

## GRADE 12 ADVANCED CHINESE LEVEL 2 – IB CHINESE LANGUAGE & LITERATURE YEAR 2 FRAMEWORK

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### EXPECTATIONS

There are four broad areas of learning expectations for Chinese Language & Literature:

#### 1. Knowledge and understanding:

- Demonstrate knowledge and understanding of a range of texts
- Demonstrate an understanding of the use of language, structure, technique and style
- Demonstrate a critical understanding of the various ways in which the reader constructs meaning and how context influences this constructed meaning
- Demonstrate an understanding of how different perspectives influence the reading of a text

#### 2. Application and analysis:

- Demonstrate an ability to choose a text type appropriate to the purpose required
- Demonstrate an ability to use terminology relevant to the various text types studied
- Demonstrate an ability to analyze the effects of language, structure, technique and style on the reader
- Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
- Demonstrate an ability to substantiate and justify ideas with relevant examples

#### 3. Synthesis and evaluation

- Demonstrate an ability to compare and contrast the formal elements, content and context of texts

- Discuss the different ways in which language and image may be used in a range of texts
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text

#### 4. Selection and use of appropriate presentation and language skills

- Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
- Demonstrate an ability to use the oral and written forms of the language, in arrange of styles, registers and situations
- Demonstrate an ability to discuss and analyze texts in a focused and logical manner

### **READING LIST**

#### **NON-LITERARY TEXT TYPES**

May include some of the following:

- Advertisement
- Parody
- Appeal
- Essay
- Pastiche
- Biography
- Blog
- Guide book
- Brochure/leaflet
- Interview
- Report
- Cartoon
- Letter (formal)
- Letter (informal)
- Set of instructions
- Magazine article
- Song lyrics
- Manifesto
- Speech
- Diary
- Memo
- Editorial/Op-Ed
- News report
- Travel writing
- Electronic texts
- Opinion column

### **NOVELS**

- *Tess of the d'Urbervilles*, Hardy Thomas

## **DRAMA/PLAYS**

- *Thunderstorm*, Cao Yu

Students wanting to study the subjects' advanced options or those fulfilling the Higher Level requirements in the IB Diploma or IB Course Certificate will be required to complete a more in depth analysis of:

- *Hibiscus Town*, Gu Hua

## **PERFORMANCE INDICATORS**

### **READING LITERATURE AND NON-LITERARY TEXTS**

Introduce students to a range of texts from different periods, styles and genres.

Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.

Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.

Encourage students to recognize the importance of the contexts in which texts are written and received.

Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.

## **WRITING**

Develop the students' powers of expression, both in oral and written communication.

Develop in student's an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.

Encourage students to think and respond critically about the different interactions between text, audience and purpose.

Students will be expected to show facility in written communication.

Students are expected to acquire and use vocabulary appropriate to the analysis of texts.

Develop detailed critical analysis of texts in assembling evidence to justify the validity of their reading.

## **SPEAKING AND LISTENING**

Develop the students power of expression, in oral communication, maintaining formal register.

Students are expected to acquire the vocabulary appropriate to the analysis of texts.

Develop the ability to express their ideas in clear, unambiguous language.

The production of a range of texts, intended for different audiences and purposes, required effective use of style and register.

Students will be expected to show facility in oral communication.

## **LANGUAGE**

Students will develop language that is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction.

Register and style are effective and appropriate to the task.

## **ASSESSMENT**

For students to receive a credit towards their High School Diploma, they must demonstrate proficiency on:

- Summative assessments set by the class teacher which may take the form of:
  - in-class or out-of-class essays
  - tests which assess both knowledge and skill acquisition
  - oral commentaries or presentations
- Other types of projects connected to works studied set by the teacher
- An exam at the end of the 1<sup>st</sup> semester which covers all content and skill acquisition to that point.
- A final exam at the end of the senior year unless exempt from this exam by other factors.

Students who are pursuing the IB Diploma in addition to the High School Diploma, will submit the following works to the IBO which will assess them and determine the IB score awarded to the students for the IB Language and Literature:

- Further Oral Activity (10-15minute presentation on a topic selected by the student from one of the chosen sections of the syllabus).
- Individual Oral Commentary (15-minute recorded commentary and discussion on an extract or poem).
- Written Task 960-1200- word creative assignment on one part of the course. HL will also complete a Written Task 2 which is an essay of 960-1200 words based on another part of the course.
- End-of-Course Exams written and scheduled by the IBO and administered at CAISL.