



# Key Stage 3 Chinese Mandarin Curriculum Map

## Year 7



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><b><u>Myself 我自己</u></b></p> <p>Students begin learning Mandarin by being able to understand the basic concepts of Mandarin and communicate key information about themselves, their friends and family relationships.</p>	<ul style="list-style-type: none"><li>• Understand the concept of Pinyin, characters, radicals, stroke order in learning Mandarin</li><li>• Understand how to memorise characters for writing and reading in Mandarin</li><li>• Understand and learn the basic radicals to build up foundation of character writing</li><li>• Use basic greetings to start and end conversations</li><li>• Introduce your name and age</li><li>• Ask and answer questions about yourself, others' names, and saying your age</li></ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 1 B (Autum)	<p><b><u>My Family 我的家</u></b></p> <p>Students will be able to describe their family relationship, their pets, birthdays and build upon expressions of opinion. They will discuss their family with more details and write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"><li>• Learn the words for members of the family</li><li>• Describe who is and isn't in your family</li><li>• Use measure words to describe how many people are in your family</li><li>• Use the word 'and' to link nouns</li><li>• Use the word '两' with measure words</li><li>• Ask someone who is in their family</li></ul>	<p>Speaking - One Minute Presentation Creative Writing Task Weekly Vocabulary Tests % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

		<ul style="list-style-type: none"> <li>• Give information about people in your family</li> <li>• Learn words for different pets</li> <li>• Describe what pets you have and don't have</li> <li>• Learn specific measure words to use with pets</li> <li>• Learn adjectives to describe pets</li> <li>• Learn to say dates and months</li> <li>• Describe when you and other people's birthdays are</li> <li>• Learn the use of 的</li> </ul>	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
<b>Term 2 A (Spring)</b>	<p><b><u>My Hobbies 我的爱好</u></b></p> <p>Students will be able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like to do and how frequently.</p>	<ul style="list-style-type: none"> <li>• Learn some phrases for hobbies</li> <li>• Describe what your hobby is and ask someone what their hobby is</li> <li>• Describe when you do your hobby using time phrases</li> <li>• Describe what you do and don't do in your free time using negatives</li> <li>• Describe what you like and dislike doing</li> <li>• Use 也 as a connective to give additional information</li> <li>• Learn phrases for different sports and describe if you 'can' do a sport or not</li> </ul>	<p>Speaking - Phonics Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 2 B (Spring)</b>	<p><b><u>My School 我的学校</u></b></p> <p>Students will be able to describe their school subjects, activities and what they like to do in the school context. They will describe their school timetable and daily schedule.</p>	<ul style="list-style-type: none"> <li>• Learn the days of the week.</li> <li>• Use correct sentence structure to describe what hobbies you do on what day.</li> <li>• Ask what day you do something.</li> <li>• Learn vocabulary for school subjects.</li> <li>• Describe what lessons you like and dislike.</li> <li>• Describe what subjects you study and don't study.</li> </ul>	<p>Speaking - Photocard Creative Writing Task Weekly Vocabulary Tests % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

		<ul style="list-style-type: none"> <li>Describe what lessons you have and don't have on different days.</li> <li>Ask what day you have a certain subject.</li> <li>Ask what subjects you have on a certain day.</li> <li>Telling the time</li> <li>Describe what time you have certain lessons.</li> </ul>	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
<b>Term 3 A (Summer)</b>	<p><b><u>My School 我的学校</u></b></p> <p>Students will learn how to give basic information of their classes including class size and their classmates. They will describe their school life and daily schedule with more details</p>	<ul style="list-style-type: none"> <li>Talk about your school timetable.</li> <li>Describe when you go to school and when you leave school.</li> <li>Describe what time you have three meals in a day.</li> <li>Talk about your school.</li> <li>Talk about school in China.</li> <li>Describe how many students are in your class.</li> </ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 3 B (Summer)</b>	<p><b><u>Food and Drinks 饮食</u></b></p> <p>Students will learn how to describe preferences for food and drink. They will develop the skills to deliver a presentation and answer questions related to food and drink preferences. They will be able to order food and drink in the context of restaurant.</p>	<ul style="list-style-type: none"> <li>Learn vocabulary related to food and drink.</li> <li>Talk about what you like and dislike to eat and drink.</li> <li>Talk about different mealtimes and what you have to eat and drink at different meals.</li> <li>Learn how to order food and drink in a restaurant.</li> <li>Learn measure words specific to food and drink.</li> <li>Learn more vocabulary for food and drink.</li> <li>Describe what you would like to order in a restaurant.</li> </ul>	<p><b><u>Assessment Schedule - EOY Exam</u></b> Reading &amp; Listening Speaking - Answering to unexpected Questions Translation both ways Weekly Vocabulary Tests%</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>



# Key Stage 3 Chinese Mandarin Curriculum Map

## Year 8



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><b><u>My Holiday 我的假期</u></b></p> <p>Students begin the year recalling previously learnt vocab, grammar and important structures to prepare them for the coming Year 8 modules. Then they will start to learn how to discuss the weather, countries and languages in the world.</p>	<ul style="list-style-type: none"><li>Recall of vocabulary and consolidation of basic grammar structures in Mandarin</li><li>Talk about the weather using different time frames</li><li>Talk about different countries and languages</li><li>Give opinion and justify the reasons of your preferences of different weather, countries and languages.</li></ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Test% Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 1 B (Autum)	<p><b><u>My Holiday 我的假期</u></b></p> <p>Students will be able to discuss their holidays using expressions of opinion to communicate what they like do and how frequently, building upon knowledge from Year 7. Students will move onto discussing their likes and dislikes around transport, activities and using different tenses confidently.</p>	<ul style="list-style-type: none"><li>Talk about your past holiday experiences.</li><li>Talk about where you like to go on holiday in the future.</li><li>Talk about different means of transport.</li><li>Talk about past, present and future holiday activities using the present and future tenses.</li><li>Give opinion and justify the reasons of your preferences of holidays.</li></ul>	<p>Speaking - One Minute Presentation Creative Writing Task Weekly Vocabulary Tests% (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

			Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
<b>Term 2 A (Spring)</b>	<p><b><u>All about Me 关于我</u></b></p> <p>Students will be able to describe people's appearance using a range of adjectives, describe your bedroom, furniture and clothing, and daily routine</p>	<ul style="list-style-type: none"> <li>Describe people's appearance using verb-adjectives</li> <li>Describing your room using various measure words for different furniture.</li> <li>The use of preposition.</li> <li>Talk about clothes and colours.</li> <li>Talk about your daily routine.</li> </ul>	<p>Speaking - Phonics Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 2 B (Spring)</b>	<p><b><u>Where do you live 你家在哪儿</u></b></p> <p>Students will be able to describe their town and surrounding. They will also be able to use relative place words to describe places for meeting up.</p>	<ul style="list-style-type: none"> <li>Talk about places in town.</li> <li>Use 因为 to clarify personal opinions.</li> <li>Learn to use relative place words.</li> <li>Use sentence structure to describe relative location</li> </ul>	<p>Speaking - Photocard Creative Writing Task Weekly Vocabulary Tests % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 3 A (Summer)</b>	<p><b><u>Revision 复习</u></b></p> <p>Students will develop speaking, listening, reading and writing skills in preparation for the End of Year exams. Students will focus on</p>	<ul style="list-style-type: none"> <li>END OF YEAR EXAMS (week may vary).</li> <li>Revision for the first 3 chapters in JINBU 2 using Go Chinese platform and departmental revision resources.</li> </ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p>

	<p>practise of all three tenses and ability to narrate verbally and through written texts. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.</p>	<ul style="list-style-type: none"> <li>Preparation for the skills needed for End of year Assessments.</li> </ul>	<p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p><b>Term 3 B (Summer)</b></p>	<p><b><u>Where do you live 你家在哪儿</u></b></p> <p>Students will be able to describe their houses and different rooms. They will be able to talk about their future career plan. They will also be able to use future tense to describe their weekend plan.</p>	<ul style="list-style-type: none"> <li>Use future time phrases to talk about weekend plan.</li> <li>Learn the use of 要 to indicate future tense.</li> <li>Describe your house using comparisons.</li> </ul>	<p><b><u>Assessment Schedule - EOY Exam</u></b></p> <p>Reading &amp; Listening Speaking - Answering to unexpected Questions Translation both ways Weekly Vocabulary Tests %</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>



# Key Stage 3 Chinese Mandarin Curriculum Map

## Year 8 (L2)



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><b><u>Myself 我自己</u></b></p> <p>Students begin learning Mandarin by being able to understand the basic concepts of Mandarin and communicate key information about themselves, their friends and family relationships.</p>	<ul style="list-style-type: none"><li>Understand the concept of Pinyin, characters, radicals, stroke order in learning Mandarin</li><li>Understand how to memorise characters for writing and reading in Mandarin</li><li>Understand and learn the basic radicals to build up foundation of character writing</li><li>Use basic greetings to start and end conversations</li><li>Introduce your name and age</li><li>Ask and answer questions about yourself, others' names, and saying your age</li></ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 1 B (Autum)	<p><b><u>My Family 我的家</u></b></p> <p>Students will be able to describe their family relationship, their pets, birthdays and build upon expressions of opinion. They will discuss their family with more details and write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"><li>Learn the words for members of the family</li><li>Describe who is and isn't in your family</li><li>Use measure words to describe how many people are in your family</li><li>Use the word 'and' to link nouns</li><li>Use the word '两' with measure words</li><li>Ask someone who is in their family</li></ul>	<p>Speaking - One Minute Presentation Creative Writing Task Weekly Vocabulary Tests % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>



		<ul style="list-style-type: none"> <li>• Give information about people in your family</li> <li>• Learn words for different pets</li> <li>• Describe what pets you have and don't have</li> <li>• Learn specific measure words to use with pets</li> <li>• Learn adjectives to describe pets</li> <li>• Learn to say dates and months</li> <li>• Describe when you and other people's birthdays are</li> <li>• Learn the use of 的</li> </ul>	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
<b>Term 2 A (Spring)</b>	<p><b><u>My Hobbies 我的爱好</u></b></p> <p>Students will be able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like to do and how frequently.</p>	<ul style="list-style-type: none"> <li>• Learn some phrases for hobbies</li> <li>• Describe what your hobby is and ask someone what their hobby is</li> <li>• Describe when you do your hobby using time phrases</li> <li>• Describe what you do and don't do in your free time using negatives</li> <li>• Describe what you like and dislike doing</li> <li>• Use 也 as a connective to give additional information</li> <li>• Learn phrases for different sports and describe if you 'can' do a sport or not</li> </ul>	<p>Speaking - Phonics Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 2 B (Spring)</b>	<p><b><u>My School 我的学校</u></b></p> <p>Students will be able to describe their school subjects, activities and what they like to do in the school context. They will describe their school timetable and daily schedule.</p>	<ul style="list-style-type: none"> <li>• Learn the days of the week.</li> <li>• Use correct sentence structure to describe what hobbies you do on what day.</li> <li>• Ask what day you do something.</li> <li>• Learn vocabulary for school subjects.</li> <li>• Describe what lessons you like and dislike.</li> <li>• Describe what subjects you study and don't study.</li> </ul>	<p>Speaking - Photocard Creative Writing Task Weekly Vocabulary Tests % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and</p>



		<ul style="list-style-type: none"> <li>Describe what lessons you have and don't have on different days.</li> <li>Ask what day you have a certain subject.</li> <li>Ask what subjects you have on a certain day.</li> <li>Telling the time</li> <li>Describe what time you have certain lessons.</li> </ul>	KS3 target grades in addition to behaviour and homework completion.
<b>Term 3 A (Summer)</b>	<p><b><u>My School 我的学校</u></b></p> <p>Students will learn how to give basic information of their classes including class size and their classmates. They will describe their school life and daily schedule with more details</p>	<ul style="list-style-type: none"> <li>Talk about your school timetable.</li> <li>Describe when you go to school and when you leave school.</li> <li>Describe what time you have three meals in a day.</li> <li>Talk about your school.</li> <li>Talk about school in China.</li> <li>Describe how many students are in your class.</li> </ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 3 B (Summer)</b>	<p><b><u>Food and Drinks 饮食</u></b></p> <p>Students will learn how to describe preferences for food and drink. They will develop the skills to deliver a presentation and answer questions related to food and drink preferences. They will be able to order food and drink in the context of restaurant.</p>	<ul style="list-style-type: none"> <li>Learn vocabulary related to food and drink.</li> <li>Talk about what you like and dislike to eat and drink.</li> <li>Talk about different mealtimes and what you have to eat and drink at different meals.</li> <li>Learn how to order food and drink in a restaurant.</li> <li>Learn measure words specific to food and drink.</li> <li>Learn more vocabulary for food and drink.</li> <li>Describe what you would like to order in a restaurant.</li> </ul>	<p><b><u>Assessment Schedule - EOY Exam</u></b> Reading &amp; Listening Speaking - Answering to unexpected Questions Translation both ways Weekly Vocabulary Tests %</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>



# Key Stage 3 Chinese Mandarin Curriculum Map

## Year 9



Term	Substantive Knowledge (Intent)  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation)  This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact)  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><b><u>Shopping</u></b> 买东西</p> <p>Students begin the year recalling and extending previously learnt topics where they can describe their likes, dislike, food and drinks they learnt in Y7 and be able to discuss more varied items that they would like to buy in stores and supermarket.</p>	<ul style="list-style-type: none"><li>• Talk about buying fruit and vegetables at the supermarket.</li><li>• Learn different currencies.</li><li>• Talk about buying clothes.</li><li>• Learn different measure words for clothes.</li><li>• Use the present continuous.</li><li>• Use opinion phrases and various connectives to discuss the advantages and disadvantages of shopping in the department store.</li><li>• Give directions in the department store.</li></ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 1 B (Autum)	<p><b><u>Shopping</u></b> 买东西</p> <p>Students will be able to discuss their plans for shopping online using both past tense, present continuous tense, and future tense. They will be able to combine this knowledge of tenses to narrate their opinions of the advantages and disadvantages of shopping online</p>	<ul style="list-style-type: none"><li>• Talk about online shopping.</li><li>• Use a variety of adjectives to discuss the advantages and disadvantages of shopping online.</li><li>• Ask others about their shopping preferences.</li></ul>	<p>Speaking - One Minute Presentation Creative Writing Task Weekly Vocabulary Test % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

			Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
<b>Term 2 A (Spring)</b>	<p><b><u>Travel in China 中国旅行</u></b></p> <p>Students will talk about the weather in different seasons in China, they will use different tenses to talk about their past travel experience as well as their future travel plan. They will also learn about the traditional customs for Chinese New Year and celebration activities.</p>	<ul style="list-style-type: none"> <li>• Talk about different seasons and describe the weather in different seasons.</li> <li>• Learn past perfect tense and compare the difference between past perfect tense and past simple tense.</li> <li>• Recap the connectives such as 因为...所以..., 虽然...但是...</li> <li>• Discuss different types of holidays.</li> <li>• Give opinion of the holiday that you prefer.</li> <li>• Learn different tourist places in China.</li> <li>• Talk about the Chinese New Year customs.</li> <li>• Learn the advanced connective: 除了..以外, ...也.</li> </ul>	<p>Speaking - Phonics Translation both ways Reading Listening Weekly Vocabulary Test % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 2 B (Spring)</b>	<p><b><u>My Life 我的生活</u></b></p> <p>Students will revise and learn about how to introduce their family and their personal life including their relationship with their family and their hobbies in detail. They will also compare the differences between life when they are young and now.</p>	<ul style="list-style-type: none"> <li>• Review basic introductions of your family and key words of hobbies.</li> <li>• Talk about your relationship with your family</li> <li>• Talk about the activities you and your family like or dislike to do</li> <li>• Introduce 对...有兴趣 and 更 for advanced comparison.</li> <li>• Talk about your childhood using 的时候 structure.</li> <li>• Talk about how things changed since my childhood.</li> </ul>	<p>Speaking - Photocard Creative Writing Task Weekly Vocabulary Test % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

<b>Term 3 A (Summer)</b>	<p style="text-align: center;"><b><u>My School 我的学校</u></b></p> <p>Students will learn about their school life and rules. They will also learn about the school life in China and compare the differences. In addition, student continue to develop speaking, listening, reading, and writing skills in preparation for the End of Year exams. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.</p>	<ul style="list-style-type: none"> <li>• Review school subjects and new words for learning in a school</li> <li>• Describe your school campus in detail.</li> <li>• Say where things are.</li> <li>• Review the use of 比 and 没有 in comparison.</li> <li>• The use of 跟...一样 in comparison.</li> <li>• Agree/disagree when someone gives an opinion.</li> <li>• Talk about school policies and give suggestions.</li> </ul>	<p>Speaking Q+A Translation both ways Reading Listening Weekly Vocabulary Tests % Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<b>Term 3 B (Summer)</b>	<p style="text-align: center;"><b><u>Revision 复习</u></b></p> <p>Students will have a full review of the topics of shopping, travelling, family, and the school. They will be able to give opinions using complex structures and topic-related vocabulary.</p>	<ul style="list-style-type: none"> <li>• <b>End of Year Assessment (weeks may vary)</b></li> <li>• Recap the vocabular and grammar structures they learnt so far</li> </ul>	<p><b><u>Assessment Schedule - EOY Exam</u></b> Reading &amp; Listening Speaking - Answering to unexpected Questions Translation both ways Weekly Vocabulary Tests %</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>