

GCSE Chinese (Mandarin) scheme of work

The new GCSE specification is a linear two-year course. This scheme of work is designed to be a flexible plan for teaching the themes and topics that will be assessed.

It is provided in Word format to help you create your own teaching plan – you can edit and customise it according to your needs.

This scheme of work is not exhaustive, it is important to:

* plan revision and recaps (thematic and linguistic)
* make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

* a sequence of lessons
* a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
* the appropriate lexical and grammatical content.

In the scheme of work below, the themes (column two) and the units for teaching and learning within them (column three) straddle both years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills.

Year 1

| **Month** | **Theme** | **Unit for teaching and learning** | **Grammar** |
| --- | --- | --- | --- |
| September | Theme 1: Identity and cultureTheme 2: Local, national, international and global areas of interest | 1. Free-time activities
2. Town, neighbourhood and region
 | * 跟 ...... 一起
* 去 (place) ＋ verb
* Modal verbs meaning 'can':会 / 可以 / 能
* 还 meaning 'also'
* 在 (place) ＋ verb
* A 在 B …… 边
* 坐 (transport) 去 (place)
* 很多 / 不
* 店 / 场 / 馆
 |
| October | Theme 1: Identity and culture | 1. Me and my family
 | * Adverbs of frequency, eg 常常
* Measure words
* 不太 / 非常 / 有点(儿)
* Verb ＋得 + adverb
 |
| November | Theme 1: Identity and culture | 1. Clothes and shopping
2. Appearances and personality
 | * A ，还是 (or) B
* Adjective ＋的
* …… 都 + verb
* 给 …… ＋ verb
* 太 …… 了
* noun phrases with 的 (extended use of 的)
* Comparatives 没有 / 最 / 比
* 真meaning 'really'
* 虽然 ……，可是 / 但是
 |
| December | Theme 1: Identity and culture | 1. Food and eating out
 | * 了 (completed action)
* 没有 (past negative)
* Verb duplication, eg 看看
* 吧
 |
| January | Theme 2: Local, national, international and global areas of interestTheme 3: Current and future study and employment | 1. School life
2. Travel
 | * Telling the time
* 以前 / 以后
* 因为 ……，所以 ……
* 正在 …… (呢)
* Imminent future: 要 …… 了 / 快要 …… 了 / 就要 …… 了
* Future: 会 / 要
* Time duration
* 从 / 到 + coverbs
 |
| February | Theme 2: Local, national, international and global areas of interest | 1. Tourism

  | * Aspect marker: 过
* …… 极了
* Modal verbs
 |
| March | Theme 1: Identity and cultureTheme 3: Current and future study and employment | 1. Sport and healthy living
2. Current and future study
 | * Complement of degree
* Resultative complements
* …… 得不得了
* A 跟 B 一样
* Comparisons using 比 and 没有
* Frequency of actions, eg 经常, 很少
* ordinals with 第
* 对 as coverb, eg 有兴趣
 |
| April | Theme 2: Local, national, international and global areas of interest | 1. Global issues
 | * Directional complements
* 了 to indicate change of state
* 离 as coverb
* Using 就 and 才
 |
| May | Theme 1: Identity and culture | 1. Chinese customs and festivals
 | * Alternative style questions in the past, eg 你看了没有？ 你有没有看？
* 了 + time duration
* Time duration with 有, eg 你在中国有多长时间了？
* 还是 vs 或者
 |
| June |  | Year-end assessments |  |
| June, July |   | Review of the assessments, transition to Year 2 |   |

Year 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Month** | **Theme** | **Unit for teaching and learning** | **Grammar** |
| September | Theme 1: Identity and cultureTheme 3: Current and future study and employment | 1. Technology in everyday life
2. Jobs, career choices and ambitions
 | * 如果 ……，就 ……
* 用 as coverb
* Question word + 也
* 越
* actions in progress using 正在
* 是 ...... 的 to indicate emphasis in past or ask ‘wh-’ questions in the past
* Overview of conjunctions
 |
| October | Theme 2: Local, national, international and global areas of interest | 1. Home life
 | * Aspect marker 着
* Potential complements, eg 找不到, 听得懂
* Overview of complements
 |
| November | Theme 2: Local, national, international and global areas of interest | 1. The environment and social issues
 | * Structures which imply 比, eg 这台电脑贵多了。/ 我今天觉得好一点儿。
* 多 + verb / 少 + verb: as commands
* Overview of using 了
 |
| December, January | Theme 1: Identity and culture | 1. Social life and relationships
 | * Action measure words: 次 / 遍 / 会儿 / 下
* Proposing the object, eg 这个没人喜欢。
* Overview of coverbs
 |
| December, January  |  | Mock examination/assessment |  |
| February | Theme 1: Identity and culture | 1. Media and entertainment
 | * 再 vs 又
* Negative time duration, eg 已经三天没看到你了。
* Overview of time phrases
 |
| March, April, May |  | Revision and preparation for examinations  |  |
| May, June |  | Examinations  |  |

Differentiation

The grammar progression above might be over demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for your students. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.