

IP4 Mother Tongue Course Outline

The IP MTL curriculum is closely aligned with the IBDP language curriculum to provide for distinct language pathways. Teaching content is structured according to topics and delivered through a range of receptive, productive and interactive activities. Through these activities, students examine the forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar is reinforced and extended by understanding the audience, context, purpose and meaning of communication. Instructional materials include a range of personal, professional and mass media texts that are written, visual, audio and audio-visual in nature.

Students offering Chinese at Higher Level will also be introduced to concepts of literary analysis. Through the study of classical and modern Chinese literature, students will develop the language ability and skills needed to conduct literary criticism.

Assessments in the IP MTL programme include both formative and summative assessments, conducted through a combination of coursework and tests. An examination is held at the end of each academic year.

The topics and assessment structure for each MTL is listed below.

IP 4 Chinese/Higher Chinese		
Term	Theme/Topic	Assessments
1	回馈 Giving back to society 新加坡华社的慈善组织 Charity Organization of Singapore Chinese Society 同济医院 Singapore Thong Chai Medical Institution 新加坡慈济 Tzu Chi Singapore ♦ 高华课程增加文学性阅读 HCL course increases literary reading	<u>Term 1 (20%)</u> Listening 10m Speaking 10m Writing 30m
2	绿化 Greening 中国治理荒漠化 China's governance of desertification 《±2°C》正负2度C——全球暖化 global warming 水赋 The importance of water	<u>Term 2 (20%)</u> Listening 10m Speaking 10m Writing 30m

	<p>◆ 高华课程增加文学性阅读 HCL course increases literary reading</p>	
3	<p>展望 Prospect 未来培养年轻人的能力比专业选择更重要 The ability to train young people in the future is more important than professional choice 中国年轻人创业时尚 Chinese young entrepreneurial fashion 个人与职场的关系 Relationship between the individual and the workplace</p> <p>文艺 Literature and Art 年轻人与表演艺术 Young people and performing arts 街头卖艺 Street art</p> <p>◆ 高华课程增加文学性阅读 HCL course increases literary reading</p>	<p><u>Term 3 (20%)</u></p> <p>Listening 10m Speaking 10m Writing 30m</p>
4	<p>文艺 Literature and Art 传统华乐乐器与现代音乐 Traditional Chinese music instruments and modern music</p> <p>复习 Revision</p>	<p><u>END YEAR EXAM (40%)</u></p> <p>Paper 1 - 25% Paper 2 - 50% Oral - 25%</p>

IP 4 Malay		
Term	Theme/Topic	Assessments
1	<p>Health Issues</p> <ol style="list-style-type: none"> 1. Lifestyle : Diet and Nutrition, Exercise, Sleep, Positivity 2. Cleanliness of self and surrounding 3. Medical Services 	<p><u>Term 1 (20%)</u></p> <p>Reading 20m Oral 20m</p>

2	<p>Cultural Diversity</p> <ol style="list-style-type: none"> 1. Celebration 2. Heritage Food 3. Traditional Games 4. Heritage Centre 	<p><u>Term 2 (20%)</u></p> <p>Reading 20m Writing 30m</p>
3	<p>Global Issues (II)</p> <ul style="list-style-type: none"> • Population Issues • Endangered Species • Humanitarian Aid 	<p><u>Term 3 (20%)</u></p> <p>Listening 20m Writing 30m</p>
4	<ul style="list-style-type: none"> • Revision • Post-exam Activities / Learning Journey 	<p><u>END YEAR EXAM :</u></p> <p>Paper 1 - 25% Paper 2 - 50% Oral - 25%</p>

IP 4 Tamil		
Term	Theme/Topic	Assessments
1	<p>Health Issues</p> <ol style="list-style-type: none"> 4. Lifestyle : Diet and Nutrition, Exercise, Sleep, Positivity 5. Cleanliness of self and surrounding 6. Medical Services 	<p><u>Term 1 (20%)</u></p> <p>Reading 20m Oral 20m</p>
2	<p>Cultural Diversity</p> <ol style="list-style-type: none"> 5. Celebration 6. Heritage Food 7. Traditional Games 8. Heritage Centre 	<p><u>Term 2 (20%)</u></p> <p>Reading 20m Writing 30m</p>
3	<p>Global Issues (II)</p> <ul style="list-style-type: none"> • Population Issues • Endangered Species • Humanitarian Aid 	<p><u>Term 3 (20%)</u></p> <p>Listening 20m Writing 30m</p>
4	<ul style="list-style-type: none"> • Revision • Post-exam Activities / Learning Journey 	<p><u>END YEAR EXAM :</u></p> <p>Paper 1 - 25% Paper 2 - 50% Oral - 25%</p>