

**Mandarin  
Curriculum Content**

<b>Half term</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Autumn 1</b>	Pinyin Introduction to Chinese characters Numbers, age, dates and birthdays Family and pets Hobbies	Hobbies and interests Sport Opinions Describing your town Transport Prepositions	On holiday Sightseeing Healthy living Sports School subjects Future plans
<b>Autumn 2</b>	Hobbies Sport School subjects School uniform Telling the time	Talking about family and pets Jobs Shopping Describing and comparing products Talking about quantities Numbers larger than 100	In my town Life in my local area Asking directions Weather Problems in my area
<b>Spring 1</b>	Food and drink Countries and nationalities Weather Forming the past tense Chinese New Year	Describing people's appearance Describing people's personalities Making positive and negative comparisons Cardinal directions	Festivals and customs The internet and social media Career plans Applying for a job
<b>Spring 2</b>	Transport Places Location based activities Talking about completed actions	Food and drink In the restaurant Talking about completed actions Softening the tone of a sentence	My home and family life Environment Social issues Food Free time
<b>Summer 1</b>	Describing appearances Daily routines Describing your bedroom Prepositions and location	Daily routines Directional vocabulary e.g. go out, come in, come out etc. Telling the precise time Describing school life On holiday	Entertainment and media EXAMINATIONS
<b>Summer 2</b>	(Year 10) Describing your house Making comparisons Where I live Jobs Forming the future tense	GCSE examination skills Speaking exam preparation Holidays Weather	

## **Mandarin Curriculum Content**

### **Skills**

Throughout the GCSE course, students will explore the language by listening, reading, writing and speaking, thus giving them the opportunities to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy in terms of grammar and selection of vocabulary.
- express and develop thoughts and ideas spontaneously and fluently.
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities around the world where Chinese is spoken.
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment.
- develop language strategies, including repair strategies.

\* In addition, students will explore strategies to encourage retention of and reproduction of vocabulary and Chinese characters, to improve their fluency and accuracy across all 4 skills.

### **Assessment**

This linear GCSE course from AQA is examined entirely by examination at the end of Year 11. There are 4 papers, each equally weighted:

Paper 1 – Listening

Paper 2 – Reading

Paper 3 – Writing

Paper 4 – Speaking

*Further details about the course can be found at <https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673>*