



Yew Chung International School 2017

Chinese as an Additional Language
Curriculum

Guiding Statements

Purpose and Rationale

The purpose of studying Chinese as an additional language at YCIS is for students to develop essential skills of listening, speaking, reading and writing for an accurate, appropriate and effective communication in a dynamic global society while foster personal interest and gain methods of learning and self-learning in Chinese.

Students at YCIS develop ability in critical thinking, imagination and creativity to complement other areas of study as well as learn and appreciate the essence of Chinese culture in order to build up international mindedness and global citizenship.

Belief Statements

- Maximize learning opportunity and give sufficient and meaningful input to facilitate language automaticity
- Understand that language learning is a reflective journey of achievable group and individual goals
- Understand that successes will be celebrated and rewarded through identifying their individual learning goals and discover pathways to achieve them
- Are intrinsically motivated and engaged in learning opportunities, and are continually challenged and empowered through learning experience
- Are given the tools and strategies needed to explore language and culture
- Are offered differentiated opportunities and Chinese learning environment to foster Chinese language awareness
- Feel confident to use Chinese to have an effective expression and be willing to understand Chinese contexts positively and be willing to take risk and show flexibility
- Are encouraged to take challenges and achieve their full potential
- Have opportunities to connect multi-culture to raise culture consciousness
- Continue to develop their mother tongue and ensure two language channels are in constant interaction
- Understand that language gives them effective access to a wider world and enables them to be confident and competent communicators

Overarching Learning Expectations

The YCIS CAL course equips students to:

- Demonstrate understanding confidently in Chinese
- Communicate competently and confidently in both social cultural and academic contexts, and have intercultural communication skills
- Apply language-learning strategies to independently develop language skills both inside and outside the school

Upon graduating from YCIS, students will be equipped to:

- Comprehend and use language confidently, accurately and effectively
- Articulate thoughts, ideas, and opinions to meaningfully interact with the world and fully participate as responsible members of a global society
- Apply the structural and functional aspects of language to communicate fluently in Chinese in a variety of familiar and unfamiliar real-world contexts
- Analyse language in order to infer and deduce hidden meaning
- Use technology to enhance the effectiveness of communication and access meaning
- Comprehend and interpret a variety of text types for explicit and implicit meanings
- Evaluate written and spoken language critically
- Apply language to positively influence and contribute to the world as global citizens
- Engage with language and literature to continue to develop culturally, emotionally, socially, and spiritually in a global context

Chinese as an Additional Language Programme Description

CAL 1-2

Understand and use some familiar everyday expressions and very simple sentences to meet the most basic practical needs in everyday life. Be able to introduce themselves and others, ask others questions and also answer the same questions themselves. Make simple conversations when the other speakers talk slowly, pronounce clearly, and are willing to work with the students. Grasp basic sentence types, produce some simple sentences, and make the most basic and simplest descriptions. Begin to build the interest and confidence in learning Chinese, and begin to gain exposure to Chinese culture.

CAL 3-4

Understand and learn language materials in everyday activities (elementary school) or social activities (secondary school), use more complex sentences to communicate, discuss and describe content on familiar topics, and express some ideas with a series of basic sentences. Be able to remove obstacles, more clearly articulate their ideas and suggestions, and organize simple chapters. Have a certain degree of interest and confidence in learning Chinese. Possess the basic knowledge of Chinese culture.

CAL 5-6

Understand language materials covering a variety of topics, produce sentences proficiently and have the ability to express thoughts with a series of sentences, and give detailed, accurate descriptions about certain subjects or areas both in speaking and writing. Speak more fluently and organize complete chapters. Have a strong interest and confidence in learning Chinese. Possess more in-depth knowledge of Chinese culture, basic cross-cultural competence and an international perspective.

CAL 7-8-9

Speak coherently and fluently during interactions, and participate in discussions and debates on topics and related to ideas they are learning. Understand the original texts on topics they are learning; give detailed, accurate written descriptions of various experiences, events and concepts; and read short texts of literature. Possess a deep understanding of Chinese culture, cross-cultural competence, an international perspective and the basic concept of being a world citizen.

CAL 10-11

Speak coherently, fluently and express ideas with ease when interacting with others. Give a detailed oral presentation of a point of view on a given topic. Understand the complex themes of the original texts they are learning, and appreciate and comment on works of literature appropriate for students' level. Give detailed, accurate written descriptions of various experiences, events, abstract ideas and concepts. Have the ability to articulate thoughts clearly in writing, and use language registers, styles, rhetorical devices and structural elements fitting the audiences and purposes. Have a deep understanding of Chinese culture and a strong capacity for reflections, and possess strong cross-cultural competence as well as a well-developed international perspective and concept of being a world citizen.

Assessment

- Tests and Semester Examinations
- Listening Comprehension Activities
- Oral Presentation, Speech, Dramatic Presentations, Story-telling, Interview, Debate
- Multi-media Presentations
- Visual Representations (Comic strips, Storyboard)
- Dictation, Vocabulary Quiz
- Grammar, Comprehension and Other Quizzes
- Classroom Participation
- Reading Comprehension Activities
- Written Assignment (Different Type of Texts)
- Homework Exercises
- Peer and Self-Assessment

Differentiation Strategies

- Varied teaching strategies, checking for understanding, re-teaching
- Varied and multiple assessment tasks for students with differing learning styles and levels of language proficiency
- Heterogeneous language ability groupings for group tasks and activities
- Extra time given on timed assessments for students with learning difficulties, as determined by Learning Support specialists
- Project work that takes advantage of assigning students to work with peers of diverse ability levels
- Activities that promote oral presentation skills and/or cross-curricular topics for students who may excel in other curricular areas
- Assignments that promote written, oral and/or creative communication to demonstrate understanding
- Use of collaborative writing in groups
- Use of network learning such as Flipped Classroom, Class Blog and Moodle.

Chinese as an Additional Language

Curriculum Area Overview

Domain 1 Listening and Speaking

PowerSchool Reference	Level 1 1CALLS	Level 2 2CALLS	Level 3 3CALLS	Level 4 4CALLS	Level 5 5CALLS	Level 6 6CALLS	Level 7 7CALLS	Level 8 8CALLS	Level 9 9CALLS	Level 10 10CALLS	Level 11 11CALLS	Level 12-13 1213CALLS
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Domain 2 Reading

PowerSchool Reference	Level 1 1CALR	Level 2 2CALR	Level 3 3CALR	Level 4 4CALR	Level 5 5CALR	Level 6 6CALR	Level 7 7CALR	Level 8 8CALR	Level 9 9CALR	Level 10 10CALR	Level 11 11CALR	Level 12-13 1213CALR
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Domain 3 Writing

PowerSchool Reference	Level 1 1CALW	Level 2 2CALW	Level 3 3CALW	Level 4 4CALW	Level 5 5CALW	Level 6 6CALW	Level 7 7CALW	Level 8 8CALW	Level 9 9CALW	Level 10 10CALW	Level 11 11CALW	Level 12-13 1213CALW
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Domain 4 Comprehensive Learning

Strand A: Comprehensive Language Use

PowerSchool Reference	Level 1 1CALCLCLU	Level 2 2CALCLCLU	Level 3 3CALCLCLU	Level 4 4CALCLCLU	Level 5 5CALCLCLU	Level 6 6CALCLCLU	Level 7 7CALCLCLU	Level 8 8CALCLCLU	Level 9 9CALCLCLU	Level 10 10CALCLCLU	Level 11 11CALCLCLU	Level 12-13 1213CALCLCLU
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Comprehensive Learning

Strand B: Cultural competence and International Perspective

PowerSchool Reference	Level 1 1CALCLCCIP	Level 2 2CALCLCCIP	Level 3 3CALCLCCIP	Level 4 4CALCLCCIP	Level 5 5CALCLCCIP	Level 6 6CALCLCCIP	Level 7 7CALCLCCIP	Level 8 8CALCLCCIP	Level 9 9CALCLCCIP	Level 10 10CALCLCCIP	Level 11 11CALCLCCIP	Level 12-13 1213CALCLCCIP
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IB Course Titles

IB Chinese Language B HL

IB Chinese Language B SL

External Examinations

IB Chinese Language B HL

IB Chinese Language B SL

Chinese B is an additional language-learning course designed for students with some previous learning of Chinese. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding.

IB Chinese Language Ab Intio SL

IB Chinese Language Ab Intio SL

Domain 1: Listening and Speaking

Level 1

- 1CALLS1 Develop good habits in listening and speaking
- 1CALLS2 Establish language sense
- 1CALLS3 Understand classroom expressions
- 1CALLS4 Greet people and introduce themselves
- 1CALLS5 Answer questions in simple but complete sentences
- 1CALLS6 Be able to speak simple conversational words and communicate in simple Chinese

Level 2

- 2CALLS1 Continue to develop good habits in listening and speaking
- 2CALLS2 Continue to establish language sense
- 2CALLS3 Use Pin Yin to practice new COMPREHENSIVE LEARNING and correct pronunciation
- 2CALLS4 Understand short talks and retell the main ideas
- 2CALLS5 Having the ability to keep up with daily conversations and self-correct some mistakes

Level 3

- 3CALLS1 Understand the general ideas/ information of dialogues or short speeches related to daily life and school life
- 3CALLS2 Use sequencing of events in talks
- 3CALLS3 Express ideas, opinions and feelings with several sentences
- 3CALLS4 Understand stories and re-tell stories at their level
- 3CALLS5 Perform role-playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends

Level 4

- 4CALLS1 Understand narrative stories related to familiar contexts
- 4CALLS2 Understand a series of directions or requirements related to general topics
- 4CALLS3 Understand the gist of statements or arguments
- 4CALLS4 Respond to unprepared questions in a general conversation on a topic
- 4CALLS5 Produce detailed description

Level 5

- 5CALLS1 Understand discussions or speeches related to jobs or professional fields
- 5CALLS2 Grasp the main points and basic facts and understand the viewpoints and arguments of a speaker
- 5CALLS3 Understand the meanings of some common idioms and proverbs
- 5CALLS4 Report, express opinions clearly and respond to questions in a general conversation on a topic
- 5CALLS5 Play a part in discussion, choose and organize ideas and present them clearly

Level 6

- 6CALLS1 Understand more complex speeches or presentations on familiar topics, and grasp the main points and specific details
- 6CALLS2 Express opinions effectively, accurately and respond to questions in a general conversation on a topic
- 6CALLS3 Adapt to the needs of the audience and situation
- 6CALLS4 Talk about a topic coherently within more complicated sentences
- 6CALLS5 Communicate fluently and make clear and effective responses

Level 7

- 7CALLS1 Understand Mandarin Chinese with an accent on familiar topics
- 7CALLS2 Have a general understanding of the information conveyed by audiovisual materials (such as those on the internet, video discs, television programs) and respond to a variety of communication assignments
- 7CALLS3 Discover language mistakes in others' speaking
- 7CALLS4 Express oneself clearly and logically in discussions
- 7CALLS5 Comment on whether the discourses are related to the themes and whether they make sense

Level 8

- 8CALLS1 Understand unfamiliar words and content by inferring the meanings
- 8CALLS2 Understand long speeches and reports and be able to retell their main contents
- 8CALLS3 Respond to unprepared questions and speech in a general conversation with accuracy and fluency
- 8CALLS4 Contribute to group discussions and make oral presentations
- 8CALLS5 Capture pertinent information in verbal communications or audiovisual materials, and retell or summarize the contents of texts

Level 9

- 9CALLS1 Identify the meanings expressed by the different tones of the speakers
- 9CALLS2 Grasp the logic of discourses effectively by listening and infer conclusions, and think about how to solve problems
- 9CALLS3 Express their views fluently with a relatively rich oral vocabulary
- 9CALLS4 Interact with others effectively and express their views clearly and fully when discussing issues or exchanging views
- 9CALLS5 Complete all advanced-level assignments with ease, confidence and competence, make coherent arguments to support their opinions, and discuss certain subject matters abstractly, especially those related to their specific interests and areas of expertise

Level 10

- 10CALLS1 Become receptive to the speakers' emotions, hints and implied meanings when listening to the talks
- 10CALLS2 Capture and understand correctly the details and key points of what they listen to
- 10CALLS3 Give impromptu speeches, bring up ideas and share experiences
- 10CALLS4 Use facts to make the case when facing opposing views, make arguments that support their points, and apply the power of reasoning to debates
- 10CALLS5 Use a variety of interactive and speaking techniques such as taking turns to speak, and separate the main points from supporting information by such means as syntax, vocabulary and voice

Level 11

- 11CALLS1 Use technology and information flexibly to enhance the ability to listen to different forms of language materials
- 11CALLS2 Summarize and organize the main points of what they listen to
- 11CALLS3 Understand the intentions, viewpoints, expressiveness and hidden messages of the speakers
- 11CALLS4 Have the capacity for more complex paraphrasing, analyze and comment with more rigorous reasoning, and seek clarity in presenting viewpoints that are well argued and more persuasive
- 11CALLS5 Deliver oral presentations for different purposes and situations, make comments, speak in public, and apply authentic means of expression that are culturally attuned

Level 12 and 13

- 1213CALLSIBB1 Demonstrate effective listening through meaningful response
- 1213CALLSIBB2 Make contributions when working in groups, shaping meanings through suggestions, comments and questions, and drawing ideas together
- 1213CALLSIBB3 Orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills.
- 1213CALLSIBB4 Interactive with the teacher using a range of structures and the conversation flows coherently
- 1213CALLSIBB5 Demonstrate the ability to interact in the target language within the context of different situations
- 1213CALLSIBAb1 Understand aurally simple sentences and some more complex sentences with the range of related topics
- 1213CALLSIBAb2 Understand and respond clearly to some information and ideas within the range of related topics
- 1213CALLSIBAb3 Express information fairly accurately, using a range of basic vocabulary and grammatical structures
- 1213CALLSIBAb4 Communicate orally and respond appropriately to most questions on related topics
- 1213CALLSIBAb5 Orally describe a visual stimulus, respond to questions on the stimulus and engage in a general conversation using appropriate language, register and format

Domain 2: Reading

Level 1

- 1CALR1 Have a general understanding of the most basic numbers, words or speech commonly used in daily life
- 1CALR2 Read a limited number of short dialogues and sentences related to daily life
- 1CALR3 Be able to occasionally identify high-frequency words or phrases with the help of clear contexts

Level 2

- 2CALR1 Use Pin Yin to read simple texts independently
- 2CALR2 Recognize and understand the common short written materials for social occasions such as greetings, thank-you messages and invitations
- 2CALR3 Comprehend familiar signs and simple written materials that contain familiar words and often charts

Level 3

- 3CALR1 Have a general understanding of common notes, notices or simple forms
- 3CALR2 Have a more complete understanding of the key or specific information in simple, short materials that are written clearly with fixed formats and about familiar topics or situations
- 3CALR3 Be able to fully and easily understand a series of key words and set phrases in texts that have highly consistent contexts
- 3CALR4 Use aids besides words or contexts (such as road signs, maps and timetables) to draw meanings from short, uncomplicated texts that convey basic information

Level 4

- 4CALR1 Have the ability to understand voicemail messages, records, emails, texts and key information in short letters related to general social occasions
- 4CALR2 Have the general ability to understand narrative or descriptive materials closely related to daily life and extract the required information
- 4CALR3 Be able to remove obstacles to read simple stories or short essays
- 4CALR4 Have the ability to find required specific information in simple but longer texts of familiar contents
- 4CALR5 Have the general ability to understand materials on culture and life and grasp the facts and key points

Level 5

- 5CALR1 Understand simple general materials related to personal interests and the social issues they care about, and have a general understanding of the gist and key information
- 5CALR2 Understand introductory or explanatory materials commonly used in daily life
- 5CALR3 Understand descriptive or narrative essays in general situations that are written in simple language and cover familiar topics, grasp the central themes and certain important details, and comprehend the authors' real intentions
- 5CALR4 Understand longer but uncomplicated materials in general situations
- 5CALR5 Understand some of the idioms and proverbs
- 5CALR6 Have the general ability to infer the meanings of unfamiliar words from the contexts

Level 6

- 6CALR1 Understand and convey the basic information in short, uncomplicated texts independently, completely and easily
- 6CALR2 Have the general ability to understand simple introductory or explanatory popular science reading materials that contain some new words and terminology, grasp the main ideas and find the specific information they are looking for
- 6CALR3 Understand expository writings of a certain length and grasp the main concepts, important facts and details
- 6CALR4 Have some knowledge of language structures and an initial understanding of the sequences and time frames in certain texts

Level 7

- 7CALR1 Understand ordinary narrative and descriptive texts, such as extend descriptions of people, places and things, as well as narratives about the past, current and future events
- 7CALR2 Understand more complex texts and grasp the main concepts, important facts and details
- 7CALR3 Have the ability to understand simple, short introductory or explanatory materials when confronted with barriers that contain some new words and terminology, grasp the main ideas and find the specific information they are looking for
- 7CALR4 Read independently and understand some popular science materials closely related to daily life

Level 8

- 8CALR1 Have a complete understanding of standard descriptive texts and more complex factual materials
- 8CALR2 Have the ability to read texts when confronted with barriers that contain some unfamiliar topics or situations
- 8CALR3 Understand narrative articles of a certain length and accurately grasp the main ideas of certain idioms, colloquialisms and analogies used in those articles

Level 9

- 9CALR1 Understand texts on a broad range of themes without being restricted by their familiarity with the themes
- 9CALR2 Understand short texts of a more professional, academic and literary nature
- 9CALR3 Understand more than mere facts in the texts, and begin to comprehend the hints made by the authors intentionally
- 9CALR4 Have a general understanding of the texts that discuss issues abstractly

Level 10

- 10CALR1 Understand a very broad variety of texts, including professional, technical and academic articles as well as some works of literature
- 10CALR2 Understand more meticulously reasoned texts containing precise, more specialized terminology and complex grammatical structures
- 10CALR3 Have an initial understanding of the aesthetic properties of language and their styles

Level 11

- 11CALR1 Understand a very broad variety of texts, such as those that are highly abstract, precisely or distinctively worded, information-intensive, allusive or complexly structured, and understand implicit information, tones and viewpoints
- 11CALR2 Understand and appreciate texts that rely on precise, highly sophisticated language and complex grammatical structures to communicate finely detailed or specialized information
- 11CALR3 Understand works written for specific readers, and have the initial understanding of some of the historic, regional and colloquial variations that language has
- 11CALR4 Have a general understanding of the aesthetic properties of language and their literary styles

Level 11 and 12

- 1213CALRIBB1 Demonstrate an understanding of a variety of written text types within a range of interpersonal and cultural contexts
- 1213CALRIBB2 Use a range of reading strategies to evaluate specific and implied meanings within texts
- 1213CALRIBB3 Identify coherence across a text or a range of texts in order to produce a response
- 1213CALRIBB4 Deduce the intent of the author through inference and interpretation
- 1213CALRIBB5 Be able to understand and interpret literary texts – Only for HL
- 1213CALRIBAb1 Understand simple sentences and some more complex sentences in writing related to topics
- 1213CALRIBAb2 Understand simple authentic (adapted where appropriate) written texts and questions related to them in Chinese
- 1213CALRIBAb3 Respond appropriately to an authentic text
- 1213CALRIBAb4 Demonstrate comprehension of written texts by responding to text-handling questions

Domain 3: Writing

Level 1

- 1CALW1 Write the basic strokes of Chinese characters correctly
- 1CALW2 Write Chinese characters in the correct sequences
- 1CALW3 Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing)
- 1CALW4 Write the most basic everyday information, such as names, ages, dates, time and numbers

Level 2

- 2CALW1 Write Chinese characters in the correct sequences
- 2CALW2 Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing)
- 2CALW3 Fill in and convey information closely related to their personal lives
- 2CALW4 Complete sentences or write short answers to questions based on the given information, using words or sentence types they have learned and with the help of Pin Yin
- 2CALW5 Write a paragraph as instructed, using words or sentence types they have learned and with the help of Pin Yin

Level 3

- 3CALW1 Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing)
- 3CALW2 Use simple words and sentence types to produce simple, short writings on familiar topics in general situations
- 3CALW3 Create sentences as required, using words or sentences they have learned and with the help of Pin Yin
- 3CALW4 Write complete answers to questions
- 3CALW5 Write essays and stories divided into sections as instructed, using words or sentence types they have learned and with the help of Pin Yin

Level 4

- 4CALW1 Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing)
- 4CALW2 Give simple descriptions about personal experiences or familiar topics with a series of sentences that are usually coherent and clearly expressed
- 4CALW3 Fill in the information or answer recorded or written questions with complete sentences using words or sentence types they have learned
- 4CALW4 Learn the basics of conjunctions and use more complex sentence types to produce sentences
- 4CALW5 Produce simple writings using common formats and forms as instructed, with the help of Pin Yin

Level 5

- 5CALW1 Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing)
- 5CALW2 Communicate with others in writing on some specific topics by applying the skills learned through verbal communications
- 5CALW3 Make generally coherent, clear and meaningful statements when presenting personal recommendations and viewpoints
- 5CALW4 Apply the conjunctions they have learned to writing
- 5CALW5 Fill in the information or answer recorded or written questions with complete sentences using words or sentence types they have learned
- 5CALW6 Use standard grammar, rules and punctuation marks to write, and utilize the proper forms of writing to meet the general needs for practical writing
- 5CALW7 Record personal experiences by keeping a journal

Level 6

- 6CALW1 Communicate with others in writing on common topics by applying the skills learned through verbal communications
- 6CALW2 Make coherent, articulate and meaningful statements when conveying information or presenting a viewpoint
- 6CALW3 Record and rewrite information based on real-life language materials
- 6CALW4 Continue to learn conjunctions and use a certain number of complex sentences in writing
- 6CALW5 Use standard grammar, rules and punctuation marks to write
- 6CALW6 Have a good command of the forms of writing to meet the general needs for practical writing

Level 7

- 7CALW1 Communicate with others in writing on a broad range of topics by applying the skills learned through verbal communications
- 7CALW2 Make coherent, articulate, meaningful and reasoned statements when conveying information or presenting a viewpoint
- 7CALW3 Summarize real-life language materials to write briefs or short reports
- 7CALW4 Use standard grammar, rules, punctuation marks and cohesive devices to write
- 7CALW5 Have a good command of the forms and basic techniques of writing, as well as a clear understanding of the writing purposes

Level 8

- 8CALW1 Communicate with others in writing on a broad range of topics by applying the skills learned through verbal communications
- 8CALW2 Make coherent, articulate, meaningful and clearly reasoned statements when conveying information or presenting a viewpoint
- 8CALW3 Summarize real-life language materials to write briefs or short reports coherently
- 8CALW4 Use standard grammar, rules, punctuation marks and a series of cohesive devices to write
- 8CALW5 Have a good command of the forms and techniques of writing, as well as a clear understanding of the writing purposes and target audiences

Level 9

- 9CALW1 Organize information and ideas into materials with cohesion, substance and coherence
- 9CALW2 Summarize real-life language materials to write briefs, short reports or commentaries coherently
- 9CALW3 Use standard grammar, rules, punctuation marks and a broad range of cohesive devices to write
- 9CALW4 Use the forms and techniques of writing flexibly based on the purposes, occasions and target audiences
- 9CALW5 Write informal and formal letters with suitable conventional techniques

Level 10

- 10CALW1 Organize information and ideas into materials with cohesion, substance, coherence and originality
- 10CALW2 Organize the information of real-life language materials to produce writings using various forms for different purposes
- 10CALW3 Use standard grammar, rules, punctuation marks and a broad range of cohesive devices to write
- 10CALW4 Use the forms and techniques of writing flexibly based on the purposes, occasions and target audiences, and produce contents that are well served by the chosen styles
- 10CALW5 Write most types of formal and informal letters on a variety of social issues and more professional subject matters

Level 11

- 11CALW1 Organize information and ideas into materials with cohesion, coherence, originality and a certain depth, and develop ideas with clarity and suitable supporting details
- 11CALW2 Organize the information of real-life language materials to produce writings using various forms flexibly for different purposes
- 11CALW3 Use correct grammar, rules, punctuation marks and a broad range of cohesive devices to write
- 11CALW4 Use the forms and techniques of writing flexibly based on the purposes, occasions and target audiences, and produce contents that are well served by the chosen styles, with a clear focus and articulated viewpoints

Level 12 and 13

- 1213CALWIBB1 Demonstrate the ability to understand the task and respond appropriately using a variety of text types, and express their reaction to a statement
- 1213CALWIBB2 Demonstrate comprehension and accurate use of structures
- 1213CALWIBB3 Demonstrate comprehension, accuracy and pertinent vocabulary
- 1213CALWIBB4 Be able to develop a coherent response using a register appropriate to the task
- 1213CALWIBB5 Demonstrate an understanding of literary works and are able to complete the task creatively – Only for HL
- 1213CALWIBAb1 Express information fairly accurately, in writing, using a range of basic vocabulary and grammatical structures
- 1213CALWIBAb2 Communicate clearly, in writing, some simple information and ideas in response to a written task
- 1213CALWIBAb3 Respond to written tasks using appropriate language, register and format
- 1213CALWIBAb4 Demonstrate the ability to understand the task and respond appropriately using a variety of text types
- 1213CALWIBAb5 Demonstrate comprehension of a variety of texts selected for the purpose of researching their chosen topic and use basic structures accurately

Domain 4: Comprehensive Learning

Strand A: Comprehensive Language Use

Level 1

- 1CALCLLU1 Comprehensive Language Use
- 1CALCLLU2 Understand a limited number of the most basic language materials closely related to their personal lives and everyday situations
- 1CALCLLU3 Meet the basic needs for simple daily conversations by utilizing their limited language abilities with the help of body language, objects and contexts
- 1CALCLLU4 Take the first steps of participating in group activities

Level 2

- 2CALCLLU1 Understand basic, simple language materials closely related to their personal lives and everyday situations
- 2CALCLLU2 Have daily communications with others in a relatively simple way
- 2CALCLLU3 Participate in linguistic social activities in a group

Level 3

- 3CALCLLU1 Understand basic language materials related to daily life and school life
- 3CALCLLU2 Use the language they have learned to engage others in more fluid communications and dialogues about specified topics and situations
- 3CALCLLU3 Express feelings and standpoints consciously by means of intonations and body language
- 3CALCLLU4 Begin to know how to use a variety of resources such as library and the internet to find information under a teacher's guidance

Level 4

- 4CALCLLU1 Understand language materials related to daily life and school life as well as those commonly used in general social situations
- 4CALCLLU2 Engage others in smooth communications and dialogues about familiar topics, and organize simple paragraphs on these topics
- 4CALCLLU3 Have the general ability to express feelings and standpoints and improve communication effectiveness by means of stress, pause, tone or body language
- 4CALCLLU4 Begin to use a variety of resources such as library and the internet to find the information they are looking for and acquire resources for language learning

Level 5

- 5CALCLLU1 Understand the language materials in daily life and school life, and grasp the main points and details
- 5CALCLLU2 Use basic communication strategies to effectively communicate and interact with others
- 5CALCLLU3 Use speeches and writings to express feelings, standpoints and opinions more precisely and clearly, with sentences coherently organized into paragraphs
- 5CALCLLU4 Take the initiative to actively participate in interactive classroom activities and have the willingness to share their thoughts and viewpoints with others
- 5CALCLLU5 Use dictionaries independently, utilize a variety of resources such as library, the internet and newspapers to find the information they are looking for, and have the mindset for self-directed learning

Level 6

- 6CALCLLU1 Understand most of the language materials in school life and daily life, and grasp the main points and details
- 6CALCLLU2 Use basic communication strategies actively to communicate and interact with others effectively
- 6CALCLLU3 Use speeches and writings to express feelings, standpoints and opinions precisely and clearly with a certain degree of coherence and logic
- 6CALCLLU4 Take the initiative to actively participate in classroom communicative activities, and complete classroom assignments by collaborating with team members and sharing information
- 6CALCLLU5 Use dictionaries independently and relatively proficiently, utilize a variety of resources such as library, the internet and newspapers to find the information they are looking for, have the general ability to recognize facts and opinions, and have some capability for self-directed learning

Level 7

- 7CALCLLU1 Understand more complex language materials in school life and daily life, and grasp the main points and details
- 7CALCLLU2 Use some communication strategies to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings and standpoints in formal situations, and learn and respect the opinions of others
- 7CALCLLU3 Use written language to express feelings, standpoints and opinions on specific topics precisely, clearly and coherently
- 7CALCLLU4 Use textbooks, dictionaries, newspapers and magazines independently and proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for, and have the capability for self-directed learning

Level 8

- 8CALCLCLU1 Have a general understanding of more complex language materials on a variety of topics in a variety of situations, grasp the main points, and produce rough summaries
- 8CALCLCLU2 Use communication strategies to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings and standpoints in formal situations, and understand and respect the opinions and feelings of others
- 8CALCLCLU3 Select proper formats to make substantive, coherent statements in written communications that fit the occasions or to present viewpoints on some concrete or abstract subject matters, and have the initial ability to utilize some of the rhetorical devices available in Chinese
- 8CALCLCLU4 Use textbooks, dictionaries, newspapers and magazines independently and proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for, have the general ability to recognize facts and opinions, experiment with making presentations in Chinese using various technological means, and have a more developed capacity for self-directed learning

Level 9

- 9CALCLCLU1 Understand more complex language materials on a variety of topics in a variety of situations, and grasp the key points for summary and analysis
- 9CALCLCLU2 Use some communication strategies skillfully to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings, standpoints and values in formal situations, and understand and respect the opinions and feelings of others
- 9CALCLCLU3 Select proper writing forms and formats to make substantive, coherent statements in written communications that fit the occasions or to present viewpoints on some concrete or abstract subject matters, and have the general ability to utilize some of the rhetorical devices available in Chinese
- 9CALCLCLU4 Use textbooks, dictionaries, newspapers and magazines independently and proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for, recognize facts and opinions, make presentations in Chinese using various technological means, and have a strong capacity for self-directed learning

Level 10


- 10CALCLCLU1 Understand complex language materials on a variety of topics in a variety of situations, and capture the main points for the summary and analysis of specific issues
- 10CALCLCLU2 Use different communication strategies to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings, standpoints and values in formal situations, develop the initial sense of self-awareness and equality, and fully understand and respect the opinions and feelings of others
- 10CALCLCLU3 Select proper writing forms, formats and more expressive language to make statements in written communications that fit the occasions or to present viewpoints on some concrete or abstract subject matters with the fitting means of expression and rhetorical devices, and produce writings that show substance, organization, originality and a certain depth
- 10CALCLCLU4 Have the initial knowledge of resource development and maximization; use textbooks, dictionaries, newspapers and magazines independently and proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for; recognize facts and opinions, and make presentations in Chinese using various technological means skillfully

Level 11

- 11CALCLCLU1 Understand complex language materials on a variety of topics in a variety of situations, and capture the main points for summary and analysis
- 11CALCLCLU2 Use different communication strategies to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings, standpoints and values in formal situations, Have a developed sense of self-awareness and equality, understand and respect the opinions and feelings of others, and analyze and refute various views
- 11CALCLCLU3 Select proper writing forms and formats as well as precise, vivid language to make statements in written communications that fit the occasions or to present viewpoints on certain concrete or abstract subject matters that flexibly utilize various means of expression and rhetorical devices, and produce writings that show substance, organization, originality and depth
- 11CALCLCLU4 Have a more developed mindset for resource development and maximization; use textbooks, dictionaries, newspapers and magazines very proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for; recognize facts and opinions and have the ability to tell truth from falsehood; and make presentations in Chinese using various technological means flexibly, skillfully

Level 12 and 13

- 1213CALCLIBB1 Be persistent in developing their language proficiency, and ask questions, seek help to understand how language affects meaning in given contexts
- 1213CALCLIBB2 Link ideas, practices and skills and other subjects to give depth and sophistication to written and oral tasks
- 1213CALCLIBB3 Complete unique and creative responses to oral and written tasks
- 1213CALCLIBB4 Confidently participate in and contribute to appropriate and demanding academic and social contexts
- 1213CALCLIBB5 Make contextually appropriate and sensitive language choices and ensure that work is completed honestly and in a timely manner

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- 1213CALCLIBB6 Accept differences of opinion and be open to new ideas and practices They will use language which is inclusive and sensitive to all students
- 1213CALCLIBB7 Support the language development of others by providing opportunities to use the language in a safe and secure environment
- 1213CALCLIBB8 Use new and complex language choices in a range of different settings
- 1213CALCLIBB9 Understand the importance of listening, speaking, reading and writing in learning Chinese
- 1213CALCLIBAb1 Be persistent in developing their language proficiency They ask questions and seek help to understand how language affects meaning in given contexts
- 1213CALCLIBAb2 Link ideas, practices and skills from this and other subjects to give depth and sophistication to written and oral tasks
- 1213CALCLIBAb3 Complete unique and creative responses to oral and written tasks
- 1213CALCLIBAb4 Confidently participate in and contribute to appropriate and demanding academic and social contexts
- 1213CALCLIBAb5 Make contextually appropriate and sensitive language choices and ensure that work is completed honestly and in a timely manner
- 1213CALCLIBAb6 Accept differences of opinion and are open to new ideas and practices and use language which is inclusive and sensitive to all students
- 1213CALCLIBAb7 Support the language development of others by providing opportunities to use the language in a safe and secure environment
- 1213CALCLIBAb8 Use new and complex language choices in a range of different settings
- 1213CALCLIBAb9 Understand the importance of listening, speaking, reading and writing in learning a foreign language
- 1213CALCLIBAb10 Use teacher and peer feedback to improve their language use

Domain 4: Comprehensive Learning

Strand B: Cultural Competence and International Perspective

Level 1

- 1CALCLCCIP1 Begin to develop an interest in Chinese language and culture
- 1CALCLCCIP2 Begin to discover and learn the most fundamental cultural phenomena and values in Chinese culture

Level 2

- 2CALCLCCIP1 Develop a certain level of interest in Chinese language and culture
- 2CALCLCCIP2 Have the initial knowledge of the most fundamental cultural phenomena and values in Chinese culture
- 2CALCLCCIP3 Begin to understand the relationship between the learning of cultures and the learning of languages, and have an initial understanding that language is an important part of culture (secondary school)

Level 3

- 3CALCLCCIP1 Have an initial understanding of the most fundamental cultural phenomena and values in Chinese culture
- 3CALCLCCIP2 Have an initial awareness and understanding of the commonalities and differences between Chinese culture and their own cultures
- 3CALCLCCIP3 Begin to learn the relationship between the learning of cultures and the learning of languages, and understand that language is an important part of culture (secondary school)

Level 4

- 4CALCLCCIP1 Have the initial ability to compare the commonalities and differences between Chinese culture and their own cultures, and begin to understand other cultures
- 4CALCLCCIP2 Have the initial ability to compare and analyze the commonalities and differences between Chinese culture and their own cultures, and begin to develop a tolerant and empathetic approach towards other cultures (secondary school)

Level 5

- 5CALCLCCIP1 Understand the fundamental values in Chinese culture and have an awareness of the functions of verbal and nonverbal communications in Chinese culture
- 5CALCLCCIP2 Have the ability to consciously turn cultural knowledge into communicative competence
- 5CALCLCCIP3 Have the initial knowledge of the cultural connotations of certain commonly used Chinese idioms, colloquialisms and allusions
- 5CALCLCCIP4 Begin to apply critical thinking to learning and understanding Chinese culture and the cultures of the countries they are in, and adopt a generally tolerant and empathetic approach towards other cultures (secondary school)

Level 6

- 6CALCLCCIP1 Understand the fundamental values in Chinese culture as well as the functions of verbal and nonverbal communications in Chinese culture
- 6CALCLCCIP2 Have the ability to consciously and more strategically turn cultural knowledge into communicative competence
- 6CALCLCCIP3 Become more knowledgeable about the cultural connotations of commonly used Chinese idioms, colloquialisms and certain allusions
- 6CALCLCCIP4 Begin to apply critical thinking to learning and understanding Chinese culture and the cultures of the countries they are in, and adopt a generally tolerant, empathetic and inquisitive approach towards other cultures (secondary school)

Level 7

- 7CALCLCCIP1 Understand the values in Chinese culture and engage in initial analysis and interpretation of some of its views
- 7CALCLCCIP2 Have the ability to consciously and strategically turn cultural knowledge into communicative competence
- 7CALCLCCIP3 Have the initial knowledge of the common phenomena in Chinese language and their origins
- 7CALCLCCIP4 Have the knowledge and understanding of some of the commonly used Chinese idioms and colloquialisms as well as their cultural connotations
- 7CALCLCCIP5 Apply critical thinking to learning and understanding Chinese culture and the cultures of the countries they are in, and adopt a tolerant, empathetic and inquisitive approach towards other cultures

Level 8

- 8CALCLCCIP1 Understand the values in Chinese culture, and engage in analysis and interpretation of some of those values, and skillfully, strategically turn cultural knowledge into communicative competence
- 8CALCLCCIP2 Understand the common phenomena in Chinese language and their origins
- 8CALCLCCIP3 Have the knowledge and understanding of the commonly used Chinese idioms and colloquialisms as well as their cultural connotations
- 8CALCLCCIP4 Apply critical thinking to learning and understanding Chinese culture and the cultures of the countries they are in, and proactively adopt a tolerant, empathetic and inquisitive approach towards other cultures

Level 9

- 9CALCLCCIP1 Understand the values in Chinese culture, and engage in analysis and interpretation of a considerable number of those values
- 9CALCLCCIP2 Turn cultural knowledge into communicative competence skillfully and strategically
- 9CALCLCCIP3 Have a more in-depth understanding of some of the phenomena in Chinese language and their origins
- 9CALCLCCIP4 Have familiarity with the commonly used Chinese idioms and colloquialisms as well as their cultural connotations
- 9CALCLCCIP5 Apply critical thinking to learning and understanding Chinese culture and the cultures of the countries they are in, adopt a tolerant, empathetic and inquisitive approach towards other cultures, and have the general ability to explain the phenomenon of pluralism in the world from different perspectives

Level 10

- 10CALCLCCIP1 Have the initial understanding of the psychological underpinnings, mentalities and values in Chinese culture, and engage in analysis and interpretation of some of those values
- 10CALCLCCIP2 Turn cultural knowledge into communicative competence very skillfully and strategically
- 10CALCLCCIP3 Understand the common phenomena in Chinese language and their origins
- 10CALCLCCIP4 Have familiarity with the commonly used Chinese idioms and colloquialisms as well as their cultural connotations, and have the initial knowledge of representative figures and events in Chinese history
- 10CALCLCCIP5 Apply critical thinking to learning and understanding, respect Chinese culture and the cultures of their own countries, consequently develop the ability to analyze the commonalities and differences between them and to explain the phenomenon of pluralism in the world from different perspectives, and understand globalization

Level 11

- 11CALCLCCIP1 Understand the psychological underpinnings, mentalities and values in Chinese culture, and engage in in-depth analysis and interpretation of some of those values
- 11CALCLCCIP2 Turn cultural knowledge into communicative competence skillfully and strategically
- 11CALCLCCIP3 Have a more in-depth understanding of the common phenomena in Chinese language and their origins
- 11CALCLCCIP4 Have familiarity with the commonly used Chinese idioms and colloquialisms as well as the cultural connotations of representative figures and events in Chinese history
- 11CALCLCCIP5 Apply critical thinking to actively identifying the commonalities and differences between Chinese culture and the cultures of their own countries, have the ability to explain the phenomenon of pluralism in the world from different perspectives, and possess a certain in-depth understanding of globalization



Chinese as an Additional Language: Scope and Sequence

Domain 1: Listening and Speaking		Domain 2: Reading		Domain 3: Writing		Domain 4: Comprehensive Learning					
						Strand A: Cultural Competence and International Perspectives					
						Strand B: Comprehensive Language Use					
Level 1	1CALLS1 1CALLS2 1CALLS3 1CALLS4 1CALLS5 1CALLS6	Develop good habits in listening and speaking Establish language sense Understand classroom expressions Greet people and introduce themselves Answer questions in simple but complete sentences Be able to speak simple conversational words and communicate in simple Chinese	1CALR1 1CALR2 1CALR3	Have a general understanding of the most basic numbers, words or speech commonly used in daily life Read a limited number of short dialogues and sentences related to daily life Be able to occasionally identify high-frequency words or phrases with the help of clear contexts	1CALW1 1CALW2 1CALW3 1CALW4	Write the basic strokes of Chinese characters correctly Write Chinese characters in the correct sequences Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing) Write the most basic everyday information, such as names, ages, dates, time and numbers	1CALCLCU1 1CALCLCU2 1CALCLCU3 1CALCLCU4	Comprehensive Language Use Understand a limited number of the most basic language materials closely related to their personal lives and everyday situations Meet the basic needs for simple daily conversations by utilizing their limited language abilities with the help of body language, objects and contexts Take the first steps of participating in group activities			
	Level 2	2CALLS1 2CALLS2 2CALLS3 2CALLS4 2CALLS5	Continue to develop good habits in listening and speaking Continue to establish language sense Use Pin Yin to practice new COMPREHENSIVE LEARNING and correct pronunciation Understand short talks and retell the main ideas Having the ability to keep up with daily conversations and self-correct some mistakes	2CALR1 2CALR2 2CALR3	Use Pin Yin to read simple texts independently Recognize and understand the common short written materials for social occasions such as greetings, thank-you messages and invitations Comprehend familiar signs and simple written materials that contain familiar words and often charts	2CALW1 2CALW2 2CALW3 2CALW4 2CALW5	Write Chinese characters in the correct sequences Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing) Fill in and convey information closely related to their personal lives Complete sentences or write short answers to questions based on the given information, using words or sentence types they have learned and with the help of Pin Yin Write a paragraph as instructed, using words or sentence types they have learned and with the help of Pin Yin	2CALCLCU1 2CALCLCU2 2CALCLCU3	Understand basic, simple language materials closely related to their personal lives and everyday situations Have daily communications with others in a relatively simple way Participate in linguistic social activities in a group		
		Level 3	3CALLS1 3CALLS2 3CALLS3 3CALLS4 3CALLS5	Understand the general ideas/ information of dialogues or short speeches related to daily life and school life Use sequencing of events in talks Express ideas, opinions and feelings with several sentences Understand stories and re-tell stories at their level Perform role-playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends	3CALR1 3CALR2 3CALR3 3CALR4	Have a general understanding of common notes, notices or simple forms Have a more complete understanding of the key or specific information in simple, short materials that are written clearly with fixed formats and about familiar topics or situations Be able to fully and easily understand a series of key words and set phrases in texts that have highly consistent contexts Use aids besides words or contexts (such as road signs, maps and timetables) to draw meanings from short, uncomplicated texts that convey basic information	3CALW1 3CALW2 3CALW3 3CALW4 3CALW5	Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing) Use simple words and sentence types to produce simple, short writings on familiar topics in general situations Create sentences as required, using words or sentences they have learned and with the help of Pin Yin Write complete answers to questions Write essays and stories divided into sections as instructed, using words or sentence types they have learned and with the help of Pin Yin	3CALCLCU1 3CALCLCU2 3CALCLCU3 3CALCLCU4	Understand basic language materials related to daily life and school life Use the language they have learned to engage others in more fluid communications and dialogues about specified topics and situations Express feelings and standpoints consciously by means of intonations and body language Begin to know how to use a variety of resources such as library and the internet to find information under a teacher's guidance	
			Level 4	4CALLS1 4CALLS2 4CALLS3 4CALLS4 4CALLS5	Understand narrative stories related to familiar contexts Understand a series of directions or requirements related to general topics Understand the gist of statements or arguments Respond to unprepared questions in a general conversation on a topic Produce detailed description	4CALR1 4CALR2 4CALR3 4CALR4 4CALR5	Have the ability to understand voicemail messages, records, emails, texts and key information in short letters related to general social occasions Have the general ability to understand narrative or descriptive materials closely related to daily life and extract the required information Be able to remove obstacles to read simple stories or short essays Have the ability to find required specific information in simple but longer texts of familiar contents Have the general ability to understand materials on culture and life and grasp the facts and key points	4CALW1 4CALW2 4CALW3 4CALW4 4CALW5	Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing) Give simple descriptions about personal experiences or familiar topics with a series of sentences that are usually coherent and clearly expressed Fill in the information or answer recorded or written questions with complete sentences using words or sentence types they have learned Learn the basics of conjunctions and use more complex sentence types to produce sentences Produce simple writings using common formats and forms as instructed, with the help of Pin Yin	4CALCLCU1 4CALCLCU2 4CALCLCU3 4CALCLCU4	Understand language materials related to daily life and school life as well as those commonly used in general social situations Engage others in smooth communications and dialogues about familiar topics, and organize simple paragraphs on these topics Have the general ability to express feelings and standpoints and improve communication effectiveness by means of stress, pause, tone or body language Begin to use a variety of resources such as library and the internet to find the information they are looking for and acquire resources for language learning
				Level 5	5CALLS1 5CALLS2 5CALLS3 5CALLS4 5CALLS5	Understand discussions or speeches related to jobs or professional fields Grasp the main points and basic facts and understand the viewpoints and arguments of a speaker Understand the meanings of some common idioms and proverbs Report, express opinions clearly and respond to questions in a general conversation on a topic Play a part in discussion, choose and organize ideas and present them clearly	5CALR1 5CALR2 5CALR3 5CALR4 5CALR5 5CALR6	Understand simple general materials related to personal interests and the social issues they care about, and have a general understanding of the gist and key information Understand introductory or explanatory materials commonly used in daily life Understand descriptive or narrative essays in general situations that are written in simple language and cover familiar topics, grasp the central themes and certain important details, and comprehend the authors' real intentions Understand longer but uncomplicated materials in general situations Understand some of the idioms and proverbs Have the general ability to infer the meanings of unfamiliar words from the contexts	5CALW1 5CALW2 5CALW3 5CALW4 5CALW5 5CALW6 5CALW7	Write by dictation the Chinese characters to be learned under the Four Skill Requirements (listening, speaking, reading and writing) Communicate with others in writing on some specific topics by applying the skills learned through verbal communications Make generally coherent, clear and meaningful statements when presenting personal recommendations and viewpoints Apply the conjunctions they have learned to writing Fill in the information or answer recorded or written questions with complete sentences using words or sentence types they have learned Use standard grammar, rules and punctuation marks to write, and utilize the proper forms of writing to meet the general needs for practical writing Record personal experiences by keeping a journal	5CALCLCU1 5CALCLCU2 5CALCLCU3 5CALCLCU4 5CALCLCU5
Level 6					6CALLS1 6CALLS2 6CALLS3 6CALLS4 6CALLS5	Understand more complex speeches or presentations on familiar topics, and grasp the main points and specific details Express opinions effectively, accurately and respond to questions in a general conversation on a topic Adapt to the needs of the audience and situation Talk about a topic coherently within more complicated sentences Communicate fluently and make clear and effective responses	6CALR1 6CALR2 6CALR3 6CALR4	Understand and convey the basic information in short, uncomplicated texts independently, completely and easily Have the general ability to understand simple introductory or explanatory popular science reading materials that contain some new words and terminology, grasp the main ideas and find the specific information they are looking for Understand expository writings of a certain length and grasp the main concepts, important facts and details Have some knowledge of language structures and an initial understanding of the sequences and time frames in certain texts	6CALW1 6CALW2 6CALW3 6CALW4 6CALW5 6CALW6	Communicate with others in writing on common topics by applying the skills learned through verbal communications Make coherent, articulate and meaningful statements when conveying information or presenting a viewpoint Record and rewrite information based on real-life language materials Continue to learn conjunctions and use a certain number of complex sentences in writing Use standard grammar, rules and punctuation marks to write Have a good command of the forms of writing to meet the general needs for practical writing	6CALCLCU1 6CALCLCU2 6CALCLCU3 6CALCLCU4 6CALCLCU5
	Level 7				7CALLS1 7CALLS2 7CALLS3 7CALLS4 7CALLS5	Understand Mandarin Chinese with an accent on familiar topics Have a general understanding of the information conveyed by audiovisual materials (such as those on the internet, video discs, television programs) and respond to a variety of communication assignments Discover language mistakes in others' speaking Express oneself clearly and logically in discussions Comment on whether the discourses are related to the themes and whether they make sense	7CALR1 7CALR2 7CALR3 7CALR4	Understand ordinary narrative and descriptive texts, such as extend descriptions of people, places and things, as well as narratives about the past, current and future events Understand more complex texts and grasp the main concepts, important facts and details Have the ability to understand simple, short introductory or explanatory materials when confronted with barriers that contain some new words and terminology, grasp the main ideas and find the specific information they are looking for Read independently and understand some popular science materials closely related to daily life	7CALW1 7CALW2 7CALW3 7CALW4 7CALW5	Communicate with others in writing on a broad range of topics by applying the skills learned through verbal communications Make coherent, articulate, meaningful and reasoned statements when conveying information or presenting a viewpoint Summarize real-life language materials to write briefs or short reports Use standard grammar, rules, punctuation marks and cohesive devices to write Have a good command of the forms and basic techniques of writing, as well as a clear understanding of the writing purposes	7CALCLCU1 7CALCLCU2 7CALCLCU3 7CALCLCU4
		Level 8			8CALLS1 8CALLS2 8CALLS3 8CALLS4 8CALLS5	Understand unfamiliar words and content by inferring the meanings Understand long speeches and reports and be able to retell their main contents Respond to unprepared questions and speech in a general conversation with accuracy and fluency Contribute to group discussions and make oral presentations Capture pertinent information in verbal communications or audiovisual materials, and retell or summarize the contents of texts	8CALR1 8CALR2 8CALR3	Have a complete understanding of standard descriptive texts and more complex factual materials Have the ability to read texts when confronted with barriers that contain some unfamiliar topics or situations Understand narrative articles of a certain length and accurately grasp the main ideas of certain idioms, colloquialisms and analogies used in those articles	8CALW1 8CALW2 8CALW3 8CALW4 8CALW5	Communicate with others in writing on a broad range of topics by applying the skills learned through verbal communications Make coherent, articulate, meaningful and clearly reasoned statements when conveying information or presenting a viewpoint Summarize real-life language materials to write briefs or short reports coherently Use standard grammar, rules, punctuation marks and a series of cohesive devices to write Have a good command of the forms and techniques of writing, as well as a clear understanding of the writing purposes and target audiences	8CALCLCU1 8CALCLCU2 8CALCLCU3 8CALCLCU4

Level 9	<p>9CALLS1 Identify the meanings expressed by the different tones of the speakers 9CALLS2 Grasp the logic of discourses effectively by listening and infer conclusions, and think about how to solve problems</p> <p>9CALLS3 Express their views fluently with a relatively rich oral vocabulary 9CALLS4 Interact with others effectively and express their views clearly and fully when discussing issues or exchanging views 9CALLS5 Complete all advanced-level assignments with ease, confidence and competence, make coherent arguments to support their opinions, and discuss certain subject matters abstractly, especially those related to their specific interests and areas of expertise</p>	<p>9CALR1 Understand texts on a broad range of themes without being restricted by their familiarity with the themes 9CALR2 Understand short texts of a more professional, academic and literary nature 9CALR3 Understand more than mere facts in the texts, and begin to comprehend the hints made by the authors intentionally 9CALR4 Have a general understanding of the texts that discuss issues abstractly</p>	<p>9CALW2 Summarize real-life language materials to write briefs, short reports or commentaries coherently 9CALW3 Use standard grammar, rules, punctuation marks and a broad range of cohesive devices to write 9CALW4 Use the forms and techniques of writing flexibly based on the purposes, occasions and target audiences 9CALW5 Write informal and formal letters with suitable conventional techniques</p>	<p>9CALCLLU1 Understand more complex language materials on a variety of topics in a variety of situations, and grasp the key points for summary and analysis 9CALCLLU2 Use some communication strategies skillfully to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings, standpoints and values in formal situations, and understand and respect the opinions and feelings of others 9CALCLLU3 Select proper writing forms and formats to make substantive, coherent statements in written communications that fit the occasions or to present viewpoints on some concrete or abstract subject matters, and have the general ability to utilize some of the rhetorical devices available in Chinese 9CALCLLU4 Use textbooks, dictionaries, newspapers and magazines independently and proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for, recognize facts and opinions, make presentations in Chinese using various technological means, and have a strong capacity for self-directed learning</p>	<p>9CALCCIP1 Understand the values in Chinese culture, and engage in analysis and interpretation of a considerable number of those values 9CALCCIP2 Turn cultural knowledge into communicative competence skillfully and strategically 9CALCCIP3 Have a more in-depth understanding of some of the phenomena in Chinese language and their origins 9CALCCIP4 Have familiarity with the commonly used Chinese idioms and colloquialisms as well as their cultural connotations 9CALCCIP5 Apply critical thinking to learning and understanding Chinese culture and the cultures of the countries they are in, adopt a tolerant, empathetic and inquisitive approach towards other cultures, and have the general ability to explain the phenomenon of pluralism in the world from different perspectives</p>
Level 10	<p>10CALLS1 Become receptive to the speakers' emotions, hints and implied meanings when listening to the talks 10CALLS2 Capture and understand correctly the details and key points of what they listen to 10CALLS3 Give impromptu speeches, bring up ideas and share experiences 10CALLS4 Use facts to make the case when facing opposing views, make arguments that support their points, and apply the power of reasoning to debates 10CALLS5 Use a variety of interactive and speaking techniques such as taking turns to speak, and separate the main points from supporting information by such means as syntax, vocabulary and voice</p>	<p>10CALR1 Understand a very broad variety of texts, including professional, technical and academic articles as well as some works of literature 10CALR2 Understand more meticulously reasoned texts containing precise, more specialized terminology and complex grammatical structures 10CALR3 Have an initial understanding of the aesthetic properties of language and their styles</p>	<p>10CALW2 Organize the information of real-life language materials to produce writings using various forms for different purposes 10CALW3 Use standard grammar, rules, punctuation marks and a broad range of cohesive devices to write 10CALW4 Use the forms and techniques of writing flexibly based on the purposes, occasions and target audiences, and produce contents that are well served by the chosen styles 10CALW5 Write most types of formal and informal letters on a variety of social issues and more professional subject matters</p>	<p>10CALCLLU1 Understand complex language materials on a variety of topics in a variety of situations, and capture the main points for the summary and analysis of specific issues 10CALCLLU2 Use different communication strategies to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings, standpoints and values in formal situations, develop the initial sense of self-awareness and equality, and fully understand and respect the opinions and feelings of others 10CALCLLU3 Select proper writing forms, formats and more expressive language to make statements in written communications that fit the occasions or to present viewpoints on some concrete or abstract subject matters with the fitting means of expression and rhetorical devices, and produce writings that show substance, organization, originality and a certain depth 10CALCLLU4 Have the initial knowledge of resource development and maximization; use textbooks, dictionaries, newspapers and magazines independently and proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for; recognize facts and opinions, and make presentations in Chinese using various technological means skillfully</p>	<p>10CALCCIP1 Have the initial understanding of the psychological underpinnings, mentalities and values in Chinese culture, and engage in analysis and interpretation of some of those values 10CALCCIP2 Turn cultural knowledge into communicative competence very skillfully and strategically 10CALCCIP3 Understand the common phenomena in Chinese language and their origins 10CALCCIP4 Have familiarity with the commonly used Chinese idioms and colloquialisms as well as their cultural connotations, and have the initial knowledge of representative figures and events in Chinese history 10CALCCIP5 Apply critical thinking to learning and understanding, respect Chinese culture and the cultures of their own countries, consequently develop the ability to analyze the commonalities and differences between them and to explain the phenomenon of pluralism in the world from different perspectives, and understand globalization</p>
Level 11	<p>11CALLS1 Use technology and information flexibly to enhance the ability to listen to different forms of language materials 11CALLS2 Summarize and organize the main points of what they listen to 11CALLS3 Understand the intentions, viewpoints, expressiveness and hidden messages of the speakers 11CALLS4 Have the capacity for more complex paraphrasing, analyze and comment with more rigorous reasoning, and seek clarity in presenting viewpoints that are well argued and more persuasive 11CALLS5 Deliver oral presentations for different purposes and situations, make comments, speak in public, and apply authentic means of expression that are culturally attuned</p>	<p>11CALR1 Understand a very broad variety of texts, such as those that are highly abstract, precisely or distinctively worded, information-intensive, allusive or complexly structured, and understand implicit information, tones and viewpoints 11CALR2 Understand and appreciate texts that rely on precise, highly sophisticated language and complex grammatical structures to communicate finely detailed or specialized information 11CALR3 Understand works written for specific readers, and have the initial understanding of some of the historic, regional and colloquial variations that language has 11CALR4 Have a general understanding of the aesthetic properties of language and their literary styles</p>	<p>11CALW1 Organize information and ideas into materials with cohesion, coherence, originality and a certain depth, and develop ideas with clarity and suitable supporting details 11CALW2 Organize the information of real-life language materials to produce writings using various forms flexibly for different purposes 11CALW3 Use correct grammar, rules, punctuation marks and a broad range of cohesive devices to write 11CALW4 Use the forms and techniques of writing flexibly based on the purposes, occasions and target audiences, and produce contents that are well served by the chosen styles, with a clear focus and articulated viewpoints</p>	<p>11CALCLLU1 Understand complex language materials on a variety of topics in a variety of situations, and capture the main points for the summary and analysis 11CALCLLU2 Use different communication strategies to participate in conversations, including informal exchanges and discussions in daily life as well as the expressions of feelings, standpoints and values in formal situations, Have a developed sense of self-awareness and equality, understand and respect the opinions and feelings of others, and analyze and refute various views 11CALCLLU3 Select proper writing forms and formats as well as precise, vivid language to make statements in written communications that fit the occasions or to present viewpoints on certain concrete or abstract subject matters that flexibly utilize various means of expression and rhetorical devices, and produce writings that show substance, organization, originality and depth 11CALCLLU4 Have a more developed mindset for resource development and maximization; use textbooks, dictionaries, newspapers and magazines very proficiently as well as utilize a variety of resources such as library and the internet to find the information they are looking for; recognize facts and opinions and have the ability to tell truth from falsehood; and make presentations in Chinese using various technological means flexibly, skillfully</p>	<p>11CALCCIP1 Understand the psychological underpinnings, mentalities and values in Chinese culture, and engage in in-depth analysis and interpretation of some of those values 11CALCCIP2 Turn cultural knowledge into communicative competence skillfully and strategically 11CALCCIP3 Have a more in-depth understanding of the common phenomena in Chinese language and their origins 11CALCCIP4 Have familiarity with the commonly used Chinese idioms and colloquialisms as well as the cultural connotations of representative figures and events in Chinese history 11CALCCIP5 Apply critical thinking to actively identifying the commonalities and differences between Chinese culture and the cultures of their own countries, have the ability to explain the phenomenon of pluralism in the world from different perspectives, and possess a certain in-depth understanding of globalization</p>
Level 12 - 13	<p>1213CALLSIBB1 Demonstrate effective listening through meaningful response 1213CALLSIBB2 Make contributions when working in groups, shaping meanings through suggestions, comments and questions, and drawing ideas together 1213CALLSIBB3 Orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills. 1213CALLSIBB4 Interactive with the teacher using a range of structures and the conversation flows coherently 1213CALLSIBB5 Demonstrate the ability to interact in the target language within the context of different situations 1213CALLSIBAb1 Understand aurally simple sentences and some more complex sentences with the range of related topics 1213CALLSIBAb2 Understand and respond clearly to some information and ideas within the range of related topics 1213CALLSIBAb3 Express information fairly accurately, using a range of basic vocabulary and grammatical structures 1213CALLSIBAb4 Communicate orally and respond appropriately to most questions on related topics 1213CALLSIBAb5 Orally describe a visual stimulus, respond to questions on the stimulus and engage in a general conversation using appropriate language, register and format</p>	<p>1213CALRIBB1 Demonstrate an understanding of a variety of written text types within a range of interpersonal and cultural contexts 1213CALRIBB2 Use a range of reading strategies to evaluate specific and implied meanings within texts 1213CALRIBB3 Identify coherence across a text or a range of texts in order to produce a response 1213CALRIBB4 Deduce the intent of the author through inference and interpretation 1213CALRIBB5 Be able to understand and interpret literary texts – Only for HL 1213CALRIBAb1 Understand simple sentences and some more complex sentences in writing related to topics 1213CALRIBAb2 Understand simple authentic (adapted where appropriate) written texts and questions related to them in Chinese 1213CALRIBAb3 Respond appropriately to an authentic text 1213CALRIBAb4 Demonstrate comprehension of written texts by responding to text-handling questions</p>	<p>1213CALWIBB1 Demonstrate the ability to understand the task and respond appropriately using a variety of text types, and express their reaction to a statement 1213CALWIBB2 Demonstrate comprehension and accurate use of structures 1213CALWIBB3 Demonstrate comprehension, accuracy and pertinent vocabulary 1213CALWIBB4 Be able to develop a coherent response using a register appropriate to the task 1213CALWIBB5 Demonstrate an understanding of literary works and are able to complete the task creatively – Only for HL 1213CALWIBAb1 Express information fairly accurately, in writing, using a range of basic vocabulary and grammatical structures 1213CALWIBAb2 Communicate clearly, in writing, some simple information and ideas in response to a written task 1213CALWIBAb3 Respond to written tasks using appropriate language, register and format 1213CALWIBAb4 Demonstrate the ability to understand the task and respond appropriately using a variety of text types 1213CALWIBAb5 Demonstrate comprehension of a variety of texts selected for the purpose of researching their chosen topic and use basic structures accurately</p>	<p>1213CALCLIBB1 Be persistent in developing their language proficiency, and ask questions, seek help to understand how language affects meaning in given contexts 1213CALCLIBB2 Link ideas, practices and skills and other subjects to give depth and sophistication to written and oral tasks 1213CALCLIBB3 Complete unique and creative responses to oral and written tasks 1213CALCLIBB4 Confidently participate in and contribute to appropriate and demanding academic and social contexts 1213CALCLIBB5 Make contextually appropriate and sensitive language choices and ensure that work is completed honestly and in a timely manner 1213CALCLIBB6 Accept differences of opinion and be open to new ideas and practices. They will use language which is inclusive and sensitive to all students 1213CALCLIBB7 Support the language development of others by providing opportunities to use the language in a safe and secure environment 1213CALCLIBB8 Use new and complex language choices in a range of different settings 1213CALCLIBB9 Understand the importance of listening, speaking, reading and writing in learning Chinese 1213CALCLIBAb1 Be persistent in developing their language proficiency They ask questions and seek help to understand how language affects meaning in given contexts 1213CALCLIBAb2 Link ideas, practices and skills from this and other subjects to give depth and sophistication to written and oral tasks 1213CALCLIBAb3 Complete unique and creative responses to oral and written tasks 1213CALCLIBAb4 Confidently participate in and contribute to appropriate and demanding academic and social contexts 1213CALCLIBAb5 Make contextually appropriate and sensitive language choices and ensure that work is completed honestly and in a timely manner 1213CALCLIBAb6 Accept differences of opinion and are open to new ideas and practices and use language which is inclusive and sensitive to all students 1213CALCLIBAb7 Support the language development of others by providing opportunities to use the language in a safe and secure environment 1213CALCLIBAb8 Use new and complex language choices in a range of different settings 1213CALCLIBAb9 Understand the importance of listening, speaking, reading and writing in learning a foreign language 1213CALCLIBAb10 Use teacher and peer feedback to improve their language use</p>	