

Introduction to the Chinese B course

ZHOU Zhaojin
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**International
Baccalaureate**

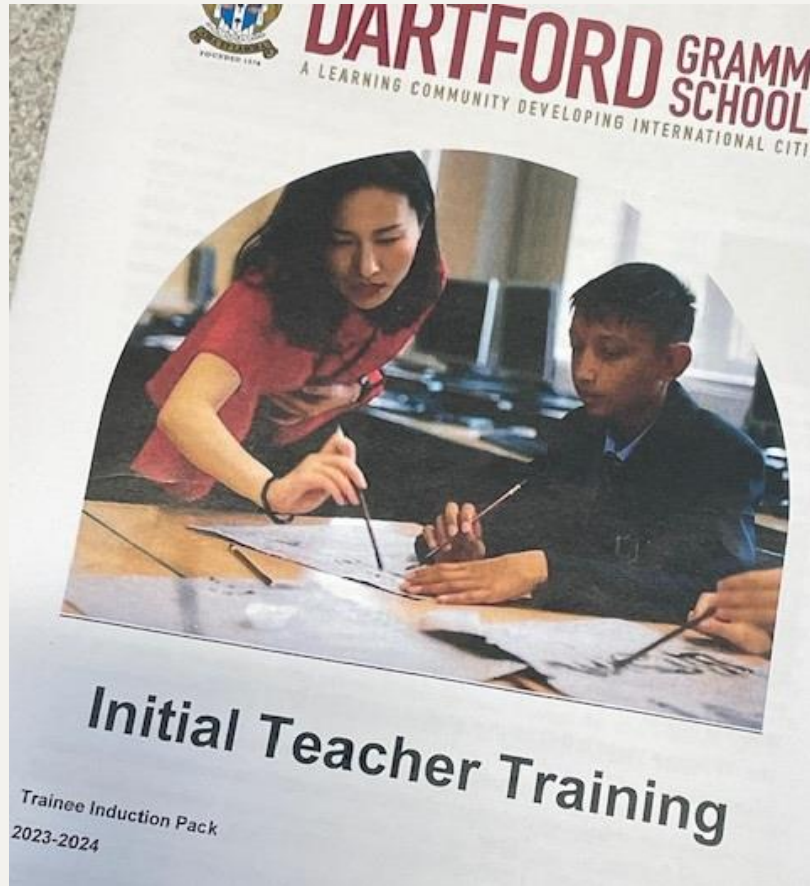
国际文凭汉语中级课程



OPPORTUNITY IS NOWHERE

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ZHOU Zhaojin

zzhou@dartfordgrammarschool.org.uk

- **Head of Mandarin** *Dartford Grammar School*
- **PKU Alumni** *School of Chinese as a Second Language*
- **Oxford Visitor** *Sailing through my Year 2 Master's at Oxford with a shiny **distinction** badge.*
- **IB Workshop Whiz** *Officially leading the pack at the IB Educator Network workshops!*
- **Feminist & Proud** *Standing strong for gender equality and equity every day!*
- **Shovel Officer** *My Feline Diva has officially adopted me since 2019.*
- **Enthusiastic Hiker** *sometimes takes the scenic (read: unintentional) route!*

What is IB?

What is Language B course?


国际文凭是什么？

语言中级考试是什么？



IB and Language B

*The International Baccalaureate (IB) course is a globally recognised two-year educational program for students aged 16 to 19, emphasising critical thinking, intercultural understanding, and holistic learning across **six subject groups** and core components. It aims to develop inquiring, knowledgeable, and caring young people prepared for global challenges and lifelong learning.*



*The **IB Language B course** is an intermediate to advanced language programme for students, designed to enhance their linguistic abilities in real-life contexts. Tailored **for those already possessing a foundation in the language**, it accentuates the cultivation of L/R/S/W skills within a cultural backdrop.*



SORTED BY DIFFICULTY LEVEL FROM HARDEST TO EASIEST

Listening > Writing > Reading > Speaking

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75% 25%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

300-480 Chinese Hanzi

Opportunities

Cultural Awareness

Improved Communication

Global Perspective

Interdisciplinary Connections

Challenges

Time Management

Intensity (vocabulary and text type)

Balancing Language and Culture

Assessment Pressure

Variability in Instruction

压岁钱的变迁

中新社杭州2月9日电

标题：压岁钱的变迁

记者：钱晨菲



压岁钱是新春佳节最受孩子们期待的。它起源于汉代，用意是驱鬼、保平安，随着生活水平不断提高，压岁钱的形式也逐渐多样化。压岁钱变迁的背后，是生活与时代的变化。

“祝奶奶长命百岁！”听着孙子的祝福，今年71岁的潘柳妹相当高兴。她拿出准备好的压岁钱，递到孙子手中。

“我每年都给孩子红包，去年800元，今年1000元，每年都会涨。”潘柳妹还清楚记得儿时领压岁钱时的情形，“我那时天天盼着过年，每年除夕夜父母都会用红纸包着2角钱放在我的枕头下，为的是‘压岁’保平安。那时的2角钱已是‘巨款’，糖果、小吃只卖几分钱。”

不仅是潘柳妹，给孩子发压岁钱也勾起了宋建国的记忆。他拿出收藏了近50年的压岁钱，那是他的“宝贝”。“我小时候经历了‘三年自然灾害’，那时，许多人连饭都吃不上，更别提压岁钱了。后来，家里条件慢慢好了起来，父母就会给我些分币，我存到了现在都没舍得用。”

压岁钱的数额在变，获得压岁钱的方式也在改变。王巧凤今年已83岁，谈起自己儿时领压岁钱的情景，她说，“当时的压岁钱可没现在拿得那么轻松，需要向家中长辈行跪拜礼。那时，多数孩子的压岁钱是铜板，铜板用红线串起来保平安，而我拿到的是银元，让很多小孩子都很羡慕。”

王巧凤的孙女张乐说：“现在科技发展迅速，收红包也变化出了许多线上玩法，比如：看春晚摇红包、社交网络群里抢红包等。”当然，张乐也不忘通过手机给孩子发压岁钱。

从几分钱到上千元，从行跪拜礼拿红包发展到线上抢红包，虽然压岁钱的金额在变、形式在变，但是压岁钱中蕴含的祝福却未曾改变。

选出正确的答案。

28. 这是一篇……

根据上下文，从选项中选出最接近下列词语的意思。

26. 测量（第18行）

A. 检测

30. 潘柳妹每一年给的红包金额会有什么变化？

从第21行到第25行中，找出合适的词语完成下面的句子。

37. 由于科技的进步，许多给压岁钱的新方式因而快速……

从选项中，选出最适合每一个人的叙述。

34. 宋建国

A. 现在还是保留着小时候拿到的压岁钱。

35. 王巧凤

B. 现在都用手机给孩子们发红包。

C. 小时候家里生活条件比较好。

划线的词语指的是谁/什么？从文本中找出词语答题。

11. 这也是……（第11行）

7. 现在

OPPORTUNITY IS NOWHERE

IB 与 A level 主题的不同

IB



A LEVEL

当代华人社会变迁

中国文化

演变中的华人社会

1978年改革开放对中国的影响

Experiences

EXPLORING AND TELLING THE STORIES
EVENTS, EXPERIENCES AND JOURNEY
THAT SHAPE OUR LIVES.

WHAT WILL I WRITE ABOUT?
WHAT CAN I TALK ABOUT?

LEISURE TIME, VACATION AND TRAVEL, LIFE
STORIES, RITES OF PASSAGE, CUSTOMS AND
TRADITIONS, MIGRATION.

Ab Initio: Daily Routine, Tourism, Leisure, Holidays,
Festivals and Celebrations.

Human Ingenuity

Exploring the ways
in which human
creativity and
innovation
affect our world.

What will I talk about?
What shall I write about?

Entertainment, artistic
expressions, communication
and media, technology,
scientific innovation.

Ab Initio: Transportation, Technology, Media,
Entertainment

Social Organization

Exploring the ways in which people
organize themselves or are organized
through common systems or interests.

Social relationships, community,
social engagement, education, the
working world, law and order.



What can I write about?
What will I speak about?

Ab Initio: Neighborhood, Social Issues,
Education, Workplace

Sharing the planet

Exploring the challenges and
opportunities faced by individuals and
communities in the modern world.

The environment, human rights, peace
and conflict, equality, globalization,
ethics, urban and rural environment.

What can I write
about?

What will I speak
about?



Ab Initio: Climate, Physical geography, Global issues,
Environment

Identities

Exploring the nature of our selves
and what it means to be human.

What will I write about?
What should I talk about?

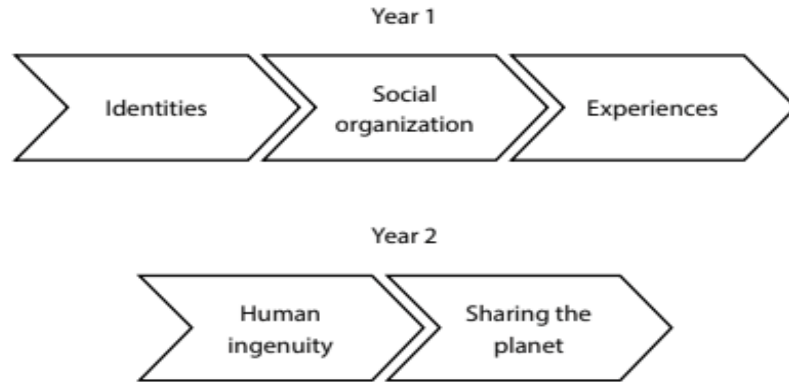


Lifestyle, health and well being,
beliefs and values, subcultures,
language and identities.

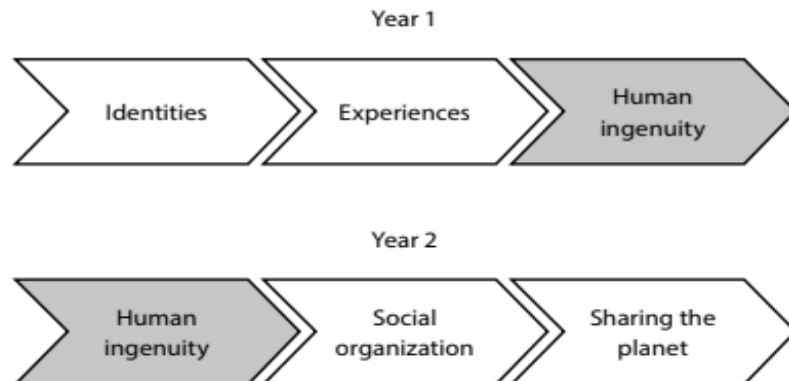
Ab Initio: Personal attributes, Personal
Relationships, Eating and Drinking, Physical
Health

Linear/sequential approach models

* Three themes are covered in depth in year 1 of the course with the remaining two themes covered in depth in year 2 of the course.



* In year 1, two themes are fully covered and one is partially covered. In year 2, the theme partially covered in year 1 is revisited and the other two themes are fully covered.



Thematic approach



Each theme is taught in combination with one or more of the other themes in cohesive unit plans that span the two years of the course.

FIVE Themes in Language B

1

Identities

Exploring the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

2

Experiences

Relating to leisure activities; holidays and travel; life stories; rites of passage; customs and traditions; migration; contemporary lifestyles.

3

Human Ingenuity

Looking into entertainment; artistic endeavours; communication and media; technology; scientific innovation.

4

Social Organisation

Covering societal structures, features, and processes; social engagement; governance; peace and conflict; power and inequality.

5

Sharing the Planet

Discussing the environment; physical geography; global issues; ethics and religion; peace and conflict; technology and the environment.

1

2

3

4

5

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Social Organisation

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Sharing the Planet

Discussing the environment; physical geography; global issues; ethics and religion; peace and conflict; technology and the environment.

科技的发展如何影响我们的生活?

我们的历史如何塑造了我们的现在和将来?

媒体如何改变我们与其他人联系的方式?

旅行如何扩展了我们的视野?

生活在另一种文化中会如何影响我们的世界观?

通过其艺术表现形式我们可以了解一种文化的什么内容?

语言与文化如何对形成我们的身份认同做出贡献?

个人在社区中的作用是什么?

语言在一个社会中发挥什么作用?

城市和农村环境的变化带来哪些挑战,带来了哪些益处?

哪些环境和社会问题向这个世界提出了挑战,如何战胜这些挑战?

21世纪的职场带来了哪些机遇和挑战?

规则和规定在形成一个社会中的作用是什么?

现代世界的生活中产生了哪些伦理问题,如何解决它们?

我们如何表达我们的身份认同?

不同的文化如何以及为何给人生的重要时刻打上了印记?

艺术如何帮助我们理解世界?

我们把哪些思想观点和形象与健康的生活方式联系在一起?

全球化带来了哪些挑战和益处?

什么构成身份认同?

1

2

3

4

5

Identities

Exploring the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

什么构成身份认同?

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Social Organisation

Covering societal structures, features, and processes; social engagement; governance; peace and conflict; power and inequality.

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Discussing the environment; physical geography; global issues; ethics and religion; peace and conflict; technology and the environment.

全球化带来了哪些挑战和益处?

城市和农村环境的变化带来哪些挑战,带来了哪些益处?

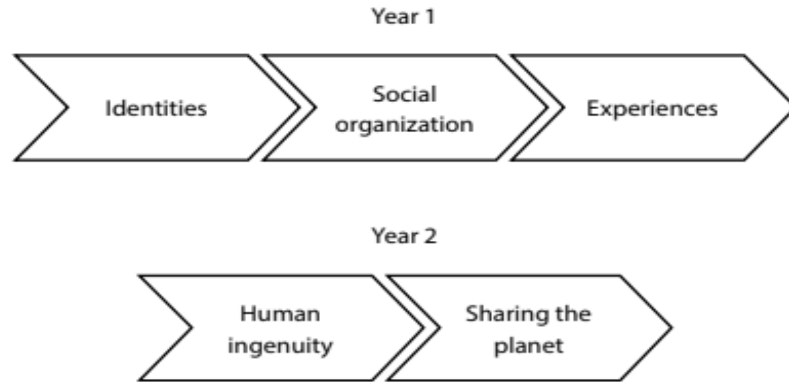
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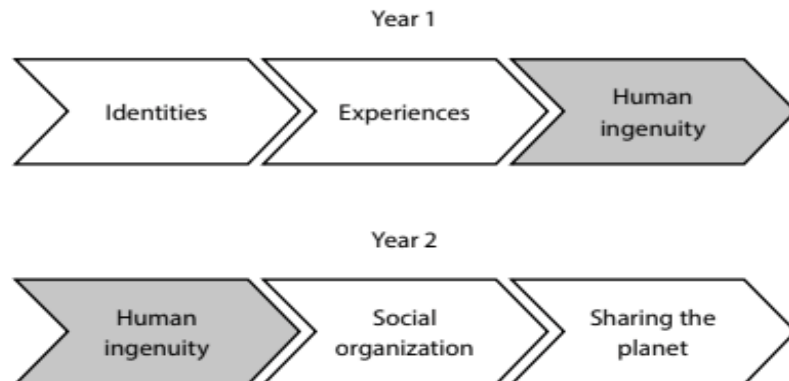
Theme	Guiding principle	Optional recommended topics	
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values 	<ul style="list-style-type: none"> • Subcultures • Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories 	<ul style="list-style-type: none"> • Rites of passage • Customs and traditions • Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media 	<ul style="list-style-type: none"> • Technology • Scientific innovation
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement 	<ul style="list-style-type: none"> • Education • The working world • Law and order
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality 	<ul style="list-style-type: none"> • Globalization • Ethics • Urban and rural environment

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Thematic approach



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Year 12	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1 (7 weeks)							
Term 2 (7 weeks)							
Term 3 (6 weeks)							
Term 4 (6 weeks)							
Term 5 (6 weeks)							
Term 6 (7 weeks)							
Year 13	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1 (7 weeks)							
Term 2 (7 weeks)							
Term 3 (6 weeks)	ORAL EXAM - FEB						
Term 4 (6 weeks)							
Term 5 (6 weeks)	FINAL EXAM - MAY						
Term 6 (7 weeks)							

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Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values 	<ul style="list-style-type: none"> • Subcultures • Language and identity
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50 minutes x 3 teaching time per week

You might want to consider the following things:

- Homework time?
- Assessments?
- Weekly Vocab Test?
- Grammar Structure Covered?
- Text types?
- Dedicated lesson per week for specific skill?

OPPORTUNITY IS NOWHERE