



Chinese B – Higher Level

The Chinese B courses are designed for students with some previous experience of learning Chinese, and can be studied at either higher level or standard level. The main focus of the course is on language acquisition and development in the four primary language skills that are achieved through the study and use of a range of written and spoken materials. These courses give students the opportunity to reach a high degree of competence in Chinese and explore the Chinese culture. The range of purposes and situations extends to how to communicate effectively in a number of situations as well as culture and social contexts. The Higher Level shares the same nature as the Chinese B SL course but will differ in the number and types of writing that the students are expected to be proficient in and, more generally, in the depth and breadth of the language used. Developing students' abilities both to understand and to use clear, vivid, and imaginative language will form an important element of the teaching of Chinese B Higher Level.

Subject Areas

In the context of Chinese B, the successful use of Chinese consists of demonstrating competence in language, cultural interaction and message. These three areas form the core of the entire course and reflect in the description of the language skills to be acquired, and the assessment criteria.

1. **Language:** handling language system accurately (grammar, syntax)
2. **Cultural interaction:** selecting language appropriate to a particular cultural and social context
3. **Message:** understanding ideas and how they are organized in order to communicate them appropriately

Assessment

Internal Assessments	Oral Component	30%
	<ul style="list-style-type: none"> • Individual oral – on stimulus chosen by student • Interactive oral activity – mark from one oral 	

The individual oral consists of three parts: an interview in two parts and a general discussion.

- **Part one:** A presentation on support material chosen by the student (3-4 minutes)
- **Part two:** Follow-up questions and discussion between the teacher and the student (3-4 minutes)
- **Part three:** General discussion (3-4 minutes)

The interactive oral activities could be whole class activities, e.g. a debate, a presentation of a study of a video or audio, or it could be group or pair activities, e.g. a discussion, a role-play of interview or problem solving.

External Paper 1	Text handling	1.5 hrs Reading – questions on a number of written texts Written response – short response to written text (No less than 120 characters)	40%
Paper 2	Written production	1.5 hrs - one essay from a choice of four (No less than 480 characters)	30%