



聖公會中學(澳門)小學部

中文科分班政策

學校非常重視培養學生的中文語言能力。為了滿足學生在學習中文方面的多樣化需求，解決教學過程中遇到的挑戰，確保高品質的教學，並提升學生的中文學習能力，學校制定了分組政策。該政策旨在為家長和學生提供一個合理的班級分配框架。從小學一年級開始，將實施以下三個中文語言學習組別：

這一政策將使學校能夠準確確定每個學生適合的中文語言學習組別。目標是優化幼稚園到小學過渡階段所有學生的學習體驗和學習成果。

(以下表格為各組別的簡要描述)

1. 組別簡介:

一語	<ul style="list-style-type: none">根據 DSEDJ 小學教育階段中文基本學力要求(第二語言)，教學課程促進學生全面提高聽、說、讀、寫能力，培養學生的中文素養，提升語文知識水平，從而銜接中學的中文課程。該組別的高一學生將參加 IGCSE (第一語言) 證書考試，高三學生將參加 A-Level 證書考試。
二語	<ul style="list-style-type: none">參照 DSEDJ 小學教育階段的基本中文學力要求(第二語言)，並根據學生的實際學習情況適當調整課程。該組別的高一學生將參加 IGCSE (第二語言) 證書考試，高三學生將參加 AS-Level 證書考試。
普通話班	<ul style="list-style-type: none">主要教授實用漢語，着重培養學生聆聽和運用普通話交談的能力，訓練閱讀和寫作的基本能力。該組別的高一學生將參加 IGCSE (普通話) 證書考試。

*一語及二語使用相同的教科書



2. 分組標準:

一語:

一年級	經過兩個月的綜合觀察，學生達到 90 分以上（含 90 分）或符合此課程要求的前 34 名學生將進入一語組別學習中文。
二年級 - 三年級	基於學生一學年的整體成績，學生達到 85 分以上（含 85 分）或符合此課程要求的前 34 名學生將進入一語組別學習中文。
四年級 - 六年級	基於學生一學年的整體成績，學生達到 80 分以上（含 80 分）或符合此課程要求的前 34 名學生將進入一語組別學習中文。

*該組餘下的學生將安排到二語

二語:

一年級 - 六年級	基於學生一學年的整體成績，學生達到 50 分以上（含 50 分）或符合此課程要求的學生。
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普通話:

一年級 - 六年級	符合該課程要求的學生
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3. 學生在分入不同中文語言組之前，從 9 月至 10 月會有兩個月的觀察期。一年級學生將於 11 月收到各自中文班分組的通知。
4. 在一年的學習後，如果學生想選擇高程度的課程，需在期末考試前寫信向學校提出申請，經過考核，分數必須達到分組標準；
5. 原則上一語的學生不能轉到普通話班，如學生有意轉到其他組別，必須寫信向學校提交申請，學校將視乎學生的實際情況進行審批；
6. 學校將保留最終決定權。

Macau Anglican College The grouping policy for Primary Section (Chinese Department)

The school places a strong emphasis on developing students' Chinese language abilities. In order to address the diverse needs of students in learning Chinese, resolve challenges encountered during the teaching process, ensure high-quality instruction, and enhance students' Chinese learning competencies, the school has devised a grouping policy. This policy also aims to provide parents with a research-based and logical framework for class placement. During the first year of Primary, the following three Chinese language learning groups will be implemented:

This policy will enable the school to accurately determine the appropriate Chinese language learning group for each student. The goal is to optimize the learning experience and outcomes for all students in this transitional stage from kindergarten to primary education.

Group brief description: Below in the table:

1. Group brief description:

First Language	According to The Requirements of Basic Academic Attainments (second language) issued by DSEDJ for primary education, the teaching curriculum encourages the students to improve their listening, speaking, reading and writing abilities in an all-around way to enable students to develop Chinese language proficiency. Also, this syllabus plans for a cohesive interface with the Secondary Chinese curriculum. Students in F4 from this group will sit for the IGCSE 0509 (Chinese) international exam, and students in F5 will sit for the A-level international exam.
Second Language	According to The Requirements of Basic Academic Attainments (second language) issued by DSEDJ for primary education an adjustment of the syllabus will create better learning experiences. F4 students from this group will take the IGCSE 0523 (Chinese as a Second Language) international exam, and F5 students will take the AS/Level international exam.
Mandarin	According to the requirements of our school based



	Mandarin curriculum, the key mission of this group is to enable students' practical application of Chinese, develop students' listening and speaking fluently in Chinese, and develop essential reading and writing skills. F4 students from this group will take the IGCSE 0547 (Mandarin as a foreign language) international examination.
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*The first language and the second language group will use the same textbook.

2. Criteria for grouping

First language:

P1	After two months of observation (including the formative and summative assessments), students who scored above 90 (including 90) or the top 34 students who met the syllabus requirements will join the First Language learning group.
P2-P3	Based on their full year academic performance, students who scored above 85 (including 85) or the top 34 students met the syllabus requirements and will join the First Language learning group.
P4-P6	Based on their full year academic performance, students who scored above 80 (including 80) or the top 34 students met the syllabus requirements and will join the First Language learning group.

Second language:

P1-P6	Based on their full year academic performance, students who scored above 50 (including 50) have met the syllabus requirements and will join in the Second Language learning group.
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Mandarin:

P1-P6	Based on their full year academic performance, students who have not met the criteria for either the First or Second Language pathway will join the Mandarin learning group.
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Before the students are placed into Chinese language groups there will be an observation period from September to October. P1 students will be notified of their respective Chinese language groups from November.

4. Once a student has been studying in a Chinese language learning group for one year, if they wish to take a higher-level syllabus, they should apply to the school before the final assessment and pass it according to the criteria mentioned above.

5. In principle, students in the First language group cannot transfer to the Mandarin group. If students wish to move to another group, they must apply to the school by writing a letter. The school will consider the application in light of the actual circumstances of the student.

6. In case of any dispute arising from the implementation of this policy, the school reserves the right to make the final decision.