

ST. JOSEPH'S INSTITUTION INTERNATIONAL MALAYSIA



**Chinese B HANDBOOK
2017-18**

Why study Chinese B?

China is the home of one of the world's great civilisations. Chinese culture and civilisation, as recorded in written records, has evolved continuously for almost 4,000 years, and she is the only survivor of the great "ancient" civilisations. China today has almost one quarter of the world's population and is an emerging great power. Communication in Chinese language and awareness of the values and achievements of this civilisation are highly desirable elements in a curriculum geared to international understanding. It is particularly relevant and important to an international school like SJIIM set in Malaysia where one third of the population is Chinese descendant. There is a burgeoning desire on behalf of both Chinese Malaysian students and students with other background to learn about Chinese language and culture.

Chinese B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL)—for students with some background in Chinese language. While acquiring the Chinese language, students will explore the culture connected to it. The focus of the course is Chinese language acquisition and intercultural understanding.

At SJIIM Malaysia, Chinese B is offered at both higher level (HL) and standard level (SL).

Approaches to teaching and learning in Chinese B

Teaching and learning Chinese B is consistent with the IB learner profile and the pedagogical principles that underpin the IB programmes: the promotion of critical- and creative- thinking skills, and learning how to learn.

In Chinese B language classroom one can expect to see the following taking place:

Communication:

Students learn to exchange thoughts, messages and information effectively through personal interaction, reading, writing and culturally appropriate gestures. A huge amount of new grammar is introduced alongside new vocabulary and students must adapt quickly to make sense of what they see and hear, and be able to express more complex ideas by using the variety of grammar and vocabulary in both written and oral (presentation and interactive) forms.

Thinking:

From a content point of view, students analyze and evaluate issues and ideas that arise from being exposed to more authentic texts relating to cultural differences between Chinese and other cultures. Students are required to generate novel ideas and consider new perspectives based on texts read. These for example are up to date texts from the internet and current news via the CCTV and other sources selected by the teacher. Through a wide and varied offer of readings and listening, students, while they may not know the meaning of each word written, will be able to deduce approximate meaning of words in a new context. They use these linguistic

skills and knowledge in multiple contexts, including listening, reading, writing and speaking.

Self-Management:

Students start to develop a mind-set whereby they accept that they will no longer know every word on the page. They learn to make educated guesses about the meaning of words based on the context and familiar language surrounding the word. They develop a certain resilience and perseverance with regard to making meaning in unfamiliar contexts. The reading materials relating to the topics studied provide a wide range of readings. While the material recommended by the teacher cannot all be covered in class, students are asked to read in their own time.

Social Skills:

The IB mission statement encourages students to “understand that other people, with their differences, can also be right.” In the context of second language acquisition this could not be more appropriate. Through exposure to authentic texts, videos and people, students begin to understand that while a particular trait may be strange or even unacceptable in one society, it is encouraged and accepted in another. From the point of view of a learner, collaborative activities give students an opportunity to engage in discussion and to be exposed to alternative points of view, which means that “cooperative learning and critical reflection are natural allies” (Kagan 2003). To this end, students work in pairs or groups to apply strategies to decipher meaning from texts, discover creative ways of remembering words etc.

Research Skills:

“In the Internet world, the ease of finding something obscures the difficulty of finding the right thing” (Gustavson and Nall 2011: 291). The written assignment requires students to conduct their own research, not necessarily, but often online. Students are taught and then call on their research and critical thinking skills to select relevant texts upon which to base an exploration of one of the Core topics.

Chinese B and the IB learner profile

While you progress through your diploma programme studies and activities, you will develop a number of attributes. The IB calls this the IB “learner profile”. This table shows you what the learner profile attributes are and some examples of how Chinese B can help you develop these.

We hope you will become ...	Example in Chinese B
Inquirers	We teach students how to use online resources (for example, Chinese social media, Chinese websites where students can read and make online contributions) and assess the validity of them to maximize their exposure to authentic Chinese language. We encourage students to go beyond the syllabus by inquiring into material that has not been explicitly taught. This promotes self-driven investigation and cultural research. We try to inspire students to continue with their cultural and language-based inquiries. Inquiry is fostered by watching television programmes and YouTube clips in Chinese language; listening to songs; analyzing advertisements; and

	visiting China.
Knowledgeable	Through the Core and the Optionals we engage in topics such as the exploration of social relationships, racism, global issues, historical and political events, the impact of technology and the environment. We examine these topics both in Chinese language and other languages in order to facilitate comparisons. Misconceptions that arise due to inexperience with how expression of ideas in Chinese language relate to that of other languages are explored and ultimately clarified. Knowledgeable students are able to understand and appreciate differences. Additionally, knowing vocabulary, grammar and different linguistic systems all contribute to being a knowledgeable learner in the context of Group 2.
Thinkers	We encourage students to use the knowledge gained (see above) and thereby adopt a defensible stance. The assessment tasks require students to express researched opinions and also to select appropriate text types for effective delivery to the target audience under consideration. They must use knowledge to assess issues and react with critical responses.
Communicators	Our subject, by implication, requires that students communicate in more than one language. For some students, this may indeed be their third language. Communication in another language is most effective if students are able to incorporate culturally appropriate gestures, body language, rituals, idioms, practices and choose language appropriate to the situation and audience.
Principled	We try to develop an appreciation for other languages and to understand the nuances between languages. Comments such as “that’s weird” are explored until students are better able to understand the meaning of such. The differences between daily lives of societies are explored and respect of other peoples and their traditions are encouraged.
Open-minded	We spend time learning about, evaluating and assessing different cultures and societies non judgmentally. We try to look at customs and traditions in society without bias. Through this, we gain further understanding for our own culture. We encourage students to look at issues from all sides, for example, immigrants and native peoples. Students are encouraged to explore and appreciate their own and others’ cultures and personal histories; how traditions are maintained for future generations and whether or not some traditions should be maintained (for example, shark fin soup). Students learn to adopt a position and justify it.
Caring	To be open-minded about an issue is to explore and think about an issue non judgmentally. Caring is to exhibit empathy for an issue. This is demonstrated by the students written and spoken word. Students are encouraged to be accepting of

	others and show respect for the different cultural practices and behaviors.
Risk-takers	The best way to learn a language is to “jump in both feet first”. This means taking a risk in using the language, going beyond your comfort zone, expanding your skill and confidence. The best language students are those who will go to a native speaker and initiate a conversation. We encourage students to use language in unfamiliar contexts to create spontaneous communication. Strategies are taught to provide students with the tools that they can call upon to give meaning in unfamiliar situations.
Balanced	Languages are different to other subjects or skills in that there are no short cuts to learn or catch up on missed material. Learning a language requires patience and time. It is a cumulative process; skill in a language improves with time and use. Learning languages promotes greater cultural awareness which in turn provides students with a balanced view of different cultures. For example, students compare the Chinese education system with their own. We also engage with students about how things are going with regard to balance in their own lives (in Chinese language).
Reflective	The feedback we provide, be it informal or formal, verbal, hand written or via email, encourages students to reflect on their strengths and weaknesses. We encourage them to use this feedback when preparing for their next tasks.

Topics studied

Core:

- Communication and Media (internet, mail, press, radio and television, telephone)
- Social Relationships (celebrations, social and religious events, educational system, language and cultural identity, or self-identity, multilingualism, relationships: friendship, work, family)
- Global Issues (drugs, energy reserves, food and water, global warming, climate change, natural disasters, globalization, international economy, poverty and famine, racism, prejudice, discrimination, the effect of man on nature, the environment and sustainability)

Two Options, which is chosen by the teacher from the following:

- Custom and Traditions (celebrations, social and religious events, dress codes, uniforms, etiquette and protocols, fashion, food, historical events, national costumes, the arts.)
- Culture Diversity (beliefs, values and norms, culinary heritage, how culture is learned, intercultural assimilation, language diversity, migration, population diversity, the concepts of human beauty, verbal and non-verbal communication.)
- Health (Diet and Nutrition, physical exercise)
- Leisure e (entertainment, exhibitions and shows, games, hobbies, recreation, social interaction through leisure, sports, travelling)
- Science and Technology (entertainment, ethics and technology, impact of information technology on society)

Chinese B in the timetable at SJIIM

The IB requires 240 hours of teaching for HL and 150 hours of teaching for SL. At SJIIM, Chinese B HL is allocated three double lessons per week and Chinese B SL is allocated two double lessons per week.

It sometimes happens that HL and SL Chinese B are taught in the same class. In this case, the teacher will let the SL students know when they do not need to come to lessons. Sometimes students will find they need to go to all three lessons in a week; sometimes they will only attend one or two of the lessons in a week and sometimes there will be periods of time when they will not be required to attend at all.

The IB Chinese B Assessment

Chinese B assessment, like all IB DP subjects, consists of two “components”.

The first of these is the External Assessment(EA) which will be examined in the examination papers at the end of the course. Completed examination papers are sent to IB and marked by IB examiners.

The second of these is the Internal Assessment(IA). In Chinese B, this in an Oral component consist of two parts: Individual Oral and Interactive Oral Activity. The assessment is marked by the teacher according to a set of criteria, then sent to IB and checked by IB moderators.

Assessment will be conducted throughout the course in the areas of listening, speaking, reading and writing. The criteria will be on language accuracy and fluency; appropriateness of language selected for a particular cultural and social context;

whether understanding of the ideas and organization of the language are correct and appropriate. The oral component of the internal assessment will be based on the accuracy and fluency of the language spoken; whether the grammar and vocabulary are correct and idiomatic; to what extent intonation contributes to communication.

The assessment model is summarized below:

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills	25%
Paper 2 (1 hour 30 minutes): Written productive skills	25%
Written assignment: Receptive and written productive skills	20%
Internal assessment	30%
Individual oral (8–10 minutes)	20%
Interactive oral activity	10%

Difference between higher and standard level Chinese B

The difference between standard level and high level Chinese B is the depth of the content, followed by less writing task on paper 2. Higher level also has to read two pieces of literature. Because higher level has more content, in practice it is a bit more demanding.

Chinese B course outline

This table reflects the topics covered but not necessarily the order in which they will be taught.

Year	Term	Topics Covered	Summative Assessment
1	1	Communication and Media (Core) <ul style="list-style-type: none"> ➤ Social Media ➤ Advertisement 	Interactive Oral Activity Writing test Debate
	2	Social Relationships (Core) <ul style="list-style-type: none"> ➤ Family relationship and 	Interactive Oral Activity Writing Test

		friendship ➤ Celebrations	Reading Test
	3	Global Issues (Core) ➤ The environment and sustainability ➤ Globalization	Interactive Oral Activity Writing Test Reading Test

Year	Term	Topics Learned	Summative Assessment
2	1	Health and Leisure(Options)	IA Writing Test Reading Test
	2	Customs and Tradition (Option) Exam Revision	MOCK EXAMINATIONS Writing Test Reading Test
	3	Exam	EXTERNAL EXAMINATIONS

Chinese B resources

- 1, Boya Chinese
- 2, Easy Steps to Chinese (7,8)
- 3, Chinese B Textbook designed by the teacher
- 4, FLTRP Graded Readers-Reading China
- 5, A Bit of China
- 6, A Kaleidoscope of Chinese Culture
- 7, Other authentic materials like movies, documentaries, newspapers and YouTube clips.

This list is growing all the time so do keep a look out.

Books of Chinese Language interest

There are **other books** of Chinese language interest too, such as “山楂树之恋”；“活着”；“许三观卖血记” and many more, which will broaden your appreciation of Chinese language and culture.

Websites and apps

There are many websites and apps – not all of them reputable, so beware. Reputable and useful ones include:

- Du Chinese (app)
- Pinyin News(app)

慢速中文：<https://www.slow-chinese.com/podcast/>

纽约时报中文网：<http://cn.nytimes.com/>

主席日报：<http://www.thechairmansbao.com/>

中文阅读天地：http://collections.uiowa.edu/chinese/topic_intermediate.html

新唐人：http://www.ntdtv.com/xtr/gb/picture.html#v2014_206