sections for external and internal assessment. It is important that you are clear on the nature of assessment and especially the requirements for IA. If you haven't gone through this yet for your subject, this is a good opportunity to figure it all out)

External assessment **70%**

Paper 1 (1 hour 30 minutes): Receptive skills 25%
Text-handling exercises on four written texts, based on the core.

Paper 2 (1 hour 30 minutes): Written productive skills 25%
One writing exercise of 250-400 words from a choice of five, based on the options.

Written Assignment: Receptive and written productive skills 20%
Intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core.

Internal assessment **30%**

Internally assessed by the teacher and externally moderated by the IB

Individual oral (8-10 minutes) 20%
Based on the options:15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher

Interactive oral activity 10%
Based on the core: Three classroom activities assessed by the teacher.

Resources

(include any print or electronic resources that you have currently identified. In particular, if there are required texts that students will need, note them here. You will need to update this as your planning develops)

Yamin Ma & Xinying Li, Chinese Made Easy Five

Yamin Ma & Xinying Li, Easy Steps To Chinese Textbook 6 Simplified Characters Version
Yamin Ma & Xinying Li, Easy Steps To Chinese Textbook 7 Simplified Characters Version

Chinese booklet (Designed and collated by Mr Frankie Cheung)
iPad and computer
www.voicethread.com (Slideshow presentation)
www.prezi.com (Organization of ideas for written production and orals)
www.bubbl.us ((Organization of ideas for written production and orals)
www.goAnimate.com (Sequence events into an animated story)
www.goChinese.com (An online resource sharing platform)
Google docx (Collaborative teaching and learning)
Google (Online research)
Wikipedia (Online research)
External drive and microphone for oral recording

Important Dates

(This will need to be updated as you develop your more detailed plans, but it is worth thinking about now to get a sense of how you would like to run the 2 year course in terms of key pieces of work, deadlines to complete particular units etc. The calendar for the 2 year programme will be set before teaching begins - we will agree this calendar and all deadlines as a group next year. It is vital during the DP programme that all departments work to the calendar and stick to agreed deadlines or the programme becomes unmanageable for students).

To be updated when NLCS Jeju 2012-2013 school calendar is published.

North London Collegiate School Jeju

IB Diploma Programme Course Outline

IBDP Chinese ab initio course at NLCS Jeju

(Name your subject and write a short statement describing the nature of the subject as taught in this school. Think about the aims and philosophy of the school and the Learner Profile and refer to the 'Nature of the Subject' section in your Subject Guide and align your statement here with them)

The Chinese ab initio course caters for students who have learnt Mandarin Chinese as a foreign language for less than two years and who are able to communicate in a basic way and understand simple spoken and written texts in Mandarin Chinese.

The language is acquired through a balanced use of the four skills (listening, speaking, reading and writing). The programme of study is centred around topics, with the text as the basis for topic exploration. Grammar is taught explicitly when suitable opportunities arise as texts are exploited.

By its nature the study of the target language at this level teaches students to think critically and analytically. The range of topics studied throughout the three years allows students to explore many areas of society and for each topic studied they are expected to be able to express themselves at a considerably high level both in speaking and in writing.

Teaching time: Minimum 150 hours spreading over 3 years, 90 minutes per week.

The IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Course Aims and Objectives

To enable students to:

- have a basic competence in the language
- develop the ability to understand and respond to the language demands of social situations
- develop the aptitude to use fundamental communicative skills accurately and effectively in speech and in writing
- develop an awareness of and sensitivity toward other cultures
- develop an awareness of the relationship between language and other areas of knowledge
- examine topics and issues from perspectives outside their immediate culture
- provide students with a basic linguistic base for further study, work and leisure

To develop in students:

- a cultural awareness and understanding of the country where the target language is spoken
- the basic rules of the language and the ability to apply them to all skill areas
- the importance of internationalism in today's society

Prior Learning

(briefly show links with pre-IB / IGCSE course in terms of content and skills. if there are necessary pre-requisites for your subject, you can put them here. In future years, this will be where you may want to state the IGCSE grade requirement for a student taking your subject at SL/HL)

The language ab initio course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student.

Ab initio Chinese and Theory of Knowledge

Theory of knowledge (TOK) is central to the Diploma Programme, and the relationship between TOK and Group 2 ab initio Chinese is of great importance. Learning an additional language involves linguistic and metalinguistic, sociolinguistic, pragmatic and intercultural skills and competencies. Therefore, teachers are challenged to make links between TOK and group 2 courses that encourage consideration and reflection upon how these skills and competencies are acquired by the language learner and, equally, imparted by the teacher. What follows are some questions that could be used in the language classroom to investigate the link

Chinese ab initio course and International-mindedness

(You might have already covered these sufficiently in your opening statement. However, it is worth thinking about these two important aspects of IB in more detail. You will also have to include a column in your more detailed schemes of work to show links. You will certainly be asked about these links when the IB team come)

While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours. The Chinese ab initio course achieves this reflection on cultural values and behaviours in different ways.

The course is divided into three broad themes, all of which are well suited to fostering an international perspective. The Chinese ab initio course, albeit at a basic level, seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level.

Course Content

	Year 11 & 12	Year 13
Ab initio (SL)	• Individual (e.g.: personal information, character / personal appearance, the home, clothing, colours. sizes, expressing options, etc) • Issues affecting young people in general (e.g.: education, relationships, employment, daily routine, family life, etc) • The city and its services (e.g.: shops, shopping, local transport, communications, banking, etc) • Food and drink (e.g.: shopping for food/drink, eating out / restaurants, preparing food, etc)	• Leisure time and travel (e.g.: holidays, hobbies, accommodation, local places, sports, physical activities, past actions and events, etc) • The environment (e.g.: geography, weather, threats to the environment and conservation, etc) • Health and Emergencies (e.g.: injuries, illnesses, appointments, pharmacy, commands, crime accidents, warnings, etc)

Assessment Overview

(Refer to your Subject Guide for this - you might want to divide it into two sections for external and internal assessment. It is important that you are clear on the nature of assessment and especially the requirements for IA. If you haven't gone through this yet for your subject, this is a good opportunity to figure it all out)

External Assessment: Written Component 70%

- Paper 1 Text Handling 1.5 hours 40%
  - Reading 32%
  - Written response 8%

  This paper aims to assess the candidates' abilities in understanding and using information from a range of texts. The paper consists of four texts, each followed by a number of text-handling exercises. The final text also requires a short written response.

- Paper 2 Written Production 1.5 hours 30%
  - Section A: short writing task 10%

  A minimum of 72 Mandarin characters is expected for this task.

  - Section B: extended writing task 20%

  A minimum of 144 Mandarin characters is expected for this task.

The external assessment papers is scheduled at the end of IB2 (May 2013) as stated in the Handbook of Procedures

Internal Assessment: Oral Component 30%

Internal assessment consists of oral work that comprises both listening and speaking.

- Individual Oral 15% 10 mins plus 10 mins preparation
  - Part one: a presentation based on a visual stimulus linked to one of the topics in the core syllabus.
    5 mins

- Part two: a general conversation. 5 mins

Cassette recordings of the individual oral will be required for external moderation

The Individual Oral assessment is performed during the second year of the course (IB2 Year 13) at a time convenient to the teacher – likely to be Term 1 Year 13 October after Extended Essay submission.

- Interactive Oral 15%

  These Interactive Oral Activities can take the form of role-plays, class debates, group or pair work, problem solving activities, discussion based on the understanding of recorded material (songs, films...) etc.

  At least three of these activities must be recorded in writing and the mark of **one** of these interactive oral activities will be kept for internal assessment.

The 3 Interactive Orals are performed in a class scenario during the second year of the course (IB2) at a time convenient to the teacher, provided it is consistent with the IBO deadlines.

Resources

(include any print or electronic resources that you have currently identified. In particular, if there are required texts that students will need, note them here. You will need to update this as your planning develops)

- Textbooks
  - NLCS Jeju Chinese Booklet for Beginners
  - CME 2-3
  - Various teachers' selections

- Journals, magazines and extending reading books
  Book list to follow

- Online
  - www.clearchinese.com
  - www.hanban.edu.cn
  - Youtube
  - More websites list to follow

- Video/CD Rom/DVD
  - Chinese culture Encyclopedia
  - Selection of Chinese films (list to follow)

- Chinese songs

Important Dates

(This will need to be updated as you develop your more detailed plans, but it is worth thinking about now to get a sense of how you would like to run the 2 year course in terms of key pieces of work, deadlines to complete particular units etc. The calendar for the 2 year programme will be set before teaching begins - we will agree this calendar and all deadlines as a group next year. It is vital during the DP programme that all departments work to the calendar and stick to agreed deadlines or the programme becomes unmanageable for students).

To be updated when NLCS Jeju 2012-2013 school calendar is published.

APPENDIX 11

North London Collegiate School

Academic Action Plan

Name:
House:
Year Group:
Tutor:
Housemaster / mistress:

Date initiated:

Summary of Academic Concerns (e.g. ESL, Attitude to learning, Specific subject areas of weakness, homework, attention to detail, question interpretation, brevity of answers, presentation, handwriting)	**Specific strategies for alleviating these problems** (e.g. supervised homework, departmental initiatives, ESL coaching, study skills sessions, report card, planner checks, correspondence with parents, holiday work, extra prep on exam questions)		
	Strategy + Person Responsible	**Measurable Outcome**	**Date for Review**

Signatures:
Student:
Tutor:
BHM:
Section Head:

Once agreed, tutor should forward AAP to HoDs of relevant subjects for discussion at Dept. meeting.

North London Collegiate School Jeju
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Appendix 12

欢迎



Chinese Language Clinic

From 26 September, 2012 onwards.
5.25-6pm every Wednesday
2nd Floor Library Empty Room
Max. 8 people (Year 7-9). Please sign up.



APPENDIX 13

NLCS Jeju 2013 Annual Order

No.	Order	Vender	Teacher	Dept.	Page #	Item code	Description	Currency	Unit Price	Qty	Total	Note
	Overseas	sci-chem	Jain.G	Physis	http://www.scichem.com/productinfo.aspx?kw=electricity&tier1=Electricity+(Physics)&tier2=Mounted+Components&catref=XLE220040	XLE220040	Mounted component resistor 100ohms	GBP	6.05	10	6050	
	Overseas	AVer Information Inc. (http://surveillance.aver.com/contact-us-online) Tel: +886-2-2269-8535 Fax: +886-2-2229-8537	F Cheung	Mandarin	http://presentation.aver.com/model/CP135	AVerVision CP135	Visualizers	USD	600.00	4	US$2,400	
	Overseas	GoChinese	F Cheung	Mandarin	http://hk.gochinese.net/goChinese/index.jsp		Site License	HKD	40,000.00	1 (For 600 students - license fee subject to change)	HK$40,000	

Total Amount		
	GBP	
	USD	

APPENDIX 14

North London Collegiate School Jeju

Professional Development

Technology for Chinese Teachers Workshop

Frankie Cheung – Head of Mandarin

How could ICT be incorporated into Chinese language teaching and learning?

The most common form of ICT incorporation into Chinese language teaching is to search for information with ICT applications. Whenever students do not understand any vocabulary, they can find out the meaning with the help of on-line dictionaries. On-line translators can also help students translate ideas into different languages, but it should only be used as the last resort if they encounter huge difficulties in expressing ideas with their own words. When they are told to conduct a research, they usually need to gather information through search engines and/or Wikipedia.

Another common form of Web 2.0 application is information sharing i.e. students share contribute ideas together at the same or different times. Examples are google applications, Moodle, bubbl.us. These applications have been widely used in presentation, homework and researches.

The most powerful form of web 2.0 application in Chinese language teaching is learner-centred collaborative creation. Examples are Voki (for lower forms) , Window Movie Maker, voicethread, The reason for it powerfulness is that it promotes collaboration among students, develops students' organisation skill and a comprehensive application of all language skills areas over the course of creation. When preparing the project, students will have to look up for information from various sources e.g. books or internet and it develops students' reading comprehension and research skills. Over the course of preparation they will have to elaborate information in writing and in recorded speech in an organised fashion. Their writing, oral presentation and organisation skills are thus developed. It also helps the low achievers integrate into learning as these applications encourage them to contribute and produce language output.

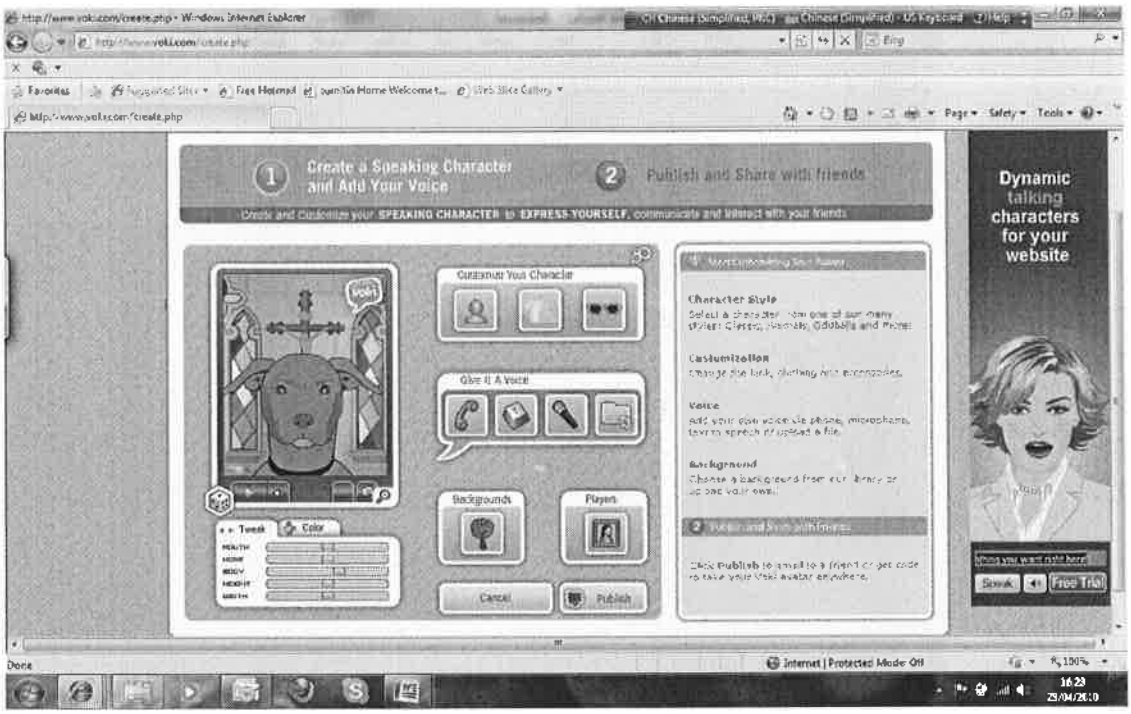
Web 2.0 application has also been widely used in communication and learning support. Examples are Skype, Oovoo etc. Students in different location can communicate among themselves. During certain critical period e.g. pandemic, these applications guarantee continuity in teaching and language support.

Free Useful Web 2.0 applications

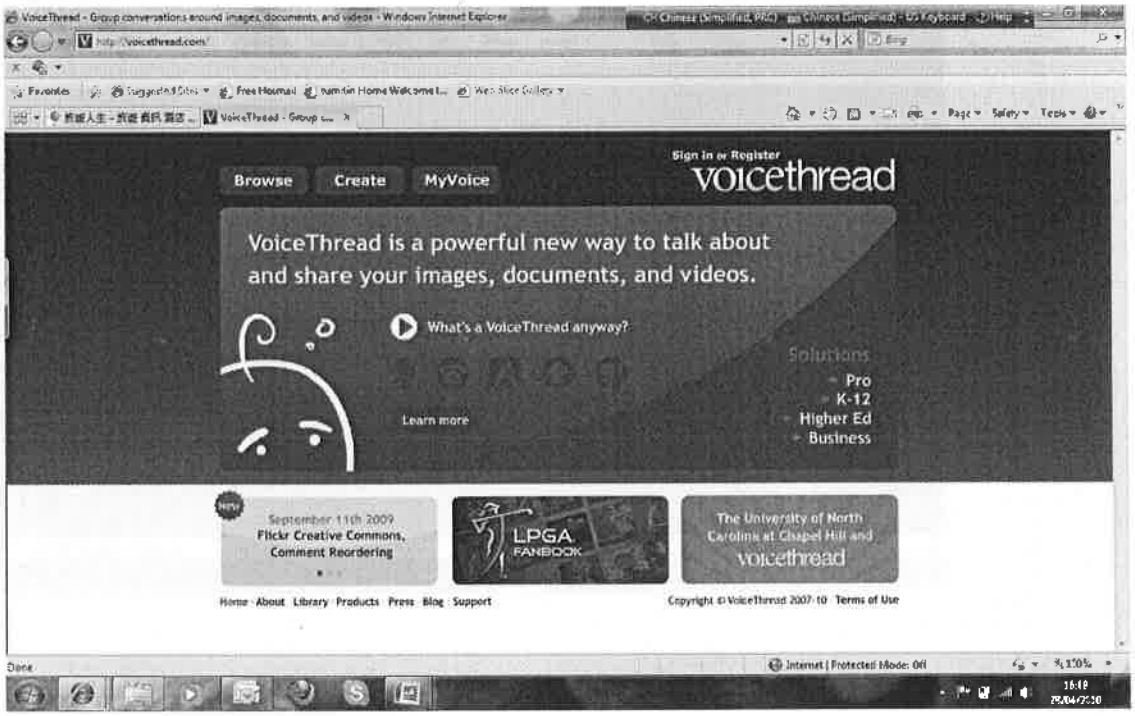
www.voki.com (Good for lower forms and sets. Students can create their own personalised avatar of not longer than one minute .)
www.voicethread.com (Good for Year 9 and upwards. Students can prepare their multi-media presentation with an inclusion of voice and images.)
www.docs.google.com/ (Good for all Years. Students write and share their written work.)
www.goanimate.com (Good for lower forms. Students can create comic-like clips with an inclusion of sound, speech bubbles and motion. You can upload a sound file of not larger than 8MB.)
www.skype.com & www.oovoo (Good for all forms and distant learning. Oovoo allows teachers to have video conference with up to six people.)
www.vodburner.com (Good for all forms. Students can edit images recorded on Skype and add effects and subtitles.)
www.bubbl.us (Good for higher form. It allows students for creating spider grams (or mind-maps) collaboratively and simultaneously.)

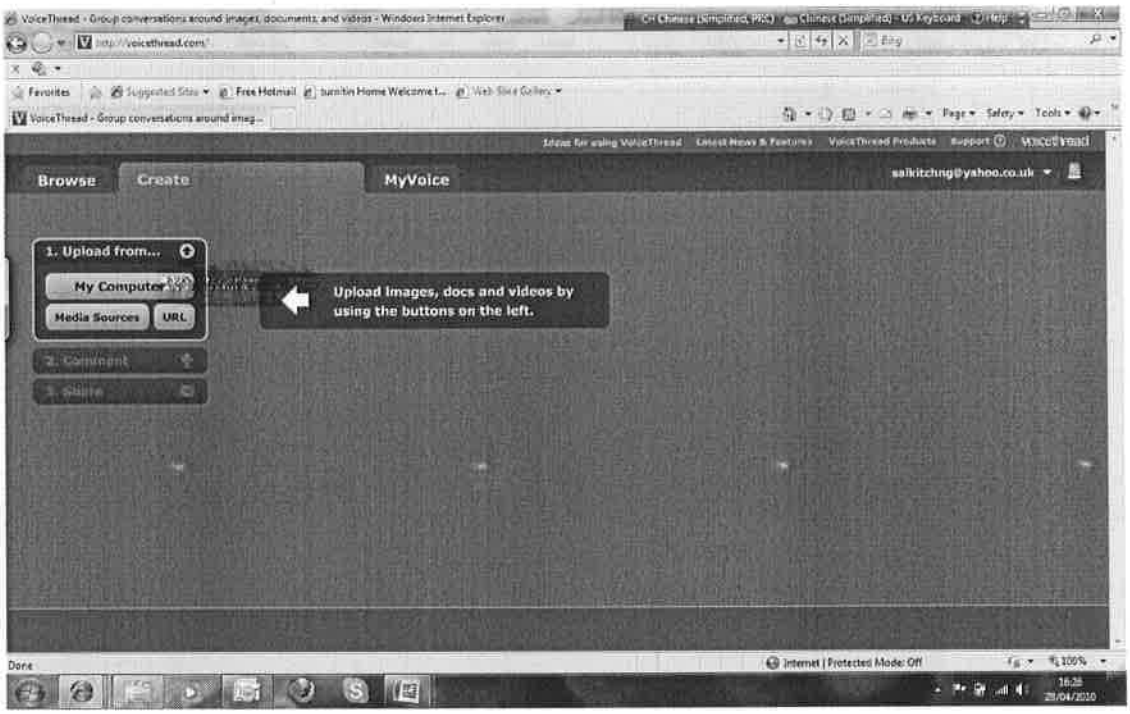
Voki

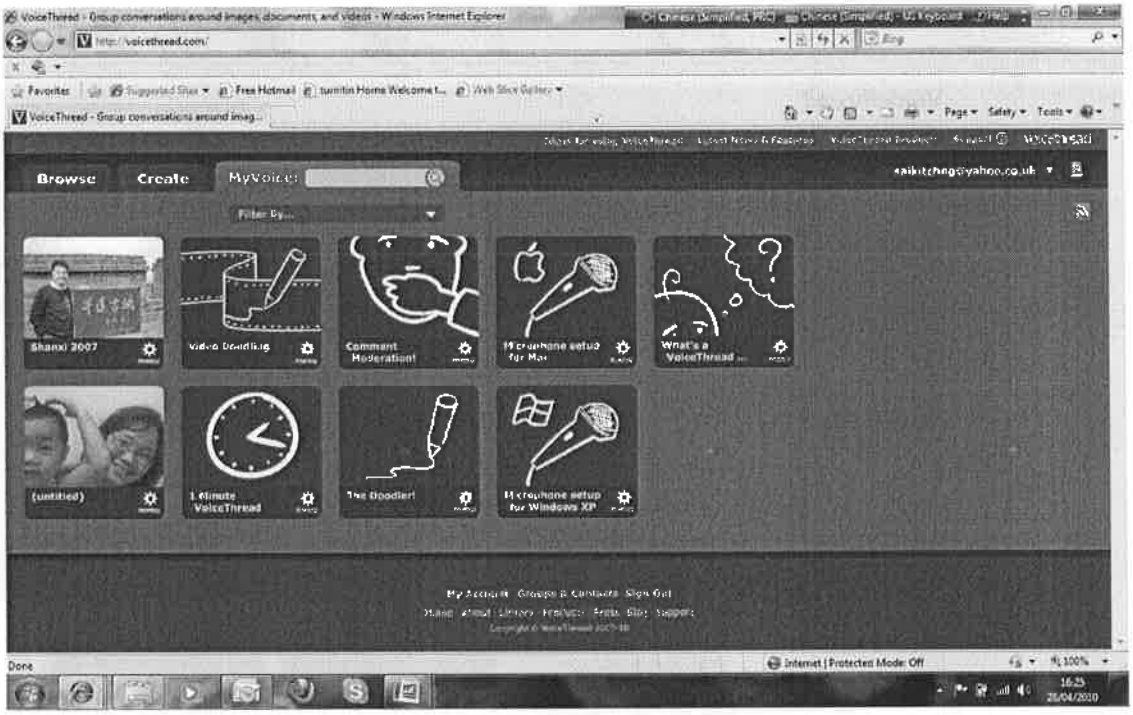




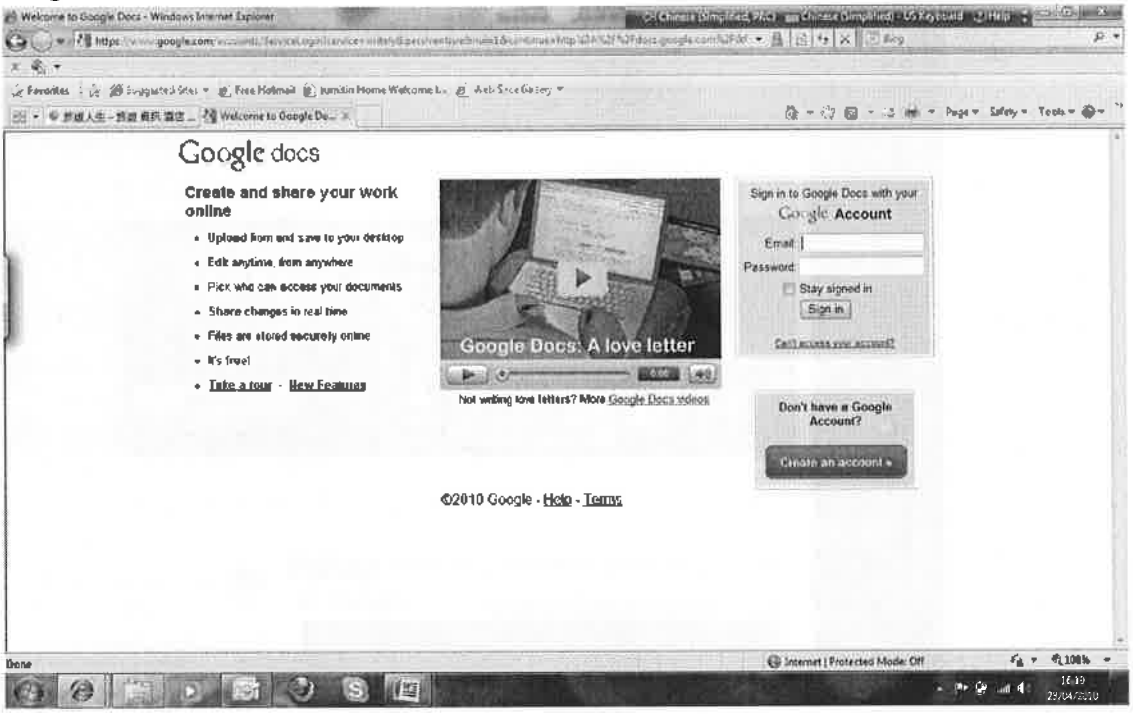
Voicethread




Browse
Create
MyVoice
1. Upload from...
My Computer
Media Sources
URL
2. Comment
3. Share
Upload images, docs and videos by using the buttons on the left.

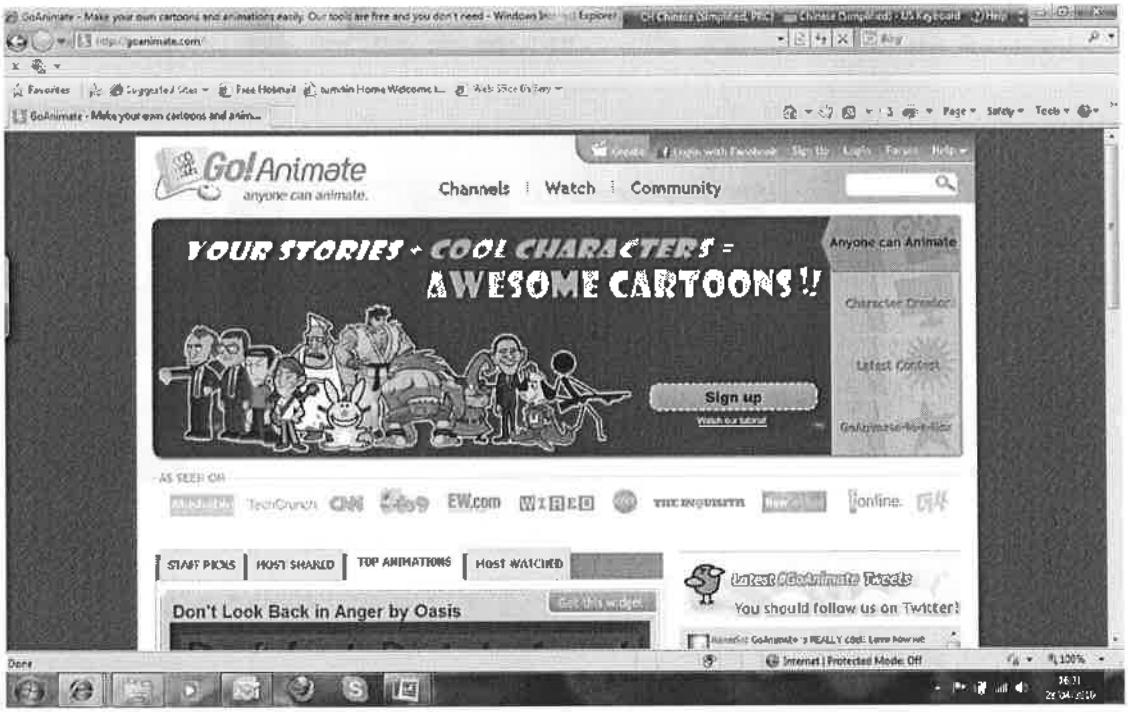

Browse
Create
MyVoice:
Shanxi 2007
Video Doodling
Comment Moderation!
Microphone setup for Mac
What's a VoiceThread ...
(untitled)
1 Minute VoiceThread
The Doodler!
Microphone setup for Windows XP

Google.doc


Welcome to Google Docs - Windows Internet Explorer
Google docs
Create and share your work online
Upload from and save to your desktop
Edit anytime, from anywhere
Pick who can access your documents
Share changes in real time
Files are stored securely online
It's free!
Take a tour - New Features
Google Docs: A love letter
Not writing love letters? More Google Docs videos
Sign in to Google Docs with your Google Account
Email:
Password:
Stay signed in
Sign in
Can't access your account?
Don't have a Google Account?
Create an account »
©2010 Google - Help - Terms
Done
Internet | Protected Mode: Off


Start Page Mail Calendar Documents Sites more
fcheung@kgv.hk | Settings | Sign out
Google docs 写作练习:150字短文(生
Share
File Edit View Insert Format Table Tools Help
Yashna Mirchandani 7V
有一天，小红带着她的塑料积木去学校。她把积木放在木板做的盆子里，准备做一个动图的底部来造大楼。谁知一个叫小明的同学却把水倒进木盆里，还得意地对小红说“，你看！我把你的积木都‘放进游泳池了’。小明边说边竖起大拇指。顿时，小明还拿起一把小刀使劲地把木盆划破，得意地说“，我成功的把‘游泳池’的水放走了。”还哈哈的大笑。
小红很生气，大声对小明说“，你这是什么用意？，是否要破坏我的功课？”你不把这些积木农干我绝对不近亮你。小明不肯道歉，也不肯农干积木，于是小红不再跟小明畅洒到老师那儿去投诉。老师称赞小红没有跟同学帮加还给了他一块干部让他玛干积木,并叫他用心造楼。老师说,万丈高楼平地起好大楼的基础是很重要的。
小红明显的不要告诉老师小明是一个很淘气的学生。第二天，小明不停的告诉其他的同学，“我不喜欢小红，在他生日的时候我给她最漂亮的积木但是今天她抢掉了我的午饭然后告诉老师我是一个淘气的学生”。
Alastair Lee 7V
Kristy Lee 7S
我今个盘子，一个刀和一木板．木板的底都的破烂
Phoebe Chan 7S
有一天我的朋友带了一块很薄的木板，看起来像和木一样和一个塑料盆子去学校，很明显今天有手工课。手工可是锯木头。我们轮流切面，她使经由干事经力手上下留下了弄伤得痕迹但是最后还是不成功。老实说“没关系只要经力一样会得到同学和老师的称赞，大家是否明白我的用意吗”但是她笑的不停的，老师给她多一次。她很开心，但是薄的木板打破烂。她又笑。她的大拇指很。她的痕迹一寸长。她哭了很长。很长。下课了她走了。她去操场。步上六个石头和眨一闸。我说了一些笑话。最后她很开心。
Done
Internet | Protected Mode: Off

GoAnimate

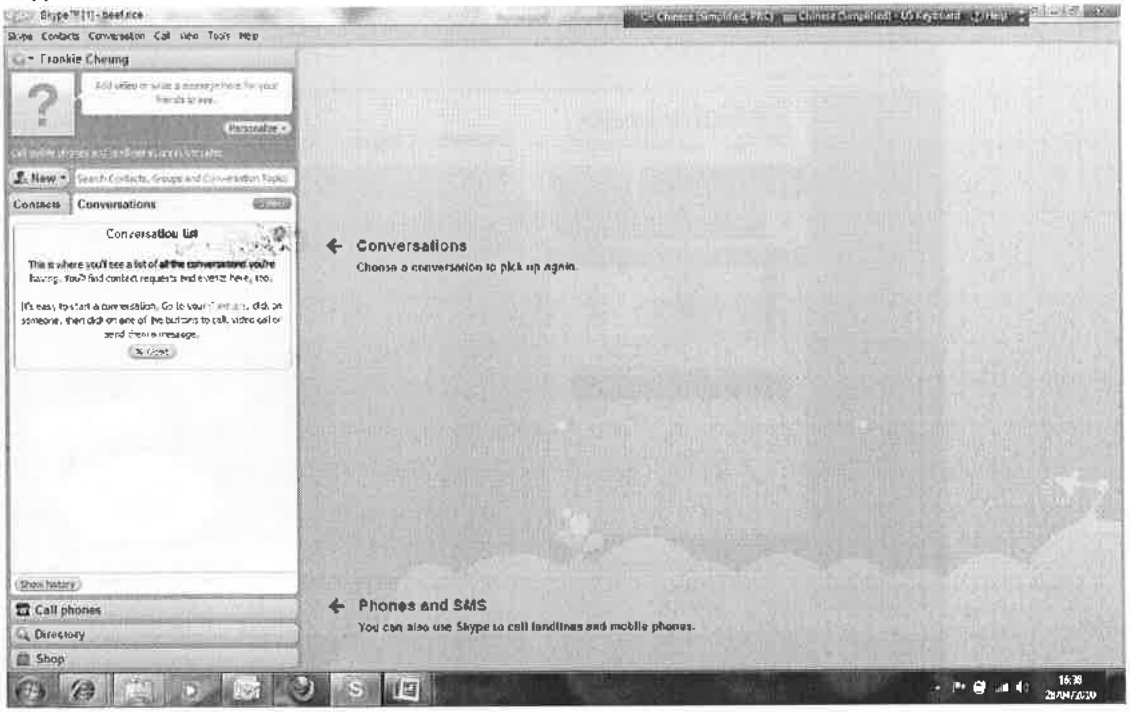

Go!Animate
anyone can animate.
Channels
Watch
Community
YOUR STORIES + COOL CHARACTERS =
AWESOME CARTOONS!!
Anyone can Animate
Sign up
STAFF PICKS
MOST SHARED
TOP ANIMATIONS
MOST WATCHED
Don't Look Back in Anger by Oasis
You should follow us on Twitter!


Go!Animate
anyone can animate.
Channels
Watch
Community
Custom World
Start Animating!

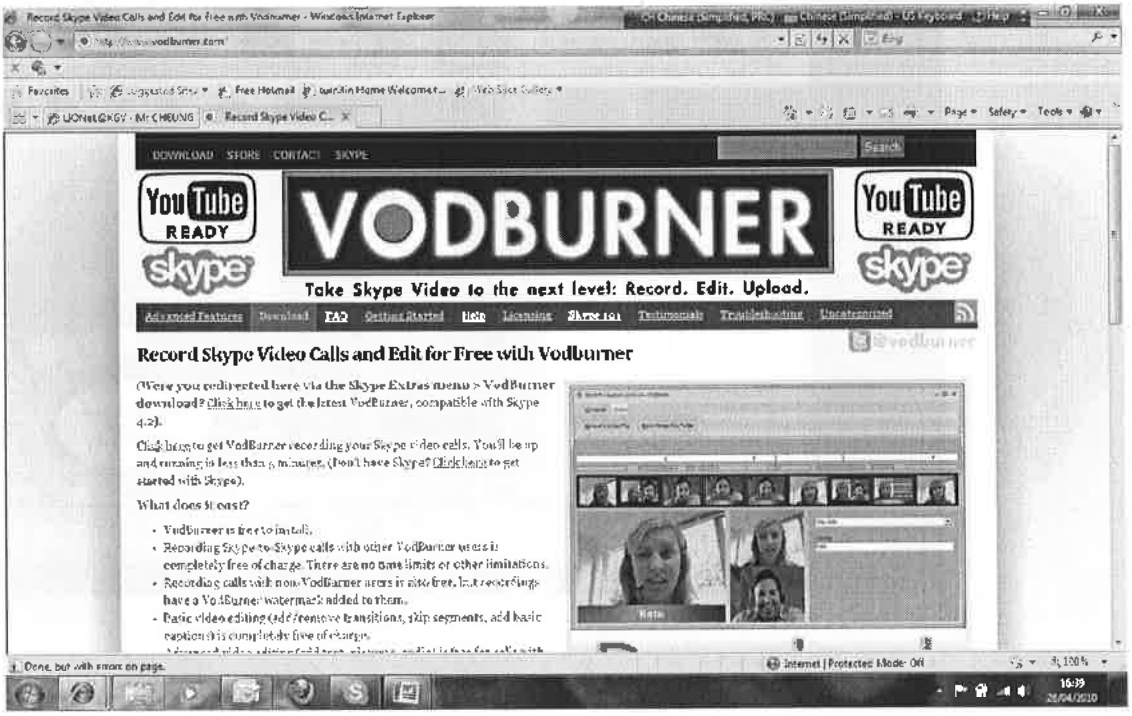

Go!Animate
anyone can animate.
Channels
Watch
Community
Make More Characters
Add scenes to create a richer story. (Click to hide)
Import:
Displaying: Scene 1


Go!Animate
anyone can animate.
Channels
Watch
Community
我今天生病了!
Add scenes to create a richer story. (Click to hide)
Import:
Displaying: Scene 1

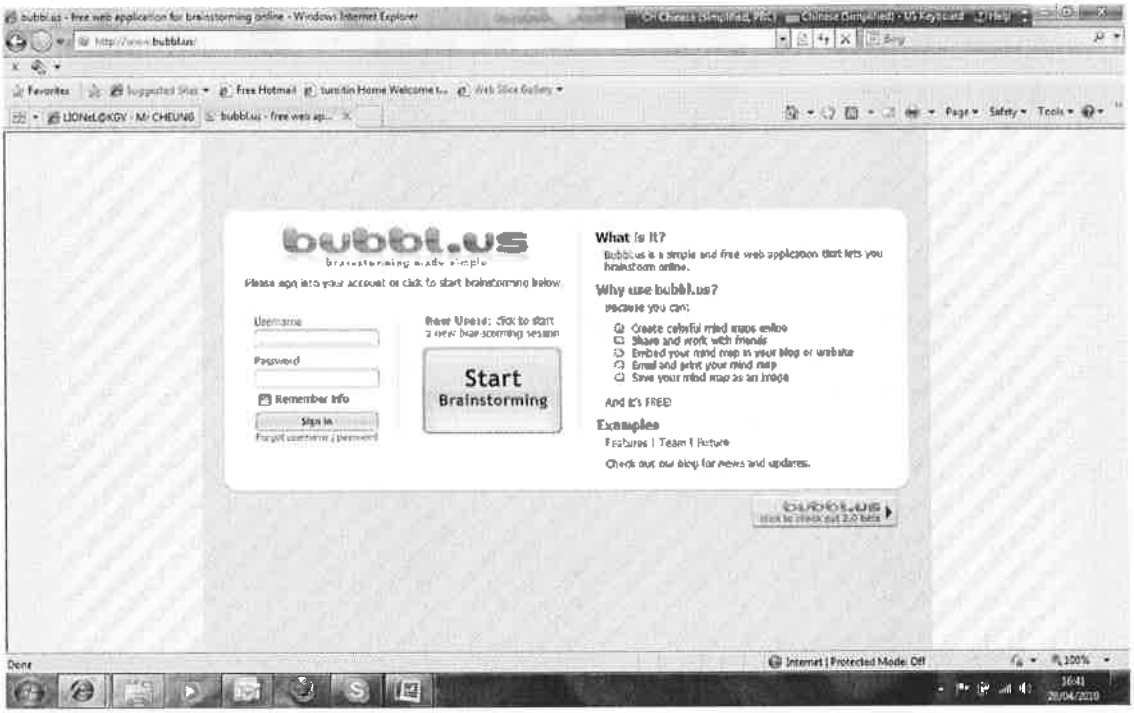
Skype

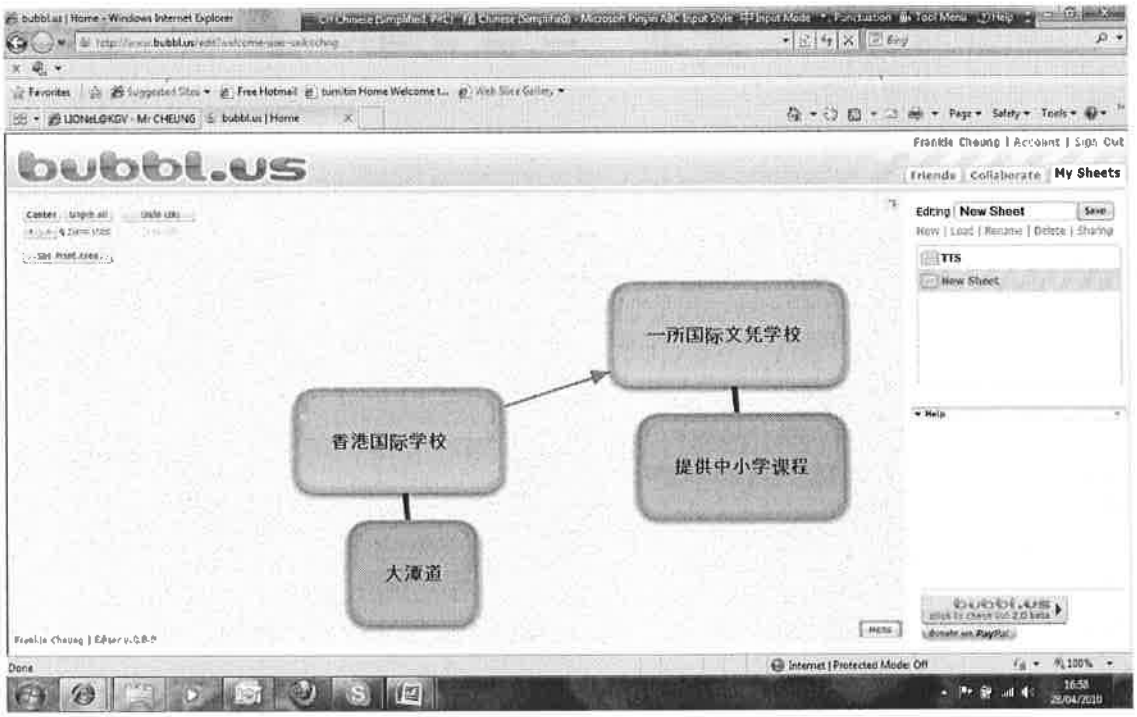


Vodburner



bubbl.us


bubbl.us
brainstorming made simple
Please sign into your account or click to start brainstorming below
Username
Password
Remember Info
Sign In
Forgot username / password
Start Brainstorming
What is it?
Why use bubbl.us?
Create colorful mind maps online
Share and work with friends
Embed your mind map in your blog or website
Email and print your mind map
Save your mind map as an image
And it's FREE!
Examples
Features | Team | Picture
Check out our blog for news and updates.


bubbl.us
Frankie Cheung | Account | Sign Out
Friends | Collaborate | My Sheets
Editing New Sheet
Save
New | Load | Rename | Delete | Sharing
TTS
New Sheet
一所国际文凭学校
香港国际学校
提供中小学课程
大潭道
Help
Done
Internet | Protected Mode: Off

APPENDIX 15

North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

快乐汉语第一册



2012-2013 版

姓名:_____

班级:_____

老师:_____

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Useful websites

1. Online dictionaries: http://cndic.naver.com/, http://fanyi.baidu.com/ http://translate.google.com/,

2. Moodle
   http://vle.nlcsjeju.kr/

3. Movie upload
   www.youtube.com, www.vimeo.com, www.screencast.com

4. Create personalised speaking avatar
   www.voki.com

5. Create interactive animation
   www.goanimate.com

6. Create your own poster or word clouds (These websites may not support Chinese characters)
   www.glogster.com , www.wordle.net

7. Create spidergrams or mindmaps
   www.prezi.com, www.bubbl.us

8. Language exercises
   www.gochinese.net

Contacts

Mr. F Cheung	fcheung@nlcsjeju.kr
Mr. N Liu	nliu@nlcsjeju.kr
Ms. R Zhao	rzhao@nlcsjeju.kr

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Chinese Pinyin

Initials

b p m f d t n l g k h j q x zh ch sh r z c s y w

Finals

a o e i u ü ai ao an ang ou ong ei en eng

iu ie in ing ui un üe ün

Tones

First Tone: ¯

This tone is designated by a straight line over the vowel **(mā)** and is pronounced flat and high like the "ma" in Obama.

Second Tone: ´

This tone's symbol is an upward slant from right to left over the vowel **(má)** and begins in the mid-tone, then rises to a high tone, as if asking a question.

Third Tone: ˇ

This tone has a V-shape over the vowel **(mǎ)** and starts low then goes even lower before it rises to a high tone. This is also known as falling rising tone. It's as if your voice is tracing a check mark, starting at the middle, then lower then high.

Fourth Tone: `

This tone is represented by a downward slant from right to left over the vowel **(mà)** and begins in a high tone but falls sharply with a strong guttural tone at the end like you are mad.

Fifth Tone:

This tone is also known as the neutral tone. Has no symbol over the vowel **(ma)** or is sometimes preceded with a dot **(· ma)** and is pronounced flatly without any intonation. Sometimes it's just slightly softer than first tone.

Source: http://chineseculture.about.com/od/thechineselanguage/a/Pinyintones.htm

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Chinese stroke order (Basic rules)

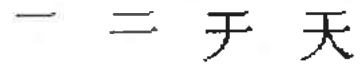
Strokes are combined together according to a few fixed rules (and to several exceptions!). Learn these rules, because they're of great help for memorizing characters. They are also fundamental in case you need to recognize the first stroke of a character.

1. Strokes at the top before those at the bottom.

The character 三 *san* (three) is written this way:



The character 天 *tian* (heaven) is written this way:



2. Strokes to the left before those to the right.

The character 门 *men* (door) is written this way:



The character 化 *hua* (to change) is written this way:



3. Containing strokes before contained ones.

The character 四 *si* (four) is written this way:



The sealing horizontal stroke must be written last ("close the door after you have entered the

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room")

The character 月 *yue* (moon) is written this way:



But:

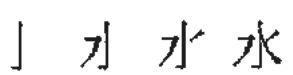
- When there aren't enclosing strokes at the top of the character, enclosed strokes are written first:

The character 这 *zhe* (this) is written this way:



4. Vertical stroke in the middle before those on both sides or at the bottom.

The character 水 *shui* (water) is written this way:



The character 山 *shan* (mountain) is written this way:



But:

- If it crosses other strokes the vertical stroke in the middle should be written last:

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The character 中 *zhong* (middle) is written this way: 

The fundamental rules - from top to bottom and from left to right - are easily understandable, since they are used in Western writings, too. The others on the contrary need a few exercise. Be sure to learn from the beginning the correct way each different character should be written; otherwise you may find yourself repeating the same mistakes over and over without realizing it, especially when you'll know hundreds of characters.

Source: http://www.clearchinese.com/chinese-writing/stroke-order.htm

Chinese radicals

Please refer to the Appendix

英国北伦敦学校韩国济州分校

第一单元　　我和你

第一部分　　生词

你	ni	_____
我	wo	_____
他	ta	_____
她	ta	_____
们	men	_____
我们	women	_____
你们	nimen	_____
他们	tamen	_____
她们	tamen	_____
叫	jiao	_____
好	hao	_____
很	hen	_____
吗	ma	_____
呢	ne	_____
叫	jiao	_____
什么	shenme	_____

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

是	shi	_____
岁	sui	_____
几	ji	_____
家(庭)	jia(ting)	_____
有	you	_____
没有	meiyou	_____
和	he	_____
哪	na	_____
哪儿	nar	_____
国	guo	_____
国籍	guoji	_____
人	ren	_____
中国	Zhongguo	_____
英国	Yingguo	_____
美国	Meiguo	_____
韩国	Han' guo	_____
北京	Beijing	_____
上海	Shanghai	_____

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英国北伦敦学校韩国济州分校

香港	Xianggang	_____
首尔	Shouer	_____
伦敦	Lundun	_____
济州	Jizhou	Jeju
家	jia	_____
谢谢	xiexie	_____
介绍	jieshao	_____
认识	renshi	_____
高兴	gaoxing	_____
很	hen	_____
请	qing	_____
进	jin	_____
坐	zuo	_____
请进	_____	_____
请坐	_____	_____

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写字练习

第二部分　　口语问题及语法

1. 认识你很高兴!

2. 你好吗?

   我很好，谢谢！你呢?

3. 你叫什么名字?

   我叫_____.

4. 你几岁?

   我 _____ 岁.

5. 你是哪国人?

   我是_____人.

第三部分　　阅读文章

你好！认识你我很高兴.我来介绍一下．我叫张三，我是韩国人，我家在中国北京．你叫什么名字？你是哪国人？你家在哪儿？你几岁？谢谢！

第四部分　　对话练习

两人一组，准备一个大约一分钟的对话，互相介绍对方.

第五部分　　写作

参考第三部分文章，写一篇约 20 字的短文，介绍一下你自己.

Marking criteria

Communication　　:_____ (5)
Quality of language:_____ (15)
Total　　:_____ (20)

Teacher comments & suggestions:

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第二单元　　我的家

第一部分　　生词

这	zhe	_____
那	na	_____
爸爸	baba	_____
妈妈	mama	_____
哥哥	gege	_____
兄	xiong	_____
姐姐	jiejie	_____
弟弟	didi	_____
妹妹	meimei	_____
兄弟姐妹	_____	_____
儿子	_____	_____
女儿	_____	_____
朋友	_____	_____
不	bu	_____
只	zhi	_____
猫	mao	_____

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狗	gou	_____
个	ge	_____
房	fang	_____
房间	_____	_____
房子	fangzi	_____
厨	chu	_____
厨房	chufang	_____
有	you	_____
没有	meiyou	_____
大	da	_____
小	xiao	_____
和	he	_____
一	yi	_____
二	er	_____
三	san	_____
四	si	_____
五	wu	_____
六	liu	_____

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七 qi _____

八 ba _____

九 jiu _____

十 shi _____

写字练习

第二部分　　口语问题及语法

吗

例子:你是韩国人吗?

你家大吗?

_____

是 / 不是

例子: 我是韩国人./ 我不是韩国人.

_____

很 / 不+adj

我家很大. / 我家不大. / 我家不大不小.

有

例子: 我家有三个房间.

和

例子:我有一个哥哥和一个妹妹.

这 / 那

例子:这是你爸爸吗? 这是我爸爸. / 这不是我爸爸.

那是你妈妈吗? 那是我妈妈. / 那不是我妈妈.

第三部分　　阅读文章，然后翻译成英文

你好！我叫张三，我是韩国人，我家在英国伦敦．我家不大不小．我家有三个房间和一个厨房．我家有五口人：爸爸，妈妈，一个姐姐，一个弟弟和我．我家有两只猫和一只狗．

我爸爸的朋友有两个儿子，没有女儿．

第四部分　　写作

参考第三部分文章，写一篇 50 字的短文，介绍一下你和你的家

.

Marking criteria

Communication　　:_____ (5)　　Total:_____ (20)

Quality of language:_____ (15)　　Teacher comments & suggestions:

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第三单元　饮食

第一部分　生词

吃	chi	_____
喝	he	_____
什么	shenme	_____
奶	nai	_____
牛	niu	_____
牛奶	_____	_____
咖啡	kafei	_____
汤	tang	_____
面包	mianbao	_____
(蔬)菜	(shu)cai	_____
鸡	ji	_____
蛋	dan	_____
鸡蛋	_____	_____
水	shui	_____
果	guo	_____
水果	_____	_____

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苹果	pingguo	
汁	zhi	
果汁		
汽	qi	
汽水	shui	
茶	cha	
要	yao	
呢	ne	
海	hai	
鲜	xian	
海鲜		
喜欢	xihuan	
也	ye	
肉	rou	
牛肉		
鸡肉		
鱼	yu	
猪	zhu	

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米	mi	_____
饭	fan	_____
面条	miantiao	_____

写字练习

第二部分　　口语问题及语法

什么

例子:你喝什么？ / 你吃什么？

_____

要

例子:你要什么？我要汽水.

_____

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喜欢 / 不喜欢

例子:我**喜欢**吃牛肉. 他**不喜欢**喝牛奶.

要 / 不要

例子:你**要**咖啡吗? 我**要**咖啡. / 我**不要**咖啡.

呢

例子:他喝果汁,你**呢**? 我喝茶.

也

例子:我喜欢吃海鲜,爸爸**也**喜欢吃海鲜.

第三部分 阅读文章,然后翻译成英文

你好! 我叫金大中. 我是韩国人, 我家在中国香港. 我家不大不小. 我家有三个房间和一个厨房. 我家有五口人:爸爸,妈妈, 一个姐姐, 一个弟弟和我. 我家有一只猫和一只狗. 我爸爸喜欢吃牛肉面条和喝咖啡. 我妈妈喜欢吃水果和喝水. 我姐姐喜欢吃海鲜. 她也喜欢喝

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水. 我弟弟喜欢吃鸡肉和喝茶. 我呢? 我喜欢吃面包和喝牛奶. 你呢?

你喜欢吃什么和喝什么?

_____

_____

_____

_____

_____

第四部分　　写作

参考第三部分文章, 写一篇至少 80 字的短文, 介绍一下你的家和你家人喜欢的饮料和食物.

Marking criteria

Communication :_____ (5)　　Total:_____ (25)

Quality of language:_____ (15)　　Teacher comments & suggestions:

General Impression:_____ (5)

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英国北伦敦学校韩国济州分校

第四单元　学校生活

第一部分　生词

学(习)	xue(xi)	_____
学校	xuexiao	_____
星期	xingqi	_____
文	wen	_____
中文	Zhongwen	_____
英文	Yingwen	_____
韩文	Hanwen	_____
法国	Faguo	_____
西班牙	Xibanya	_____
法文	_____	_____
西班牙文	_____	_____
体育	tiyu	_____
课	ke	_____
表	biao	_____
课表	_____	_____
班	ban	_____

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男	nan	
女	nu	
去	qu	
场	chang	
运动	yundong	
运动场		
体育场		
馆	guan	
图书	tushu	
图书馆		
体育	tiyu	
体育馆		
教	jiao	
室	shi	
教室		
礼堂		
哪	na	
哪儿	nar	

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写字练习

第二部分　　阅读文章，然后翻译成英文

你好！我叫金大中. 我在学校学中文, 法文, 西班牙文和体育. 我星期一和星期五有中文课和体育课. 我的学校有两个运动场, 一个图书馆, 十个教室. 一个礼堂和一个体育馆. 我们班有十个男学生, 十二个女学生.

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第三部分　　填表

星期一到星期五课表

	星期一	星期二	星期三	星期四	星期五
第一节					
第二节					
第三节					
第四节					
第五节					
第六节					
第七节					
第八节					

North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

第四部分　　写作

参考第三部分文章，写一篇至少 70 字的短文，介绍一下你的学校和你上的课.

Marking criteria

Communication : _____ (5)

Quality of language: _____ (15)

General Impression: _____ (5)

Total : _____ (25)

Teacher comments & suggestions:

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第五单元　　时间和天气

第一部分　　生词

现在	xianzai	_____
点	dian	_____
分	fen	_____
一刻	yike	_____
半	ban	_____
三刻	sanke	_____
差	cha	_____
日	ri	_____
生日	sheng' ri	_____
年	nian	_____
月	yue	_____
号	hao	_____
岁	sui	_____
前天	qiantian	_____
昨天	zuotian	_____
今天	jintian	_____

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明天	mingtian	_____
后天	houtian	_____
前个月	qiangeyue	_____
上个月	shanggeyue	_____
这个月	zhegeyue	_____
下个月	xiageyue	_____
后个月	hou' geyue	_____
前年	qiannian	_____
去年	qu' nian	_____
今年	jinnian	_____
明年	mingnian	_____
后年	hounian	_____
冷	leng	_____
热	re	_____
暖	nuan	_____
春(天)	chun(tian)	_____
夏(天)	xia(tian)	_____
秋(天)	qiu(tian)	_____

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英国北伦敦学校韩国济州分校

冬(天)　　dong(tian)　　_____

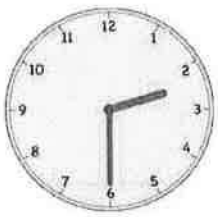
季节　　jijie　　_____

写字练习

第二部分　　口语问题及语法

1. CLOCK TIME (X点XX分 / 一刻 / 半 / 三刻)







_____　　_____　　_____

2. 现在几点?　　现在两点一刻.

3. DATE (XXXX年XX月XX日)

4. 你的生日是几月几号?　我的生日是四月十五号.

5. 昨天冷吗?　　昨天很冷. / 昨天不冷.

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第三部分　　以完整中文句子回答问题

1. 现在几点?

_____

2. 今天几月几号?

_____

3. 你爸爸的生日是几月几号?

_____

4. 你几岁?

_____

5. 今天冷吗?

_____

6. 昨天热吗?

_____

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英国北伦敦学校韩国济州分校

第五单元(二)　　时间和天气（我的一天）

第一部分　　生词

每	mei	_____
天	tian	_____
早上	zaoshang	_____
上午	shangwu	_____
中午	zhongwu	_____
晚上	wanshang	_____
凌晨	lingchen	_____
起床	qichuang	_____
洗	xi	_____
脸	lian	_____
洗脸	_____	_____
澡	zao	_____
洗澡	_____	_____
上班	shangban	_____
下班	xiaban	_____
上学	shangxue	_____

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上课	shangke	_____
吃	chi	_____
饭	fan	_____
早饭	zaofan	_____
午饭	wufan	_____
晚饭	wanfan	_____
放学	fangxue	_____
参加	canjia	_____
外(面)	wai(mian)	_____
课外	kewai	_____
活动	huodong	_____
然后	ranhou	_____
做	zuo	_____
作业	zuoye	_____
看	kan	_____
(图)书	(tu)shu	_____
电	dian	_____
电视	dianshi	_____

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

时候	_____	_____
有时侯	youshihou	_____
玩	wan	_____
电子	dianzi	_____
游戏	youxi	_____
电子游戏	_____	_____
休息	xiuxi	_____
睡觉	shuijiao	_____

写字练习

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第二部分　　语法

早上 (6-9am)/上午(9am-12pm)/中午(12-1pm)/下午(1-6pm)/

晚上 (6pm-12am)/凌晨(12-6am)

例子:早上六点半　　晚上十一点一刻

_____　　_____

SUBJECT + TIME + WHAT YOU DO

例子: 我　　早上七点半　　起床.

她　　晚上十一点一刻　　睡觉.

我们　　每天晚上六点三刻　吃饭.

_____

_____

然后

例子:我们每天晚上六点三刻吃饭,然后做作业.

_____

有时候

例子:我有时候看书.

_____

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

第三部分　　阅读文章，然后翻译成英文

我每天早上七点零五分起床，七点一刻洗脸，七点半吃早饭，八点上学，八点四十五分上课，中午一点吃午饭，下午三点半放学，三点四十五分参加课外活动．五点三刻吃晚饭，然后做作业和看书，有时侯看电视，看书和玩电子游戏．我每天晚上九点洗澡．十点睡觉．

_____

_____

_____

_____

第四部分　　写作

参考第三部分，写一篇约八十字的文章，讲一下你每天做什么．

Marking criteria

Communication　:_____ (5)　　Total:_____ (25)

Quality of language:_____ (15)　　Teacher comments & suggestions:

General Impression:_____ (5)

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第六单元　工作

第一部分　生词

家	jia	_____
画家	huajia	_____
作家	zuojia	_____
科学	kexue	_____
科学家	_____	_____
医	yi	_____
医生	yisheng	_____
大夫	daifu	_____
牙	ya	_____
牙医	_____	_____
医院	yiyuan	_____
师	shi	_____
工程	gongcheng	_____
工程师	_____	_____
教师	jiaoshi	_____
教授	jiaoshou	_____

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英国北伦敦学校韩国济州分校

校长	xiaozhang	_____
律师	lushi	_____
会计	kuaiji	_____
会计师	_____	_____
商	shang	_____
商人	_____	_____
商店	shangdian	_____
工	gong	_____
工人	_____	_____
工作	gongzuo	_____
工厂	gongchang	_____
护士	hushi	_____
司机	siji	_____
记者	jizhe	_____
售	shou	_____
货	huo	_____
员	yuan	_____
售货员	_____	_____

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服务	fuwu	
服务员		
您	nin	
演员	yanyuan	
想	xiang	
做	zuo	
当	dang	
吧	ba	
兽	shou	
兽医		

写字练习

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第二部分　　语法

是不是

你**是不是**画家？我是画家./我不是画家./我不是画家，我是工程师.

_____.

…在哪儿+vb?　　….在+place+vb

例子：你爸爸**在哪儿**工作？我爸爸**在医院**工作.

_____

想

例子:你**想**做什么工作？我**想**做护士.

_____

吧

例子:您是演员**吧**？是！我是演员.

_____

第三部分　　阅读文章，然后翻译成英文

你好！我叫金大中．我是韩国人，我家在中国上海．我家有五口人：爸爸，妈妈，一个姐姐，一个哥哥和我．我爸爸是医生，他在医院工作．妈妈是老师，她在学校工作．我姐姐是售货员．她在商店工作．我哥哥没有工作．他想当演员．

第四部分　　写作及口语练习

参考第三部分文章，写一篇至少 80 字的短文，介绍一下你的家，你家人喜欢吃的东西和你家人的工作．然后以录音或 Voki 方式把文章录下来和将音档交给老师．

Marking criteria

Communication :_____ (5)　　Total:_____ (25)

Quality of language:_____ (15)　　Teacher comments & suggestions:

General Impression:_____ (5)

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

第七单元 爱好

第一部分 生词

爱	ai	_____
爱好	aihao	_____
古典	gudian	_____
音乐	yinyue	_____
古典音乐	_____	_____
听	ting	_____
听音乐	_____	_____
唱	chang	_____
歌(曲)	ge(qu)	_____
唱歌	_____	_____
听歌	_____	_____
会(vb)	hui	_____
电脑	diannao	_____
电影	dianying	_____
网	wang	_____
上网	shangwang	_____

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打	da	_____
踢	ti	_____
球	qiu	_____
网球	wangqiu	_____
篮球	lanqiu	_____
足球	zuqiu	_____
游泳	youyong	_____
运动员	yundongyuan	_____
报纸	baozhi	_____
小说	xiaoshuo	_____
天天	tiantian	_____
好看	haokan	_____
节目	jiemu	_____
什么	shenme	_____
橄榄球*	ganlanqiu	_____
保龄球*	baolingqiu	_____
台球/桌球*	taiqiu/zhuoqiu	_____
放风筝*	fangfengzheng	_____

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

写字练习

第二部分　　口语问题及语法

…是什么?

例子:你的爱好是什么?

_____

会 / 不会

例子:他会游泳吗?　他会游泳./他不会游泳.

_____

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天天 / 不是天天

例子:你天天看电视吗? 我天天看电视./我不是天天看电视.

第三部分 阅读文章, 然后翻译成英文

你好! 我叫金大中. 我是韩国人, 我家在韩国首尔. 我家有五口人:爸爸,妈妈, 一个姐姐, 一个哥哥和我.我爸爸是医生,他在医院工作.他喜欢打网球和打篮球.妈妈是老师,她在学校工作,她喜欢游泳.我姐姐是售货员.她在商店工作,她不会游泳,她天天玩电脑游戏.我哥哥是司机,他喜欢上网.我们不喜欢看电视.电视节目不好看.

North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

第四部分　　写作

参考本单元第三部分及第一到第六单元第三部分的文章，写一封至少 150 字的信，介绍一下

1. 写信日期　　2. 你的家人　　3. 你家人喜欢吃和喝的东西
4. 你的学校　　5. 你家人的工作　　6. 你的家人有什么爱好？

你	好	:										

Marking criteria

Communication :_____ (5)　　Total:_____ (25)

Quality of language:_____ (15)　　Teacher comments & suggestions:

General Impression:_____ (5)

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第八单元　交通和旅游

第一部分　生词

交通	jiaotong	_____
旅游	luyou	_____
车	che	_____
火车	huoche	_____
汽车	qiche	_____
摩托车	motuoche	_____
堵	du	_____
堵车	duche	_____
地铁	ditie	_____
站	zhan	_____
火车站	_____	_____
汽车站	_____	_____
地铁站	_____	_____
飞	fei	_____
机	ji	_____
飞机	_____	_____

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(飞)机场	_____	_____
院	yuan	_____
电影院	_____	_____
饭店	fandian	_____
广场	guangchang	_____
安	an	_____
门	men	_____
天安门广场	_____	_____
怎么	zenme	_____
坐	zuo	_____
乘(坐)	chengzuo	_____
开	kai	_____
坐车	_____	_____
开车	_____	_____
加拿大	Jia' nada	_____
澳大利亚	Aodaliya	_____
广州	Guangzhou	_____
请	qing	_____

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问	wen	_____
边	bian	_____
前	qian	_____
前边	qianbian	_____
旁	pang	_____
旁边	pangbian	_____
后(边)	hou (bian)	_____
左(边)	zuo (bian)	_____
右(边)	you (bian)	_____
往	wang	_____
走	zou	_____
往…走	_____	_____
从	cong	_____

写字练习

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第二部分　　语法

…在哪儿?

例子:你**在哪儿**?　我在机场.

…怎么去…?

例子:你**怎么去**上海?我坐火车去上海.

…在…,往…走.

例子:火车站**在前边**.　**往前走**.

第三部分　　阅读文章,然后翻译成英文

我叫大一,我是加拿大人.　我家在上海.　今天,我去北京旅游,我坐火车去北京.北京交通很好.有火车,汽车,地铁和飞机.也有很多人骑摩托车和开车.北京路上车很多,天天堵车.

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北京有很多电影院和饭店. 我的饭店在天安门广场旁边. 叫前门饭店. 从天安门广场往前走是地铁站.

第四部分　　写作

参考第三部分文章，写一篇至少 80 字的短文，介绍一下一个城市(旅游和交通).

Marking criteria

Communication :_____ (5)　　Total:_____ (20)

Quality of language:_____ (15)　　Teacher comments & suggestions:

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Appendix

Chinese radicals - Introduction

All characters contain a particular component called "radical" or "side". These elements were once characters themselves, but some are no longer recognizable as such. Learning the radicals helps to categorize and memorize characters; the presence of a certain radical can even suggest the meaning of the whole character, which often relates to the original form of the radical. On the other hand, the non-radical component of the character often suggests its pronunciation, or vice versa.

Chinese dictionaries contain more than 200 radicals, but you will easily memorize the most common ones. In the following lessons we will present 60 radicals, each of them followed by three characters that contain them, by compounds and notes on their use.
Please note that the shape of a radical changes according to its position in the character, and that the same radical could well be found at the top of a character and on the left side of another: our examples couldn't always show all of the possibilities. As for the *pinyin* transcription, we did not put the tones (pronunciation doesn't really concern us by now) nor the *umlauts* that certain syllables have.

	#1	#2	#3	#4	#5
Radicals	冫	亠	讠	刂	亻
Original characters	--	--	言	刀	人
Pinyin	--	--	*yan*	*dao*	*ren*
Meaning	--	--	word	knife	man
Examples	冷 *leng* cold	京 *jing* capital	说 *shuo* to talk	到 *dao* to arrive	休 *xiu* to stop

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	冰 *bing* ice 习 *xi* to practise	帝 *di* emperor 玄 *xuan* obscure	请 *qing* to request 语 *yu* language	剑 *jian* sword 刊 *kan* to publish	佛 *fo* Buddha 仙 *xian* Immortal
Compounds	冷饮 *lengyin* cold drinks 冰冻 *bingdong* to freeze 习惯 *xiguan* to get used to	北京 *Beijing* Peking 皇帝 *huangdi* emperor 玄妙 *xuanmiao* marvellous	说话 *shuo hua* to speak 请问 *qing wen* may I ask... 语言 *yuyan* language	到来 *daolai* arrival 剑柄 *jianbing* handle of a sword 月刊 *yuekan* monthly publication	休息 *xiuxi* to rest 佛经 *fojing* Buddhist scripture 仙女 *xiannu* female immortal

#1 The first radical is called the "two drops of water"; it usually appears in characters that have to do with coldness. It's placed at the left side of characters.

#2 This radical always stays on top of characters.

#3 This radical is called "speech", and it appears at the left side of characters that have to do with language.

#4 The original form of the "knife" is also a radical; it's found at the bottom of characters, as in the first of the following. The second character shows a third form of this radical (placed on top):

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分 *fen* to divide

争 *zheng* to argue

#5 The fifth radical is called the "standing person", and is always placed at the left side of characters. The character it comes from can also be used as a radical; in that case it always stays on top, as in the following character:

众 *zhong* crowd

	#6	#7	#8	#9	#10
Radicals	阝	氵	忄	广	宀
Original characters	耳	水	心	广	--
Pinyin	*er*	*shui*	*xin*	*guang*	--
Meaning	ear	water	heart	*broad*	--
Examples	阳 *yang* sun 限 *xian* limit 队 *dui* team	酒 *jiu* spirit 油 *you* oil 沙 *sha* sand	怪 *guai* strange 悔 *hui* to regret 快 *kuai* quick	庙 *miao* temple 床 *chuang* bed 庭 *ting* court	宫 *gong* palace 客 *ke* guest 宝 *bao* treasure

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Compounds	太阳 *taiyang* sun 限度 *xiandu* limit 队长 *duizhang* team leader	白酒 *baijiu* white spirit 油画 *youhua* oil painting 豆沙 *dousha* bean paste	奇怪 *qiguai* strange 悔恨 *huihen* to regret 快乐 *kuaile* happy	寺庙 *simiao* temple 床单 *chuangdan* sheet 家庭 *jiating* family	皇宫 *huanggong* imperial palace 客气 *keqi* polite 灵宝 *lingbao* Nouminous Treasure

#6 The first radical is called the "ear", and it can stay at the left side or at the right side of characters.

#7 This radical is called "three drops of water", symbolizes flowing water and occurs on the left of characters. Its original form is also a radical; in the following character is placed at the bottom but its position is not fixed:

泉 *quan* spring, fountain

#8 The original form of the "heart" is also radical, and is always placed at the bottom, as in the following character:

思 *si* thought

#10 This radical is called "the covering top" and it always occurs on top. Characters with this radical are often related to the idea of house.

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	#11	#12	#13	#14	#15
Radicals	门	辶	土	艹	大
Original characters	门	走	土	--	大
Pinyin	*men*	*zou*	*tu*	--	*da*
Meaning	door	to walk	soil	--	*big*
Examples	间 *jian* space in between 问 *wen* to ask 闲 *xian* leisure	进 *jin* to enter 远 *yuan* far 迷 *mi* to be lost	地 *di* earth 塔 *ta* pagoda 墙 *qiang* wall	草 *cao* grass 花 *hua* flower 苹 *ping* apple	太 *tai* greatest 夸 *kua* to exaggerate 美 *mei* beautiful
Compounds	时间 *shijian* time 问题 *wenti* question 闲话 *xianhua* gossip	进步 *jinbu* to improve 远足 *yuanzu* excursion 迷信 *mixin* superstition	地方 *difang* place 灯塔 *dengta* lighthouse 墙壁 *qiangbi* wall	草书 *caoshu* grass writing, cursive 雪花 *xuehua* snowflakes 苹果 *pingguo* apple	太太 *taitai* madame 夸口 *kuakou* to boast 美丽 *meili* pretty

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#12 The original form of this radical is also a radical, as in the following character:

超 *chao* to exceed

#13 The original form of the "soil" is also radical, and is always placed at the bottom, as in the following characters:

尘 *chen* dust

坐 *zuo* to sit

	#16	#17	#18	#19	#20
Radicals	扌	口	冂	山	彳
Original characters	手	口	--	山	--
Pinyin	*shou*	*kou*	--	*shan*	--
Meaning	hand	mouth	--	mountain	--
Examples	打 *da* to hit 抓 *zhua* to seize 提 *ti*	叫 *jiao* to shout, to call 叹 *tan* to sigh 听 *ting* to listen	国 *guo* country 图 *tu* drawing 圈 *quan* circle, to	岛 *dao* island 岭 *ling* mountain ridge 峰 *feng*	行 *hang* line 很 *hen* very 德 *de*

	to carry		enclose	peak	virtue
Compounds	打开 *dakai* open 抓住 *zhuazhu* to catch 提高 *tigao* to raise	叫喊 *jiaohan* to shout 叹词 *tanci* exclamation 听众 *tingzhong* audience, listeners	国际 *guoji* international 地图 *ditu* map 圈子 *quanzi* circle, ring	岛屿 *daoyu* islands 山岭 *shanling* mountain ridge 山峰 *shanfeng* mountain peak	银行 *yinhang* bank 很多 *hen duo* very much 道德 *daode* ethics

#16 The original form of the "hand" is also a radical, placed at the bottom or on the left:

拿 *na* to hold, to take

拜 *bai* to worship, to respect

#17 The "mouth" is not always placed on the left of characters, as in the following examples:

名 *ming* name

史 *shi* history

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#19 This radical also stays on top or at the bottom of characters:

岁 *sui* year

岳 *yue* high mountain

	#21	#22	#23	#24	#25
Radicals	尸	饣	犭	女	子
Original characters	尸	食	犬	女	子
Pinyin	*shi*	*shi*	*quan*	*nu*	*zi*
Meaning	corpse	food	dog	woman	son
Examples	尾 *wei* tail 居 *ju* to dwell 展 *zhan* to spread	饭 *fan* cooked rice 饺 *jiao* dumpling 饿 *e* hungry	狗 *gou* dog 猫 *mao* cat 猪 *zhu* pig	奶 *nai* breast, milk 妇 *fu* woman, wife 姑 *gu* aunt	孙 *sun* grandson 孤 *gu* lonely 孩 *hai* child
Compounds	尾随 *weisui* to tail behind, to follow	饭店 *fandian* hotel, restaurant	狗屁 *goupi* bullshit, nonsense	奶奶 *nainai* grandmother 妇人	孙中山 *Sun Zhongshan* Sun Yat-sen

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	居民 *jumin* resident, inhabitant 发展 *fazhan* to develop	饺子 *jiaozi* ravioli 饿死 *esi* to starve	猫叫 *maojiao* mewing 猪肉 *zhurou* pork	*furen* married woman 姑娘 *guniang* girl	孤儿 *guer* orphan 孩子 *haizi* child

#23 The original form of the "dog" is also a radical, as in the following character:

哭 *ku* to cry

#24 This radical can also be found at the bottom of characters:

妻 *qi* wife

#25 The "son" is not always placed on the left of characters, as in the following example:

孝 *xiao* filial piety

	#26	#27	#28	#29	#30
Radicals	马	纟	灬	方	户
Original characters	马	丝	火	方	户
Pinyin	*ma*	*si*	*huo*	*fang*	*hu*
Meaning	horse	silk	fire	square	door
Examples	驱 *qu* to drive 驼 *tuo* camel 骗 *pian* to deceive	红 *hong* red 纸 *zhi* paper 细 *xi* thin, delicate	烈 *lie* violent 热 *re* hot 照 *zhao* to shine, to reflect	放 *fang* to put 旅 *lu* to travel 族 *zu* nationality	肩 *jian* shoulder 房 *fang* house, room 扁 *bian* flat
Compounds	驱逐 *quzhu* to expel 驼背 *tuobei* hunchback 欺骗 *qipian* to cheat	口红 *kouhong* lipstick 纸牌 *zhipai* playing cards 仔细 *zixi* audience, listeners	猛烈 *menglie* fierce, violent 热闹 *renao* lively 照相 *zhaoxiang* to photograph	解放 *jiefang* to liberate 旅游 *luyou* to travel 民族 *minzu* nationality	肩膀 *jianbang* shoulder 房租 *fangzu* rent 扁担 *biandan* shoulder pole

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#26 The "horse" is also found at the bottom of characters, as in the following:

骂 *ma* to curse

#28 The original form of the "fire" is also a radical, placed on the left of characters, as in the following examples:

灯 *deng* lamp

烟 *yan* smoke

#29 This radical also stays at the bottom of characters:

旁 *pang* side

	#31	#32	#33	#34	#35
Radicals	礻	王	木	车	日
Original characters	示	玉	木	车	日
Pinyin	*shi*	*yu*	*mu*	*che*	*ri*
Meaning	to show	jade	tree	vehicle	sun, day
Examples	礼 *li* rite	王 *wang* king	林 *lin* forest	轮 *lun* wheel	时 *shi* time

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	神 *shen* deity, spirit 祖 *zu* ancestor	珠 *zhu* bead 球 *qiu* ball, globe	松 *song* pine 桃 *tao* peach	转 *zhuan* to turn 辆 *liang* classifier for vehicles	明 *ming* light 晚 *wan* evening, late
Compounds	礼貌 *limao* courtesy 神话 *shenhua* mythology 祖国 *zuguo* motherland	王国 *wangguo* kingdom 珍珠 *zhenzhu* pearl 网球 *wangqiu* tennis	林木 *linmu* woods 松树 *songshu* pine tree 桃花 *taohua* peach blossom	光轮 *guanglun* halo 转化 *zhuanhua* to transform 三辆气车 *san liang qiche* three cars	小时 *xiaoshi* hour 明白 *mingbai* to understand 晚上 *wanshang* evening

#31 The original form of this radical is also a radical, found at the bottom of characters:

禁 *jin* to forbid

#33 The "tree" also stays on top or at the bottom of characters, as in the following examples:

李 *li* plum

桌 *zhuo* table

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#35 This radical is not always found on the left side of characters:

星 *xing* star

春 *chun* spring

	#36	#37	#38	#39	#40
Radicals	贝	见	牛	攵	月
Original characters	贝	见	牛	--	月 肉
Pinyin	*bei*	*jian*	*niu*	--	*yue - rou*
Meaning	shellfish	to see	ox	--	moon - flesh, meat
Examples	负 *fu* to carry, to bear 员 *yuan* employee 财 *cai* wealth	观 *guan* to watch 规 *gui* regulation 觉 *jue* to feel, to awake	物 *wu* thing 牧 *mu* herd 特 *te* special	收 *shou* to receive 敌 *di* enemy 教 *jiao* to teach	肝 *gan* liver 朋 *peng* friend 腿 *tui* leg
Compounds	负责	观念	动物	收获	肝胆

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	fuze be responsible for 服务员 *fuwuyuan* waiter 财政 *caizheng* finance	*guannian* concept 规律 *guilu* law 感觉 *ganjue* to feel	*dongwu* animal 牧场 *muchang* pasture land 特点 *tedian* characteristic	*shouhuo* to harvest 敌对 *didui* hostile 道教 *daojiao* daojiao	*gandan* sincerity 朋友 *pengyou* friend 火腿 *huotui* ham

	#41	#42	#43	#44	#45
Radicals	欠	疒	衤	石	目
Original characters	欠	--	衣	石	目
Pinyin	*qian*	--	*yi*	*shi*	*mu*
Meaning	to owe	sickness	clothes	stone	eye
Examples	次 *ci* sequence, next 欢 *huan* joyfully 款 *kuan* a sum of money	病 *bing* sick, disease 疾 *ji* illness, pain 疼 *teng* to ache	补 *bu* to mend 袖 *xiu* sleeve 裤 *ku* trousers	砂 *sha* sand, grit 硬 *ying* hard 碧 *bi* emerald	眉 *mei* eyebrow 眼 *yan* eye 睡 *shui* to sleep
Compounds	次序 *cixu* order 欢迎 *huanying* welcome 付款 *fukuan* to pay	生病 *shengbing* to fall ill 疾苦 *jiku* sufferings 头疼 *touteng* headache	补偿 *buchang* to compensate 领袖 *lingxiu* leader 库衩 *kucha* underpants	砂纸 *shazhi* sand paper 硬座 *yingzuo* hard seat 碧绿 *bilu* dark green	眉毛 *meimao* eyebrow 眼镜 *yanjing* eyeglasses 睡觉 *shuijiao* to sleep

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	#46	#47	#48	#49	#50
Radicals	田	钅	禾	鸟	羊
Original characters	田	金	禾	鸟	羊
Pinyin	*tian*	*jin*	*he*	*niao*	*yang*
Meaning	field	metal, gold	cereal	bird	sheep
Examples	电 *dian* electricity 备 *bei* to prepare 留 *liu* to leave	针 *zhen* needle 钱 *qian* money 锅 *guo* pot, pan	私 *si* private 种 *zhong* seed, type 秋 *qiu* autumn	鸡 *ji* chicken 鸦 *ya* crow 鸭 *ya* duck	养 *yang* to raise, to grow 羡 *xian* to admire, to envy 群 *qun* crowd, group
Compounds	电视 *dianshi* television 准备 *zhunbei* to prepare 留学 *liuxue* to study abroad	针剂 *zhenji* injection 钱包 *qianbao* wallet 火锅 *huoguo* hot pot	私产 *sichan* private property 分种 *fenzhong* minute 春秋 *chunqiu* Springs and	鸡蛋 *jidan* egg 乌鸦 *wuya* crow 鸭绒 *yarong* duck's down	养生 *yangsheng* to preserve one's health 羡慕 *xianmu* to admire 群众 *qunzhong* the masses

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			Autumns		

	#51	#52	#53	#54	#55
Radicals	米	舟	虫	竹	羽
Original characters	米	舟	虫	竹	羽
Pinyin	*mi*	*zhou*	*chong*	*zhu*	*yu*
Meaning	rice	boat	insect	bamboo	feather
Examples	粉 *fen* powder 粗 *cu* thick 糖 *tang* sugar	航 *hang* to navigate 般 *ban* kind, way 船 *chuan* boat, ship	蚊 *wen* mosquito 蜂 *feng* bee, wasp 蝶 *die* butterfly	符 *fu* symbol, talisman 笔 *bi* pen 筑 *zhu* to build	翅 *chi* wing 翁 *weng* old man 翻 *fan* to turn
Compounds	面粉 *mianfen* flour 粗糙 *cucao* rough 白糖 *baitang* refined sugar	航空 *hangkong* aviation 一般 *yiban* general, common 上船 *shangchuan* to embark	蚊子 *wenzi* mosquito 蜂蜜 *fengmi* honey 蝴蝶 *hudie* butterfly	音符 *yinfu* musical notes 铅笔 *qianbi* pencil 建筑 *jianzhu* to build	翅膀 *chibang* wing 翻译 *fanyi* to translate

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	#56	#57	#58	#59	#60
Radicals	足	雨	鱼	骨	鬼
Original characters	足	雨	鱼	骨	鬼
Pinyin	*zu*	*yu*	*yu*	*gu*	*gui*
Meaning	foot	rain	fish	bone	demon
Examples	跑 *pao* to run 路 *lu* road 跳 *tiao* to jump	雪 *xue* snow 雷 *lei* thunder 需 *xu* to need	鲁 *lu* dull, stupid 鲜 *xian* fresh, tasty 鳄 *e* crocodile	骸 *hai* skeleton 髓 *sui* marrow 髑 *du* --	魁 *kui* chief, head 魂 *hun* *hun* soul 魔 *mo* evil spirit
Compounds	跑鞋 *paoxie* running shoes 路标 *lubiao* road sign 跳蚤 *tiaozao*	下雪 *xiaxue* to snow 雷霆 *leiting* thunderclap 需要 *xuyao* to need	鲁迅 *Lu Xun* Lu Xun 鲜货 *xianhuo* fresh goods 鳄鱼 *eyu*	骸骨 *haigu* human bones 脊髓 *jisui* spinal cord 髑髅 *dulou*	魁首 *kuishou* outstanding 魂魄 *hunpo* one's souls 魔力 *moli* magic power

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	flea		crocodile	skull	

Source: http://www.clearchinese.com/chinese-writing/dictionary-howto.htm

APPENDIX 16

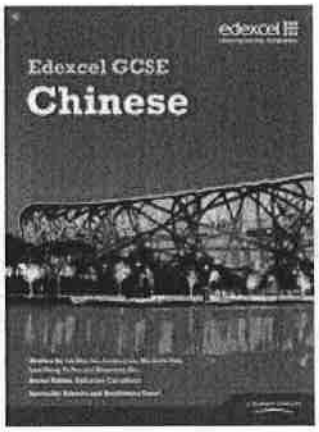
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Supplementary booklet for

Edexcel GCSE Chinese

(For IGCSE 0547 examination)



2012-2013 版

姓名:_____

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Useful websites

1. Information regarding IGCSE 0547 examination
   http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=843

2. Online dictionaries: http://cndic.naver.com/, http://fanyi.baidu.com/ http://translate.google.com/,

3. Moodle
   http://vle.nlcsjeju.kr/

4. Movie upload
   www.youtube.com, www.vimeo.com, www.screencast.com

5. Create personalised speaking avatar
   www.voki.com

6. Create interactive animation
   www.goanimate.com

7. Create your own poster or word clouds (These websites may not support Chinese characters)
   www.glogster.com , www.wordle.net

8. Create spidergrams or mindmaps
   www.prezi.com, www.bubbl.us

9. Language exercises
   www.gochinese.com

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第一单元　　我的生活

题目一　　我喜欢

第一部分　　生词

姓	xing	_____
名(字)	ming(zi)	_____
姓名	_____	_____
宠物	chongwu	_____
动物	dongwu	_____
有意思	youyisi	_____
时候	shihou	_____
年龄	nianling	_____
出生	chusheng	_____
日期	riqi	_____
生日	shengri	_____
地	di	_____
点	dian	_____
地点	_____	_____
地址	dizhi	_____
住址	zhuzhi	_____

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高兴	gaoxing	_____
节目	jiemu	_____
身体	shenti	_____
跟…一起…	gen…yiqi..	_____
说话	shuohua	_____
比赛	bisai	_____
因为	yinwei	_____
所以	suoyi	_____
酷	ku	_____
讲	jiang	_____
爷爷	yeye	_____
奶奶	nainai	_____
老爷	laoye	_____
姥姥	laolao	_____
爱人	airen	_____
父亲	fuqin	_____
母亲	muqin	_____
孩子	haizi	_____

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年轻	nianqing	_____
年轻人	_____	_____
亲爱的	qin' aide	_____
青年	qingnian	_____
孙	sun	_____
孙子	_____	_____
孙女	_____	_____
丈夫	zhangfu	_____
妻子	qizi	_____

写字练习

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第二部分　　语法

1. 你(不)喜欢/爱…

例子:他(不)喜欢/爱吃牛肉.

_____

2. …跟…一起…

例子:赵老师跟她一起打篮球.

_____

3. …一起…一起…

例子:我们一起吃饭,一起打球.

_____

4. …,可是…

例子:张三喜欢吃猪肉,可是不喜欢吃蔬菜.

_____

5. 因为…所以…

例子:因为今天下午没有课,所以老师带我们去图书馆看书.

_____

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第三部分　　阅读及翻译文章

我姓金. 名大中, 我是中学生. 我家没有养动物. 我父母亲对我很好. 我家有三个孩子: 哥哥, 妹妹和我. 我爸爸不年轻, 他五十二岁. 可是我妈妈却很年轻, 她三十五岁. 有时候我跟爸爸和哥哥一起打篮球和看足球比赛. 我妹妹喜欢跟妈妈一起看电视节目.

我们一家人跟爷爷和奶奶一起住. 他们身体很好, 不喜欢说话. 我老爷和姥姥因为住在英国, 所以我不常见到他们. 他们年轻的时候住在韩国. 他们也有三个孙子和两个孙女. 我老爷和姥姥很酷. 喜欢跟年轻人跳舞. 他们非常有意思.

第四部分　　听力练习

课本第 10 页

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2. 我的父母　3.我的朋友　4.我的爱好　5.国籍

第一部分　生词

忙	mang	
病	bing	
病人	bingren	
看病	kanbing	
衣服	yifu	
个子	gezi	
高	gao	
矮	ai	
头发	toufa	
长	chang	
短	duan	
池	chi	
游泳池		
胖	pang	
瘦	shou	
漂亮	piaoliang	
懒(惰)	lan(duo)	

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

聪明	congming	_____
然后	ranhou	_____
或者	huozhe	_____
华侨	huaqiao	_____
民族	minzu	_____
性别	xingbie	_____
德国	Deguo	_____
新加坡	Xinjiapo	_____
马来西亚	Malaixiya	_____
日本	Riben	_____
印度	Yindu	_____

写字练习

第二部分　　语法

1. 或者

例子:吃饭以后我玩电脑或者看书

_____

2. …vb 不 vb…?

例子:你看不看中文书? / 爸爸吃不吃米饭?

_____

第三部分

阅读课文第 14, 18 及 19 页, 然后以英语回答问题.

第四部分

听力练习(课本 13 页第二部分, 第 15 页练习 6, 17 页第五部分)

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第五部分　　阅读及翻译文章

我爸爸是新加坡人，他个子很高，头发不长不短．他在饭店工作．他的饭店有一个非常大的游泳池．我妈妈是马来西亚华侨．她在医院工作，她工作很忙，常常要为病人看病．她挺瘦的，不过长得很漂亮．我哥哥在德国学习，他长得很胖，可是他非常聪明．我妹妹长得瘦，她很懒．明年，我父母会送她去加拿大或者日本学习．

下个月我们会去印度旅行，你们想不想跟我们一起去？

第六部分　　写作

参考第五部分文章，写一份 150 字的面簿(Facebook profile)简介，介绍一下你家人的外表，工作和喜欢的活动.

North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Marking criteria (On the basis of IGCSE 0547 Paper 4)

Communication :_____ (Maximum: 5 marks)
Quality of Language :_____ (Maximum: 15 marks)
General Impression :_____ (Maximum: 5 marks)
Total :_____ (25 marks)

Teacher Comments & suggestions

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第二单元　　学校

题目一　我的学校

第一部分　生词

节(mw)	jie	_____
都	dou	_____
非常	feichang	_____
容易	rongyi	_____
(困)难	(kun)nan	_____
操场	caochang	_____
楼	lou	_____
教室楼	_____	_____
卫生	weisheng	_____
卫生间	_____	_____
办	ban	_____
公(务)	gong(wu)	_____
办公室	_____	_____
实验	shiyan	_____
实验室	shiyanshi	_____

North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

宿舍	sushe	
走廊	zoulang	
园	yuan	
校园		
小卖部	xiaomaibu	
除了…以外…	chule…yiwai…	
有的		
面	mian	
对面	duimian	
边	bian	
隔壁	gebi	
中间	zhongjian	

写字练习

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第二部分　　语法

1. 第一，第二

_____

2. 除了…以外…，…也…

例子:赵老师除了会说汉语以外，她也会说日语.

_____

3. . . .对面/前面/左边/右边/后面/隔壁是…

例子:汉语教室对面是英语办公室.

_____

第三部分　阅读文章，然后根据文章内容画一张学校的平面图.平面图需指出学校不同部分的名称.

让我介绍一下我的学校.我在北伦敦学校学校学习.每天上八节课.第一节课从早上八点四十五分开始.第八节课在三点半结束.学校的科目挺容易的，只有汉语比较难.

我的校园很大，有一个操场，三个教室楼，很多卫生间，五个老师办公室，七个实验室和六个宿舍.每天早上我都要走过一条很长的走廊才到教室.除了教室以外，我们学校也有一个小卖部，小卖部在老师办公室对面.有的同学喜欢在小卖部买东西.我教室隔壁是实验室.

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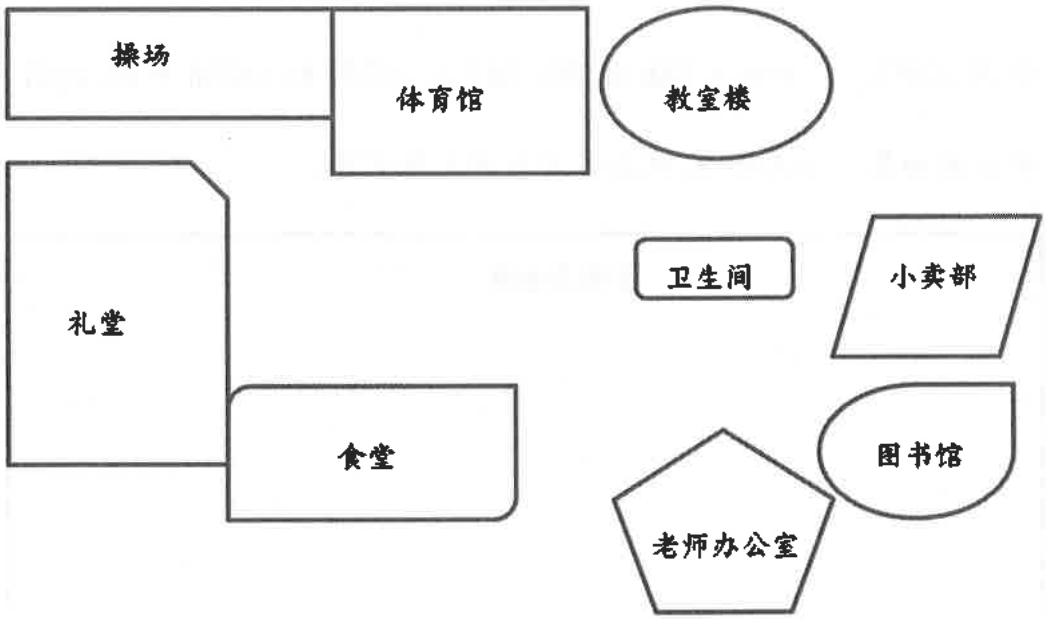
英国北伦敦学校韩国济州分校

我学校有六个宿舍.我住的宿舍叫JEOJI.我的两个好朋友一个住在MULCHAT，一个住在SARAH.MULCHAT在JEOJI和SARAH中间.我们宿舍前面是一个大操场,我们常常在那儿踢足球.

学校平面图

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第四部分　　参考课本 29 页第四部分，描述一下这个学校的布局.



第五部分　　阅读理解

课本第 26 页练习二

英国北伦敦学校韩国济州分校

题目二　学校的一天　　和　　题目三　学校比较

第一部分　　生词

觉得	juede	_____
认为	renwei	_____
厉害	lihai	_____
友好	youhao	_____
有趣	youqu	_____
亲切	qinqie	_____
严格	yan’ ge	_____
好玩儿	haowanr	_____
奇怪	qiguai	_____
生物	shengwu	_____
化学	huaxue	_____
物理	wuli	_____
地理	dili	_____
戏剧	xiju	_____
历史	lishi	_____
经济	jingji	_____

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美术	meishu	
电脑	diannao	
最	zui	
点(钟)	dian(zhong)	
小时	xiaoshi	
分钟	fenzhong	
不错	bucuo	
差	cha	
进步	jinbu	
讲	jiang	
讲课		
休息		
课间休息		
这儿		
那儿		
对…感兴趣	dui…ganxingqu	
…比…	…bi…	
时候	shihou	

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写字练习

第二部分　　语法

1…. 觉得…. /…认为...

例子:我**觉得**刘老师非常严格. / 妈妈**认为**金大中不好.

_____

_____

1. …的时候…

例子:我小(**的**)**时候**非常喜欢看电视.

_____

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第三部分　　阅读及翻译文章

我在学校上十三门课：英语，外语，韩语，数学，地理，生物，化学，物理，戏剧，历史，经济，美术和电脑．每一节课一小时五分钟．每两节课有课间休息．我对戏剧很感兴趣，因为我喜欢表演．

我觉得英语老师很厉害，也很严格．地理老师很有趣．韩语老师很亲切．生物和化学老师很好玩儿．可是我的汉语老师很奇怪．他姓张．他讲课的时候常常说：‘我想问一下…’我有时候不知道他说什么．

我今年的学习不错，有很大的进步．

第三部分　　阅读理解

课本第 31 页（练习五）

第四部分　　听力练习

课本第 32 页（练习三）

题目四　校服

第一部分　　生词

衣服	yifu	_____
校服	_____	_____
大衣	_____	_____
上衣	_____	_____
毛	mao	_____
毛衣	_____	_____
衬衣	chenyi	_____
雨	yu	_____
雨衣	_____	_____
衬衫	chenshan	_____
汗	han	_____
汗衫	_____	_____
裤(子)	ku(zi)	_____
长裤	_____	_____
短裤	_____	_____
运动裤	_____	_____

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牛仔裤	niuzaiku	_____
裙(子)	qunzi	_____
短裙	_____	_____
连衣裙	_____	_____
鞋(子)	_____	_____
皮	pi	_____
皮鞋	_____	_____
运动鞋	_____	_____
领	ling	_____
带(noun)	dai	_____
领带	_____	_____
袜(子)	wa(zi)	_____
手套	shoutao	_____
围巾	weijin	_____
眼镜	yanjing	_____
穿	chuan	_____
戴	dai	_____
(颜)色	yanse	_____

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白(色)	bai(se)	_____
黄(色)	huang(se)	_____
黑	hei	_____
红	hong	_____
灰	hui	_____
蓝	lan	_____
绿	lu	_____
紫	zi	_____
橘黄	juhuang	_____
棕	zong	_____
金(色)	jinse	_____
银(色)	yinse	_____
咖啡色	_____	_____
帅	_____	_____
舒服	_____	_____

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写字练习

第二部分　　语法

1. 穿衣服，戴眼镜

a. _____　　b. _____

2. …比…adj.

例子：我们学校比他们学校大.

_____

3. …不但…，而且…

例子：我觉得我们学校的校服不但好看，而且舒服.

_____

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4. …又…又…

例子：我们学校的校服又好看又舒服.

第三部分　阅读文章，然后根据内容以画图方式表达那几个人喜欢穿什么衣服（必需填颜色）

我的家人喜欢穿不同的衣服. 我爸爸喜欢穿白色的衬衣，灰色的长裤，黑色的皮鞋和戴蓝色的领带. 我妈妈喜欢穿黄色的衬衫，绿色的裙子和紫色的鞋子.

我哥哥喜欢穿橘黄色的汗衫，咖啡色的运动服和白色的球鞋. 我妹妹喜欢穿棕色的上衣，蓝色的短裤和黑色的鞋子. 我呢？夏天我喜欢穿的衣服跟我哥哥的一样. 冬天呢？我喜欢穿大衣，戴红色的围巾和咖啡色的手套. 我觉得冬天穿大衣非常舒服，看来也很帅，比谁都好看.

爸爸	妈妈

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哥哥	妹妹
我(夏天)	我(冬天)

第四部分　　阅读练习

课本 35 页第五部分

第五部分　　听力练习

课本 34 页第二部分

第六部分　　写作

给中国日报写一篇 150-200 字左右的短文，介绍一下你的学校．内容应包括以下各点及学过的语法点．学生可参阅课本第 42 页．

1. 学校所处的位置；
2. 学校的设备；
3. 学校的课程与你对老师的看法；
4. 课外活动；
5. 你对本校夏天和冬天校服的看法

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Marking criteria (On the basis of IGCSE 0547 Paper 4)

Communication :_____ (Maximum: 5 marks)
Quality of Language :_____ (Maximum: 15 marks)
General Impression :_____ (Maximum: 5 marks)
Total :_____ (25 marks)

Teacher Comments & suggestions

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第六部分　　小组口语活动

每组不超过三个人，准备一个大约四分钟的角色扮演活动，向新入学学生的家介绍学校．内容应以情景对话形式表达．过程不许参考任何提示．

Marking criteria (On the basis of IGCSE 0547 Paper 3 Test 2)

Comprehension / Responsiveness	: 15 marks
Linguistic content	: 15 marks
Total	: 30 marks

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第三单元　空闲时间

题目一　运动中心　　题目二　课外活动

第一部分　生词

双	shuang	_____
双胞胎	shuangbaotai	_____
滑	hua	_____
板	ban	_____
滑板	_____	_____
雪	xue	_____
滑雪	_____	_____
冰	bing	_____
滑冰	_____	_____
一般	yiban	_____
骑	qi	_____
自行车	zixingche	_____
马	ma	_____
骑马	_____	_____
骑自行车	_____	_____

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跑	pao	_____
步	bu	_____
跑步	_____	_____
开	kai	_____
关	guan	_____
门	men	_____
开门	_____	_____
关门	_____	_____
开放	kaifang	_____
健身	jianshen	_____
健身房	_____	_____
羽毛球	yumaoqiu	_____
乒乓球	pingpangqiu	_____
排球	paiqiu	_____
玩	wan	_____
跳	tiao	_____
跳舞	tiaowu	_____
片	pian	_____

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动画	donghua	
动画片		
故事	gushi	
故事片		
记录	jilu	
记录片		
书法	shufa	
连环画	lianhuanhua	
杂志	zazhi	
参加	canjia	
派对	paidui	
次	ci	
周	zhou	
末	mo	
周末		
钓鱼	diaoyu	

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写字练习

第二部分　　语法

1. …多长时间…?

   星期天你玩**多长时间**的滑板?

   _____

2. …什么时候…?

   例子:你**什么时候**踢足球?

   _____

3. …谁…?

   例子:你跟**谁**一起踢足球?

   _____

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4. …哪儿…?

例子:你去哪儿踢足球?

_____

5. …为什么…?

例子:你为什么喜欢踢足球?

_____

第三部分　　阅读文章,然后回答问题.

刘成和他哥哥是双胞胎,可是他们俩的爱好很不一样.他哥哥比较喜欢户外活动.春天,他爱骑马和骑自行车.夏天,他喜欢玩滑板.秋天,他会跟朋友一起钓鱼.冬天呢?他会去北京滑雪和滑冰.他一年四季每天都跑步.

刘成比较喜欢室内活动,比如羽毛球,乒乓球和上健身房.他有时候也爱跟朋友一起玩电子游戏和看电影.动画片,故事片,记录片他都喜欢.他觉得书法和看杂志没意思.刘成也是每天都跑步.这个周末他们家开生日派对.

用中文回答问题

1. '双胞胎' 是什么意思? _____

2. 刘成哥哥冬天喜欢什么活动? _____

3. 刘成喜欢什么体育活动? _____

4. 刘成和他哥哥都喜欢什么活动? _____

5. 刘成不喜欢哪些活动? _____

6. 这个周末刘成一家人做什么? _____

7. 请给文章命题(不超过八个字). _____

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题目三　爱好和兴趣　　题目四　锻炼身体

第一部分　　生词

参观	canguan	_____
展览	zhanlan	_____
表演	biaoyan	_____
演出	yanchu	_____
博物馆	bowuguan	_____
应该	yinggai	_____
送	song	_____
礼物	liwu	_____
聊天	liaotian	_____
卧室	woshi	_____
公园	gongyuan	_____
小说	xiaoshuo	_____
请	qing	_____
安静	anjing	_____
锻炼	duanlian	_____
身体	shenti	_____

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会(vb)	hui	_____
唱	chang	_____
歌	ge	_____
方便	fangbian	_____
票	piao	_____
门票	menpiao	_____
超级	chaoji	_____
市场	shichang	_____
超市	_____	_____
一会儿	_____	_____
…先…然后…	…xian…ranhou…	_____

写字练习

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第二部分　　语法

先…然后…

例子：我先看电视，然后吃晚饭.

…想…

例子：我想参观博物馆.

第三部分　　阅读文章

课本 55 页第五部分

North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

题目五　　奥运会

第一部分　　生词表

举行	juxing	_____
开幕	kaimu	_____
仪式	yishi	_____
开幕式	_____	_____
运动员	_____	_____
得(vb)	de	_____
(奖)牌	pai	_____
铜	tong	_____
铜牌	_____	_____
项目	xiangmu	_____
欢迎	huanying	_____
大家	dajia	_____
参观	can’ guan	_____
更	geng	_____

写字练习

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第二部分　　语法

更

例子:我比他更好.

第三部分　　阅读及翻译.

欢迎大家参观韩国博物馆举办的奥运会展览.这次活动将于首尔国家公园举行.内容包括奥运会金,银,铜牌展览,运动项目示范等.大家更会有机会重温1988年首尔奥运会开幕式.举办单位会给每一位参观人士送出奥运小礼物一份.

门票可先于网上订购,然后在E超级市场指定分店取票,非常方便,希望各位踊跃支持.

第四部分　听力练习　（课本 56 页第一部分）

第五部分　阅读文章　（课本 56 页第二部分）

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

第七部分　　写作

你参加伦敦奥运会，拿到了金牌，请给学校杂志写一篇 150 字的文章，文章应包括以下各点.

1. 你拿到什么项目的金牌?
2. 拿到了金牌，你觉得怎么样?
3. 你为什么参加奥运会?
4. 你在学校参加过什么活动?
5. 参加这些活动对你有什么好处?
6. 你每星期参加这些活动几次?
7. 你想再参加奥运会吗? 为什么?

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Marking criteria (On the basis of IGCSE 0547 Paper 4)

Communication :_____ (Maximum: 5 marks)
Quality of Language :_____ (Maximum: 15 marks)
General Impression :_____ (Maximum: 5 marks)
Total :_____ (25 marks)

Teacher Comments & suggestions

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英国北伦敦学校韩国济州分校

第四单元　媒体

题目一　BBC 和 CCTV　　题目二　电视

第一部分　生词

杂志	zazhi	_____
报纸	baozhi	_____
新闻	xinwen	_____
听	ting	_____
广播	guangbo	_____
浪费	langfei	_____
时间	shijian	_____
网站	wangzhan	_____
(比)赛	bisai	_____
赛马	saima	_____
赛车	saiche	_____
球赛	qiusai	_____
地铁	ditie	_____
花(vb)	hua	_____
钱	qian	_____

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花钱	_____	_____
旧	jiu	_____
新	xin	_____
像	xiang	_____
错	cuo	_____
不错	bucuo	_____
日记	riji	_____
流行	liuxing	_____
这些	zhexie	_____
那些	naxie	_____

写字练习

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第二部分　　语法

…没有…adj

例子:英国没有中国大.

…不过(可是/但是)…

例子:有些人觉得上网浪费时间,不过(可是/但是)也有人觉得上网很有用.

第三部分　　听力练习

课本 66 页第二部分

第四部分　　阅读练习

课本 67 页第四部分

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题目三　上网

第一部分　　生词

站	zhan	_____
网站	wangzhan	_____
网址	wangzhi	_____
民众	minzhong	_____
网民	wangmin	_____
网友	wangyou	_____
下载	xiazai	_____
上载	shangzai	_____
软件	ranjian	_____
智能	zhineng	_____
手机	shouji	_____
信息	xinxi	_____
短信	duanxin	_____
面簿	mianbu	_____
留言	liuyan	_____
博客	boke	_____

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写字练习

第二部分　　阅读文章，然后回答问题

过去十几年来，人们常常透过网络获得信息．年轻人不但可以在不同的网站上看杂志，报纸和新闻，而且也可以听到广播，甚至赛车，赛马，球赛也可以在网站上看到．有些父母觉得他们孩子上网是浪费时间，不过也有些父母认为上网是一种不错的学习方式．

最近年轻人也流行于网上写博客日记或者于面簿上留言．网友只需注册户口后就可以在网站上发短信或者留言，甚至玩互动游戏．有些网站更可让网民上载或者下载软件到电脑或者智能手机去．现在更发展到利用云端技术，把图像同步发送到不同的电脑．

用中文回答问题

1. 信息在最近十几年可以从哪里获得？ _____

2. 父母对孩子上网有什么不同的看法？ _____

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3. 年轻人喜欢在面簿上做什么? _____

4. 网站跟智能手机之间有什么关系? _____

5. 给文章起一个题目(不超过八个字). _____

6. 你对上网有什么看法(50 字)? _____

_____

_____

_____

第三部分　　小组短片制作

每组不超过两个人,以录像(video)形式,准备一个大约两分钟的短片,给 50 岁以上的乐龄人士介绍网络及智能手机的用途.对话过程不许参考任何提示. 录像完成后需上载到 Youtube, Vimeo 或 Screencast 网站, 然后把网址(URL)发送给老师.

Marking criteria (On the basis of IGCSE 0547 Paper 3 Test 2)

Comprehension / Responsiveness	: 15 marks
Linguistic content	: 15 marks
Total	: 30 marks

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

题目四　电影和音乐　　题目五　名人　　题目六　不同的生活

第一部分　　生词

有名	youming		
名人			
棒	bang		
指导	zhidao		
演出	yanchu		
导演			
演员			
刻苦	keku		
成功	chenggong		
失败	shibai		
认识	renshi		
毕业	biye		
榜样	bangyang		
成了	chengle		
迷	mi		
影迷			

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农民	nongmin	_____
学院	xueyuan	_____
摄影	sheying	_____
后来	houlai	_____
生活	shenghuo	_____
河	he	_____
东	dong	_____
南	nan	_____
西	xi	_____
北	bei	_____
东南	dongnan	_____
开心	kaixin	_____
担心	danxin	_____

写字练习

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第二部分　　语法

…得…(+adverbial phrase)

例子:赵明打得很好./ 刘成说汉语说得不好.

1. _____

2. _____

…一边…一边…

例子:他一边当农民,一边学摄影.

_____

只有…才…

例子:只有不怕失败,才会成功.

_____

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第三部分　　阅读及翻译，另外给文章起一个题目（不超过八个字）

题目：_____



华人导演李安(ANG LEE)1954 年出生于台湾，他从小对电影非常感兴趣．在台湾，他两次没考上大学．后来去了美国学戏剧．也学过摄影．他大学毕业后没有找到工作．有六年的时间在家里带孩子．没事儿的时候，他就开始写剧本．他非常刻苦，一边做家务，一边工作． 经过无数的失败才得到今天的成功．他也曾经在电影里客串演出．

李安在中国，台湾，香港和世界各地都有很多影迷．曾经在香港和台湾的学院演讲，成了很多学生的榜样． 李安的故事让我们知道：只有不怕失败，才会成功．

_____

_____

_____

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第四部分　　听力练习

课本 77 页练习四，78 页练习四

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第五部分　　写作

参考课本74, 75页的短文, 然后写一篇150左右的短文, 介绍一个名人的生平及他对世界的影响.

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Marking criteria (On the basis of IGCSE 0547 Paper 4)

Communication :_____ (Maximum: 5 marks)
Quality of Language :_____ (Maximum: 15 marks)
General Impression :_____ (Maximum: 5 marks)
Total :_____ (25 marks)

Teacher Comments & suggestions

第五单元　　我住的地方

题目一　我的家

第一部分　　生词

住	zhu	_____
屋子	wuzi	_____
(房)屋	fangwu	_____
公寓	gongyu	_____
平房	pingfang	_____
租	zu	_____
出租	chuzu	_____
楼	lou	_____
楼房	loufang	_____
层	ceng	_____
带(vb)	dai	_____
书房	shufang	_____
车房	_____	_____
客厅	keting	_____
饭厅	_____	_____

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花(noun)	hua	
花园	huayuan	
厕所		
卫生	weisheng	
间	jian	
卫生间	weishengjian	
洗澡	xizao	
洗澡间		
家具	jiaju	
书架	shujia	
椅子	yizi	
桌子	zhuozi	
书桌		
灯	deng	
沙发	shafa	
衣柜	yigui	
电器	dianqi	
台灯	taideng	

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空调	kongtiao	
冷气	lengqi	
暖气	nuanqi	
冰箱	bingxiang	
机(器)	ji(qi)	
洗	xi	
洗衣机		
炉子	luzi	
钟	zhong	
录像	luxiang	
录像机		
收	shou	
音	yin	
收音机		
游戏机		
卫星	weixing	
卫星电视		
乱	luan	

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整齐　　zhengqi　　_____

一定　　yiding　　_____

忘(记)　　wang(ji)　　_____

记住　　jizhu　　_____

写字练习

第二部分　　听力练习

课本 88 页(练习三和四)

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

题目二　我的城市

第一部分　　生词

银行	yinhang	_____
邮政	youzheng	_____
局	ju	_____
邮(政)局	_____	_____
电影院	dianyingyuan	_____
动物园	_____	_____
寄	ji	_____
张(mw)	_____	_____
明信片	mingxinpian	_____
百货	baihuo	_____
(商)店	(shang)dian	_____
百货商店	_____	_____
服装	fuzhuang	_____
服装店	_____	_____
时装	shizhuang	_____
时装店	_____	_____

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公园	gongyuan	
俱乐部	julebu	
剧场	juchang	
网吧	wangba	
美术馆		
市场	shichang	
书店		
药	yao	
药店		
饭馆		
饭店		
健身房	jianshenfang	
商城	shangcheng	
商场	shangchang	
诊所	zhensuo	
游乐	youle	
游乐场		
娱乐	yule	

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中心	zhongxin	
娱乐中心		
警察	jingcha	
警察局		
停	ting	
停车场		
庙	miao	
桥	qiao	
市中心		
附近	fujin	
离	li	
远	yuan	
近	jin	

写字练习

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第二部分　　语法

…离…很远/很近(不远/不近).

例子:学校离我家很近.

公园离电影院不远.

英国离韩国非常远.

1. _____

2. _____

第三部分　　听力练习

课本 90 页(练习二)

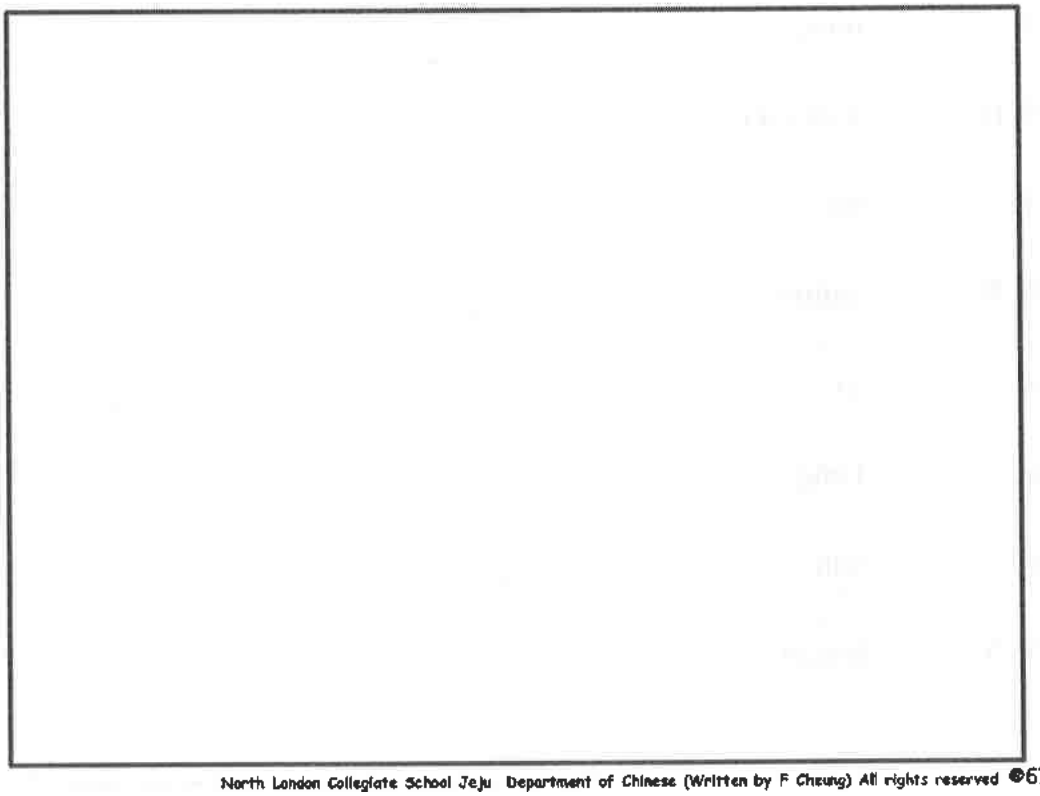
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第三部分　阅读文章，然后根据文章内容画一张平面图．平面图需指出家里不同部分和家具和电器用品的的名称．．

我的家

我家是在一个很宽敞的平房里．楼下有一个大花园和车房．最高有三层．一楼有两个客厅，一个饭厅，一个厨房，客厅里的家具有沙发，饭桌，椅子等．厨房有洗衣机，冰箱，炉子等电器．客厅有录像机，收音机，游戏机和有线电视．二楼和三楼各有三个房间，每个房间都有独立的浴室和卫生间．每个房间都有书桌，书架，椅子和台灯等．另外，整个房子都有空调．

我们一家人常常收拾房子，家里非常整齐，一点儿都不乱．我很喜欢我的家．



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题目三　我的城市

第一部分　生词

郊区	jiaoqu	_____
海	hai	
海边	_____	_____
城市	chengshi	_____
(小)镇	(xiao)zhen	_____
山	shan	_____
区	qu	_____
山区	_____	_____
农	nong	_____
农村	nongcun	_____
湖	hu	_____
散步	sanbu	_____
极	ji	_____
风	feng	_____
树	shu	_____
空气	kongqi	_____

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新鲜	xinxian	_____
安静	anjing	_____
热闹	re nao	_____
吵	chao	_____
虽然	suiran	_____
目前	muqian	_____
差别	chabie	_____
交通	jiaotong	_____
机会	jihui	_____

写字练习

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第二部分　　语法

…极了.

例子:济州海边的风景美**极了**.= 济州海边的风景**非常**美.

妈妈做的韩国菜好吃**极了**.= 妈妈做的韩国菜**最**好吃.

1. _____

2. _____

第三部分　　阅读练习(课本 93 页练习三)

第四部分　　阅读以下文章,然后回答问题.

我们家是一个三代同堂的大家庭.因为我和弟弟越来越大,我们的老房子不够住了,爸爸妈妈打算买一套新房子.可是买什么样的房子好,没个人的想法都不同.

爸爸希望住在市中心, 下班方便;妈妈说住在市中心才可以为我和弟弟找到好学校.弟弟可以经常和朋友去买东西.

市中心的生活又热闹又方便.但是爷爷奶奶和我觉得住在郊区更好.没错!郊区离城市很远.交通不太方便.但空气清新,环境安静,不像城市那么吵.有时候可以去海边散步,吹吹海风,也可以到湖边钓鱼或者到农村看看.郊区的景色美丽极了.

我们已经找了一年了,可是到现在还没有找到新房子.

(改编自汉语 A+ I 第三十七页)

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用中文回答问题

1. 谁想住在市中心? _____

2. 他们想住在市中心的理由是什么(其中两个理由)?

_____

_____

3. 谁想住在郊区? _____

4. 他们想住在市中心的理由是什么(其中两个理由)?

_____

_____

5. 他们为什么要搬家? _____

6. 给给文章命题(不超过八个字). _____

第五部分　听力练习

课本 93 页练习六

第六部分　写作(三人小组活动)

你们帮客人出售房子,请参考课本 89 页,然后帮他们设计一张手写 400 字 A3 大小的海报. 介绍一下房子的布局,家具电器,附近的环境和社区设施. 海报应包括颜色,图片,图像设计,房子价钱与联系方法. 另外每组需要准备一个大约两分钟的口语介绍. 可辅以 PPT 或者 PREZI 讲解,但讲解过程中不许参考任何文字资料.

Marking criteria (On the basis of IGCSE 0547 Paper 4)

Communication	: 5 marks
Quality of Language	: 15 marks
General Impression	: 5 marks
Total	: 25 marks

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题目四　方位

借	jie	
之间	zhijian	
上面	shangmian	
下面	xiamian	
知道	zhidao	
就是	jiushi	
新生		
旧生		
应该		
找	zhao	
找到		
鞋架	xiejia	
马虎	mahu	
收拾	shoushi	
路	lu	
街	jie	

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

写字练习

第二部分　　语法

…在…和…之间.

例子:图书馆在商店和医院之间.

1. _____

2. _____

Vb+到….

例子:图书馆找到了.

　　我看到海边了.

1. _____(听)

2. _____(买)

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英国北伦敦学校韩国济州分校

中文地址（国家+省+市+区+路+街+号+楼+室+邮编）

中国广东省广州市荔湾区北京路南三街28号3楼217室(邮编:600382)

练习三　　听力练习

课本94页练习二,95页练习四

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题目五　问路

第一部分　　生词

方向	fangxiang	_____
一直	yizhi	_____
一直走	yizhizou	_____
往	wang	_____
往回走	wanghuizou	_____
往前走	_____	_____
往东走	_____	_____
向	xiang	_____
拐	guai	_____
转	zhuan	_____
向左拐	_____	_____
往左拐	_____	_____
左转	_____	_____
顺着	_____	_____
路口	lukou	_____
丁字路口	dingzilukou	_____

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十字路口	_____	_____
过了	guole	_____
红绿灯	hongludeng	_____
天桥	tianqiao	_____
马路	_____	_____
公里	gongli	_____
怎么走	zenmezou	_____
终于	zhongyu	_____

写字练习

第二部分　　阅读练习

课本 97 页练习四

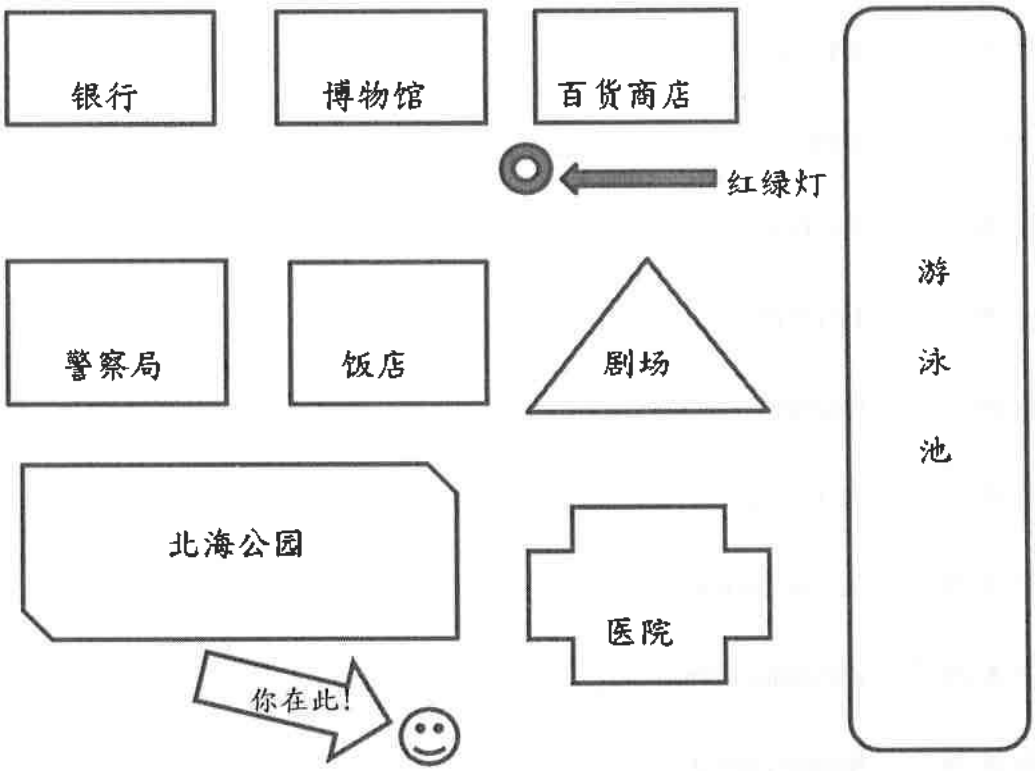
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第三部分　　语法

例子:

A:去警察局该怎么走?

B:往前走,过了红绿灯,向左拐,见到银行,警察局就在对面.



1. 去博物馆该怎么走?

_____

2. 去百货商店该怎么走?

_____

3. 红绿灯在哪儿?

_____

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题目五　留学体会

第一部分　生词

热情	reqing	_____
美丽	meili	_____
世界	shijie	_____
洲	zhou	_____
亚洲	Yazhou	_____
非洲	Feizhou	_____
欧洲	Ouzhou	_____
美洲	Meizhou	_____
北美洲	Beimeizhou	_____
中美洲	Zhongmeizhou	_____
南美洲	Nanmeizhou	_____
大洋洲	Dayangzhou	_____
国家	guojia	_____
国际	guoji	_____
听说	tingshuo	_____
周围	zhouwei	_____

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到处　　daochu　　_____

门票　　menpiao　　_____

特别　　tebie　　_____

写字练习

第二部分　　阅读练习

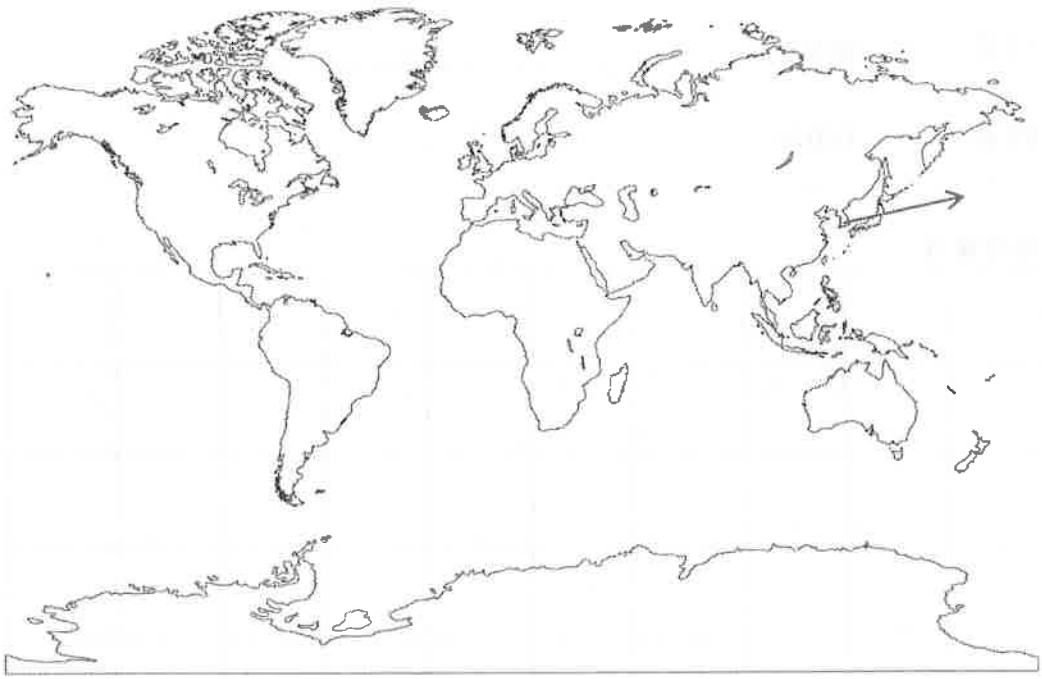
课本 99 页练习四

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

第三部分　请指出世界六大洲及十个你熟悉的国家.



六大洲	八个国家
1.	A 韩国
2.	B
3.	C
4.	D
5.	E
6.	F
	G
	H

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英国北伦敦学校韩国济州分校

第六单元　　度假

题目一　天气

第一部分　　生词

天气	tianqi	_____
气候	qihou	_____
预报	yubao	_____
太阳	taiyang	_____
阳光	yangguang	_____
晴天	qingtian	_____
阴天	yintian	_____
雨	yu	_____
下雨	_____	_____
暴雨	bayou	_____
雷	lei	_____
打雷	dalei	_____
雷雨	_____	_____
雪	xue	_____
下雪	_____	_____
风	feng	_____

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刮	gua	_____
刮风	guafeng	_____
雾	wu	_____
下雾	xiawu	_____
云	yun	_____
多云	duoyun	_____
暖和	nuanhe	_____
凉快	liangkuai	_____
而且	erqie	_____
通常	tongchang	_____
有时候	youshihou	_____
很少	henshao	_____
平均	pingjun	_____
度	du	_____
温度	wendu	_____
气温	qiwen	_____
零下	lingxia	_____
打算	dasuan	_____

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要是…就…　　yaoshi…jiu…　　_____

这要看…　　zheyaokan…　　_____

几乎　　jīhu　　_____

写字练习

第三部分　　语法

这要看…

例子:**这要看**明天的天气好不好.

_____

要是(如果)…就…

例子:**要是**明天下雨,**我们就**不去踢足球.

1. _____

2. _____

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第二部分　　阅读及翻译

上海今天晴转多云，气温十二到十八度．明天有小雨．这个周末天气会转凉．

南京今天多云，有雾，上午的能见度只有十五米．气温十到十六度．明天转晴．

哈尔滨今天有大风雪，气温零下三度．明天和后天多云，小雪．周末转晴，气温将回升到零度左右．

香港今天下大雨，气温二十到二十五度．明天和后天仍然有雨．

广州今天有狂风雷暴，最高气温二十五度左右，最低气温二十度．明天有雨，周末转多云．

（改编自汉语 A+ II 第三页）

North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

题目二 交通

第一部分 生词

这样	zheyang	_____
出租	chuzu	_____
出租车	_____	_____
旅游	luyou	_____
旅游车	_____	_____
速度	sudu	_____
高速	gaosu	_____
铁路	tielu	_____
高铁	gaotie	_____
动车	dongche	_____
船	chuan	_____
便宜	pianyi	_____
贵	gui	_____
慢	man	_____
行李	xingli	_____
换	huan	_____

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麻烦	mafan	_____
的士	dishi	_____
打的	_____	_____
省	sheng	_____
钱	qian	_____
安全	anquan	_____

写字练习

第二部分　　语法

换

例子:我每天上学要**换**三次车,很不方便.

我想**换**钱.

我去**换**衣服.

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省

例子:哥哥省钱买他喜欢的东西.

坐飞机比坐火车省时间.

…坐…去….

例子:我坐飞机去美国.

…又…又…

例子:坐火车又安全又省钱.

第三部分　　听力练习

课本 110 页第二部分

第四部分　　阅读练习

课本 111 页第三部分

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英国北伦敦学校韩国济州分校

题目三　度假　　**题目四　假期计划**

度过	duguo	_____
假期	jiaqi	_____
放假	fangjia	_____
度假	_____	_____
暑假	shujia	_____
寒假	hanjia	_____
名胜	mingsheng	_____
古迹	guji	_____
照片	zhaopian	_____
宾馆	bin’ guan	_____
酒店	jiudian	_____
旅馆	luguan	_____
订	ding	_____
机票	jipiao	_____
旅行	luxing	_____
旅行社	luxingshe	_____
海滩	haitan	_____

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目的	mudi	
目的地	mudidi	
硬	yìng	
软	ruan	
卧	ruo	
硬卧		
软卧		
航班		
计划	jihua	
将来	jianglai	
爬	pa	
长城	Changcheng	
故宫	Gugong	
天坛	Tiantan	
颐和园	Yiheyuan	
熊猫	xiongmao	
小吃	xiaochi	
正好	zhenghao	

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英国北伦敦学校韩国济州分校

写字练习

第二部分　　阅读文章，然后回答问题

CTS 中国旅行社韩国济州分社 CTS



上海北京七天游

七月一日---八月三十一日（天天出发）

济州出发：乘坐中国东方航空航班 MU5039（济州起飞时间 15:30，抵达上海时间 15:55）

上海回程出发：乘坐大韩航空航班 KE880（北京起飞时间 14:55，抵达济州时间 18:20）

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

行程

第一天:午餐于航机上.抵达后参观上海外滩,东方明珠塔,南京路,豫园.住宿四星级东方大酒店或同级酒店

第二天:早餐于酒店内.上午游览周庄,午餐品尝当地有名的万三蹄.下午游览苏州园林.晚餐自费.住宿五星级苏州万豪大酒店或同级酒店

第三天: 早餐于酒店内,然后乘坐旅游车到杭州游览西湖.午餐及晚餐于当地餐厅. 住宿五星级苏州万豪大酒店或同级酒店

第四天:上午从苏州乘坐高铁回上海虹桥火车站,然后换乘高铁到北京.晚餐于当地韩国餐厅.住宿北京教文大酒店.

第五天: 早餐于酒店内.上午游览天安门广场,故宫,北海公园, 午餐于当地餐厅.下午于王府井大街购物, 晚餐品尝驰名中外之北京烤鸭. 住宿北京教文大酒店

第六天: 早餐于酒店内.上午游览长城, 午餐于当地餐厅,下午游览颐和园, 晚餐自费.住宿北京教文大酒店.

第七天: 早餐于酒店内.上午游览天坛,然后驱车前往北京首都机场乘坐大韩航空航班 KE880 回国,晚餐于航机上.

团费:每位 1,200 美元,包括一日三餐(自费晚餐除外),住宿(单人房另加 250 美元),机场接送,导游服务,往返机票,火车票,及门票.

付款方法:接受现金,信用卡,银行支票或网上转帐

报名截止日期:出发前两个星期

联系方法:请到本社任何分社报名.或者致电 131 990 67532 赵小姐联系.

网址: www.cstkr.com

CTS

CTS

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用中文回答以下问题

1. 假如希望七月二十日出发的话，最晚要在几月几号报名？ _____

2. 从济州怎么去中国？ _____

3. 哪两天的晚餐需要自己给钱？ _____

4. 如果自己一个人参加旅游团团费多少？ _____

5. 请指出旅游团在北京参观的其中三个名胜古迹. _____

6. 请指出旅游团在上海参观的其中三个景点. _____

7. 旅游团从上海到北京坐什么交通工具？ _____

8. 旅游团可怎样报名？ _____

9. 请指出旅游团团费的其中三个付款方法. _____

第三部分　　阅读练习

课本 112 页第一部分

课本 115 页第三部分

第四部分　　听力练习

课本 114 页第二部分

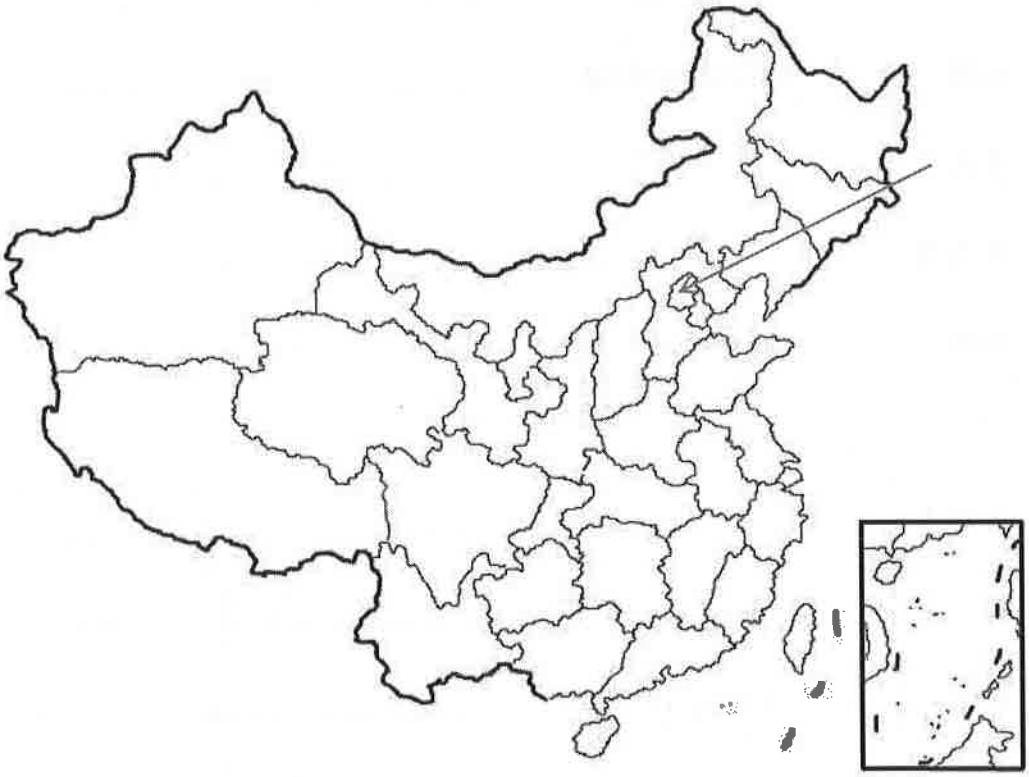
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英国北伦敦学校韩国济州分校

第五部分　　请于地图指出以下中国城市所在.

1. 北京	2. 天津	3. 南京	4. 上海	5. 重庆	6. 广州
7. 深圳	8. 武汉	9. 西安	10. 香港	11. 台北	12. 拉萨
13. 杭州	14. 桂林				



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英国北伦敦学校韩国济州分校

题目五　订旅馆　题目六　旅行安排和意外

第一部分　生词

单	dan	_____
程	cheng	_____
单程	dancheng	_____
双程	shuangcheng	_____
单人房	_____	_____
双人房	_____	_____
信用	xinyong	_____
卡	ka	_____
信用卡	_____	_____
刷	shua	_____
现金	xianjin	_____
支票	zhipiao	_____
付	fu	_____
款	kuan	_____
付款	_____	_____
服务	fuwu	_____

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英国北伦敦学校韩国济州分校

护照	huzhao	_____
签证	qianzheng	_____
偷(vb)	tou	_____
小偷	xiaotou	_____
照相机	zhaoxiangji	_____
别	bie	_____
填(写)	tian(xie)	_____
申请	shenqing	_____
办理	banli	_____
大使馆	dashiguan	_____
文件	wenjian	_____
从…到…	cong…dao..	_____
能	neng	_____
联系	lianxi	_____
包括	baokuo	_____
号码	haoma	_____
表(格)	biaoge	_____
方式	fangshi	_____

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英国北伦敦学校韩国济州分校

接	jie	_____
送(别)	song(bie)	_____
接送	_____	_____
始发	shifa	_____
出发	chufa	_____
到达	daoda	_____
站台	zhantai	_____
一直	yizhi	_____
迷人	miren	_____

写字练习

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第二部分　　语法

别

例子:别担心！　别吃!

从…到…

例子:从大使馆到警察局需要走二十分钟.

第三部分　　阅读以下对话,然后回答问题

警察　:有什么可以帮忙的吗?

王先生 :我的旅行袋给偷了.

警察　:在哪儿给偷的?

王先生 :我在咖啡店喝咖啡的时候,把旅行袋放在椅子上.没想到小偷动作那么快…

警察　: 旅行袋有什么东西?

王先生 :有钱包,护照,机票,签证,照相机和手机.我很担心!

警察　:别担心！您先填好这份表格.明天早上请您带着这分表格和文件到韩国大使馆办理护照和到中国大使馆申请签证.

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王先生:谢谢!

警察:不客气.

回答以下问题

王先生的旅行袋在哪儿给小偷偷走的?

_____

旅行袋里有什么东西?

_____

王先生第二天要做什么?

_____

第四部分　　阅读练习

课本 116 页第二部分

课本 119 页第四部分

第五部分　　听力练习

课本 117 页第五部分

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英国北伦敦学校韩国济州分校

第六部分　　小组口语练习

每组不超过四个同学，准备一个约四分钟的情景对话．内容需包括以下各点．

1. 讨论去哪里度假和每个地方的优点和缺点；
2. 到旅行社订票和订酒店；
3. 出发时的情况；
4. 旅途中所发生的事；
5. 结尾

***对话过程中不许参考任何资料．另外，每位组员都需参与对话．

Marking criteria (On the basis of IGCSE 0547 Paper 3 Test 2)

Comprehension / Responsiveness	: 15 marks
Linguistic content	: 15 marks
Total	: 30 marks

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英国北伦敦学校韩国济州分校

第七部分　　完成以下文章（约 150 字）

		今	年	暑	假	，	妈	妈	说
让	我	自	己	到	国	外	去	旅	行

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英国北伦敦学校韩国济州分校

Marking criteria (On the basis of IGCSE 0547 Paper 4)

Communication :_____ (Maximum: 5 marks)
Quality of Language :_____ (Maximum: 15 marks)
General Impression :_____ (Maximum: 5 marks)
Total :_____ (25 marks)

Teacher Comments & suggestions

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第七单元　食品和饮料

题目一　学校的饭菜

第一部分　生词

最近	zuijin	_____
不用	buyong	_____
顿(mw 一顿饭)	dun	_____
一切	yiqie	_____
干净	ganjing	_____
馒头	mantou	_____
炒	chao	_____
炒菜	_____	_____
白菜	_____	_____
有名	youming	_____
酒	jiu	_____
白酒	_____	_____
啤酒	pijiu	_____
葡萄	putao	_____
葡萄酒	_____	_____
包子	_____	_____

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冰	bing	
棍	gun	
冰棍		
冰淇淋	bingqilin	
饼	bing	
饼干	binggan	
点心	dianxin	
豆腐	doufu	
蛋糕	dan' gao	
饺子	jiaozi	
酸	suan	
酸奶	suannai	
香蕉	xiangjiao	
糖	tang	
糖果		
土豆	tudou	
虾	xia	
羊肉	yangrou	

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英国北伦敦学校韩国济州分校

(可口)可乐	(kekou)kele	_____
春卷	chunjuan	_____
烤	kao	_____
鸭	ya	_____
烤鸭	kaoya	_____
汉堡包	hanbaobao	_____
热狗	_____	_____
薯条	shutiao	_____
方便	fangbian	_____
方便面	_____	_____
肥胖	_____	_____

写字练习

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第二部分　　语法

让

例子：我妈妈不让我去游泳.

　　吃太多薯条让人肥胖.

为

例子：我为妈妈做饭.

　　很多人为健康吃素.

没想到

例子：没想到老师会请我吃饭.

第三部分　　阅读文章，然后回答问题

最近学校举办 '健康饮食运动'．目的是培养大家良好的饮食习惯，从而防止肥胖症．学校于早饭时提供馒头，稀饭和素菜等食物．课间休息时小卖部提供饼干和蛋糕．午饭时我们除了吃饺子，包子，豆腐，土豆和羊肉以外，没想到学校还给每个同学发一瓶酸奶．我明白这些食物对身体很好，但真的很难吃．幸好活动星期五便结束．爸爸妈妈答应这个周末带我去饭店吃我最喜欢的虾，烤鸭，汉堡包，薯条和喝可口可乐．

告诉你一个秘密！在宿舍里老师不许我们吃方便面或者冰淇淋的．

用中文回答问题

1. 请给文章命题(不超过八个字)._____

2. 学校举办健康饮食运动的目的是什么？_____

3. 小卖部提供什么食物？_____

4. 午饭时学校给同学提供什么饮料？_____

5. 作者觉得学校的食物怎么样？_____

6. 他周末打算吃什么(请指出三种)？_____

7. 学校不许学生吃什么？_____

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第三部分　　听力练习

课本 130 页练习一

课本 132 页练习一

第四部分　　阅读练习

课本 130 页练习二

1. 陈海来到新学校已经多长时间了?

_____

2. 陈海喜欢跟新朋友做什么?

_____

3. 陈海觉得学校的饭怎么样?

_____

4. 陈海中饭吃什么?

_____

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英国北伦敦学校韩国济州分校

阅读课本 132 页练习二的文章，然后把以下的表格填好.

谁?	在哪儿吃饭?	什么时候吃饭?	对食物的看法
周龙			
张海丽			
周龙			

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英国北伦敦学校韩国济州分校

题目三　健康饮食

第一部分　生词

烟	yan	_____
抽	chou	_____
吸	xi	_____
抽烟	_____	_____
吸烟	_____	_____
戒	jie	_____
戒烟	_____	_____
职业	zhiye	_____
餐饮	canyin	_____
食物	shiwu	_____
饮食	_____	_____
习惯	xiguan	_____
健康	jiankang	_____
病(症)	bing(zheng)	_____
心(脏)	xin(zang)	_____
疼	teng	_____

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恶心	_____	_____
牙齿	yachi	_____
手指	shouzhi	_____
指甲	zhijia	_____
咳嗽	kesou	_____
嗓子	sangzi	_____
损害	sunhai	_____

写字练习

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第二部分　　语法

对

例子:抽烟**对**人们的身体健康不好.

吃素**对**身体好.

第三部分　　阅读文章,然后回答问题

保持身体健康,均衡的饮食和良好的生活习惯同样重要.怎样才算健康的饮食习惯呢?第一:少肉多菜.吃饭的时候少吃肉和多吃蔬菜.这是因为多吃肉会让人容易长胖.蔬菜含有维生素和纤维,是身体必需的营养要素.

至于生活习惯,除了多做运动以外,大家也该避免抽烟和喝酒.抽烟对心脏不好.也会让牙齿和指甲变黄和导致咳嗽和嗓子不舒服.烟的味道也让人觉得恶心.喝酒损害肝脏.如果你还抽烟或者喝酒的话,最好马上戒掉.

用中文回答问题

1. 请给文章命题(不超过八个字)._____

2. 怎样才可保持身体健康?_____

3. 多吃肉会带来什么问题?_____

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4. 哪些食物应该多吃? _____

5. 抽烟对身体哪些部分有影响? _____

6. 喝酒对身体哪些部分有影响?_____

第三部分　　阅读练习

课本 134 页第二部分

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题目四　饮食习惯

名菜	mingcai	_____
广东	Guangdong	_____
四川	Sichuan	_____
广东菜	_____	_____
四川菜	_____	_____
甜	tian	_____
苦	ku	_____
辣	la	_____
咸	xian	_____
提(出)	tichu	_____
意见	yijian	_____
经理	jingli	_____
一般来说	yibanlaishuo	_____
口味	kouwei	_____
种类	zhonglei	_____
甜点	tiandian	_____
放(在)	fangzai	_____

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盘	pan	_____
免费	mianfei	_____
活动	huodong	_____
餐	can	_____
厅	ting	_____
餐厅	_____	_____
中餐	_____	_____
西餐	_____	_____
野外	yewai	_____
野餐	_____	_____
茶	_____	_____
茶馆	_____	_____
咖啡馆	_____	_____
小吃店	_____	_____
酒吧	jiuba	_____

写字练习

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第二部分　　阅读文章，然后以中文回答问题.

中国饭菜花样繁多，味道鲜美. 由于中国地方大，因此各地的饭菜都有其特色. 简单地说，东南沿海一带的人喜欢吃甜的，口味比较清淡；北方人爱吃咸的，口味比较重，做菜时喜欢多放盐. 西南一带地区的人喜欢吃辣的；山西人爱吃酸的，做菜少不了放醋.

中国北方人喜欢吃面食，人们把面粉做成各种食品，如饺子，包子，大饼，面条等等. 特别是饺子，不但中国人爱吃，韩国人也爱吃. 中国的南方人跟韩国人一样喜欢吃米饭，过去一日三餐都离不开米饭.

中国菜有不同的烧法，有煎，炒，煮，炸，蒸等等. 做中国菜事先要做很多准备工作，切菜比较讲究，菜可以切成块，条，丝，片，丁等.

中国人不喜欢吃生冷的东西，一般都把东西煮熟了吃. 中国人吃肉比较少，蔬菜，豆制品吃得比较多. 可以这么说，中国人的饮食习惯比较科学.

（改编自轻松学汉语四第三课中国饭菜）

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

用中文回答问题

1. 中国哪个地区的人口味比较清淡？_____

2. 中国哪个地方的人口味比较重？_____

3. 中国哪个地方的人喜欢吃辣的？_____

4. 中国哪个省份的人喜欢吃酸的？_____

5. 中国的北方人和南方人的主食分别是什么？_____

6. 中国菜有哪几种主要的烧法？_____

7. 请给文章命题(不超过八个字)?_____

第二部分　　听力练习

课本 136 页练习二

第三部分　　阅读练习

课本 136 页练习三

第四部分　　小组口语活动

每组不超过三个人，准备一个约三到四分钟的情景对话，内容需包括

1. 商量去哪个饭馆吃晚饭；
2. 到达饭馆后点菜；
3. 谈一下中国菜的特色和结尾；

对话过程中不许参考任何提示

Marking criteria (On the basis of IGCSE 0547 Paper 3 Test 2)

Comprehension / Responsiveness : 15 marks
Linguistic content : 15 marks
Total : 30 marks

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英国北伦敦学校韩国济州分校

题目五　节日饮食

节	jie	
春节		
端午节	duanwujie	
中秋节	zhongqiujie	
复活节	fuhuojie	
圣诞节	shengdanjie	
包	bao	
恭喜	gongxi	
发财	facai	
恭喜发财	gongxifacai	
年年有余	niannianyouyu	
汤圆	tangyuan	
团圆	tuanyuan	
舞(动)	wu(dong)	
狮子	shizi	
舞狮		
龙	long	

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舞龙	wulong	
农历	nongli	
粽子	zongzi	
月饼	yuebing	
作为	zuowei	
火	huo	
火鸡		
巧克力	qiaokeli	
香	xiang	

写字练习

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第二部分　　语法

…从…来

例子：你从什么地方来？

　　我从韩国来.

好 / 完

电视我看完了.

这是我包好的饺子.

第二部分　　阅读文章，然后回答问题

我叫林东. 我从中国北方的一个小城市来. 我很喜欢过春节. 春节刚好在寒假期间，天气非常冷. 我们有三个星期左右不用上学. 可以和朋友一起玩儿. 如滑冰，堆雪人等. 也可以打球和骑马.

农历十二月三十日是除夕夜，全家人在一起吃年夜饭，年夜饭一般都会有鸡和鱼. 鱼代表 ‘年年有余’ 的意思. 吃完饭后，全家人一起包饺子和看电视. 农历一月一日是年初一，人们带着礼物走访亲友，互相拜年. 拜年的时候我们会说 ‘恭喜发财’ 和 ‘新年好’. 没结婚的年轻人或者小朋友会拿到红包. 街上有舞龙和舞狮表演. 农历一月

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十五日是元宵节，人们吃汤圆，去公园看灯．元宵节后，为期一个多月的春节就过完了．

（改编自汉语 A+第 34 和 37 页）

每年农历五月五日是端午节，也叫 ‘五月节’ ，端午节一般有龙舟活动，所以也叫 ‘龙舟节’，每年很多地方会有龙舟比赛．在端午节，大家都吃粽子．你能在商店或饭馆里买到粽子，也有很多人在家里包粽子吃．

中秋节在农历八月十五日．那一天的月亮又大又圆．一家人坐在一起看月亮，吃月饼．商店里有各种各样的月饼．有些人送月饼给家人和朋友．作为中秋节的礼物．

用中文回答问题

1. 林东住在哪儿？ _____

2. 举出林东在假期里做的三种活动．_____

3. 年夜饭一般有哪两道菜？ _____

4. 除夕夜除了吃饭，大家还做什么？ _____

5. 农历一月一日，人们一般做什么？ _____

6. 为什么端午节也叫做龙舟节？ _____

7. 人们怎样庆祝中秋节_____

8. 请给文章命题(不超过八个字)?_____

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

第三部分　　写作

写一篇至少 150 字的文章，介绍一下其中一个中国或西方的节日．文章需提到人们怎么庆祝这个节日和应节食物．

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North London Collegiate School Jeju

英国北伦敦学校韩国济州分校

Marking criteria (On the basis of IGCSE 0547 Paper 4)

Communication :_____ (Maximum: 5 marks)
Quality of Language :_____ (Maximum: 15 marks)
General Impression :_____ (Maximum: 5 marks)
Total :_____ (25 marks)

Teacher Comments & suggestions

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Appendix 17

Dear Senior Team,

I am writing to request Clea Jin and Melody Ku of Year 10 for early sit of IGCSE Mandarin Chinese 0547 in May 2013.

Background
Clea is half Chinese and Melody went to a local school in Beijing for a few years. Their receptive and expressive Mandarin Chinese are close to native speaker's level. Clea's proficiency in reading comprehension may not be fully up to native speaker's proficiency but she does not seem to have problems with understanding passages of IGCSE level. Melody is highly proficient in all the four language skill areas i.e. reading, writing, speaking and listening. Both are proficient and fluent enough to communicate with native speakers of Mandarin.

Evidence
Both attempted a full set of IGCSE paper (Writing & Reading) with teacher supervision and they both achieved A* on the basis of IGCSE 0547 marking criteria and grade boundaries.

Student Voice
Both students wish to be fully academically stretched. They find what is delivered in the current IGCSE group is not challenging enough. Over the conversations with these students since last year they both agree that sitting IGCSE 0547 May 2013 is the best way to accelerate their Chinese language learning.

Extension
The additional Chinese learning support is provided by the HoD since December, 2012 with extension work set every week. Every Wednesday they report to the HoD with regards to their progress and also set out weekly learning targets. Their progress and reflections are recorded on a google.docx.

Curriculum provision after IGCSE
The HoD recommends these students to move on to Edexcel AS level, a language-based course, or take another European language as a taster course immediate after the completion of IGCSE 0547 examination. They sit the Edexcel AS Chinese examination in May 2014 if they opt for the former. For IB options, they may either choose IBDP B standard / Higher Mandarin Chinese or Spanish ab initio should they wish to switch to another language.

Concerns
1. This will set a precedent for the prospective students coming from similar language backgrounds.
2. Would the school agree to set up an AS class of two in September, 2013? If not, how would these students Chinese language learning be fully supported after sitting IGCSE 0547 examination?

Frankie Cheung 28 January, 2013

APPENDIX 18-a

North London Collegiate School Jeju

Meeting with the Director of Studies
Present: Chris Bromhom (Director of Studies), Frankie Cheung (Head of Mandarin)
Venue: Director of Studies Office
Date: 3 May, 2013
Time: 1235-1320hrs

1. Report grades Year 7-11
   It is the school's policy that only one summative grade should be given in each report round.

2. Year 10 Orals (Oral time & venues)
   The HoD liaises with the HoF and the vice principal (curriculum) on the Year 10 orals. The tentative arrangement is that Year 10 Mandarin orals take place during the week beginning 10 June.

3. An update on Year 7-11 & Year 10 IGCSE exam preparation and support the underperformed
   Revision plans of Year 7-11 have been sent to the vice principal (curriculum), copied to DoS and HoF and uploaded to the school's VLE. All class teachers have gone over the revision plans with their classes. The progress of students' exam revision is to be monitored by the class teachers.

   NL and FC are to support the underperformed and the January 2013 intake by running after-school language support sessions once a week from 7 May.
   FC: 5.10-6pm, every Tuesday Venue: SF215
   NL: 5.10-6pm, every Wednesday Venue: BS14

4. Schemes of work Year 7-12
   The Mandarin schemes of work of Year 7-12 have all been reviewed and substantially revised. Three sets of curriculum map outlining the curriculum development of Year 7-13 (2012-2015) have also been created.

5. Staffing 2013-2014
   Due to difficulties in recruiting qualified Mandarin teacher this year, the size of the Mandarin team remains as a team of three over the next academic year. There will be no provision of Mandarin Chinese for next year's Year 7.

6. Staff development – Year 12 ab initio & IGCSE
   Nan LIU's ab initio class will combine F Cheung's B standard class for three weeks (6-17 May & 10-14 Jun). The reason for making such an arrangement is to allow Nan Liu to observe how a topic of an IBDP language course is delivered and upgrade his teaching. The topic to be

delivered is 'Global Issues', which is part of both ab initio and B standard courses.

In addition, each class teacher must observe at least two language lessons (either the ones of the HoD's or MFL) between 6 and 17 May. Lesson observation forms are to be filled out and submitted to the HoD on completion of all lesson observations.

These measures are to follow up the latest IB and IGCSE CARE process.

7. IGCSE CARE feedback from the department
   Discussed in the departmental meeting on 2 May (Details and feedback from class teachers please see the meeting minutes).

   Meeting closed at 13.20pm

Frankie Cheung
5 May, 2013

APPENDIX 18b

Chinese Curriculum Meeting

Present : CB (Director of Studies), FC (Head of Mandarin)
Time : 12-1.10pm, 22 January, 2013
Venue : Director of Studies' Office

IB options for 2013-2014
Next year's students' IB options for Chinese were discussed. It is believed that language B is the best option for next year's Year 12 and the school as students with two years of basic Chinese language training should be able to cope with language B course, which stresses on mastery of skills and independent learning. Also, it may not be the most cost-effective option for the school to run small classes of ab initio, B standard and Higher. The Head of Mandarin is to be in contact with these students explaining the situation. Supplementary language B materials will also be provided for these students to bridge the gap between pre-IB and language B course. The pace of current Year 11 classes will also have to be accelerated accordingly.

Current ab initio class
In light of the departure of the current ab initio class teacher at end of this academic year, it is recommended that Mr. Nan LIU to take over the class for early transition. It will be implemented once the recommendation is approved by the senior team.

Early Sit – IGCSE 0547
A set of data, which was collected on the basis of a full set of IGCSE FL past paper, indicates that Melody KU and Clea JIN of Year 10, who have achieved near-native speakers level in most of the language skill areas, are up to achieving A* even if they sit the examination in term two, 2013. A proposal is to be submitted to the senior team for approval. Currently these students' Chinese language learning is jointly supported by Mr. Nan Liu, the class teacher and the Head of Mandarin.

NLCS UK Inspection and CARE
Departmental issues highlighted in the NLCS UK inspection report and CARE feedback were discussed. The Head of Mandarin reported the progresses with regards to curriculum mapping, schemes of work and IB planning. The Director of Studies will receive regular update from the Head of Mandarin.

AOB
Mandarin will no longer be a taught subject in Junior School from September 2013 onwards as the school's curriculum priority goes to next year's Year 10 IGCSE, which is estimated to be at least six groups.

Meeting closed at 1.10pm

Frankie Cheung
Head of Mandarin
23 January 2013

APPENDIX 19a

Mandarin Department
Meeting minute
Time: 10-11.30am Thursday, 25th April
Venue: SF222
Present: FC, RZ, NL

1. Exam revision
   FC runs Chinese Language Clinic Tuesday through Friday in order to help the lower forms with their Mandarin revision and homework. This term the CLC is run in small groups so that students learning and revision can be more effectively supported. Attendance is mandatory.
   RZ has dictation or translation at the beginning of every class to revise what students had learnt. Flash card is used to every students to build their vocabulary list.
   NL runs extra language support sessions to support those in Year 7 & 8 who are struggling in their Chinese language learning.

2. NLCS inspection
   The whole team must be fully familiar with the policies stated in the department handbook.
   RZ and NL expect direct IB and IGCSE Care feedback from the Senior Team.
   FC will have a meeting with CCT and CB about the IGCSE feedback on Friday with regards to IGCSE CARE feedback.

3. Quality of homework
   Homework should be set for full fulfillment of learning objectives.

4. IGCSE oral
   Year 10 will have IGCSE oral after half term. It is to be in IGCSE oral format.

5. Lesson observation
   Another round of lesson observation and work scrutiny starts from next week with an agreed focus on exam preparation and promoting independence.

Meeting ends 1130

Nan LIU

APPENDIX 19b

Chinese Department Meeting

Time: 0840 - 0920hrs, 26 February
Venue: BS17,
Present: FC, RZ, NL
Minutes taker: RZ

1. Feedback from January Learning Walk (Theme: ESL)
   On HoD's observation, there is evidence showing support to students' ESL in Chinese classrooms: NL explained grammatical rules in English; RZ showed her class a BBC programme about the development of Mandarin teaching in the UK and engaged students in discussion.

2. CARE IGCSE - Parameters: HoD self-evaluation form, lesson observation, observation of feedback, informal discussions with IGCSE teachers, book scrutiny, student voice etc.

   Attainment grade on Engage by 9am, 15 March.

   Chinese term two assessments of Year 10 IGCSE girls are scheduled in the week beginning 11 March. They have been informed of the assessment period and the skill areas they will be assessed: reading and writing.
   The boys will have the assessments in the week beginning of 4 March.

   The HoD informs the Director of Studies that there would be possible clashes between the CARE process and term two assessments of some Year 10 IGCSE classes.

   A clarification is required from ST regarding the language policy (or expectation) in language classrooms i.e. should there be maximum use of target language or English?

3. IGCSE 0547 Model Essay Booklet
   The HoD requires the team to distribute the model essay booklets, with a comprehensive coverage of IGCSE 0547 Defined Contents, to their IGCSE classes for the purpose of extended reading and IGCSE preparation. Students are expected to be able to recite, to understand and ideally, to write at least one passage every fortnight.

   Students in Year 12 ab initio class are also given a copy.

4. Book scrutiny:
   Focus: Year 10 IGCSE & Formative feedback.
   Five exercise books from each Year 10 class to the HoD on or before 5 March.

5. Refresh Year 9's knowledge of IGCSE and IB requirements. A copy of the course guides is displayed in the language office (SF222).

6. The final version of CARE IGCSE parameters will be sent to the HoD by end of the week.

7. IGCSE Trip this year:
   Possibility of incorporating the ab initio Taiwan field trip to Year 10 IGCSE classes? NL & RZ to discuss with Ben Brown.

   Meeting closed at 0920hrs.

APPENDIX 19c

Department of Chinese

Meeting minutes
Period Three, 14 March, 2013 SF222
Present: FC, RZ, NL

IGCSE CARE – Feedback
Each teacher was observed at least once by the CARE team. Classes were fully engaged in activities. The lessons observed were the true reflection to the current Chinese teaching and learning in IGCSE classes.
No feedback given to individual teacher yet from the observers.
No book scrutiny undertaken in classes.
No discussion undertaken between the class teachers and the CARE team.
There is evidence showing teachers' support to students' ESL:
RZ (更：superlative)
FC (explained the meaning of the word 'to refine' and sequencing);
NL (比／更：comparative and superlative)
Formative feedback given to students

IGCSE 0547 – Progress
The following examination topics have been discussed in all IGCSE classes.
Home life
School routine
Eating and drinking
Self, family, personal relationship, pets
Everyday life
Clothes
Weather
Finding the way
Meeting and greeting phrases
Travel and transport
Animals

It is expected that all topics prescribed on page 17 of the CIE IGCSE syllabus are to be completed before end of December, 2013 on the basis of the school calendar.

AOB
A more varieties of assessments should be used for formative assessment e.g. multimedia project, role play, recording, listening etc.

The school should re-consider Taiwan trip as it is subject-related.

Meeting closed at 10:45am.

APPENDIX 19d

Department of Chinese
Meeting Minutes
Time: 10-10.45am, 7th March
Venue: Language Office (SF222)
Present: FC, RZ & NL

1. IGCSE CARE
   The team had a discussion on the IGCSE CARE booklet and the self evaluation form that is filled out by the HoD. Feedback is as follow.

   Teaching should also support students' ESL development.
   Teaching should be mostly language-based.
   There should be appropriate use of IPad in class at all times.

2. Feedback on book scrutiny and student voice
   The HoD collected notebooks from the Year 10 girls classes for checking and feedback has been given to individual teachers.
   A student voice session has also been undertaken by the HoD on 6 March and NL on 7 March.

   Homework is set every week in all classes. Formative feedback highlighting the strengths and weaknesses of students' work should be provided so students know what they should take note if they wish to improve.

3. A soft copy of the most recently updated Chinese Department Handbook has been sent to whole team The HoD requests all to read it over the weekend in preparation for next week's inspection. Feedback to the HoD.

Meeting closed at 10.45am

Nan Liu
(with HoD's amendments)

APPENDIX 19e

Department of Chinese
Minutes
Time: 0920-1000,27 Feb
Venue: Director of Studies Office
Present: FC, CB

1. Staffing 2013
   The Head of Chinese reiterated there should be a minimum of four teacher for 2013-2014 senior school Chinese due to increasing demand of the subject.

2. CARE IGCSE
   Details have been sent out from the Director of Studies. The final version of the CARE handbook will be sent out to all department by end of the week.

3. Departmental update
   A. Year 10 girls IGCSE early entry.
      A week ago two letters to parents regarding the early entry has been sent to Chris Vernon, the school's IGCSE co-ordinator for checking. The Director of Studies will follow it up.

      The Director of Studies agrees that the Head of Chinese could have one lesson off in late April (24 April?) for conducting the girls' IGCSE orals. Exam moderation is to be done over a free lesson with Mr. LIU Nan.

   B. Departmental handbook & Curriculum Map
      The draft of the updated Chinese Department Handbook is handed to Director of Studies for checking. Feedback to be given by end of 4 March.

      The full Chinese Curriculum Map is due to be completed first week after Easter.

   C. Exam preparation: IGCSE & ab initio
      The Director of Studies was presented with an extended reading booklet, which contains twenty four model essays with a comprehensive coverage of vocabulary and grammar prescribed in IGCSE defined contents, will be given to students of IGCSE and ab initio classes for the purpose of exam preparation and extension work.

   D. Year 7 & 8 foundation classes
      In-class Chinese language support is required due to large number of beginners.

Meeting closed at 10am.
Frankie Cheung

APPENDIX 19f

Mandarin meeting minute
2012 Nov. 6th
BS14
Starts from 8:40
Every teacher please try best to the punctuality, especially when you need to change classroom.
Assessment papers for intermediate classes - Format and coverage
Format:
FC- IB B standard and beginner.
NL -Y7-11, IGCSE,
RZ IB ab initio.
Y7's exam will until chapter 6 with Reading and writing. The whole test will be last for 1 hour.
Y8-11 will have chapter 8 of booklet and chapter one from the New book. The whole test will be about 35 minutes, and Y10 will have 1 hour.
A format paper will be sent to everyone soon by FC.
The last week of Nov will be test time for each year group. (Nov. 26-28th).

SOWs Term 2 & 3 will try to be finished before the monitoring in Nov.
Last version of Sow will be handed in before 7th of Dec.

During the monitoring in November, every teacher need to prepare lesson plan from each class even it might be a test time.

Procurement 2013-2014. If anything needed for department, please tell FC asap.

Meeting end 9:20

APPENDIX 199

Chinese Departmental meeting 11/15 p3 (10:05-10:50am) @ BS12 : FC RZ NL

I. 1.CARE, CARE self evaluation form has been discussed in a collaborative manner. Form has been filled together with high lights below:

* ESL support in Mandarin course has been further discussed. Literacy checklist has been decorated in each classroom. Strategies have been exchanged between RZ, NL, FC.

*Mandarin requirements in universities of different countries have been high-lightened.

*Work scrutiny: Y12, Y11 homework books to be checked next Thursday.

*AAPs have been emphasized.

*Chinese culture club to be reopened next term.

1. CARE schedule and regulation has been reviewed together.
2. IB students questionnaire (when? Who distribute—Chinese department believes IB Chinese teachers are not in the position to hand out the questionaires which should be clarified in CARE document)
3. IB Teacher Discussion Questions have been discussed.

II. ESL support in Mandarin classrooms have been emphasized and further discussed.

III. Incorporate TOK, international mindness and IB learner profile into Y11 and Y12 curriculum. More details have been listed in CARE.

IV. Work Scrutiny, see discussions in CARE form, detailed discussion to follow next Thursday with students' booklets.
V. NLCS UK report to be discussed in next meeting.
VI. Field trip to be discussed in the next meeting.

APPENDIX 19h

NLCS Jeju
Department of Chinese
Meeting minutes
Period 1, 2 & 9 October
BS14
Present: RZ, NL, FC
Minute taker: RZ (2 Oct) FC (9 Oct)

1. Class lists
   Year 7-10 lists are submitted. Year 11 to be ready by Friday.

2. Report grades
   All agreed to give five for all at this stage no assessments are possible.
   Course description for wk1-wk3 (mainly chapter 8, Kuaile Hanyu Book One)
   Internal report for IB students only.

3. Timeline
   Discuss how to teach the new booklet, textbook while fitting the exam time (IGCSE / IB in 2013), in roughly 4 terms to finish the 9 chapters.

To be continued in the next meeting 10/9 Tue. P1

9 October 2012

1. Timeline (Year 10 IGCSE classes . To be reviewed at end of each school term)

My life (9 Oct – 9 Nov)
School (12 Nov – 30 Nov)
End-of term assessment (Reading and Writing: 3 – 7 Dec)
Leisure (10 Dec – 18 Jan)
Media (21 Jan – 8 Feb)
Where I live (18 Feb – 8 Mar)
Holidays (18 Mar – 26 Apr)
Food and drinks (29 April – 10 May)
Lifestyle (13 May – 7 Jun)
The world of work (10 Jun – 28 Jun)
Health and sickness (First three weeks immediate after summer)

Reviews are to be undertaken on regular basis in relation to the progress and coverage.

2. Flag-ups
   All students concerns please let the HoD know. All the green slip must be copied to the HoD.

Meeting closed at 9.20am.

APPENDIX 19i

Chinese Department

Meeting minutes

Time : Period 3, 13 December 2012
Venue : SF222
Present : FC, NL, RZ

1. Feedback from the CARE team has been disseminated. RZ expressed that there is communication issue over the process of CARE . She has a feeling that she has not been fully informed over the process, the comments and the lesson observation.

   FC will go over the course requirements of ab initio with RZ's ab initio class (with RZ's attendance) period one Dec 13.

2. End-of-term result analysis
   By end of 14 Dec school please could all teachers send the HoD all the assessment papers (Year 7-12) for scrutiny. Also, by 11 Jan (Friday) please could teachers send the student concerns to the tutors.

3. IB Trip to Taipei
   NL works out the approximate cost of the trip over Xmas.

4. Ab initio
   The HoD went over the course requirements with NL with the help of the most updated SOW. The rationale and the contents of the course was also shared.

Meeting closed at 11.20hrs.

APPENDIX 19j

NLCS JEJU Department of Chinese

Meeting minutes
Date: 16 October, 2012
Time: 0845 – 0915hrs
Venue: BS14
Present: NL, RZ, FC

1. Timeline – Year 7 – 11 and ab initio classes (Year 10 timeline please see 9 Oct's meeting minutes)

Beginners (Year 7-9)
Four weeks a chapter
Chapter 1 (24 Sept – 19 Oct)
Chapter 2 (6 Nov – 7 Dec, inclusive of a week of assessment)
Chapter 3 (10 Dec – 25 Jan)
Chapter 4 (28 Jan – 1 Mar)
Chapter 5 (4 Mar – 19 Apr)
Chapter 6 (22 Apr - 17 May)
Chapter 7 (20 May – 21 Jun)
Chapter 8 (24 – 28 Jun. To be continued in the following year)

Intermediate
Four weeks a chapter
Year 7
Kuaile Hanyu One
Chapter 5 (24 Sept – 19 Oct)
Chapter 6 (6 Nov – 7 Dec, inclusive of a week of assessment)
Chapter 7 (10 Dec – 25 Jan)
Chapter 8 (28 Jan – 1 Mar)
Edexcel Chinese
Chapter 1 (4 Mar – 19 Apr)
Chapter 2 (22 Apr - 17 May)
Chapter 3 (20 May – 21 Jun)
Chapter 4 (24 – 28 Jun. To be continued in the following year)

Year 8 – 11 & ab initio Intermediate classes Four weeks a chapter
Kuaile Hanyu One
Chapter 8 (24 Sept – 19 Oct)
Edexcel Chinese GCSE
Chapter 1 (6 Nov – 7 Dec, inclusive of a week of assessment)
Chapter 2 (10 Dec – 25 Jan)
Chapter 3 (28 Jan – 1 Mar)
Chapter 4 (4 Mar – 19 Apr)
Chapter 5 (22 Apr - 17 May)

Chapter 6 (20 May – 21 Jun)
Chapter 7 (24 – 28 Jun)

2. Assessment timeline – Term One

Term One Assessment
Skill area: Reading and Writing
Duration: 40 minutes in total
When : the week beginning 19 November
Coverage: Beginners
Kuaile Hanyu One Chapter 1 & part of Chapter 2
Intermediate
Year 7
Kuaile Hanyu One Chapter 5 & part of Chapter 6
Year 8 – 11
Kauille Hanyu One Chapter 8 & Edexcel Chapter 1

Exam papers – first draft to be ready by 13 Nov
Final draft to be ready by 15 Nov
Printing finished by 17 Nov

AOB
How should homework be set? There seem to be confusion over the school's homework timetable as each class is set with different homework timetable.

Meeting closed at 0920hrs.

APPENDIX 19K

Department of Chinese

Meeting Minutes
Time: 1005-1045, 22 Nov 2012
Venue:BS17
Present: FC, NL, RZ (RM & CB as CARE observers)

a. NLCS UK report
The team had a discussion over last NLCS UK's inspection report. Three things were highlighted: lesson structure, use of target language in class and work scrutiny. The progresses are to be reflected in the forthcoming NLCS UK monitoring visit.

b. Work Scrutiny
As part of the CARE process, at least two pieces of work of all IB classes (audio and written) were scrutinized by the whole team. Teachers should note the importance of formative comments to students' learning as these comments help students understand the areas they need to improve. The possibility of how these comments support students' ESL development should also be explored.

c. Differentiation in IB & pre-IB level
More open-ended exercises should be set by the teachers so that students can attempt these exercises on the basis of their proficiencies. Extension work should also be set to those who would like to stretch their Chinese a little further. The HoD has been in touch with the BHM of Halla House regarding the IB clinic, offering Chinese language learning support to IBDP students. This service is to be offered by appointment. More details will follow.

AOB
IBDP Mandarin Field Trip to Taipei and / or Tertiary Education Visit to Hong Kong (Late May 2013) have been proposed. Details are to be discussed in the forthcoming Chinese meetings.

Meeting closed at 10.45hrs.

Frankie Cheung
Head of Chinese
Minute taker

APPENDIX 19l

Mandarin Department Meeting
November 29, 2012
Mandarin Office
NL RZ
Starts from 10:05

End of term assessment marking criteria was done. NL and RZ all agreed. This will be sent to everyone from the department within today.
IB ab inito marking criteria was sent by email by RZ a long time ago with the exam paper.

SOWs for each year group will be fix according to the former version. The timeline should be changed depending on the timeline we all discussed last meeting a month before.
This will be finished before Dec 7th.

IB ab inito criteria could be not the same as really IB marking Criteria since the exam paper are much different.

Meeting ends 1040

APPENDIX 19m

Chinese Department Meeting
Dec.6th at Language office, FC, RZ and NL

Agenda

1. Literacy Week;
   Idea: Translation between Chinese and English, set translation homework from Chinese to English.
2. Intake - Jan 2013;
   Newcomers from Jan.2013 to be grouped depending on their entrance level: All beginners will be supported by Chinese Clinic, if they are between Y7-9, they will join FC beginner group. Higher level pupils may consider IB B, SL or HL to be discussed between FC and CV.
3. Chinese Curriculum Map & Textbook(s) to be used after Edexcel CGSE; to be postponed for future meeting after discussions between FC and ST.

4. Homework marking - Formative feedback (Feedback from Monitoring Visit Team);

   We will sample NLCS UK Chinese style and method for reference. NL is to NLCS UK in April.

5. AOB
   IB Mandarin Field Trip - Late May 2013 (Year 12 ab initio & B standard);
   1) Purpose: In preparation for IB External assessment - Written Assignment)
   2) Participants: Y11& Y12 (Y12 must attend, Y11 optional)
      To be further discussed in the next meeting.

On another note, please record the term-one assessment results on the google sheet. We will have a brief assessment result analysis soon.

The deadline of SOWs (Year 7-12) is now extended to Tuesday (12 Dec). If you are the one writing the SOWs of the exam classes please incorporate the exam requirements into it.

APPENDIX 19n

NLCS Jeju
Department of Chinese
Meeting Minutes & Induction Summary
11pm, 7 September SF222
Present: Nan Liu & Rui Zhao

1. Departmental meeting slots
   Period one every Thursday

2. Logistics next week
   Please see appendix

3. Class lists
   Will be sorted next week after confirming the numbers of students (particular the new arrivals) in each year group

4. Booklets and Moodle
   The Kauile Hanyu One and Edexcel Chinese for Beginners booklets will be uploaded to Moodle in order to allow for public access.

5. Classroom table setting, display and lesson planning
   a. All teachers should have the classroom table setting done by 10 September.
   b. All Chinese classrooms and display boards are to be nicely decorated before half term.
   c. All lessons should begin with registration, starter e.g. learning objectives, short revision etc., then teaching and/or language activities. It is the responsibility of the teacher to spare the last few minutes of the lesson explaining the objectives and details of the piece of homework and ensuring all the homework details are written down in the planner, particularly the due date. Please refer to page 49 of staff handbook for more details.

6. Work scrutiny & homework
   It is the Head of Department's responsibility to lead the team through a process of work scrutiny at least twice a year.

   Teachers are required to follow the timetable but can set their own deadlines and may set an assignment to be completed across several homework slots.

   All homework should be marked on the basis of NLCS Jeju's marking codes which can be found on page 50 of the staff handbook. FC will consult the Director of Studies to see if homework should be graded.

AOB

1. Library resources
   South China Morning Post, an English newspaper from Hongkong with a wide coverage of Greater China, and Yazhou Zhoukan (Asia Magazine), a Chinese

magazine, are now available in the library.
Any suggestions about Chinese resources in the school library please let the Head of Department know.
All the resources that Rui Zhao shipped from the UK last year are kept by the library for public access.

2. The Head of Department will be in attendance at TESMC.

3. A Languages Working Group is proposed to be set up. Details will be discussed at later time.

4. Please remove all the Chinese materials and books from last year's classrooms.

5. End-of-term assessments should focus one reading comprehension and writing whilst listening comprehension and orals are only assessed in the end-of-year assessment.

Induction Summary
Monday (Initial planning meeting - 3 September)
The first draft of Chinese Development Plan 2012-2013, Timeline and the first draft of Kuaile Hanyu (One) and Edexcel Chinese Supplementary Booklet and the revised 1-7 descriptions up to IGCSE level are handed out to the team. Feedback by 1600hrs, September.

Tuesday (Academic monitoring: Links with Houses - 4 September)
Last year all the BHM's have been informed of stocking Chinese dictionaries for prep. A few copies are await for collection in BS12 since last year.
Teachers of Chinese offer Chinese language support to students over prep on voluntary basis. However, as staff-on-duty the teacher should take priority on house duty.

Wednesday (AtL and IB learner profile: Link to SOWs – 5 September)
Most of the elements of IB learner profile have been incorporated into the Chinese IBDP curriculum, which will continue to be developed and reviewed. The latest version of all the Chinese SOWs can be found in the Shared Folder.

Thursday (Moderation of work sample and Levelling 1-7- 6 September)
All found that a total consistency of levelling 1-7 descriptions across subjects can hardly be achieved due to the differences in the forms of assessments of different subjects areas. There should be level descriptions for Key Stage 2, 3, 4 and IBDP respectively.

Meeting closed at 1240hrs.

Frankie Cheung