

King Edward VI Aston School, Curriculum Map Mandarin

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Vision and ethos | Upon leaving school, we expect our students who have studied Mandarin to have developed a solid knowledge for the Chinese language and the culture, to have developed a strong lifelong language skill in Mandarin, which will enable them to have competitive advantage in the world of business as China's booming economy continues to grow. We strive to provide the best opportunities for our boys to immerse themselves in the culture, language, traditions and history of China during their study of Mandarin. We also expect students to develop the skills needed to become active independent learners and to have the confidence to consider themselves as 'World Citizens' who belong to a multicultural, mutually respectful world. | | | | |
| Knowledge, skills & understanding (Including threshold concepts & hinge questions) | <p>China/characters/pinyin/greetings/ Numbers/age/birthday/family/ hobbies/Food and drink/School Mid-Autumn festival and Chinese New Year (Jinbu1 Chapter1,2,3.5.&4)</p> <p>Knowledge: -Facts about China and Chinese languages -Chinese culture related to topics -Characters, radicals -Pinyin and tones -Mid-Autumn festival -Chinese New Year -Me and my family -Food and drink -School subjects</p> <p>Skills: -Listening, speaking, reading and writing skills on topics learned - IT skills on typing characters on computers/tablets/pads/phones</p> <p>Understanding the threshold concepts: -How Chinese characters are invented and formed. -The rules and basic strokes of writing Characters. -Characters' spacing -How to form words/complex characters using simple characters. -Why was Pinyin created? -How to pronounce characters using Pinyin and tones -Mandarin is different but not difficult</p> | <p>School /Holidays/Travel in China/shopping/ Mid-Autumn festival and Chinese New Year (Jinbu1 Chapter 5, Jinbu2 Chapter 1.5.4)</p> <p>Knowledge: --Schools in China and schools in the UK -Cities in China, famous places, basic geography knowledge about China -Shopping in China -Past and future tense -Travel experience and travel plan -Festivals in China -Chinese culture related to topics</p> <p>Skills: -Listening, speaking, reading and writing skills on topics learned -Using IT technology to support independent learning</p> <p>Understanding the threshold concepts: -How Chinese word order is different -Three tenses (past, present, future) are the key and foundation of further learning -Why do we have to learning the meaning of individual characters? -How to build extended words using individual characters</p> | <p>All about me/where I live /Work and Employment/ Social issues and environmental issues Dragon boat festival and Christmas in China (Jinbu2 chapter2.3. Edexcel GCSE Text book chapter1, 8)</p> <p>Knowledge: -Describing people's appearance and your room. -Daily route -You home and local areas -Jobs/ideal jobs -Future plans -Chinese culture related to topics -Wider world issues -Environmental issues</p> <p>Skills: -Listening, speaking, reading and writing skills on topics learned -Using IT technology to support independent learning</p> <p>Understanding the threshold concepts: -Higher level learning builds a solid foundation of recognising characters -Recognition of using a variety of vocabulary and correct sentence structure is key to good writing - Further development and deeper understanding of three tenses</p> | <p>Me, my family and Friends/ technology in everyday life/free time activities Chinese customs and Festivals/Social issues and environmental issues (AQA GCSE Theme 1 and 2)</p> <p>Knowledge: -A variety of adjectives to describe people and places -A variety of past tense and future tense markers to indicate past and future tenses. -Social media and mobile technology -Leisure activities -Current social and environment issues -Customs and festival in Chinese speaking countries/communities</p> <p>Skills: -Listening, speaking, reading and writing skills on topics learned -GCSE exam skills</p> <p>Understanding the threshold concepts: -Continued further understanding of building extended words with individual characters -What makes a higher-level Mandarin speaker? A good range and variety of words, conjunctions and correct use of tenses</p> | <p>My studies/life at school, college/Education post 16/Job, career choices and Ambitions Social issues and environmental issues (AQA GCSE Theme 3) Revision</p> <p>Knowledge: -Differences between Chinese schools and schools in the UK -Education systems in China and the UK. -School activities -School rules and pressures -Future plan -Work experiences -Ambition and volunteering -Campaigns and good causes -Current job market situation -GCSE mark scheme</p> <p>Skills: -Listening, speaking, reading and writing skills on topics learned -GCSE exam skills</p> <p>Understanding the threshold concepts: -Understanding the importance of building a variety vocabulary and structures. -Understanding the importance of using correct tenses and longer/complex sentences in speaking and writing exam.</p> |

King Edward VI Aston School, Curriculum Map Mandarin

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| Key in-class learning activities | <ul style="list-style-type: none"> - Role play -Class survey -Chinese rap making -Chinese whisper -Reading competition- who can spot the most characters from authentic material (YouTube video, newspaper, magazines etc.) -Group writing competition | <ul style="list-style-type: none"> - Role play -Class survey - Reading competition- who can extract the most information from authentic material (YouTube video, newspaper, magazines etc.) -Group writing competition. -Mini white boards writing, listening activity | <ul style="list-style-type: none"> - Role play -Class survey - Reading competition-to practise skimming and scanning skills -Group writing competition. -Mini white boards writing, listening activity -Discussion and debate on events happening in China | <ul style="list-style-type: none"> -Listening activities with background noises - Role play -exams questions targeted -Guess the photo competition- describing photo cards - Reading competition-to further develop skimming and scanning skills -Group writing competition. -Mini white boards writing, listening activity -Discussion and debate on events happening in China | <ul style="list-style-type: none"> -Listening-Past paper practice - Role play -exams questions targeted -Guess the photo competition- describing photo cards -Pick topic from the hat and have general conversation - Reading competition-to further develop skimming and scanning skills -Group writing competition. -Mini white boards writing, listening activity -Discussion and debate on events happening in China |
| Key homework learning activities | <ul style="list-style-type: none"> -Posters design to show your understanding of Chinese characters -Teach your parents number 1-10 -Write down your ideas to remember key characters and share with the class -Video project-make a video to show off your language skill or to teach your friends Mandarin you learnt. - Make a powerpoint presentation to introduce yourself and show off your character typing skills -Tasks on Jinbu1 workbook | <ul style="list-style-type: none"> -Project- Make a presentation including pictures and writing in characters to talk about the best holiday you had with your family -Weekly characters to practise at home. -Tasks on Jinbu2 work book -Watch a recommend Chinese drama -Read a recommended book in Mandarin | <ul style="list-style-type: none"> -Project- Make a presentation including pictures and writing to talk about your future plans/your school -Weekly characters to practise at home. -Tasks on Jinbu2 work book -Watch a recommend Chinese drama -Read a recommended book in Mandarin | <ul style="list-style-type: none"> -Project- Make a presentation including 5 of your favourite pictures, prepare to describe any pictured picked by your class mates. -Weekly characters to practise at home. -Tasks on GCSE study pack -Watch a recommend Chinese movie every half-term and prepare to have general conversation about it. -Read a recommended book in Mandarin | <ul style="list-style-type: none"> -Project- Make presentations on the topics you pick, present to your class and prepare to answer follow up questions -Weekly characters to practise at home. -Tasks on GCSE study pack -Watch series of YouTube video on GCSE topics. -Read a recommended book in Mandarin |
| Assessment points | <ul style="list-style-type: none"> • CAT1-Listening, reading and writing skills on characters, pinyin, number age. • Separate Speaking assessment -Role play • CAT2- Listening, reading and writing skills on family and hobbies • Separate Speaking assessment- Role play | <ul style="list-style-type: none"> • Speaking- Role play • CAT1-Listening, reading and writing skills on holidays • Speaking- Role play • CAT2- Listening, reading and writing skills on holidays and Travel in China | <ul style="list-style-type: none"> • Speaking- Picture based conversation • CAT1-Listening, reading and writing skills on 'school subjects' • Speaking- Role play and picture-based conversation | <ul style="list-style-type: none"> -After each GCSE topic is completed a CAT will take place, mimicking exam assessment. Which would include a separate speaking assessment and a written assessment on listening, reading and writing. -Every half term student will need to produce a 32mark | <ul style="list-style-type: none"> -After each GCSE topic is completed a CAT will take place, mimicking exam assessment. Which would include a separate speaking assessment and a written assessment on listening, reading and writing. -Every half term student will need to produce a 32mark writing on the topic learns. |

King Edward VI Aston School, Curriculum Map Mandarin

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| | <ul style="list-style-type: none"> CAT3- Listening, reading and writing skills on | <ul style="list-style-type: none"> Speaking- Presentation and follow questions CAT3- Listening, reading and writing skills on shopping | <ul style="list-style-type: none"> CAT2- Listening, reading and writing skills on 'Where you live' Speaking- Presentation and follow up questions CAT3- Listening, reading and writing skills on jobs/future plan | <p>writing piece on the topic learns.</p> <p>-Mock exams</p> | <p>-Mock exams</p> |
| <p>Additional learning opportunities</p> | <p>-</p> <ul style="list-style-type: none"> -End of year restaurant trips -Chinse new year work shops -Quizlet, memrise, ipandarin to support home learning -Cookery workshop -Chinese club -Cross curriculum learning (Math, PE, Music, Art) | <ul style="list-style-type: none"> -Trip to China -Chinse New Year work shop -Quizlet, memrise, ipandarin to support home learning -Skitter app to practise characters -Chinese supermarket trip -Chinese homework club -House writing/character recognise competition - Cross curriculum learning (Food, DT) | <ul style="list-style-type: none"> -London Chinatown trip -Chinse New Year work shop -Quizlet, memrise,ipandarin to support home learning -Skitter app to practise characters -Virtual tour of a school in China -Chinese homework club -Writing competition with other Swire centres Cross curriculum learning (Geography. History) | <ul style="list-style-type: none"> -Chinese Restautant trip -Quizlet, memrise, ipandarin to support home learning -Chinese homework club -Writing competition with other Swire centres -External speakers -Cross curriculum learning (Geography. History) | <ul style="list-style-type: none"> -Quizlet, memrise, ipandarin to support home learning -Chinese homework club -Writing competition with other Swire centres -External speakers |

CURRICULUM RATIONALE – Mandarin

China has a booming economy and is a rising global superpower, so learning Mandarin provides a unique and exciting opportunity for Aston students, who will have a competitive advantage in the world of business. We want our students to understand the value of these communication skills in the job market and the importance of working hard to achieve results. We aim to inspire young minds of our boys to understand the big picture, the value of learning the language, and the positive impact it can have on their lives.

We strive to provide the best opportunities for our boys to immerse themselves in the culture, language, traditions and history of China during their study of Mandarin. Due to the way in which the Mandarin programme is funded, we can ensure that all of our students have equal access to the

King Edward VI Aston School, Curriculum Map Mandarin

subject regardless of different abilities and needs, and we are also able to offer a trip to China at a low cost. We ensure our boys make vertical progress in listening, speaking, reading and writing, not only through communicating using the language in the classroom, but also through applying their language skills in real life situations, which include speaking to native Chinese speakers, writing to pen pals in China etc. We also aim to offer Mandarin A Level course in the future to enable our boys to study Mandarin at university.

Year 7

The primary goal of this course is to help the learners use Mandarin to exchange information and to communicate their ideas on a basic level.

students should be able to recognise 100-120 characters and it is expected that they will be able to write about 70-90 characters. In order to establish a solid foundation for character learning, students will be taught radicals and formation on how characters were formed, so that we will learn a very effective way to memorise the pictographic and ideographic characters. They will also learn how to look up new words in the dictionary and be able to write a short paragraph in characters using a computer.

Students will be able to ask and answer basic questions about their families, daily lives and personal interests using intonation and simple question words and structures. They will be able to give simple explanations for their opinions as well as express simple agreements and disagreements. Students will also be able to write short paragraphs. The principal focus of their writing will be the writing characters in the correct stroke order (top to bottom, left to right), and using time phrases in the right word order. Throughout the course students will use authentic materials to investigate the rich cultures of the Chinese-speaking world.

Target language will be introduced in the first lesson, lessons on understanding classroom commands will be taught in the first half-term. Target language will be used as much as possible by teachers and students, in order to provide students more opportunities in immersing themselves in the language.

King Edward VI Aston School, Curriculum Map Mandarin

Year 8

In Year 8 we begin the important work of helping the students to build on the grammar and vocabulary acquired in Year 7. They move on also to more complex grammar and topic areas.

We continue to study the cultural context through films, Chinese drama, songs and literature. We will have more emphasis on communicating authentically. An integral part of the study of the culture is our trip to China.

At the end of this course, they should be able to recognise over 200 characters and write over 150 characters. Guided writing will be introduced at this level and students will be able to hold discussions on topics related to their own lives based on the language they have learned.

Students will be able to ask and answer questions about their school, home and personal lives using a variety of question words and structures. They will be able to express agreement and disagreement and give justifications for their opinions. Students will use a range of grammatical concepts such as negative phrases, comparative words and adverbs to write detailed paragraphs. Students will continue to build their knowledge of present tense and using different time phrases in the correct word order, and will master the use of the past tense and future tense. Throughout the course students will use authentic materials to investigate the rich cultures of the Chinese-speaking world.

More lessons on using target language will be introduced and students' ability of understanding and answering teachers' commands and questions in the target language will be further developed.

Year 9

In Year 9, we strive to ensure that all students gain a **deeper** understanding of the grammar to which they have been introduced in Year 7 and 8. Students will learn to comprehend texts with the help of new vocabulary and sentence structures and reading strategies.

Students will be encouraged to manipulate the language to express and create their own ideas and hold discussions on topics related to their own life. Cultural elements will be explained and added to the learning while students progressing in their language abilities.

King Edward VI Aston School, Curriculum Map Mandarin

Students will be able to ask and answer questions about their personal lives and the world around them. They will be able to express and react to opinions as well as express a range of other emotions including enthusiasm, disappointment, indifference, desires and possibilities. Students will use a wide range of grammatical concepts such as adverbs, a variety of conjunctions and the comparative and superlative, to write detailed text. Students will be able to recognise over 280 characters and write over 230 characters. Throughout the course students will use authentic materials to investigate the rich cultures of the Chinese-speaking world and will be using as much target language as possible to communicate with teachers in the classroom.

Year 10-11

The new specification GCSE (for teaching from 2017) differs quite substantially from the former specification, the speaking and writing components have considerable amount of increase in difficulties. Student are required to talk spontaneously for a longer period of time and write more characters from memory. We take the ideas and subject knowledge students have been introduced to in KS3 to a deeper level of understanding and greater mastery of threshold concepts. Students will build and use a variety of vocabulary, sentences structures and conjunctions along with correct tenses to express themselves in speaking and writing.

GCSE Mandarin Specification

Listening Paper – 25%

Speaking Paper – 25%

Reading Paper – 25%

Writing Paper – 25%

The course covers a range of topic areas from school and future plans to the working world and global and social issues. Students will be able to recognise over 850 characters and write over 500 characters.

We complete the course in time to allow a number of weeks for the revision of all topics and the completing of past papers.

King Edward VI Aston School, Curriculum Map Mandarin