



香港大學教育學院



非華語學生中文學習教師專業發展工作坊（四）

提升非華語學生中文讀、寫能力的教學策略：

以GCSE / IGCSE / GCE 教學及評估為例

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2020年12月19日

# Learning process: 學習過程

## 1 Fix a target : e.g. introducing a local snack

定學習目標：例如 — 介紹街頭小食

## 2 Input from teacher 老師輸入

- search and edit relevant materials 準備教材
- teach necessary vocab, structures & language skills 教授詞彙及語言技巧
- direct students to gather information 指導學生搜集資料

## 3 Output from students 學生輸出

- gather information from 從以下方式搜集資料  
observing, asking, listening, reading & experiencing 觀察，詢問，聆聽，閱讀&體驗
- edit information (analytic & summarising skills) 整理資料(分析及綜合技巧)
- present– speaking or writing or acting  
(using expressing skills) 表達方式 — 說話，寫作，表演 (應用表達技巧)
- get feedback from teacher/ peers, work out for improvement  
聽取回饋，尋求改善及進步

# Learning contents – common factors

學習內容 – 共同範疇



Examples : school curriculum , exam specification

例如：學校課程，考試範疇

# Skills indicators 學習指標

- From 2<sup>nd</sup> language learning framework 中文第二語言架構

[https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF\\_outcome\\_listening\\_2019.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_listening_2019.pdf)

- From exam specifications 考試範圍

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/chinese-2017.html>



# Teaching strategies 教學策略

Examples: Reading to learn, Learning to write 閱讀促進學習法

舉例: drama 戲劇教學法

picture book 繪本教學法

target oriented teaching 目標為本教學法

...

Ref: <http://www.cacler.hku.hk/hk/research/project/provision-of-services-2018-20-for-running-of-chinese-language-learning-support-centres-for-non-chinese-speaking-ncs-students/teacher-workshop/>

# 教授閱讀策略

1. 釐定教學目標 / 學習成果 (參考中文第二語言架構)

[https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF\\_outcome\\_reading\\_2019.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_reading_2019.pdf)

- 2 準備閱讀教材 —

e.g. 告示、傳單、剪報、對話、故事、傳記、文章

- 3 擬題 — **Assessment for learning** 評估促進學習

**Assessment of learning** 考核學習成果

e.g. 填充，排列，選擇，連結，繪圖，

書寫，答題、翻譯...

# 有關備考閱讀卷教學策略的建議

(Assessment of learning)

- 熟悉課程所涵蓋的主題
- 熟悉相關詞彙
- 學習在不同語境中運用詞彙
- 練習閱讀技巧：
  - 小心閱讀，辨別字裏行間的意思，擷取所需資料
  - 培養分析、綜合及總結技巧
- 熟習中英文表達形式

Competence in both Chinese & English (GCSE)



# 書寫教學策略（參考考試評分準則）



## 協助學生

- 認識相關主題內容、文化、背景
- 練習基本寫作技巧—詞彙、句式、複句、形容詞、動詞、條理分明、結構緊密、書寫流暢
- 小心審題
- 釐定書寫大綱，包括所有要點
- 敘述要清晰，表達意見要中肯，並加解析
- **Tenses** – 包括現在式、過去式及將來式
- 注意字數分配，在規限字數內完成寫作

# 讀、寫教材編寫

## 舉例一：

香港的運動員在奧運會上的表現也很出色。在 2012 年倫敦 奧運會的女子自行車比賽中，香港運動員李慧詩贏得一面銅牌，這是香港歷史上第三面奧運獎牌，李慧詩也因而獲得「女車神」的稱號。

 **6** 寫作練習  
Writing exercise 

Your overseas friend would like you to introduce a local athlete who won an international competition.  
Write a reply letter to your friend.  
You **must** refer to the following points:

- Who he / she is and what sports he or she took
- Describe the event in the competition
- In your opinion, why he or she won the competition
- What other international sports competition your local athletes can take in the future

Write approximately 80-110 characters in **Chinese**.  
Use appropriate **informal** language for this letter.

親愛的 \_\_\_\_\_：

你好！ \_\_\_\_\_

\_\_\_\_\_

## 舉例二：閱讀

### 四 聖誕薑餅 Gingerbread

#### 1 食物篇 The food

很久以前，薑是一種昂貴的調味料，人們只有在重要節日才於糕餅中加入一點薑來增加味道。薑餅最早於1296年出現在德國，是一種點心，圓形是最常見的形狀，味道有甜有辣。現在的薑餅多做成可愛的人形，是為了討小朋友歡心。



#### (1) 選擇題

Choose 2 correct sentences, and put a cross ☒ in the boxes.

- ☐ A. Ginger is a cheap spice.
- ☐ B. People add ginger into cakes and biscuits to add flavour.
- ☐ C. Gingerbread appeared first in Germany in 1962.
- ☐ D. Gingerbread has many flavours, from sweet to spicy.

薑	ginger
常見	common
形狀	shape

## 舉例二：寫作

2. A food magazine is inviting articles on festival foods in different countries.

Write an article to introduce the festival food in your hometown.

You **must** refer to the following points:

- Describe the food
- How it is made
- The special features about this food
- The cultural meanings behind

Write approximately 130 – 180 characters in **Chinese**.  
Use appropriate **formal** language for this article.

# Reading & Writing Teaching strategies – Ref: IGCSE



# IGCSE - Common topic areas

- A Home and abroad
- B Education and employment
- C Personal life and relationships
- D The world around us
- E Social activities, fitness and health

# IGCSE Reading & writing paper

(Ref past paper)

- For listening and reading:
  - identify and note main points
  - deduce the meaning of words from context
  - extract specific details
  - identify points of view
  - show some understanding of unfamiliar language
  - recognise attitudes, emotions and opinions
  - Passages in various forms: dialogues, statements, letters, interviews, prose etc.
- For writing
  - Translation from English to Chinese (4 sentences)
  - 1 short piece 60-75 characters on a given task (related to reading)
  - 1 writing 125- 150 characters on 1 of the 3 given topics

# Reading & Writing Teaching strategies – Ref: GCSE

# GCSE Themes

## 1) Identity and culture

Who am I? Daily life Cultural life

## 2) Local area, holiday, travel

Holidays, Travel & tourist transactions,  
town, region & country

## 3) School

What school is like, school activities

## 4) Future aspirations, study and work

Using languages beyond classroom, Ambitions, Work

## 5) International and global dimension

Bringing the world together, environmental issues

# GCSE Reading exam (ref past paper)

- 9 graded passages , various topics , different writing styles
- 1 literary text, short extract, adapted to suit level
- 1 short translation from Chinese to English
- Q&A - Multiple choice & short answers in English
- Recognize tenses

# GCSE Writing exam (Ref past paper)

- 1 informal writing, include 4-5 bullet points,  
80-110 characters, 20 marks
- 1 formal writing , include 4 bullet points,  
130-180 characters, 28 marks
- 1 translation, English (about 50 words) to Chinese  
12 marks

# GCSE Writing Marking activity

- 1 Read the Writing Mark Grid : (Ref Mark scheme ) for
  - Communication and content
  - Linguistic knowledge and accuracy
- 2 Go through the marking process, with commentary and explanation for mark bands
- 3 Translation marking practice

# GCE Themes

- Theme 1: The changes of modern Chinese society  
(Family, Education and Work)
- Theme 2: Chinese Culture  
(Traditions and Activities)
- Theme 3: The development of Chinese Society)  
(Communication & Technology and Economy & Environment)
- Theme 4: The impact of reform since 1978  
(Reform and China & UK relationship)



# GCE paper 1 – 9CN0/01

Ref 2019 past paper

3 Listening passages

4 Reading passages

1 Translation passage (from Chinese to English)

# GCE Paper 2 – 9CNO/02

Ref: Written response to works and translation

2 written work, either 1 on drama 1 on literary text  
or 2 different literary texts  
(choice of titles & questions)

1 Translation – from English to Chinese

# References

- [https://qualifications.pearson.com/en/ qualifications/edexcel-gcses/chinese-2017.html](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/chinese-2017.html)
- <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-chinese-2017.html>
- <https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/resource.html>
- Accessing Chinese Bk 3

End of presentation

**HAPPY TEACHING!**



HONG KONG TAOIST ASSOCIATION  
THE YUEN YUEN INSTITUTE NO.3 SECONDARY SCHOOL  
香港道教聯合會圓玄學院第三中學

非華語學生中文學習教師專業發展工作坊(四):  
讀寫技能的教學策略--以GCSE教學和評估為例

# GCSE 寫作卷：寫作/翻譯





創校：1998年創校，現時為開校第二十二年。  
校址：將軍澳  
性質：津貼男女子文法中學  
語言：母語教學  
部份非華語學生班別會以英語授課

## 學校簡介

招收外籍學童情況：二零一一年九月首批非華語學童共十七人入讀中一，現時全校共有二百五十多名非華語同學，佔全校學生人數約四成左右。

國籍：約二百五十人中，以巴基斯坦同學佔多數，亦有印度、尼泊爾、韓國、比利時、菲律賓、泰國、美國等……14個不同國籍的同學。

# 學校學生國籍分佈

- 2011年起收取非華語學生，各級學生分佈如下：

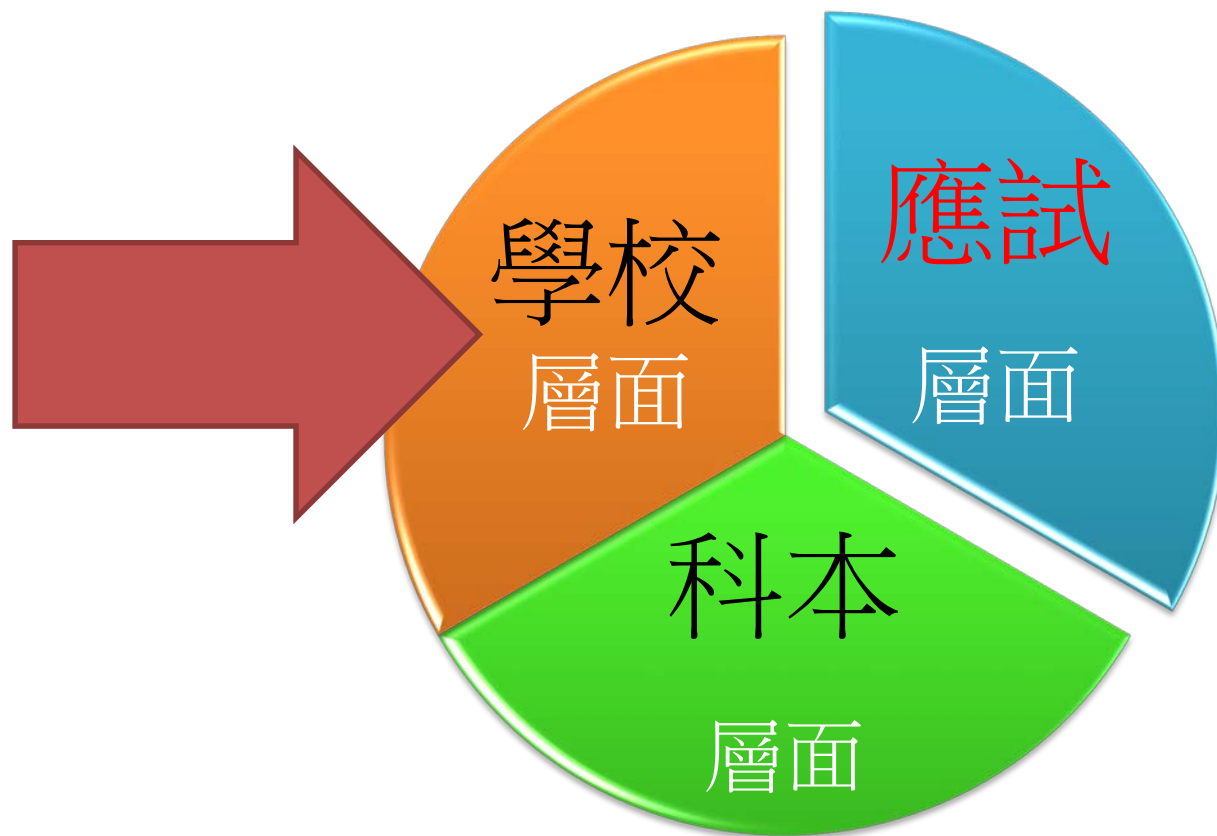
級別	中一	中二	中三	中四	中五	中六	全校
NCS	37	58	37	47	44	36	259

- 全校共14個族裔，分佈如下：

泰國	巴基斯坦	印度	尼泊爾	英國	菲律賓	美國
南非	日本	西班牙	韓國	加拿大	比利時	委內瑞拉



# 讀寫技能的教學策略--以GCSE教學和評估為例



# 學校層面—中英並重



## Subjects 0

Subject 科目

Chinese Language 中國語文
English Language 英語語文
Mathematics 數學
Mathematics (Extended Module 2) 數學(延伸)
Liberal Studies 通識教育
Integrated Science 綜合科學
Physics 物理
Chemistry 化學
Biology 生物
School-based STEM Education STEM校本課程
Chinese Literature 中國文學
Chinese History 中國歷史
History 歷史
Economics 經濟
Geography 地理
Business, Accounting and Financial Studies 企
Ethics and Religious Studies 宗教倫理
Computer Literacy 普通電腦
Information and Communication Technology
Tourism and Hospitality Studies 旅遊與款待
Putonghua 普通話
Visual Arts 視覺藝術
Arts Education 藝術教育
Music 音樂
Design and Technology 設計與科技
Home Economics 家政
Physical Education 體育
Life Education 生活教育
STEM Enhancement Programme STEM增進課
Applied Learning Subject 應用學習 (30 mod
* In accordance with the fine-tuning policy, English, Mathematics, Computer Literacy and Integrated Sc
科英語、數學、電腦、綜合科學等科目將按校本課程。

## School Mission 辦學宗旨

Our vision is to provide within a nurturing and stimulating environment a well-balanced Taoist education. In accordance with our motto Grasping Principles, Cultivating Virtues, we are dedicated to developing students into responsible, knowledgeable and compassionate citizens. Through the all-round moral, intellectual, physical, social and aesthetic development, students are imbued with sound moral values and remarkable academic achievements in holistic education.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學



刊物

### (三) *Matters related to Dress Casual Day* 有關便服日事宜

In order to nurture a charitable character and develop the "Repaying for the society" in our students, our school will organize a "Dress Casual Day" on 22<sup>nd</sup> Dec, 2020 (Tue). All fund raised will go to the Student Union donated to "The Community Chest of Hong Kong" through the organized by Community Youth Club (Sai Kung District). For details, please refer to the attached form and return the completed reply slip.

為培養學生樂善好施的品格，建立「關心社會、扶助貧困」的精神，本校將於十二月二十二日（星期二）舉辦「便服日」籌款活動，所得善款將撥捐本校學生會，再由學生會轉交香港公益金，幫助本地各類慈善事業。詳情請參閱附件（二）之「便服日」回條示覆。

### (四) *Matters related to School Holiday* 有關學校假期事宜

14<sup>th</sup> Dec, 2020 (Mon) is the holiday following Parents' Day. Students are not required to attend school unless there is activity or tutorial class organized by teachers. Moreover, it is the Christmas and New Year Holiday from 23<sup>rd</sup> Dec (Fri) to 3<sup>rd</sup> Jan, 2021 (Mon). There will be no school for students unless there is activity or tutorial class organized by teachers. School resumes on 4<sup>th</sup> Jan, 2021 (Mon).

十二月十四日（星期一）為家長日翌日假期，除有老師特定安排之活動或輔導課外，學生無須回校。此外，二零二零年十二月二十三日（星期三）至二零二一年一月三日（星期一）為聖誕及新年假期，除有老師特定安排之補課或活動外，學生無須回校。

### (五) *Matters related to Uniform Guidelines for Severely Cold Weather* 有關極寒天氣校服指引

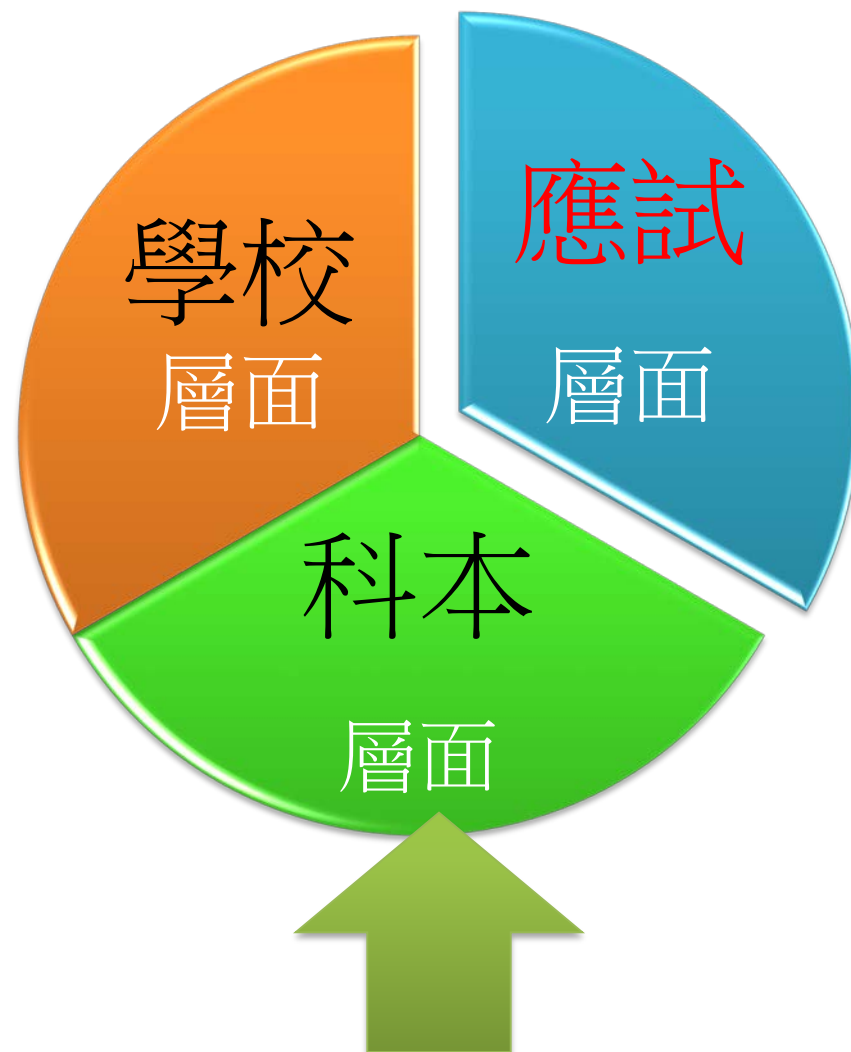
Starting from 30<sup>th</sup> Nov, 2020 (Mon), all students have to wear school uniform. However, should notice that students are allowed to wear winter apparel in cold weather but the following guidelines must be observed:



通告

壁報

# 讀寫技能的教學策略--以GCSE教學和評估為例

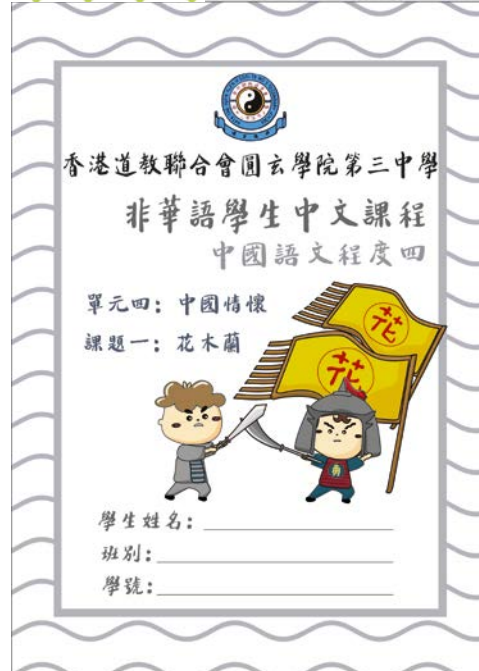




# 自擬中文校本課程——為GCSE作好準備

參加教育局語文教學支援組「中文教學支援及校本課程發展」，進一步釐定整體課程目標，循序漸進為GCSE作好準備，亦在GCSE的基礎上面向GCE及本地課程。







各程度單元主題：

- (一) 個人成長
- (二) 我家在香港
- (三) 中國情懷
- (四) 擁抱世界

# GCSE 2019 新考試大綱

各程度單元主題：

- (一) 個人成長
- (二) 我家在香港
- (三) 中國情懷
- (四) 擁抱世界

GCSE	
<b>Theme 1: Identity and culture</b> <ul style="list-style-type: none"> <li>• Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socializing with friends and family; role models.</li> <li>• Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages).</li> <li>• Cultural life: celebrations and festivals; reading; music; sport; film and television.</li> </ul>	<b>Theme 2: Local area, holiday and travel</b> <ul style="list-style-type: none"> <li>• Holidays: preferences; experiences; destinations.</li> <li>• Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.</li> <li>• Town, region and country: weather; places to see; things to do.</li> </ul>
<b>Theme 3: School</b> <ul style="list-style-type: none"> <li>• What school is like: school types; school day; subjects; rules and pressures; celebrating success.</li> <li>• School activities: school trips; events and exchanges.</li> </ul>	<b>Theme 4: Future aspirations, study and work</b> <ul style="list-style-type: none"> <li>• Using languages beyond the classroom: forming relationships; travel; employment.</li> <li>• Ambitions: further study; volunteering; training.</li> <li>• Work: jobs; careers and professions.</li> </ul>
<b>Theme 5: International and global dimension</b> <ul style="list-style-type: none"> <li>• Bringing the world together: sports events; music events; campaigns and good causes.</li> <li>• Environmental issues: being 'green'; access to natural resources.</li> </ul>	



	單元一 個人成長	單元二 我家在香港	單元三 中國情懷	單元四 擁抱世界
程度二	1. 新開始 2. 食物金字塔 3. 肥胖的問題 4. 瘦身熱潮 <b>Theme 5</b>	1. 香港交通 2. 香港四季 3. 香港的青馬大橋 4. 遊覽香港山頂凌霄閣 <b>Theme 2</b>	1. 十二生肖的故事：鼠小為大 2. 中國節日：中國新年 3. 中國節日：中秋節 4. 中國城市：北京 <b>Theme 1</b>	1. 亞洲
程度三	1. 談談我實現夢想的方法 2. 學習中文的重要 3. 談談融入香港社會生活的看法 4. 談談守時的重要 <b>Theme 4</b>	1. 觀賞龍舟競賽 2. 記一次觀看單車比賽的經過 3. 記述一次參加香港馬拉松比賽的經歷和感受 4. 記一次觀看香港七人欖球賽的經過和感受 <b>Theme 3</b>	1. 端午節 2. 清明節 3. 七夕節 4. 天后寶誕	1. 萬里長城 2. 聖詹姆士公園 3.
程度四	1. 看電視的利與弊 2. 瘦身有道 3. 追星一族 4. 談談青少年自殺問題	1. 八達通 2. 共享單車 3. 談談中學生兼職的利與弊 4. 談談電子貨幣的利與弊	1. 難忘的端午節 2. 中國家庭結構的變遷 3. 一帶一路 4. 世界各地的唐人街	1. 功夫熊貓 2. 花木蘭

GCSE	
Theme 1: Identity and culture	Theme 2: Local area, holiday and travel
<ul style="list-style-type: none"> <li>Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socializing with friends and family; role models.</li> <li>Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages).</li> <li>Cultural life: celebrations and festivals; reading; music; sport; film and television.</li> </ul>	<ul style="list-style-type: none"> <li>Holidays: preferences; experiences; destinations.</li> <li>Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.</li> <li>Town, region and country: weather; places to see; things to do.</li> </ul>
Theme 3: School	Theme 4: Future aspirations, study and work
<ul style="list-style-type: none"> <li>What school is like: school types; school day; subjects; rules and pressures; celebrating success.</li> <li>School activities: school trips; events and exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Using languages beyond the classroom: forming relationships; travel; employment.</li> <li>Ambitions: further study; volunteering; training.</li> <li>Work: jobs; careers and professions.</li> </ul>
Theme 5: International and global dimension	
<ul style="list-style-type: none"> <li>Bringing the world together: sports events; music events; campaigns and good causes.</li> <li>Environmental issues: being 'green'; access to natural resources.</li> </ul>	



	單元一 個人成長	單元二 我家在香港	單元三 中國情懷	單元四 擁抱世界
高中一	1. 初見深水埗 2. 等待伯樂的舊街道 3. 老街風景  <b>Theme 2</b>	1. 奧運知多少 2. 基因改造食物  <b>Theme 5</b> 1. 運動家的風度  <b>Theme 1</b>	1. 海外工作假期 2. 追尋夢想的林書豪 3. 勇於挑戰的周潤發  <b>Theme 4</b>	1. 肥胖的問題 2. 瘦身熱潮 3. 七人欖球 4. 談談電子貨幣的利與弊 5. 唐人街 6. 看電視的利與弊

GCSE <sup>1,2</sup>	
Theme 1: Identity and culture <sup>2</sup>	Theme 2: Local area, holiday and travel <sup>2</sup>
<ul style="list-style-type: none"> <li>Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socializing with friends and family; role models.</li> <li>Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages).</li> <li>Cultural life: celebrations and festivals; reading; music; sport; film and television.</li> </ul>	<ul style="list-style-type: none"> <li>Holidays: preferences; experiences; destinations.</li> <li>Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.</li> <li>Town, region and country: weather; places to see; things to do.</li> </ul>
Theme 3: School <sup>2</sup>	Theme 4: Future aspirations, study and work <sup>2</sup>
<ul style="list-style-type: none"> <li>What school is like: school types; school day; subjects; rules and pressures; celebrating success.</li> <li>School activities: school trips; events and exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Using languages beyond the classroom: forming relationships; travel; employment.</li> <li>Ambitions: further study; volunteering; training.</li> <li>Work: jobs; careers and professions.</li> </ul>
Theme 5: International and global dimension	
<ul style="list-style-type: none"> <li>Bringing the world together: sports events; music events; campaigns and good causes.</li> <li>Environmental issues: being 'green'; access to natural resources.</li> </ul>	

# (四) 學習句式



**例** 為了紀念愛國的屈原，居民為了不讓他被魚蝦吃掉，所以在江裏投下許多用竹葉包裹的飯、肉、雞蛋等食物。

運用「為了」造句：在下列橫線上填上適當的答案。

句子	圖片／畫圖
<p>① 為了在比賽中獲得勝利，</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>② 為了能環遊世界，</p> <p>_____</p> <p>_____</p> <p>_____</p>	



**例** 農曆五月剛好是初夏，天氣愈來愈炎熱，多病菌蚊蟲。

運用「愈來愈……」造句：在下列橫線上填上適當的答案。

句子	圖片／畫圖
<p>① 自從有報導介紹這間餐廳後，愈來愈多旅客</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>② 由於經常填海，<u>香港</u>的海面</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>一填海部份</p>
<p>③</p> <p>_____</p> <p>_____</p> <p>_____</p>	

每程度每個單元在語文知識部分均會滲句式，讓學生以螺絲學習關聯詞。

### 丙部、語法知識 (10 分)

1. 運用 ( ) 內的連接詞，把下列各題寫成通順的句子。

例子：我看電視。我吃零食。(一邊……一邊……)。

我一邊看電視，我一邊吃零食。

- (1) 老師講書。老師在黑板寫字。(一邊……一邊……) (2 分)

- (2) 這裏可以看到優美的風景。這裏可以呼吸新鮮的空氣。

(既……又……) (2 分)

### 乙部 利用下列提供的句式，寫成完整的句子。(10 分)

1. 利用句式「如果……就……」續寫句子。

如果文憑試成績不理想，\_\_\_\_\_。

2. 運用「……不僅……還……」續寫句子。

黃老師不僅關心我們的學業，\_\_\_\_\_。

3. 運用「雖然……但是……」續寫句子。

雖然媽媽生病了，\_\_\_\_\_。

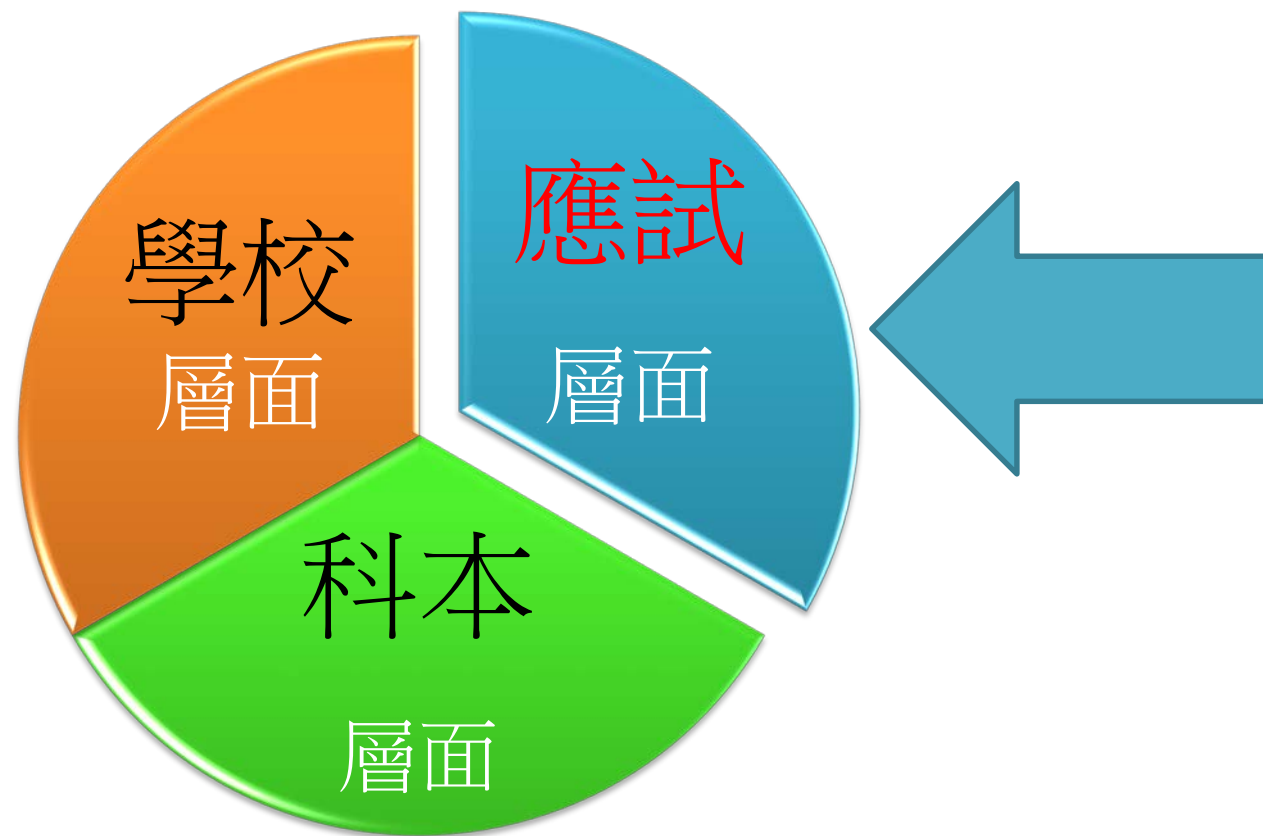
4. 運用「……既……又……」寫成完整的句子。

\_\_\_\_\_。

5. 運用「與其……不如……」寫成完整的句子。

考試時由初中到高中均會  
考核關聯詞，希望學生可  
以學以致用，將來應用在  
GCSE寫作上。

# 讀寫技能的教學策略--以GCSE教學和評估為例





# 策略一：溫故知新

The screenshot shows two Microsoft PowerPoint slides side-by-side. The left slide, titled "寫作訓練：GCSE", contains a writing task about replying to an email from a new Chinese friend. The right slide, titled "寫作訓練：清明節", contains a writing task about the Qing Ming Festival.

**Slide 1: 寫作訓練：GCSE**

Mingming, your new Chinese friend, has sent you an email about Chinese New Year. Write a reply to Mingming. You must refer to the following points:

- what did you do in Chinese New Year last year
- How do Chinese people celebrate Chinese New Year
- do you enjoy Chinese New Year Holiday
- What will you do in next Chinese traditional festival

Write approximately 80–110 characters in Chinese. Use appropriate language for an informal email.

**Slide 2: 寫作訓練：清明節**

清明節有甚麼習俗？ (有...有...有...)	What are the customs of Qing Ming Festival.
去年的清明節做了甚麼？	What did you do in last Qing Ming Festival?
你認為清明節重要嗎？	Do you think Qing Ming Festival is important?
除了清明節，你還喜歡其他中國傳統節日嗎？	Beside Qing Ming Festival, which chinese traditional Chinese festival you like?

策略二：由淺入深

# 第一階段

上款	明明：	《假期》(GCSE 模擬試卷)
打招呼	(Paragraph 1)	你好！
題目 1	(Paragraph 2)	當我有自由時間時，我會……
Q1		<p>(Phase/ point given)</p> <ul style="list-style-type: none"> <li>與家人在一起，因為……Being with family because...</li> <li>與朋友外出和聊天，因為……Go out and chat with friends because...</li> <li>學習外語/ 板球/ 彈結他……(或其他興趣)，因為……Learning foreign languages / cricket / playing guitar... (or other interests), because...</li> <li>溫習 review</li> </ul> <p>(原因 Reason)</p> <ul style="list-style-type: none"> <li>很開心 Very happy</li> <li>我希望可以增加自己的能力 I hope to increase my abilities</li> </ul>
題目 2		最近學校有……，這些都是很有趣的活動。
Q2		<p>(Phase/ point given)</p> <p>板球班(或其他運動或興趣) Cricket class (or other sports or interests)</p> <p>義工服務 Volunteer Service</p> <p>露營 camping</p> <p>外地交流團 Foreign exchange</p>
題目 3	(Paragraph 4)	今年暑假，我會……，因為……

Q3		<p>(Phase/ point given)</p> <p>參加_____班 Participate in _____ class</p> <p>參加義工服務 Participate in volunteer services</p> <p>參加露營 Join camping</p> <p>參加外地交流 Participate in foreign exchanges</p> <p>回鄉探訪_____ Visiting hometown _____</p> <p>_____</p> <p>活動很有趣/ 很開心 The activity is very interesting / very happy</p> <p>可以幫助人，很有意義 Can help people, very meaningful</p> <p>可以擴闊眼界 Can broaden your horizons</p> <p>可以見到家人 Can meet family</p>
題目 4		這個暑假計劃令我……
Q4		<p>(Phase/ point given)</p> <p>學習到新的技能 Learn new skills</p> <p>令我認識更多事物 Make me know more things</p> <p>令我認識到新的朋友 Made me recognize new friends</p> <p>與家人開心的相處 Happy with family</p>
祝頌語		祝你
	身體健康	
下款		(Your name)
		二零二零年十月十九日



# 小步子

# 鷹架

# 參考詞彙

2019 GCSE Writing Q2b 指引

上款	尊敬的校長：
段 1	您好！
段 2	去年，我在學校活動週最享受(enjoy)的活動是……，
Q1	因為……
	(Phase/ point given)
	音樂欣賞 Music Appreciation
	學習_____ (彈結他/ 彈琴/ 中文/ 英文/ 武術/ 棋藝……) Study_____ (Playing the guitar/ piano/ Chinese/ English/ martial arts/ chess...)
	攤位遊戲 Booth game
	畫畫 Draw
	科技活動體驗 Technology activity experience
	(原因 Reason)
	可以增加自己的能力 Increase my abilities
	活動很有趣/ 很開心 The activity is very interesting / very happy
	可以擴闊眼界 Can broaden your horizons
	令我認識更多事物 Make me know more things
	發掘我的潛能
段 3	我認為學校活動週很重要(important)，因為……
Q2	和……(choose two point)
	(原因 Reason)
	放鬆身心
	活動週幫助我發展個人的興趣、鍛鍊我們的腦筋
	學習到最其他人交流和相處、提升個人的自信心

2019 GCSE Writing

上款	尊敬的校長：
段 1	您好！
段 2	去年，我在學校活動週最享受(enjoy)的活動是……，
Q1	因為……
	(Phase/ point given)
	音樂欣賞 Music Appreciation
	學習_____ (彈結他/ 彈琴/ 中文/ 英文/ 武術/ 棋藝……) Study_____ (Playing the guitar/ piano/ Chinese/ English/ martial arts/ chess...)
	攤位遊戲 Booth game
	畫畫 Draw
	科技活動體驗 Technology activity experience
	(原因 Reason)
	可以增加自己的能力 Increase my abilities
	活動很有趣/ 很開心 The activity is very interesting / very happy
	可以擴闊眼界 Can broaden your horizons
	令我認識更多事物 Make me know more things
	發掘我的潛能
段 3	我認為學校活動週很重要(important)，因為……
Q2	和……(choose two point)
	(原因 Reason)
	放鬆身心
	活動週幫助我發展個人的興趣、鍛鍊我們的腦筋
	學習到最其他人交流和相處、提升個人的自信心

段 4	今年，我建議學校舉辦……
Q3	(Phase/ point given)
	學習班 _____ class (彈結他/ 彈琴/ 中文/ 英文/ 武術/ 棋藝……) (Playing the guitar/ piano/ Chinese/ English/ martial arts/ chess...)
	攤位遊戲 Booth game
	畫畫 Draw
	科技活動體驗 Technology activity experience
	(原因 Reason)
	可以增加自己的能力 Increase my abilities
	活動很有趣/ 很開心 The activity is very interesting / very happy
	可以擴闊眼界 Can broaden your horizons
	令我認識更多事物 Make me know more things
	發掘我的潛能
段 5	我希望老師可以……和……(choose two point)
Q4	(Phase/ point given)
	給予意見 Give advice
	鼓勵其他同學積極參與活動週 Encourage other students to actively participate in the activity week
	提供場地 Provide venue、尋找導師 Find a mentor
祝頌語	祝好！
下款	X X X

內容	備註
1. what kinds of shops there are in your city	
<p>香港有_____的店鋪，因此有_____的美譽，例如：有_____、有_____、有_____等等，_____。</p>	<p>參考詞彙：</p> <ul style="list-style-type: none"> <li>● 各式各樣 店鋪</li> <li>● 購物天堂</li> <li>● 服裝 傢俱 玩具 化妝品 珠寶 電子產品</li> </ul> <p>必用句式：</p> <ul style="list-style-type: none"> <li>● 有……有……有……</li> </ul>
2. why people should visit the city	
<p>_____的旅客都喜歡_____，因為這裡不但有_____，而且有_____，例如：_____。</p>	<p>參考詞彙：</p> <ul style="list-style-type: none"> <li>● 來香港旅遊</li> <li>● 世界各地</li> <li>● 旅客</li> <li>● 貨真價實</li> <li>● 東方之珠</li> <li>● 名勝景點（太平山頂、天壇大佛、維多利亞港）</li> <li>● 多不勝數</li> </ul> <p>參考句式：</p> <ul style="list-style-type: none"> <li>● 不但……而且……</li> </ul>

《假期》 (GCSE Paper)

親愛的明明：

你好嗎？

當我有空時間時，我會學習外語，因為我

希望可以增加自己的能力。最近學校有露營和

義工服務，這些都是很有趣的活動。今年暑假

，我會參加露營，因為可以擴闊眼界和活動很

有趣。這個暑假計劃令我學習到新的技能，令

我認識更多事物。

祝你

身體健康

# 第一階段

成果：1. 掌握基本寫作架構與要求  
2. 提高學生寫作的信心與興趣

# 第二階段



# 了解評卷要求

Question 2: linguistic knowledge and accuracy mark grid - Higher tier

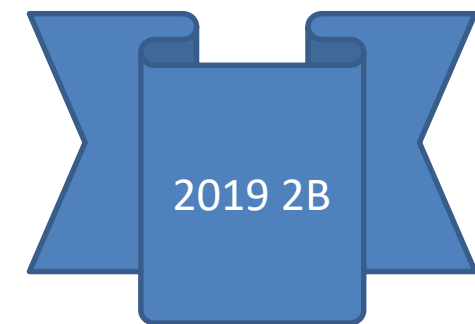
Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"><li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li><li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li><li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li></ul>
4-6	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, including some repetitive instances of complex language</li><li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li><li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li></ul>
7-9	<ul style="list-style-type: none"><li>• Uses a variety of grammatical structures including some different examples of complex language</li><li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li><li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li></ul>
10-12	<ul style="list-style-type: none"><li>• Uses a wide variety of grammatical structures, including complex language</li><li>• Fluent response throughout with extended, well-linked sentences</li><li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li></ul>

# Important reminders重要提示:

1. 重點字眼應用於每段第1句
2. 時態
3. 關聯詞
4. 多元詞彙

Your Head Teacher invites students to take part in planning for the School ActivityWeek. Write a letter to your Head Teacher and **convince him** to accept your suggestions. You must refer to the following points:

- what you enjoyed about the **School Activity Week** last year
- why **Activity Week** is important
- your **suggestion(s)** for activities this year
- what you **would like** the teachers to do.



Justify your ideas and your opinions.

Write approximately 130–180 characters in Chinese.

Use appropriate language for a formal letter.



# 策略三：互評

上星期，我吃了各種各樣的健康食物，有吃了香蕉，有吃了芒果和有吃了橙。  
每個星期，我都運動裏做各式各樣的運動。  
例如：有時健身、有時跑步、有時踢足球。  
如果將來畢業想時間，就我會打網球、游泳和玩閃避球。  
除了以上方法，青少年還保持身體健康可以用適量的娛樂。例如：看書、看電視、聽音樂。  
聽聽聽聽聽  
如果將來畢業有時間，我就會打網球、游泳和玩閃避球。

5/5  
4.5/5  
3/5  
4/5  
15/20

上星期，我吃了各種各樣的健康食物，有吃了柑、有吃了芒果、有吃了茶。  
每個星期，我都會常常做運動，例如：我有時去打籃球、有時去打乒乓球和有時去打羽毛球。  
將來想去參加籃球比賽，因為如果我參加了籃球比賽可以就就可以去美國打籃球。  
青少年除了做運動和吃健康的食物，我們都可以睡眠和可以適量的娛樂也可以保持。  
透過充足的身體健康  
③ 將來想去參加籃球比賽。因為如果我參加了籃球比賽

4.5/5  
5/5  
4.5/5  
4.5/5  
3/5



## 策略四：好文共賞 互勵互勉

[illegible]

# 策略五：鞏固所學

## 抄寫詞語

- |         |           |
|---------|-----------|
| 1. 各式各樣 | 11. 貨真價實  |
| 2. 購物天堂 | 12. 東方之珠  |
| 3. 服裝   | 13. 名勝景點  |
| 4. 傢俱   | 14. 太平山頂  |
| 5. 玩具   | 15. 天壇大佛  |
| 6. 化妝品  | 16. 維多利亞港 |
| 7. 珠寶   | 17. 多不勝數  |
| 8. 電子產品 | 18. 期待    |
| 9. 世界各地 | 19. 舉辦    |
| 10. 旅客  | 20. 最新    |

GCSE 寫作卷：寫作/翻譯



# 策略一：學校層面—中英並重



**Subjects 0**

Subject 科目
Chinese Language 中國語文
English Language 英語語文
Mathematics 數學
Mathematics (Extended Module 2) 數學(延伸)
Liberal Studies 通識教育
Integrated Science 綜合科學
Physics 物理
Chemistry 化學
Biology 生物
School-based STEM Education STEM校本課程
Chinese Literature 中國文學
Chinese History 中國歷史
History 歷史
Economics 經濟
Geography 地理
Business, Accounting and Financial Studies 商業、會計及金融學
Ethics and Religious Studies 宗教倫理
Computer Literacy 普通電腦
Information and Communication Technology 資訊及通訊科技
Tourism and Hospitality Studies 旅遊與款待
Putonghua 普通話
Visual Arts 視覺藝術
Arts Education 藝術教育
Music 音樂
Design and Technology 設計與科技
Home Economics 家政
Physical Education 體育
Life Education 生活教育
STEM Enhancement Programme STEM增進課程
Applied Learning Subject 應用學習 (30 mod)

**School Mission 辦學宗旨**

Our vision is to provide within a nurturing and stimulating environment a well-balanced Taoist education. In accordance with our motto Grasping Principles, Cultivating Virtues, we are dedicated to developing students into responsible, knowledgeable and compassionate citizens. Through the all-round moral, intellectual, physical, social and aesthetic development, students are imbued with sound moral values and remarkable academic achievements in holistic education.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學

刊物

## (三) *Matters related to Dress Casual Day* 有關便服日事宜

In order to nurture a charitable character and develop the "Repaying for the society" in our students, our school will organize a "Dress Casual Day" on 22<sup>nd</sup> Dec, 2020 (Tue). All fund raised will go to the Student Union donated to "The Community Chest of Hong Kong" through the organized by Community Youth Club (Sai Kung District). For details, please refer to the attached reply slip.

為培養學生樂善好施的品格，建立「關心社會、扶助貧困」的精神，本校將於十二月二十二日（星期二）舉辦「便服日」籌款活動，所得善款將撥捐本校學生會，再由學生會轉交「香港社區 Chest」，透過該會轉交「香港社區 Chest」，幫助本地各類慈善機構。詳情請參閱附件（二）之「便服日」回條示覆。

## (四) *Matters related to School Holiday* 有關學校假期事宜

14<sup>th</sup> Dec, 2020 (Mon) is the holiday following Parents' Day. Students are not required to attend school unless there is activity or tutorial class organized by teachers. Moreover, it is the Christmas and New Year Holiday from 23<sup>rd</sup> Dec (Fri) to 3<sup>rd</sup> Jan, 2021 (Mon). There will be no school for students unless there is activity or tutorial class organized by teachers. School resumes on 4<sup>th</sup> Jan, 2021 (Mon).

十二月十四日（星期一）為家長日翌日假期，除有老師特定安排之活動或輔導課外，學生無須回校。此外，二零二零年十二月二十三日（星期三）至二零二一年一月三日（星期一）為聖誕及新年假期，除有老師特定安排之補課或活動外，學生無須回校。

## (五) *Matters related to Uniform Guidelines for Severely Cold Weather* 有關極寒天氣下校服穿著指引

Starting from 30<sup>th</sup> Nov, 2020 (Mon), all students have to wear school uniform. However, in cold weather, students are allowed to wear winter apparel in cold weather but the following guidelines must be observed:

通告



**Visits 參觀**

**Career 行業介紹**

**Make-up Class 美容班**

**Teacher-in-charge: Ms. Kwok Wing Lam**

**Handcraft Class 手工藝班**

**森林造景 Simple Forest D.I.Y.**

**戰艦古巴特木盒 Decoupage Bag**

**學生作品 Student Works**

**導師：謝玉蓮老師 Tutor: Tse Yuk Lin**

壁報

# 策略二：積學儲寶

2013 GCSE Paper1H

英

點字詞

姓名：\_\_\_\_\_

班別：\_\_\_\_\_ ( )

Exhibition(展覽)

1	明天	tomorrow
2	昨天	yesterday
3	中國國畫	Chinese painting
4	門票	ticket

My favourite school subject(科目)

5	地理課	geography
6	因為	because
7	有用	useful

Television(電視)

8	成日都開住	is on the whole day
9	作業	homework
10	一邊.....一邊.....	.....While.....
11	一些	some

The first day in Beijing(北京)

16	服務員	staff
17	飲茶	Had tea
18	天安門廣場	Tiananmen Square
19	廣場	Square
20	有d 効	feeling a bit tired
21	放風箏	selling kites

Summer job

22	送報紙	Deliver newspapers
23	旅行社	travel agency
24	寵物店	pet shop
25	售貨員	Salesperson
26	快餐店	fast food restaurant

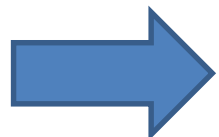
Visit a friend

27	售票處	ticket office
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A sportsperson



# 策略二：積學儲寶



姓名：\_\_\_\_\_

班別：\_\_\_\_\_ ( )

GCSE Paper1H

英 點字詞

時間	
1 明天	tomorrow
3 昨天	yesterday
5 今天/今日	today
7 舊年/去年	Last year
9 小時	hours
11 星期二	Tuesday
13 星期四	Thursday
15 星期六	Saturday
2 早上	morning
4 中午	noon
6 下午	afternoon
8 晚上	at night
10 星期一	Monday
12 星期三	Wednesday
14 星期五	Friday
16 星期日	Sunday

家人	
17 姐姐	elder sister
19 妹妹	Younger sister
18 哥哥	elder brother
20 弟弟	Younger brother

科目	
21 地理課	geography

方向/ 位置

26 對面	opposite	27 後面	back
28 左	left	29 右	right
30 旁邊	next to/ Near		
31 東	East	32 東北	north-east
33 南	south	34 東南	southeast
35 西	west	36 西南	southwest
37 北	north	38 西北	northwest

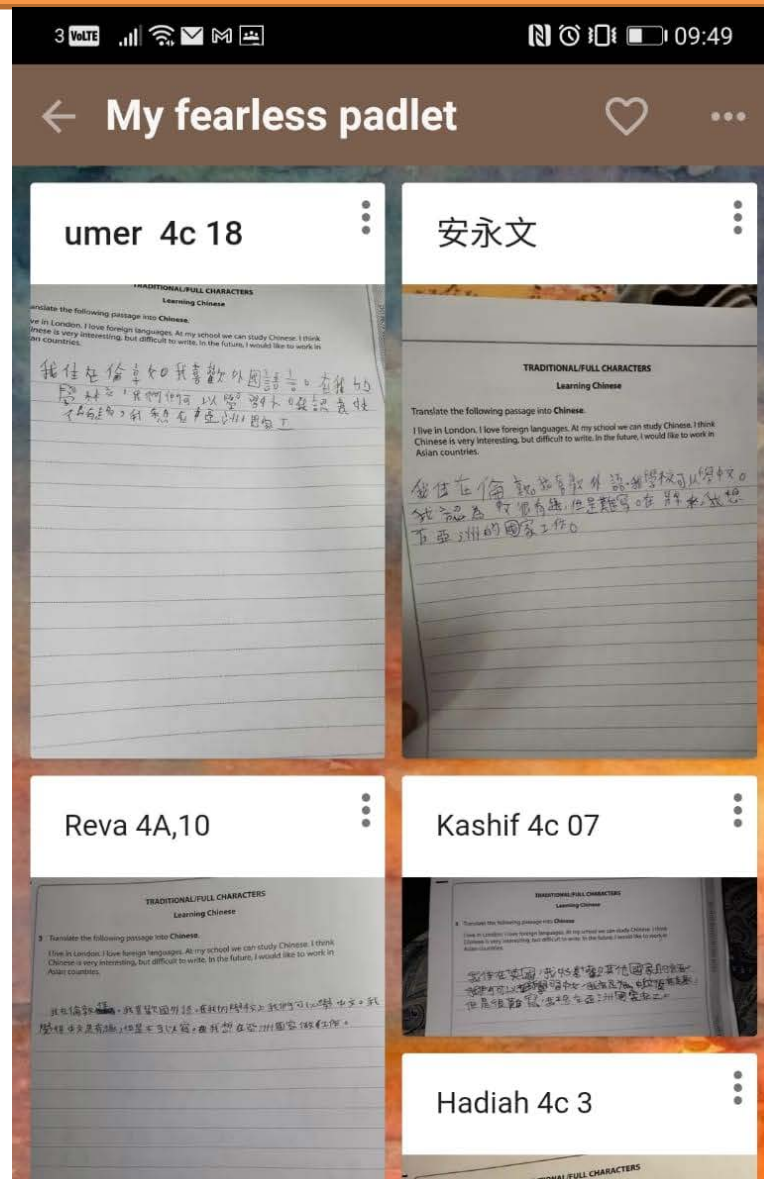
景點

39 動物園	zoo	40 長城	Great Wall
41 寺廟	temple	42 故宮	Palace Museum
43 博物館	museum	44 天安門廣場	Tiananmen Square

國家/ 地方

45 歐洲	Europe	46 倫敦	London
47 非洲	Africa	48 英國	United Kingdom

# 策略三：善用電子學習軟件即時互評



謝謝各位！





# NCS TEACHER WORKSHOP 4 (19/12)

## GCE寫作教學策略 以《爸爸的花兒落了》為例

耀中國際學校（中學部）

簡弘毅

wangngaikan@gmail.com

# 教學主題

Theme 1	Theme 2
Traditional characters	
當代華人社會變遷	中國文化
Simplified characters	
当代华人社会变迁	中国文化

Theme 3	Theme 4
Traditional characters	
演變中的華人社會	1978 年改革開放對中國的影響
Simplified characters	
演变中的华人社会	1978 年改革开放对中国的影响

# 重要訊息

## Important AS qualification update

As part of our ongoing commitment to ensuring that the qualifications we offer best meet the needs of our teachers and learners, we have been working closely with centres to understand how the reformed AS and A level qualifications are being used. You can access a summary of key findings on our [context and research headlines page](#).

## What is changing?

We have been reviewing our AS and A level qualification suite against these findings, and as a result, **we intend to withdraw our AS qualifications** in the following subjects:

- Art and Design
- Physical Education
- Design and Technology
- Music
- Drama and Theatre
- Economics B
- Statistics
- French, German, Spanish, Chinese, Italian, Russian.

## When does this change come into effect?

The final assessment opportunity for these qualifications will be **summer 2020**.

## Paper 2: Written response to works and translation (\*\*Paper code: 9CN0/02)

**Written examination: 2 hours and 40 minutes**

**30% of the qualification**

**120 marks**

### Content overview

This paper requires students to translate a previously unseen passage from English into Chinese.

This paper also draws on the study of two discrete Chinese works: either two literary texts, or one literary text and one film. The works must be taken from the list provided in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include novels and short stories. All of the films are feature length.

### Assessment overview

This paper includes a translation exercise and two extended responses to either two literary texts, **or** one literary text and one film (students must **not** answer questions on two films).

Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

### Section A: Translation (20 marks)

Students translate an unseen passage from English into Chinese.

### Section B: Written response to works (literary texts) (50 marks)

Students must write an extended response on either one **or** two of the literary texts listed in *Appendix 2: Prescribed literary texts and films*.

If a student answers questions on two literary texts then they **do not** complete Section C.

### Section C: Written response to works (films) (50 marks)

Students who answer only one question on a literary text in Section B must write an extended response on **one** of the films listed in *Appendix 2: Prescribed literary texts and films*.

# 卷二 評估方式與要求

## Content

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided (see *Appendix 2: Prescribed literary texts and films*)
- produce responses that relate to aspects such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- present viewpoints; develop arguments; persuade; and analyse and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into Chinese.

Students must study two discrete Chinese works: either two literary texts, or one literary text and one film. The works must be taken from the list in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include novels and short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes.

# 問題舉隅

## TRADITIONAL/FULL CHARACTERS

### 3 《城南舊事》(作者 林海音)

探討〈爸爸的花兒落了〉中，作者如何表現父親對女兒的愛。

可以考慮以下幾點：

- 爸爸為什麼去學校給英子送衣服？
- 爸爸怎麼教英子學會獨立？
- 英子如何慢慢地懂得父親的愛？

(40)

(Total for Question 3 = 40 marks)

TOTAL FOR SECTION B = 40 MARKS

### 3 《城南舊事》(作者 林海音)

分析〈爸爸的花兒落了〉如何用比喻表現作者和父親的關係。

(50)

(Total for Question 3 = 50 marks)



critical and analytical response (AO4)

is mark grid assesses students' ability to respond critically and analytically to the aspect of literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.

is grid should be applied twice, once for each essay individually.

When deciding how to reward an answer, examiners will consult this mark grid as well as the indicative content associated with each question which can be found in the document *Pearson excel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)*. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some of all of these points as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
	No rewardable material.
4	<ul style="list-style-type: none"><li>Response relates to the work but limited focus on the question.</li><li>Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.</li><li>Limited ability to form arguments or draw conclusions.</li></ul>
8	<ul style="list-style-type: none"><li>Response relates to the work but often loses focus on the question.</li><li>Points of view relating to issues/themes/cultural or social contexts are presented with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.</li><li>Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.</li></ul>
12	<ul style="list-style-type: none"><li>Response is relevant to particular aspects of the question, occasional loss of focus.</li><li>Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</li><li>Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.</li></ul>
16	<ul style="list-style-type: none"><li>Predominantly relevant response to the question.</li><li>Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work.</li><li>Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.</li></ul>



Range of grammatical structures and vocabulary (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.

This grid will be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1-4	<ul style="list-style-type: none"><li>Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.</li><li>Limited range of vocabulary resulting in repetitive expression.</li><li>Limited use of terminology appropriate to literary and cinematic analysis.</li></ul>
5-8	<ul style="list-style-type: none"><li>Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.</li><li>Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.</li><li>Occasional use of terminology appropriate for literary and cinematic analysis.</li></ul>
9-12	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.</li><li>Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.</li><li>Some use of terminology appropriate for literary and cinematic analysis.</li></ul>
13-16	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.</li><li>Frequently varied use of vocabulary, resulting in regular variation of expression.</li><li>Frequent use of terminology appropriate for literary and cinematic analysis.</li></ul>
17-20	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.</li><li>Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.</li><li>Consistent use of terminology appropriate for literary and cinematic analysis.</li></ul>

# 評分準則

**Complex language:** considered to include the following.

- use of aspect markers
- passive voice
- relative constructions
- comparative constructions
- precision and accuracy
- using conjunctions to express abstract ideas or convey justified arguments that require a range of lexis and structures
- using synonyms and a variety of expressions.

**Straightforward language:** considered to be:

- repetitive, simple word order
- a lack of variety of expressions
- frequent repetition of ideas

**Terminology for literary and cinematic analysis:** vocabulary for critical analysis according to the work being studied, for example 'plot', 'character', 'metaphor', 'similes' and 'use of black and white'.



# 卷二注意事項

情節/人物性格

Essay format

個人意見（需要以情節舉例支持及與所學主題扯上關係）

語言（句式和成語）

## 卷二 文學教學活動

將文章按情節分拆為數篇閱讀篇章

教授情節而非字詞

以戲劇元素的教學活動加強學生對情節的印象

個人意見（以情節支持其看法）

文章結構

## 以《爸爸的花兒落了》為例 將文章按情節分拆為數篇閱讀篇章

章節	時間	場景	主題
新建的大禮堂里，坐滿了人……今天，「六年後」到了，我真的被選做這件事。	畢業禮當天	學校禮堂	英子小學畢業，她做到了兩個爸爸對她的期望，可是爸爸不能參加畢業典禮。
爸爸啞著嗓子，拉起我的手笑笑說……自從六年前的那一次，我何曾再遲到過？	畢業禮前一天	醫院	爸爸不能參加畢業禮及對英子的叮囑
當我在一年級的時候……送給親愛的韓老師，她教我跳舞。	英子小一時	家與學校	爸爸體罰英子及英子所學到的事情
啊!這樣的早晨……老師!你們要永遠拿我當個孩子呀!	畢業禮（及童年回憶）	禮堂	回想與爸爸的生活點滴及表達不想長大的心情
做大人，常常有人要我做大人……並且要他明天在花池里也種滿了蒲公英。	回憶（爸爸患病時）	銀行	英子做到了爸爸吩咐的事情，漸漸長大
快回家去!……我也不再是小孩子。	畢業禮後	回家	爸爸去世，英子也長大了。

# 以戲劇元素的教學活動加強學生對情節的印象

閱讀篇章	活動
閱讀一	你覺得英子在畢業禮時有什麼感覺？
閱讀二	嘗試想想英子和爸爸的性格及當時的情況，以適當的聲音和語氣把他們的對話演繹出來。
閱讀三	定格照片(still image) 把爸爸打英子的過程作四幅定格照片，再拼貼成一張連環圖。
閱讀四	聽完韓主任說話，便到英子致謝辭。請為英子準備一份兩分鐘的演講辭。(提示:英子今年十二歲，小學六年級畢業。)
閱讀五	角色扮演：英子回到醫院跟爸爸報告匯錢的過程
閱讀六	續寫英子日記： 從畢業典禮回家，老高便要我趕到醫院去。我一到醫院，……

# 電影分析

# FILM ANALYSIS

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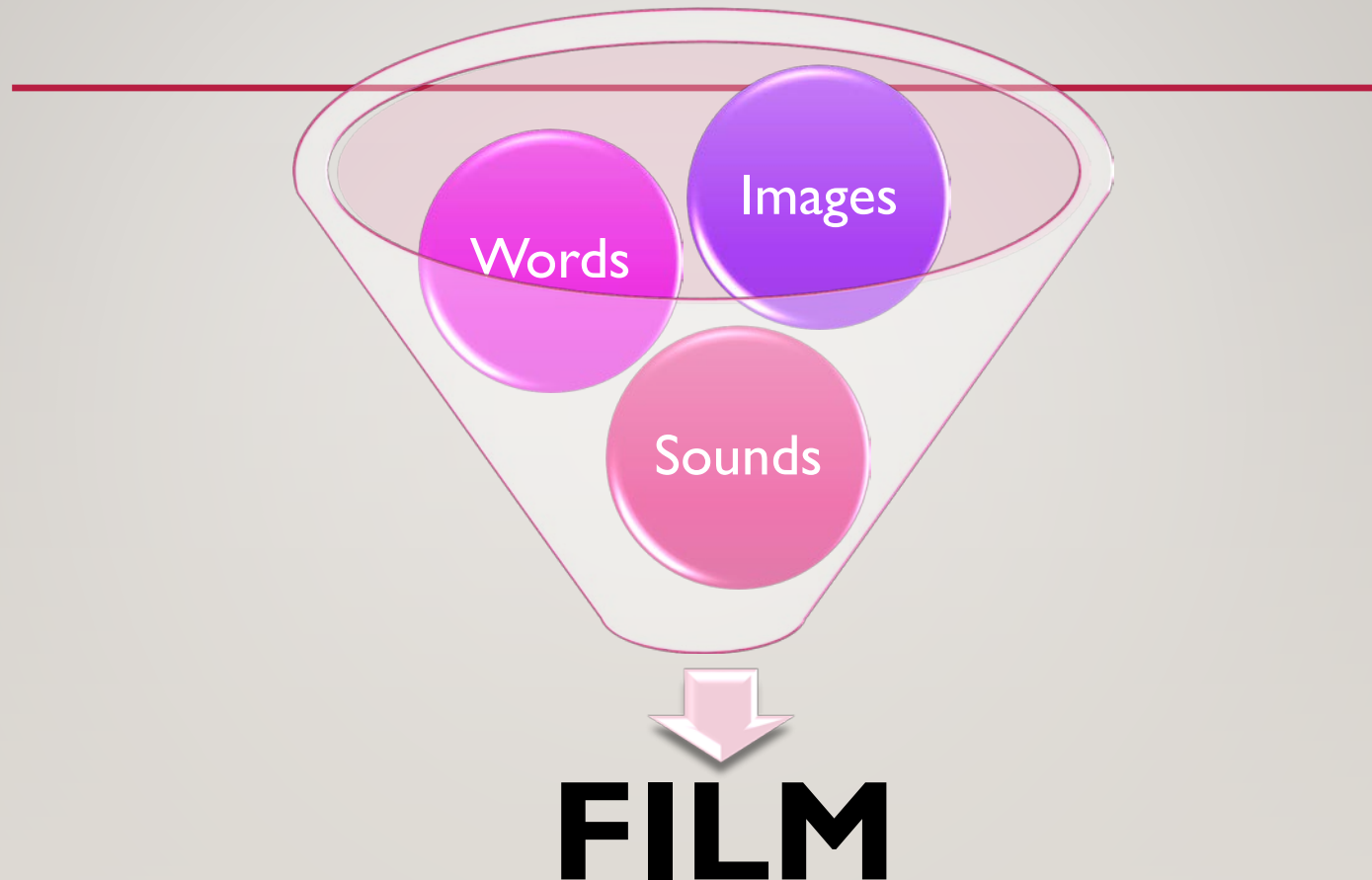
教師專業發展工作坊  
Miss Jessica Young

19-12-2020



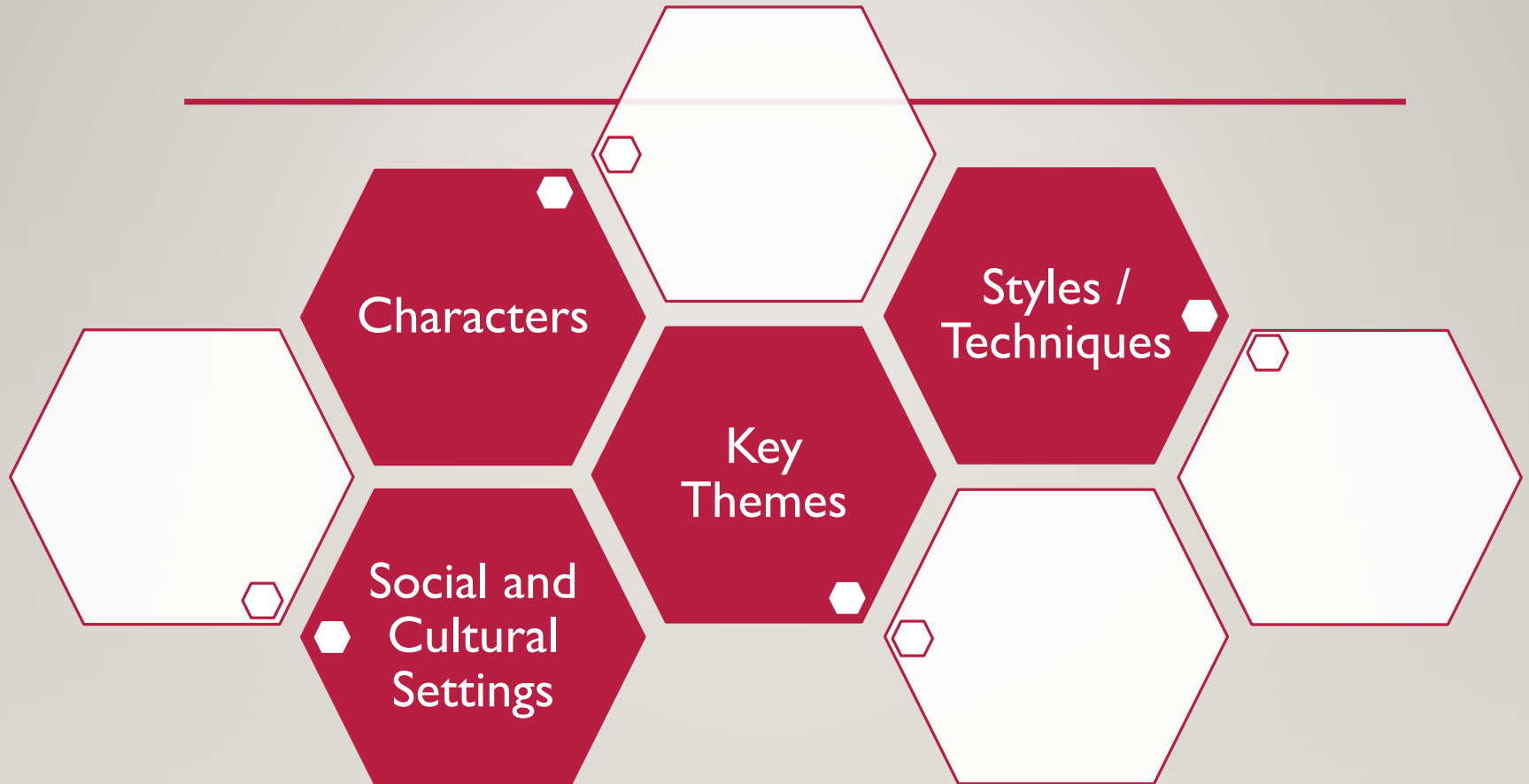


# TEACH A FILM



- <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/teaching-and-learning-materials/GCE-Generic-2017-Approaches-to-teaching-film.pdf>

# ANALYZE A FILM



- <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/teaching-and-learning-materials/GCE-Generic-2017-How-to-analyse-text-film.pdf>



## Filming techniques

If students are studying a film, they will need to think about filming techniques

- Camera work
- Sound
- Position of characters
- Lighting
- Music
- Colours
- Movement

# MARKING SCHEME

## ► Critical Response

17–20	<ul style="list-style-type: none"><li>• Relevant response to the question throughout.</li><li>• Points of view show a critical response to the question through consistent justification with appropriate evidence from the work.</li><li>• Arguments are made that link with valid conclusions.</li></ul>
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## GRAMMAR AND VOCABULARY

17–20	<ul style="list-style-type: none"><li>• Consistent variation of vocabulary and grammatical structures, including different types of complex language, expressing ideas in a variety of ways to produce articulate writing.</li><li>• Consistent use of terminology appropriate for critical response to the literary or cinematic work.</li><li>• Accurate use of language throughout, resulting in coherent writing; any errors do not hinder clarity of communication.</li></ul>
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# 建議教學法： 場景分析練習

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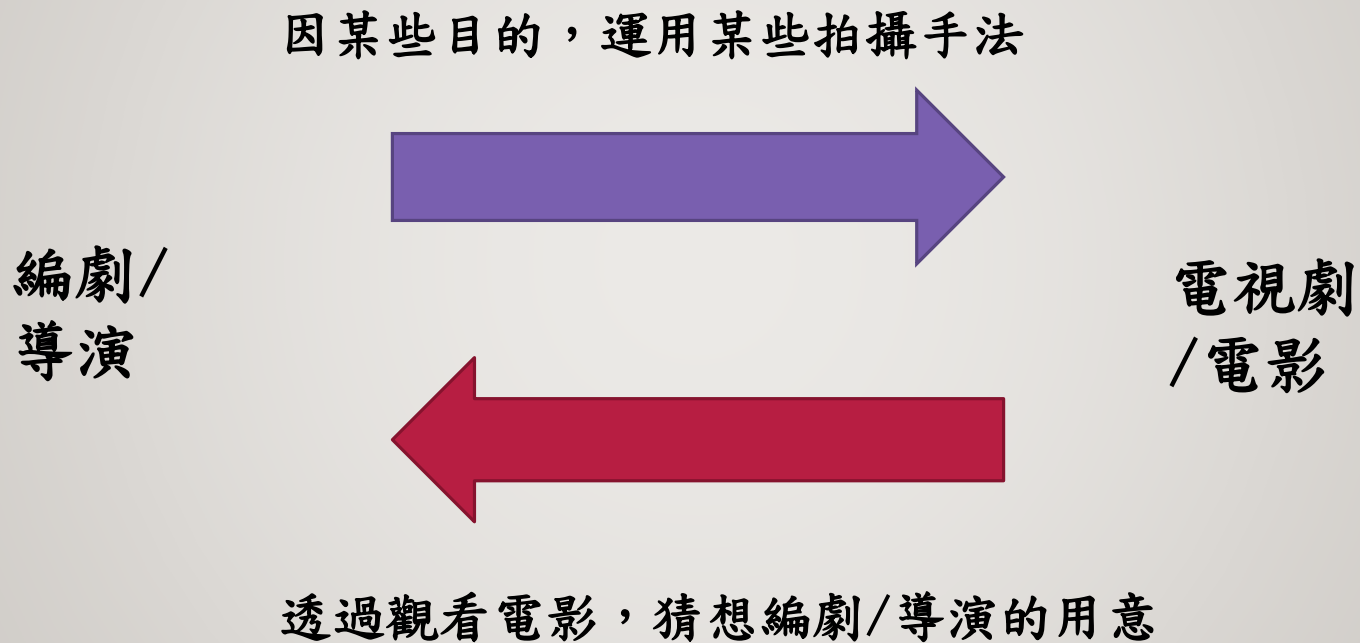
# 你對《天水圍的日與夜》的 第一印象？

---

例如：樸實、用色比較淡/暗



# 編劇/導演在想甚麼？



# 場景分析練習

---

- 首先，老師播放其中一個電影場景
- 引導學生根據基本範疇思考，然後進行小組討論
- 運用練習簿，記下小組討論的結果，並派代表分享
- 老師評價各組的答案，再提供自己的分析作參考
- 建議從較短的場景入手，避免讓學生感到壓力

# 工作紙（初階）

- 主要就「文字」、「影像」、「聲音」三個範疇記下簡單重點
- 然後由老師引導學生思考，嘗試解讀當中的意義
- 討論過程中可訓練學生思考電影內容的細節，亦可向他們介紹一些功能詞彙

（例子）	文字	影像	聲音
重點	沒有對白	色彩鮮明	節奏明快的背景音樂
意義	讓觀眾集中觀看畫面	形造歡樂的氣氛	形造歡樂的氣氛

# 工作紙（中階）

---

- 認識拍攝手法及相關詞彙
- 嘗試推測運用某拍攝手法的原因以及其功用
- 較進階的學生可評論電影的拍攝手法，及提出改善建議





# 拍攝手法

---

## 鏡頭 CAMERA WORK

- 鏡頭角度：高角度、低角度
- 鏡頭：特寫、中景、遠景

## 運鏡 MOVEMENT

- 鏡頭拉近、拉遠、滑動變焦

## 色彩 Colors

- ▶ 顏色外相：冷色、暖色
- ▶ 顏色亮度：淺色、深色

## 聲音 Sound

- ▶ 無聲 / 寂靜
- ▶ 背景雜音
- ▶ 消除背景雜音
- ▶ 放大某種聲音

## 音樂 Music

- ▶ 速度：急速、輕快、緩慢、沉重
- ▶ 音高：高音、低音

## 燈光 Lighting

- ▶ 明調採光
- ✓ 可製造開闊／友善的氣氛
- ▶ 暗調採光
- ✓ 可製造懸疑／緊張的氣氛

- **鏡頭 Camera Work**

- 鏡頭：特寫、中景、遠景
- 特寫的鏡頭可讓觀眾集中于角色的面部表情，但不能像中景、遠景一樣提供背景資訊（例如：主角的動作、處於甚麼環境等）。換個角度看，特寫由於無法展示背景發生的事情，適用於營造懸疑氣氛
- 鏡頭角度：高角度、低角度
- 當鏡頭在上方向下拍攝，可特顯出被拍角色向上仰視的情況，反映角色為權力較小、比較需要幫助的一群

- **角色人物在畫面的位置**

- 一般而言，角色人物的視線方向有足夠的空間
- 有些時候會刻意安排角色人物面向並貼近畫面框架，大幅縮小視線方向的空間，營造壓迫感等負面情緒

## 工作紙（高階）

- 需要結合電影中多個場景作分析
- 學生需要因應題目，思考電影中出現的情節，並選取合適的內容作證據
- 透過對證據的解釋，引證自己的觀點

貴姐與「阿婆」的關係變化？	
觀點 (Point)	變得親近
證據 (Evidence)	<p>（電影中的情節）</p> <p>初初認識的時候，<u>貴姐</u>主動打招呼或是提供幫忙，但「阿婆」表現不太願意接受。</p> <p>後來，「阿婆」主動送金器給<u>貴姐</u>，把其當作家人。</p>
解釋 (Explanation)	<p>（從上述證據中可看出）</p> <p>「阿婆」漸漸開始接受<u>貴姐</u>。</p>

例題：  
探討電影如何表達「阿婆」  
與女婿的關係。

提示：電影中哪個場景跟這道題目相關？

→「阿婆」與女婿相約在酒樓的一幕

## 試題作答例子（比較）

例題：探討電影如何表達「阿婆」與女婿的關係。

當女婿拒絕「阿婆」送出金器時，「阿婆」神情失落，非常傷感，演技逼真。

整體來說，電影有效地運用各種拍攝技巧，令觀眾觀看時容易投入情節，簡單直接地領略到「阿婆」與女婿兩人的關係不太好。

鏡頭運用得宜，配合劇情需要用遠景交待整個畫面，又以近鏡特顯各人的情感。

「阿婆」十分期待見孫兒，但女婿推說孫兒忙於做暑期工，沒有空一同飲茶。

觀看電影時，我充分感受到「阿婆」被拒絕的時候多麼失望、傷心。

但是，我認為某些用以表達關鍵情節的畫面可考慮由遠景切入至近鏡，甚至特寫。例如，女婿拒絕「阿婆」送出金器的一刻，可用特寫展示兩人的手部（及金器），以幫助觀眾聚焦於較重要的情節上。

電影情節中，「阿婆」與女婿相約在酒樓的一幕表達出兩人的關係不太好。



# 參考資料 REFERENCES

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/teaching-and-learning-materials/GCE-Generic-2017-Approaches-to-teaching-film.pdf>

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/teaching-and-learning-materials/GCE-Generic-2017-How-to-analyse-text-film.pdf>

- **Sikov, Ed. Film Studies, An introduction. (2010). NY: Columbia University Press.**

- **Sound in Filmmaking**

- <http://thecinematheque.ca/education/wp-content/uploads/2012/02/LanguageofFilm07.pdf>

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謝謝大家！