

Constructing a sustainable Mandarin curriculum model

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2010 -2011

- Establishment of Confucius Classroom
- Mandarin teaching introduced in years 8 (7 week module – compulsory module as part of enrichment programme) and 12
- 1st Hanban teacher – Trinity Du
- Outreach work at a local primary school
- Exhibition – March 2011

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2010 -2011 contd

- Mandarin offered to top set year 8 for year 9
- Shanghai visit
- Assemblies
- Work in mentor groups
- Flexi day on the Olympics
- Student conference at Chatham House
- Chinese blog

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2011 -2012

- Mandarin taught in years 8 (12 week module – increased from previous year), 9 (2 groups of top ability) and 12
- 2 Hanban teachers – Trinity and Cherie Liu
- Outreach work in one secondary school
- Evening class
- Mandarin club and Tai Chi club

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2011 -2012 contd

- Whole school China Day
- Appointment of Mandarin teacher and Spanish teacher with ability to teach Mandarin
- 3 week Confucius Institute training in Shanghai
- Links to other department – food technology/art
- Chinese state circus
- Chinese New Year

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2012 -2013

- 2 new Hanban teachers – Lili Gan and Yidan Sun
- Mandarin taught to years 8 (12 week compulsory enrichment module) ,9 (2 groups),10 (1 group) and 12
- Outreach in 4 secondary and 4 primary schools
- 2 native speakers entered for GCSE Mandarin

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2012 -2013 contd

- Training for GCSE speaking
- Mandarin club
- Evening class including 2 members of MFL team
- Shanghai visit
- Interview for local radio
- 2 visits from Beijing Headteachers



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2013 -2014

- 1 year 11 GCSE group – first results in August
- 15 students in year 10
- 2 year 9 groups
- All year 7 and year 8 take a 12 week enrichment module (year 8 build on previous year's work)
- First year 8 options with Mandarin as a free choice for students of all abilities
- New teachers trained to teach year 7 enrichment course

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2014 -2015

- GCSE – first results in August – 92.3% A* - C
- 77% of students achieved A*/B
- 13 students sat exam
- 15 students in year 11
- 24 students in year 10 (2 groups)

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2014 -2015 contd

- 2 option groups in year 9 (34 students)
- All year 8 and all year 7 complete a 12/13 hour enrichment module
- New teachers trained
- Pre-U course to be timetabled in 2015-2016

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Current

- Year 7 – compulsory 12 week Mandarin module
- Year 8 – compulsory 12 week Mandarin module building on work done in year 7 (Mandarin part of year 8 option process)
- 2 year 9 options groups
- 2 year 10 options groups
- 1 year 11 option group
- Pre U planned for September 2015

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Current


Student numbers:

Year 7 -	240
Year 8 -	240
Year 9 -	35
Year 10 -	21
Year 11 -	15


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To familiarise students with more complex characters and encourage them to write repeatedly, we have developed the Speed Writing Challenge.

Each student has a mini white board, pen and rubber. The teacher demonstrates how to write the key character and the students see how many times they can write it in a defined time period.




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Speed writing sequence:

- Teacher demonstrates the stroke order and allows students to practise x 2 or 3.
- Students then erase their writing.
- Teacher starts the count, saying "Start" in target language (开始, 停), then counting, 1 – 30.
- Students hold up their boards, say how many times they have managed to write.
- Repeat the process: Second attempt, 1 – 25, to demonstrate they have got faster.




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Speed writing: to sum up...


- to practise more complex characters, eg 餐, 数
- motivation of trying to maintain score
- experiencing the benefits of stroke order
- aural comprehension of numbers to 30!
- lively activity to break up the lesson
- Can be used with any age group




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- GCSE Controlled Assessment/Comprehension:
- Due to the constraints of feedback at Stage 2, Stage 1 is vital for providing a sufficient range of vocab and structures to equip students to aim for the higher grades.
- Differentiation for weaker students at this stage, use of word mats/writing frames to help them gain confidence in using more complex vocabulary and structures.




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- However, caution – this may still be a bridge too far for some students, ie. They can write with support, but won't remember it for the exam. Use your discretion!




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- Vocabulary lists can include an extended range of phrases for a particular topic – English column can be left blank so students have to match up meanings as you teach each lesson.
- Exemplar texts, either written by you or by previous students, with a staged approach to ensure in-depth understanding of the vocab.
- For example, I recently did a "mock" writing assessment with my Y9's, starting with an exemplar text about family, hobbies and school.



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- We highlighted key vocabulary, looked at linking simple sentences with 不但...而且 ...and presented a small selection of adjectival phrases so that they would be able to give reasons for opinions.
- Results: some students really took this on and ran with it, giving them access to better grades.

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Highlighting texts – to sum up

- Encourage scanning skills
- Build up understanding step by step
- Easy differentiation – visual and kinaesthetic
- Can adapt from textbook or write your own, depending on the needs of your class

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- How to deliver cultural activities and involve other curriculum areas
- Our Hanban teacher Joyce Wang has run a series of Taiji Shan classes this year after school which have been very popular with our Y10 students.
- A parents' fundraising group allocated us money to buy outfits for the class.

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- We make the most of Chinese festivals to ensure students are learning about Chinese culture.
- For example, at Moon Festival we ate mooncakes, at Chinese New Year we decorated goats' heads and wrote New Year greetings using calligraphy brushes.
- At the end of Summer 1 half term we watched the "The Way" video and had a go at Chinese brush painting.

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- At Chinese New Year our Hanban teacher, Wang Wei, shared a helpful link to a Chinese cartoon along with a quiz for mentors to share with their registration groups.
- Plans for this half term include watching a video about 端午节, completing a quiz and making a dragon boat out of card.

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As curriculum time is always more scarce than we would like, I try to include cultural information as we go along, for example:

- when introducing new characters,
- by making use of short video clips as starters,
- or by setting HWK which includes an element of cultural research, eg. Creating a poster for a holiday destination in China.



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To summarise:
Culture can be taught alongside language or as a separate “culture” lesson.
Can be directed by the class teacher, a Hanban teacher or by the students themselves as part of their research in class or at home.
Chinese culture can be taught by non-specialist colleagues, for example in Mentor/Registration time or as part of other subjects, for example Art, Food Tech.




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