

IB CHINESE B MANDARIN 12 SL: COURSE DESCRIPTION

Prerequisites:	IB CHINESE B MANDARIN 11 or subject to teacher approval
Textbooks:	<u>Chinese Made Easy</u> Textbook IV (main text) Zhongguotong Stages 3 & 4 (supplementary texts)
Workbook:	Chinese Made Easy Workbook IV (cost-TBA)
Dictionary:	Concise English-Chinese, Chinese-English Dictionary Published by Oxford University Press Mandarin Chinese-English Bilingual Visual Dictionary Published by DK Limited (2008)



Additional Resources: Audio and video resource materials are used throughout the year.

Course Description: This course, Mandarin 11 (IB/SL), will focus on developing students' abilities in communicating accurately and effectively in listening, speaking, reading, and writing in the Chinese language, with emphasis on the reading and writing skills in different types of texts. Throughout this course, students will learn to respond in Chinese to demands in day-to-day communication for a wide variety of topics and be challenged to examine Chinese culture within an international context.

Group 2 aims (Language B – Mandarin Chinese): *The following aims are common to both language B and language ab initio.*

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

Assessment objectives

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses. There are five assessment objectives for the language B course. Students will be assessed on their ability to:

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Evaluation: The following percentages are required to achieve the letter grades listed below:

A	86% - 100%	B	73% - 85%	C+	67% - 72%
C	60% - 66%	C-	50% - 59%	I	0% - 49%

Conversion to IB Scores:

Report Card % Range	IB Score
0-49%	1
50-69%	2
70-75%	3
76-85%	4
86-89%	5
90-95%	6
96-100%	7

Marks:

A: 70% of the Final Mark

Subject	Percentage	Description
Test	30%	Student will be tested on simplified characters, and grammar
Oral & Projects	25%	Students will be marked on oral pronunciation and production based on conversation, role-play, presentations and other activities.
Writing & Homework	20%	Homework and writing assignments
Quizzes	15%	Daily in-class quizzes
Participation	10%	Attendance, on task during class time, completing homework and assignments on time

B: 30% of the Final Mark
School Final Exam

Prescribed Themes Covered:

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet

Semester Timeline:

Month	Topics to be covered (Chapters)
February	About China: its language, geography and food (Ch. 1-3)
March	Travel: summer holiday, world cities (Ch. 4-6)
April	Family: family tree, pets, personality (Ch. 7-9)
May	Local Community: volunteer work (Ch. 10-12)
June	Review

General Expectations:

It is expected that students will:

1. Attend class
2. Take risks in trying to improve their ability to use Mandarin
3. Ask for extra help from the teacher or classmates when it is needed
4. Participate in personal goal-setting
5. Participate in group projects when required
6. Complete assignments on time and bring them to class
7. Be respectful of others in the class
8. Use technology in a respectful and appropriate manner



**If a class is missed, it is the student's responsibility to be up-to-date upon return to class.

Academic Honesty:

Please refer to Port Moody Secondary's IB Academic Honesty Policy.

Supplies (to be brought to every class):

1. Three-ring binder and paper
2. Blue or black pen(s), ruler, pencil(s) and eraser
3. Textbook & workbook