



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

# MANDARIN

K-12 LEARNING OUTCOMES & BENCHMARKS



## Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

### **Explanation of terms:**

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

**Learning Outcomes:** the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to .....

**Benchmarks:** specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by .....

***It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.***

DP	Learning outcome students will be able to...	Benchmarks
	<ul style="list-style-type: none"> <li>· Understand, interpret and appreciate literary works in the target language.</li> <li>· Understand, analyse and respond to complex authentic written texts related to the topics studied.</li> <li>· Understand overall meaning, scan texts for specific information, particular details, and understand structural features.</li> <li>· Understand main ideas, opinions and attitudes, and supporting details, and draw conclusions from written texts</li> <li>· Understand aspects of format and style in texts</li> </ul>	<ul style="list-style-type: none"> <li>· Read a range of texts, and be familiar with text types such as article, blog, brochure, leaflet, flyer, pamphlet, advertisement, essay, interview, news report, report, review, set of instructions, guidelines and written correspondence.</li> <li>· Shows an understanding of a range of texts (around 1800–2500 characters and respond to questions or completing activities about the texts.</li> <li>· Comprehend interpret the content of selected literary texts written in the target language of study.</li> </ul>
	<ul style="list-style-type: none"> <li>· Understand and respond to a range of authentic written texts related to the topics studied and that use mostly everyday language.</li> <li>· Understand overall meaning, scan texts for specific information, particular details, and understand structural features.</li> <li>· Understand main ideas, opinions and attitudes, and supporting details, and draw conclusions from written texts</li> <li>· Understand aspects of format and style in texts</li> </ul>	<ul style="list-style-type: none"> <li>· Read a range of texts, and be familiar with text types such as article, blog, brochure, leaflet, flyer, pamphlet, advertisement, essay, interview, news report, report, review, set of instructions, guidelines and written correspondence.</li> <li>· Read across different texts (around 1000 characters) that may be linked by a common theme and demonstrate understanding of the subject matter.</li> <li>· Shows an understanding of a range of texts (around 1000–1200 characters and respond to questions or completing activities about the texts.</li> </ul>

MYP	Learning outcome students will be able to...	Benchmarks
	<p><b>PHASE 4</b></p> <p>The student should be able to:</p> <ul style="list-style-type: none"> <li>· Interpret specific information, ideas, opinions, and attitudes, presented in written texts</li> <li>· Interpret main ideas and supporting details, and draw conclusions from written texts</li> <li>· Interpret aspects of format and style in written texts</li> <li>· Understand, interpret and respond to a range of written texts.</li> </ul>	<p><b>PHASE 4</b></p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>· Shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts</li> <li>· Reads texts and, for example, paragraphs, summarizes, restates, predicts, interprets, illustrates, reports, concludes</li> <li>· Reads text of 600-700 characters and interprets specific information, ideas, opinions and attitudes.</li> </ul>
Phase 3	<p><b>PHASE 3</b></p> <p>The student should be able to:</p> <ul style="list-style-type: none"> <li>· Understand specific information, ideas, opinions and attitudes, presented in written texts</li> <li>· Understand main ideas and supporting details, and draw conclusions from written texts</li> <li>· Understand aspects of format and style in texts</li> <li>· Understand and respond to a limited range of written texts.</li> </ul>	<p><b>PHASE 3</b></p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>· Shows an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts</li> <li>· Reads text and, for example, gives examples, explains, illustrates, interprets, compares, retells</li> <li>· Reads text of 400–600 characters and understands specific information, ideas, opinions and attitudes</li> </ul>

Phase 2	<p><b>PHASE 2</b></p> <p>The student should be able to:</p> <ul style="list-style-type: none"> <li>· Understand basic facts in written texts</li> <li>· Understand main ideas and supporting details, and draw some conclusions from written texts</li> <li>· Recognize basic aspects of format and style</li> <li>· Understand and respond to simple written texts.</li> </ul>	<p><b>PHASE 2</b></p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>· Students can guess correct meanings of words from radicals</li> <li>· Shows an understanding of simple texts by reading and responding to questions or completing activities about the texts</li> <li>· Reads text and, for example, classifies, describes, explains, sequences, gives examples</li> <li>· Reads text of 250–400 characters and answers questions about main ideas and supporting details.</li> </ul>
Phase 1	<p><b>PHASE 1</b></p> <p>The student should be able to:</p> <ul style="list-style-type: none"> <li>· Identify basic facts in simple written texts</li> <li>· Identify main ideas and supporting details in written texts</li> <li>· Recognize basic aspects of format and style</li> <li>· Understand and respond to simple written texts.</li> </ul>	<p><b>PHASE 1</b></p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>· Students can guess meanings of character from radicals</li> <li>· Shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts</li> <li>· Maybe needs to read multiple times</li> <li>· Reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information</li> <li>· Reads text of 150–250 characters and answers simple questions about it</li> </ul>

PYP	Learning outcome students will be able to...	Benchmarks
Phase 3	<ul style="list-style-type: none"> <li>· Students comprehend the main ideas from illustrated books with complicated sentences.</li> <li>· Students identify the principal characters and comprehend the main ideas and themes in selected short story.</li> <li>· Students identify key information on brochures/posters.</li> <li>· Students can identify the different genres, expository and narrative writing Example: 便条 (应用文) 记叙文</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>· Can recognize complex character structure</li> <li>· Can read more complex combined character, such as: 体, 钱, 校, 要</li> <li>· Read and understand short, simple texts about the topics we study with some Pin Yin</li> <li>· Read and understand posters about various activities</li> <li>· Answer simple questions or complete activities about the topics we study</li> <li>· Reads text of 100-150 characters and answers simple questions about it</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>· Students can read radicals, such as 艹 扌 口(国) 彳 ...</li> <li>· Students can gain the meaning of simple sentences on topics we study.</li> <li>· Students can read caption of some pictures. Example: family tree, flags,</li> <li>· Students can read some phrases on the topics we study Example: 白色的气球,</li> <li>· Students can identify the food on menu with pictures. (frequent /popular food)</li> </ul>	<ul style="list-style-type: none"> <li>· Can read numbers 1-1000</li> <li>· Can read frequently used structures (left/right top/bottom/half covered) and simple</li> <li>· Recognise simple frequently used character 20-50 words.</li> <li>· Read and understand posters about various activities used with Hanyu Pinyin.</li> <li>· Can read some basic pictographs 日, 月, 山, 水, 木, 女, 火, 男, 大, 小, 马, 牛, 羊, 上, 中, 下</li> <li>· Reads text of 50-100 characters and answers simple questions about it.</li> </ul>

Phase 1	<ul style="list-style-type: none"> <li>· Students demonstrate an awareness of the differences and similarities between the Chinese writing system and their own.</li> <li>· Students can read hand gesture to tell the number from one to ten</li> <li>· Students can identify some selected characters' structures. Example: left + right; top + bottom; half- covered</li> <li>· Students can identify some selected characters' radicals. Example: 讠, 木, 口 (口), 女</li> <li>· Read the process of some pictographs. (evolution of Chinese characters) Example: 日, 目, 山, 水, 月</li> <li>· Students can identify the purposes of the cards on personal level. Example: 新年卡片, 生日卡片</li> <li>· Students comprehend simple characters used in brief messages and notes on familiar topics. Example 三月二日</li> <li>· Students can identify the some western food on menu with pictures, which are "borrowed" words with Pin Yin. Example: 汉堡包</li> <li>· Students can read simple illustrated books with Pin Yin on the topics they learned.</li> </ul>	<ul style="list-style-type: none"> <li>· Can read numbers 1-100</li> <li>· Can read frequently used structures (left/right top/bottom)</li> <li>· Can read some simple radicals 讠, 亻, 口, 女</li> <li>· Can read some basic pictographs 日, 月, 山, 水, 木, 女, 大, 小, 上, 中, 下</li> <li>· Reads text of 20-50 characters and answers simple questions about it</li> </ul>
---------	---	--

DP	Learning outcome students will be able to...	Benchmarks
HL	<p><b>At the end of Mandarin B HL the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand complex recorded or spoken information on the topics studied.</li> <li>· Communicate orally in order to explain in detail a point of view.</li> <li>· Produce clear and convincing arguments in support of a point of view.</li> <li>· Demonstrate interaction that flows coherently with a degree of fluency and spontaneity.</li> <li>· Engage coherently in conversations in most situations.</li> <li>· Share their personal reactions to selected literary texts such as poems, plays, short stories, and novels.</li> <li>· Master contextually and culturally appropriate utterances.</li> </ul>	<p><b>This will be evident when the Mandarin B HL student:</b></p> <ul style="list-style-type: none"> <li>· Orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills. (around 10 minutes )</li> <li>· Interact with the teacher and classmates using a range of structures.</li> <li>· Uses idiomatic and some colloquial expressions</li> <li>· Participates in a discussion, individual or group presentation and shares ideas, reflections and opinions with the audience.</li> <li>· Exchange their opinions and discuss individual perspectives on a variety of topics in the syllabus</li> <li>· Expresses and defends a point of view</li> </ul>
SL	<p><b>At the end of Mandarin B SL the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand straightforward recorded or spoken information on the topics studied.</li> <li>· Communicate orally in order to describe details and explain a point of view on a designated topic.</li> <li>· Demonstrate interaction that usually flows coherently, but with occasional limitations.</li> <li>· Engage in conversations on the topics studied, as well as related ideas.</li> </ul>	<p><b>This will be evident when the Mandarin B SL student:</b></p> <ul style="list-style-type: none"> <li>· Orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills.(around 10 minutes )</li> <li>· Listens to others responsively by asking questions about personal ideas.</li> <li>· Exchange their opinions and discuss individual perspectives on a variety of topics in the syllabus</li> <li>· Expresses and defends a point of view</li> </ul>



	<ul style="list-style-type: none"> <li>· Master contextually and culturally appropriate utterances.</li> </ul>	<ul style="list-style-type: none"> <li>· Verbalizes thinking and explains reasons for information heard about topics of personal and some of global significance</li> <li>· Gives a talk or presentation in class and answers unprepared questions posed by the audience.</li> </ul>
<b>MYP</b>	<b>Learning outcome students will be able to...</b>	<b>Benchmarks</b>
MYP Phase 4	<p><b>At the end of Phase 4 the students should be able to</b></p> <ul style="list-style-type: none"> <li>· Understand, interpret and respond to a range of spoken texts</li> <li>· Communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>· Request and provide information in a range of spoken contexts</li> <li>· Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>· Use appropriate register in formal and informal oral communication</li> <li>· Use language accurately</li> <li>· Engage actively in oral production using comprehensive pronunciation and intonation correct tone</li> </ul>	<p><b>This will be evident when the student:</b></p> <ul style="list-style-type: none"> <li>· Follows main points in an announcement</li> <li>· Listens to others responsively asking questions about some concrete and abstract topics</li> <li>· Listens to a story told and shows understanding by anticipating or predicting events and ideas</li> <li>· Expresses and defends a point of view</li> <li>· Begins to paraphrase and summarize</li> <li>· Verbalizes thinking and explains reasons for a story or information heard about topics of personal and some of global significance</li> <li>· Gives a talk or presentation to small and large groups (about a book read or a film watched) and answers unprepared questions posed by the audience.</li> </ul>
MYP Phase 3	<p><b>At the end of Phase 3 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand and respond to a limited range of spoken texts</li> <li>· Communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations</li> <li>· Request and provide information in familiar and some unfamiliar situations</li> </ul>	<p><b>This will be evident when the MYP Phase 3 student:</b></p> <ul style="list-style-type: none"> <li>· Follows multi-step directions</li> <li>· Listens and speaks in small-group and whole-class interactions and short talks</li> <li>· Interacts in pair work, information gap and role-play activities</li> </ul>

	<ul style="list-style-type: none"> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> <li>· Use appropriate register in formal and informal oral communication</li> <li>· Use language accurately</li> <li>· Interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone</li> </ul>	<ul style="list-style-type: none"> <li>· Picks out main points in a story, song, or short informational text told</li> <li>· Retells a story or event shared</li> <li>· Uses vocabulary for a specific situation or purpose (an invitation, a telephone call)</li> <li>· Uses language to explain, inquire and compare</li> <li>· Expresses thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life</li> <li>· Makes a presentation and can answer some follow-up questions posed by the audience.</li> </ul>
MYP Phase 2	<p><b>At the end of Phase 2 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand and respond to simple spoken texts</li> <li>· Communicate information containing relevant ideas and some details in a limited range of familiar situations</li> <li>· Request and provide information in a limited range of familiar situations</li> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>· Use some aspects of register in formal and informal oral communication</li> <li>· Use basic language accurately</li> <li>· Interact in basic rehearsed and some unrehearsed exchanges</li> </ul>	<p><b>This will be evident when the MYP Phase 2 student:</b></p> <ul style="list-style-type: none"> <li>· Follows classroom routines and two-step instructions</li> <li>· Participates in a dialogue/role play about a familiar situation, without the use of a model</li> <li>· Listens and shows understanding of the meaning of a song or a simple story told expresses feelings and opinions</li> <li>· Describes personal experiences and exchanges ideas about topics of personal interest and everyday life (name, age, nationality family members, where to live, grade level, primary/middle/high schools hobbies, jobs)</li> <li>· Understands phrases and expressions for familiar situations and uses them to interact</li> <li>· Makes a presentation with the help of a model or questions and can answer some simple questions</li> </ul>

	<ul style="list-style-type: none"> <li>Using comprehensible pronunciation and intonation/correct tone.</li> </ul>	
MYP Phase 1	<p><b>At the end of Phase 1 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand and respond to simple, short spoken texts</li> <li>Communicate information in a limited range of everyday situations</li> <li>Request and provide information in a limited range of everyday situations</li> <li>Use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>Use some aspects of register in formal and informal oral communication</li> <li>Use basic vocabulary accurately</li> <li>Interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p><b>This will be evident when the MYP Phase 1 student:</b></p> <ul style="list-style-type: none"> <li>Follows classroom directions and routines</li> <li>Understands basic phrases and expressions and uses them to interact</li> <li>Participates in a dialogue about an everyday situation using a model</li> <li>Uses gestures, actions, body language and/or words to communicate</li> <li>Recognizes some signs and symbols</li> <li>Names familiar objects, people and uses words for classroom, school and home routines</li> <li>Uses appropriate forms of address, gestures and greetings</li> <li>Makes simple statements to describe family members, everyday routines</li> <li>Makes a simple presentation with the help of visual aids and a mode</li> </ul>
<b>PYP</b>	<b>Learning outcome students will be able to...</b>	<b>Benchmarks</b>
PYP Phase 3	<p><b>At the end of Phase 3 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>Follow and give directions for participating in age-appropriate Chinese cultural activities. They ask and respond to questions for clarification.</li> </ul>	<p><b>This will be evident when the PYP Mandarin Phase 3 student:</b></p> <ul style="list-style-type: none"> <li>Conducts a conversation, with some details, respond to directions and deliver a presentation with some details.</li> <li>Recognize and say the numbers, time, birthday and dates HSK</li> </ul>

	<ul style="list-style-type: none"> <li>· Exchange information about personal events, memorable experiences, and school subjects with peers and/or Chinese speakers.</li> <li>· Express opinions and preferences about people, events, and everyday activities.</li> <li>· Use Chinese to acquire goods, services, or information through developmentally appropriate oral communication.</li> <li>· Discuss and support their personal feelings and ideas with peers and/or speakers of the Chinese language.</li> <li>· Comprehend the principle information contained in conversations on familiar topics.</li> <li>· Present skits, recite selected poems, tell anecdotes, and perform songs in Chinese for school events.</li> </ul>	<ul style="list-style-type: none"> <li>· Interview daily life /personal life/school life</li> <li>· Exchange at least 8 pieces of information about families and family members. (name, age, nationality family members, where to live, grade level, hobbies, jobs)</li> <li>· Responds to 3-4 simple step directions.</li> <li>· Ask simple questions based on what they think/feel</li> <li>· In general, responds in complete sentences with some details.</li> <li>· Recite some poems and rhymes</li> </ul>
PYP Phase 2	<p><b>At the end of Phase 2 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Listen and respond to directions and commands related to classroom tasks.</li> <li>· Exchange descriptions of people and common objects with each other. Students exchange essential information such as greetings and leave-takings with each other (combine into one sentence). <i>Example:</i> Exchange information on family members while sharing family albums. 这是我妈妈, 那是我妹妹。</li> <li>· Initiate, sustain, and close a conversation in a variety of real-life situations. That reflects social amenities such as making introductions, expressing gratitude and regret, stating complaints, apologizing, and communicating preferences.</li> </ul>	<p><b>This will be evident when the PYP Mandarin Phase 2 student:</b></p> <ul style="list-style-type: none"> <li>· Conducts a conversation, respond to directions and deliver a presentation</li> <li>· Recognize and say the numbers from 0 to 1000.</li> <li>· Interview daily life/ personal life</li> <li>· Exchange at least 6 pieces of information about families and family members. (name, age, nationality family members, where to live, grade level)</li> <li>· Responds to 2-3 simple step directions.</li> <li>· Ask simple questions based on their needs, such as I am hungry / I am thirsty / I am tired</li> </ul>

	<ul style="list-style-type: none"> <li>· Give brief oral messages and presentations about home and family, school activities, and common objects.</li> <li>· Recite or dramatize songs, short anecdotes, or poems familiar to their Chinese peers.</li> </ul>	<ul style="list-style-type: none"> <li>· In general, responds in complete sentences.</li> <li>· Recite some rhymes</li> </ul>
Phase 1	<p><b>At the end of Phase 1 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Interpret gestures, intonation, and other visual or auditory cues.</li> <li>· Give and follow simple instructions to participate in age-appropriate classroom and/or Chinese cultural activities.</li> <li>· Ask and answer simple questions about topics such as family, school.</li> <li>· Share likes and dislikes regarding various common objects and everyday activities.</li> <li>· Exchange essential information such as greetings and leave-takings with each other.</li> <li>· Recite or dramatize songs, or poems familiar to their Chinese peers.</li> <li>· Listen and respond to directions and commands related to classroom tasks.</li> </ul>	<p><b>This will be evident when the PYP Mandarin Phase 1 student:</b></p> <ul style="list-style-type: none"> <li>· Recognize and say the numbers from 0 to 10.</li> <li>· Interview classmates about their favorite things and activities using specific phrases and questions.</li> <li>· Exchange at least 4 pieces of information about families and family members. (name, age, nationality, family members)</li> <li>· Responds to 1-2 simple step directions.</li> <li>· Ask simple questions based on their needs, such as <i>May I go to the bathroom? May I go to drink water?</i></li> <li>· Speak in one complete sentence.</li> <li>· Sing a simple song or recite a simple poem.</li> </ul>

DP	Learning outcome students will be able to...	Benchmarks
HL	<ul style="list-style-type: none"> <li>· Understand, interpret and respond to a range of visual stimulus.</li> <li>· Construct meaning, analyse and evaluate information presented in visual stimulus.</li> <li>· Construct meaning from main ideas and supporting details, and draw conclusions from visual stimulus.</li> <li>· Interpret specific information, ideas, opinions and attitudes, presented in visual stimulus with spoken Chinese.</li> <li>· Describes the photograph and relates it to the option and Chinese culture, and engage in following discussions on the topics.</li> </ul>	<ul style="list-style-type: none"> <li>· Students orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills. The visual stimulus is unseen photographs based on the topics of cultural diversity, customs and traditions, health, leisure, science and technology.</li> <li>· The student describes the photograph and relates it to the topics and Chinese culture.</li> <li>· The students find their own examples to share understanding</li> <li>· The students make inferences from explicit and implicit information.</li> </ul>
SL	<ul style="list-style-type: none"> <li>· Understand, interpret and respond to a range of visual stimulus.</li> <li>· Construct meaning, analyse and evaluate information presented in visual stimulus.</li> <li>· Construct meaning from main ideas and supporting details, and draw conclusions from visual stimulus.</li> <li>· Interpret specific information, ideas, opinions and attitudes, presented in visual stimulus with spoken Chinese.</li> <li>· Describes the photograph and relates it to the option and Chinese culture, and engage in following discussions on the topics.</li> <li>· Respond to visual stimuli from a Chinese perspective with an understanding of how Chinese would think about the issues and reasons why they do this.</li> </ul>	<ul style="list-style-type: none"> <li>· Students orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills. The visual stimulus is unseen photographs based on the topics of cultural diversity, customs and traditions, health, leisure, science and technology.</li> <li>· The student describes the photograph and relates it to the topics and Chinese culture.</li> <li>· The students find their own examples to share understanding</li> <li>· The students make inferences from explicit and implicit information.</li> </ul>

MYP	Learning outcome students will be able to...	Benchmarks
Phase 4	<p><b><i>At the end of Phase 4 students will be able to :</i></b></p> <ul style="list-style-type: none"> <li>· Construct meaning from information presented in visual texts</li> <li>· Construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>· Interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>· Interpret visual conventions used in texts</li> <li>· Understand, interpret and respond to a range of visual texts</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>· Shows uses images to help making meaning of oral and/or written text</li> <li>· Explains why some of the features of the text have been chosen for a particular purpose and audience, and explains how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites)</li> <li>· Finds his or her own examples to share understanding</li> <li>· Makes inferences from explicit and implicit information</li> </ul>
Phase 3	<p><b><i>At the end of Phase 3 students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Understand information presented in visual texts</li> <li>· Understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>· Understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>· Understand visual conventions used in texts</li> <li>· Understand and respond to a limited range of visual texts</li> <li>· Understand and interpret the visual texts from a Chinese perspective.</li> </ul>	<p><b>This will be evident when the Phase 3 student:</b></p> <ul style="list-style-type: none"> <li>· Uses images to help make meaning of oral and/or written text</li> <li>· Make links between the images and the purpose of the text</li> <li>· Identifies some of the features of the text chosen for a purpose</li> <li>· Finds his or her own examples to share understanding</li> <li>· Understands meaning of informational texts using visual images (for example, in brochures, news items, posters) and explains the effect and purpose of the visual elements</li> <li>· Identifies a point of view in the text.</li> </ul>

Phase 2	<p><b><i>At the end of Phase 2 students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Understand messages presented in visual texts</li> <li>· Understand main ideas and supporting details in visual texts presented with spoken and/or written text</li> <li>· Understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>· Recognize visual conventions used in texts</li> <li>· Understand and respond to simple visual texts</li> <li>· Understand and identify the visual texts from a Chinese perspective.</li> </ul>	<p><b>This will be evident when the Phase 2 student:</b></p> <ul style="list-style-type: none"> <li>· Uses images to help make meaning of oral and/or written text</li> <li>· Makes simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements)</li> <li>· Lists some features of the visual text (for example, colour, text layout, sound effects, shape, sequence)</li> <li>· Finds his or her own examples to share understanding.</li> </ul>
Phase 1	<p><b><i>At the end of Phase 1 students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Identify basic messages presented in simple visual texts</li> <li>· Identify main ideas and supporting details in simple visual texts presented with spoken and/or written text</li> <li>· Identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text</li> <li>· Recognize basic visual conventions used in texts</li> <li>· Understand and respond to simple visual texts.</li> <li>· Understand and identify the visual texts from a Chinese perspective.</li> </ul>	<p><b>This will be evident when the Phase 1 student:</b></p> <ul style="list-style-type: none"> <li>· Uses images to help make meaning of oral and/or written text</li> <li>· Makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages</li> <li>· Lists some features of the visual text (for example, colour, text layout, sound effects)</li> <li>· Finds his or her own examples to share understanding.</li> </ul>
PYP	<p><b>Learning outcome students will be able to...</b></p>	<p><b>This will be evident when the Phase 3 student</b></p>
Phase 3	<ul style="list-style-type: none"> <li>· Use various Chinese media for entertainment or personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>· Recognizes different types of media and get the meaning.</li> </ul>



	<ul style="list-style-type: none"> <li>Identify and interpret simple cultural patterns of behavior or interaction in various settings.</li> </ul>	<ul style="list-style-type: none"> <li>Uses images to make meaning of oral or/and written work.</li> <li>Utilizes different types of media to demonstrate understanding including cultural activities.</li> <li>Understands simple festive decorations about cultural activities. 例如：中秋节，新年，端午节.</li> <li>Uses visual stimuli to make a few sentences.</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Learn about the Chinese performing arts.</li> <li>Attend cultural events and social activities or view them through various media.</li> <li>can identify the story's content</li> <li>can identify the purposes of cards (greeting cards, birthday cards)</li> </ul>	<p><b>This will be evident when the Phase 1 student:</b></p> <ul style="list-style-type: none"> <li>Identifies what types of Chinese performing arts 例如, 京剧, 儿歌, 角色扮演, 中国国画等.</li> <li>Views video clips about the festivals and identifies a few key words and a few simple sentences about these festivals. 例如：中秋节，新年，端午节</li> <li>Interprets gestures, intonation, and other visual or auditory cues.</li> <li>Matches pictures with various hand gestures, e.g. 摇手, 摆手, 拱手</li> <li>Describes the pictures briefly 看图说话</li> <li>Comprehends main ideas and identifies main characters in illustrated children's stories, e.g. 看小兔乖乖, 知道故事情节.</li> <li>Sorts out the cards according to their purposes.</li> </ul>

<p>Phase 1</p>	<ul style="list-style-type: none"> <li>· Attend cultural events and social activities or view them through various media.</li> <li>· Understand verbal and nonverbal Chinese signals used in communication.</li> <li>· Can identify the key word of each picture.</li> <li>· Can demonstrate an awareness of the differences and similarities between the Chinese writing system and their own.</li> </ul>	<p><b>This will be evident when the Phase 1 student:</b></p> <ul style="list-style-type: none"> <li>· Identifies the three major Chinese festivals (春节, 中秋节和端午节) through pictures, traditional food and cultural activities)</li> <li>· Views video clips about the festivals and identifies a few key words about the festivals.</li> <li>· Uses hands to indicate numbers. 用手表达数字。</li> <li>· Describes a picture's key content 看图说主要内容</li> <li>· Identifies the difference between Chinese characters and Roman letters. 分辨中国方块文字和罗马字母的异同</li> </ul>
----------------	--	--

DP	Learning outcome students will be able to...	Benchmarks
HL	<p><b>At the end of Mandarin B HL the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Students respond to written tasks using <ul style="list-style-type: none"> <li>▪ Appropriate language, register and format.</li> </ul> </li> <li>· Students communicate clearly and effectively in the context of their task.</li> <li>· Students demonstrate the ability to understand the task and respond appropriately using a variety of text types. Students express their reaction to a statement.</li> <li>· Students demonstrate the ability to use <ul style="list-style-type: none"> <li>▪ Vocabulary appropriate to the topic.</li> </ul> </li> <li>· Students are able to develop a coherent and organized response.</li> <li>· Students are able to develop a coherent <ul style="list-style-type: none"> <li>▪ Response using a register appropriate to the task.</li> </ul> </li> <li>· Students are able to write creatively based on literary works.</li> </ul>	<ul style="list-style-type: none"> <li>· Write a variety of text types on the following topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology</li> <li>· Write the following text types: article; blog or diary entry; brochure, leaflet, flyer, pamphlet or advertisement; essay; debate, speech, talk, or presentation; interview; news report; official report; proposal; review; set of instructions or guidelines; short story; written correspondence</li> <li>· Write with a very effective command of the language: <ul style="list-style-type: none"> <li>· write a wide range of vocabulary accurately and effectively, with very few errors</li> <li>· write complex sentence structures that are clear and effective</li> </ul> </li> <li>· Communicate their message very well: <ul style="list-style-type: none"> <li>▪ Write ideas that are relevant and effective</li> <li>▪ Write and develop ideas that are coherent and thorough</li> <li>▪ Write supporting details that are highly appropriate</li> <li>▪ Write a text type that is clearly recognizable and appropriate: <ul style="list-style-type: none"> <li>▪ Write with appropriate conventions that are effective and evident to the text type</li> <li>▪ Write a convincing argument that has a very good and methodical development of ideas: <ul style="list-style-type: none"> <li>▪ Write with a consistently coherent and organized structure</li> <li>▪ Write ideas that are very well expressed, relevant and engaging</li> </ul> </li> </ul> </li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Write a creative piece of writing that is consistently connected to literary text(s) studied in class</li> <li>▪ Write a rationale that clearly and fully explains how the creative piece of writing is connected to the literary text(s) and explain what the aims are and how they intend to achieve them.</li> <li>▪ Write a chosen text type for the creative piece of writing that is appropriate to the audience and purpose stated in the rationale, and is applied consistently.</li> <li>· Length requirements: <ul style="list-style-type: none"> <li>▪ 300-480 Characters for Written Production task</li> <li>▪ 600-720 Characters for creative writing</li> <li>▪ 180-300 Characters for argumentative response to a stimulus text</li> </ul> </li> </ul>
SL	<p><b>At the end of Mandarin B SL the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Students respond to written tasks using appropriate language, register and format.</li> <li>· Students communicate clearly and effectively in the context of their task.</li> <li>· Students demonstrate the ability to understand the task and respond appropriately using a variety of text types. Students express their reaction to a statement.</li> <li>· Students demonstrate the ability to use vocabulary appropriate to the topic.</li> <li>· Students are able to develop a coherent and organized response.</li> <li>· Students are able to develop a coherent response using a register appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>· Write a variety of text types on the following topics: communication and media, cultural diversity, customs and traditions, health, leisure, science and technology</li> <li>· Write the following text types: article; blog or diary entry; brochure, leaflet, flyer, pamphlet or advertisement; essay; debate, speech, talk, or presentation; interview; news report; official report; review; set of instructions or guidelines; written correspondence</li> <li>· Write with a good and effective command of the language</li> <li>· Write a wide range of vocabulary accurately, with few significant errors.</li> <li>· Write with some complex sentence structures that are clear and effective.</li> <li>· Communicate their written message well.</li> <li>· Write ideas that are relevant.</li> </ul>

- Develop their written ideas coherently and effectively; supporting details are appropriate.
- Write a text type that is clearly recognizable and appropriate.
- Write effective and evident conventions that are appropriate to the text type
- Write a creative piece of writing that is based on the information gathered from the three or four sources such as articles, blogs, audio/visual materials and interviews selected by the student in consultation with the teacher
- Write a rationale for the creative piece of writing that describes all sources.
- Write a rationale for the creative piece of writing that clearly explains what their aim(s) are and how they intends to achieve them.
- Write a rationale for the creative piece of writing that is focused, relevant to the chosen sources, and consistently addressed throughout the task.
- Write a chosen text type that is appropriate to the audience and purpose stated in the rationale, and is applied consistently throughout the creative piece of writing.
- Length requirements:
  - 300-480 Characters for Written Production task
  - 360-480 Characters for Written Assignment based on the three texts

MYP	Learning outcome students will be able to...	Benchmarks
Phase 4	<p><b><i>At the end of Phase 4 students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>· Request and provide information in a range of written contexts</li> <li>· Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>· Understand and use language convention accurately</li> <li>· Use appropriate register to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>· Understand and use language conventions accurately</li> <li>· Use appropriate register in formal and informal written communication</li> </ul>	<p><b>This will be evident when the student:</b></p> <ul style="list-style-type: none"> <li>· Writes 250-350 characters</li> <li>· Writes a book report, a review or a simple cause-effect essay, newspaper article</li> <li>· Expresses thoughts and explains reasons about topics of personal and some of global significance</li> <li>· Writes a formal letter</li> </ul>
Phase 3	<p><b><i>At the end of Phase 3 students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Communicate information containing relevant ideas and some details in familiar and some unfamiliar situations</li> <li>· Request and provide information in familiar and some unfamiliar situations</li> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> <li>· Understand and use language conventions accurately</li> <li>· Use appropriate register in formal and informal written communication.</li> </ul>	<p><b>This will be evident when the Phase 3 student:</b></p> <ul style="list-style-type: none"> <li>· Writes 200–250 characters</li> <li>· Writes short narratives or recounts</li> <li>· Keeps a journal or diary</li> <li>· Expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.</li> </ul>

Phase 2	<p><b>At the end of Phase 2 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Communicate information containing relevant ideas and some details in a limited range of familiar situations</li> <li>· Request and provide information in a limited range of familiar situations</li> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>· Understand and use basic language conventions accurately</li> <li>· Use some aspects of register in formal and informal written communication.</li> </ul>	<p><b>This will be evident when the Phase 2 student:</b></p> <ul style="list-style-type: none"> <li>· Writes 100–150 characters</li> <li>· Writes a dialogue/role play about a familiar situation, with and without a writing frame or model</li> <li>· Expresses feelings and opinions in writing in simple format such as postcard, letter, email</li> <li>· Describes personal experiences and ideas about topics of personal interest and everyday life. (海报、电邮、散文、日记、公私函) (学校生活——校园、课程、学习喜好, 颜色服装、挣零花钱、居住环境)</li> </ul>
Phase 1	<p><b>At the end of Phase 1 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Communicate information in a limited range of everyday situations</li> <li>· Request and provide information in a limited range of everyday situations</li> <li>· Use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>· Understand and use basic language conventions accurately</li> <li>· Use some aspects of register in formal and informal written communication</li> </ul>	<p><b>This will be evident when the Phase 1 student:</b></p> <ul style="list-style-type: none"> <li>· Writes 50–100 characters</li> <li>· Writes simple phrases and sentences about an everyday situation using a model</li> <li>· Labels familiar objects, people and writes words for classroom, school and home routines</li> <li>· Makes simple statements to describe family members, everyday (巩固拼音语调、强化部首概念、熟练书写笔画) (自我介绍、家庭成员、国籍、数字、生日、时间、听说语言、想做的工作、日常作息、交通运输、天气季节、假期、颜色服装、爱好运动)</li> </ul>
PYP	<b>Learning outcome students will be able to...</b>	<b>Benchmarks</b>
Phase 3	<p><b>At the end of Phase 3 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Student writes simple notes and reports about people and things at school.</li> </ul>	<ul style="list-style-type: none"> <li>· Prepare captions for a class album. 为课堂照片写简短说明.</li> <li>· Make a list of daily routines. 列一张日常作息表.</li> </ul>

	<ul style="list-style-type: none"> <li>· Students prepare stories of brief written reports personal experiences, events, or other school subjects to share with peers and/or Chinese speakers.</li> <li>· Students write descriptions of the people and objects present in their everyday environment and in school.</li> <li>· Students communicate on a personal level with Chinese speakers via dialogues, notes, and cards.</li> </ul>	<ul style="list-style-type: none"> <li>· Describe one's best friend. 写以我的好朋友为题的短文.</li> <li>· Make a birthday card for a Chinese friend. 送自己做的生日卡给中国小朋友.</li> <li>· Be able to write between 50-100 characters.</li> </ul>
Phase 2	<p><b>At the end of Phase 2 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Students exchange, support, and discuss their opinions and individual perspectives with peers and/ or Chinese speakers on variety of topics dealing with contemporary and historical topics.</li> <li>· Students learn how to write simple Chinese characters with correct stroke orders.</li> <li>· Students learn how to identify radicals and components of Chinese character.</li> </ul>	<ul style="list-style-type: none"> <li>· Research and discuss the evolution of Chinese characters. 研究和讨论汉字的演变。</li> <li>· Learn the basic strokes in writing. 山,水,上,下,大,中,小。</li> <li>· Make a poster to show radicals and components of characters. 制作部首偏旁的海报。</li> <li>· Be able to write between 20-50 characters.</li> </ul>
Phase 1	<p><b>At the end of Phase 1 the students should be able to:</b></p> <ul style="list-style-type: none"> <li>· Students make reference to Chinese character to clarify meaning in conversation.</li> <li>· Student presents information about the Chinese language and culture to others in Chinese, English, or both.</li> </ul>	<ul style="list-style-type: none"> <li>· Write characters on the palms to indicate the character used in a spoken context. 用手在手掌或空中写字，以辨明适当的字。</li> <li>· Use play dough or sticks show the formation of Chinese numbers from one to ten. 用小木棒或玩具面做成中国数字一到十的形状或教同学写中国字。</li> <li>· write the date 日, 月</li> <li>· Be able to write between 5-20 characters.</li> </ul>