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| A book cover with a couple of people standing on a wall  Description automatically generated |

**WELCOME TO LEARNING CHINESE**

Welcome to the ***Learn a Language*** programme of Queen Mary. Language learning broadens the mind – you learn how different cultures and societies organize the world through language, you acquire a new vocabulary, new concepts, cultural knowledge, and become more interculturally aware. You can connect with people in another society in *their* language, a connection that is likely to be closer than if you make them speak *your* language or you communicate in a third language, such as English. You can use your language skills in your future career – employers consistently ask for better language skills in graduates. And, finally, language learning has cognitive benefits – studies show that bilinguals are more perceptive and have better memory. Speaking another language makes you more aware of language structure in general, and a better communicator.

**MANDARIN CHINESE**

Mandarin Chinese is offered in collaboration with Queen Mary’s [Confucius Institute](https://www.qmul.ac.uk/sllf/language-centre/confucius-institute/).

*Chinese is spoken by about 1.6 billion people, with one fifth of the world's population now*

*using it as their mother tongue. Chinese has become more and more popular for language learners, and with the economic development of China and its overseas investments, speakers of Chinese are in high demand. Knowledge of the language can help you in a government career, but it will also be of benefit in business and in industries such as engineering, medical, and in the non-profit and international relations sectors. Speaking Chinese can help you build relationships with people in China and overseas Chinese communities.*

A group of people walking down a street next to tall buildings

Description automatically generated

Picture by Kirsty Stage, student of Chinese 1b, 2019/20

### MODULE AIMS AND LEARNING OUTCOMES

**Module Aims**

The overall aims of this module are to help you to develop a sound foundation of knowledge of the Chinese language, and an ability to approach communication in the language in a confident and competent manner. You will move from a intermediate to an upper intermediate level of knowledge of the language, and develop your ability to function effectively and competently dealing with language occurring in more demanding and challenging situations, within a general or a professional context (equivalent to level B1/B2 of the Common European Framework of Reference, CEFR).

You will improve your competence towards an intermediate level through tasks designed to develop your skills in speaking and writing. You will also develop your receptive skills, by reading and listening to more complex texts. The aim is to achieve a balance between fluency and accuracy, which means grammar and structure are an integral part of this course.

**How is the module structured and how will it be taught?**

You will have two timetabled sessions (of two hours each) per week, over two semesters (4 hours over 22 weeks). The module is taught in-person, on campus. This means you will get 88 hours of tutor-led learning. The total learning hours for this module are 300 hours, which means that in addition to the 88 tutor-led hours, you need to invest an additional 212 hours through independent study. You will do this by doing homework set by your tutor, completing tasks online on QMplus and in the course book, revising class materials and vocabulary, preparing for assessments, and using other opportunities to speak, listen to and read Chinese outside the classroom.

The in-person and online sessions will be mainly used for interactive tasks and skills development (speaking, listening, writing), while explanations of grammar and introduction of new material will be delivered mainly via recorded video clips.

This means you will sometimes be asked to watch a video, go over a PowerPoint presentation, or read a text *in preparation* for a class, as well as completing exercises and tasks *after* sessions, for consolidation (e.g, exercises in the course book, on QMplus, recording yourself, etc.).

**Module Learning Outcomes**

**You should develop the following outcomes related to academic content:**

|  |  |
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| A1 | To achieve effective communication in Chinese at level B1/B2 CEFR with competent speakers of the language. |
| A2 | To exploit, for a variety of purposes, a range of materials, written and spoken, in Chinese level B1/B2 CEFR. |
| A3 | To demonstrate a knowledge and understanding of the structures, registers and, as appropriate, varieties of Chinese at level B1/B2 CEFR. |
| A4 | To demonstrate a knowledge and understanding of Chinese cultures and societies gained through the study of basic written and aural texts and other cultural products in the target language. |

**You should develop the following disciplinary skills:**

|  |  |
| --- | --- |
| B1 | To analyze aspects of the target language and make use of them in a broadly professional context. |
| B2 | To gather and process information related to Chinese language and cultures from a variety of paper, audiovisual and electronic sources and communicate this information, both orally and in writing. |
| B3 | To use ICT effectively both as a means of communication and as an aid to learning. |
| B4 | To demonstrate some ability as an independent learner of the language in order to take further the study of Chinese language and cultures. |

**You should develop the following general attributes:**

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| --- | --- |
| C1 | To be able to operate in more than one language, develop a global perspective and use the knowledge acquired to increase employability and engage with the professional world. |
| C2 | To apply analytical skills to investigate unfamiliar problems and to use the knowledge acquired to enrich research. |
| C3 | To be able to work effectively in diverse communities. |
| C4 | To work individually and in collaboration with others reflecting upon and assessing one's progress in learning the Target Language. |



Picture by Shruthii Muthappan, student of Chinese 2a, 2019/20

### EXPECTED STUDY TIME

If you are taking this module for credit, you will get 30 credits, which equals 300 learning hours. 88 of those will be tutor-led through synchronous sessions, the rest you are expected to invest between the weekly sessions, in your own time, via guided learning, using resources on QMplus, in your course book, and other material as advised by your tutor. Even if you are not taking the module for credit, you should invest the same amount of time in order to make the expected progress.

|  |  |
| --- | --- |
| **30 credit module – 300 learning hours** | |
|  | |
| **Tutor-led learning** | **88 hours** |
| Interactive classes |  |
| **Self-directed learning** | **212 hours** |
| Preparations for taught sessions | 44 |
| Completing set homework | 44 |
| Self-study after class (QMplus, course book, etc.) | 88 |
| Preparation for assessments | 36 |
| **Total** | **300** |

### CONTACT DETAILS AND ADVICE & FEEDBACK HOURS OF YOUR TUTOR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Module tutor** | **Office** | **Email** | **Advice & feedback hours** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Dan Zou | Bancroft 1.36 | d.zou@qmul.ac.uk | Monday  12:00pm-1:00pm |

You can use tutor’s Advice & feedback hours for questions and feedback. Please email your tutor beforehand.

### LEARNING PLAN

**SEMESTER 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| week | | main topic | learning outcomes | language focus | cuLTURE | SELF-STUDY (qm+) |
|  |  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | 1) | Greeting  Module introduction  How did you choose?  你是怎么选的？  (College courses and requirements) | Using words for course requirements | 再说、比方说、根据、听起来、提高、挺、水平、有意思、大多数、得、报名、花 | 意思 in different meanings | Exercises and quizzes on QMplus |
| 2) | How did you choose?  你是怎么选的？  (College courses and requirements) | Writing an email asking for or giving information | Talking about results using resultative complements  Talking about the future using 会/将  Giving extra information using再说/而且  Expressing preferences using 还是……吧 | Ancient Chinese dynasties Chinese Calligraphy | 1.Find out Top 10 most popular elective courses in your country  2.Exercises and quizzes on QMplus |
| 2 | 1) | How did you choose?  你是怎么选的？  (College courses and requirements) | Asking for information  Showing concern  Asking for and giving advice  Understanding feelings and concerns  Understanding course  Requirements and difficulty levels | 课文 | Top 10 most popular elective courses in China | Exercises and quizzes on QMplus |
| 2) | What are you looking for specifically?  您具体想找什么？  （Books,library and book reviews) | Using words for directions and sections inside a building,book review essentials | 图书管理员、西晋、对……来说、还、方面、具体、推荐、层、架、合适、复印机、作者。经过、期刊室、类 | The first four histories "Historical Records", "Han Shu", "Later Han Shu" and "Three Kingdoms" | 1.Recommend one of your favorite books  2.Exercises and quizzes on QMplus |
| 3 | 1) | What are you looking for specifically?  您具体想找什么？  （Books,library and book reviews) | Writing a simple book review | Limiting the range of statements using 对……来说  Emphasizing facts and negating assumptions using不是……而是  Expressing surprise using 没想到  Making recommendations using 给……推荐 | 方便in different meanings | 1.Read about Fengshui in Wikipedia and tell some major principles of it.  2.Exercises and quizzes on QMplus |
| 2) | What are you looking for specifically?  您具体想找什么？  （Books,library and book reviews) | Identifying directions and locations  Understanding general comments about books  Asking for and giving opinions about books and libraries | 课文 | Sun Wu and the Art of War | Exercises and quizzes on QMplus  《半小时漫画中国史》 |
| 4 | 1) | 1.Review  2.When is our assignment due?  什么时候交作业？（Assignments,quizzes and deadlines) | Using words for clarification,instructions and rubrics in exam | 戏剧、吵、排演、决定、出主意、扮演、不如、表演、讨论、接下来、前排、发短信、约时间、回头见、收拾、排序、简答、说法、简要、哲学家、测验、工艺品 | Different ways of greeting people and saying goodbye | Exercises and quizzes on QMplus |
| 2) | When is our assignment due?  什么时候交作业？（Assignments,quizzes and deadlines) | Writing simple quiz questions and instructions | Expressing”any”using 什么……都……  Making suggestions using 不如……怎么样/吧  Expressing formality through vocabulary  Stating a rationale using 根据 | 汉朝VS汉语 | Confucius's philosophy and thought |
| 5 | 1) | When is our assignment due?  什么时候交作业？（Assignments,quizzes and deadlines) | Clarifying information through repetition  Understanding simple formal instructions for exam  Starting and ending a conversation politely | 课文 | Confucius Institutes | Exercises and quizzes on QMplus |
| 2) | He was not just an actor.  他不只是个电影演员  （Life stories) | Using words for accomplishments, achievements and importance | 英雄、世界、生平、有道理、认为、出海、算、迪士尼、甚至、假扮、代替、贸易、参军、交流、肯定、真实、看法、值得、首先、航海图、武术家、船队、一举成名、主演、自创、遗作 | Famous historical figures in china | Exercises and quizzes on QMplus |
| 6 | 1) | He was not just an actor.  他不只是个电影演员  （Life stories) | Writing a simple life story | Expressing“even”using 甚至  Expressing”be worth”using 值得  Expressing purpose using 为了  Stating causes using 由于 | Expressions for agreeing and disagreeing | Read biography of a Chinese celebrity who made success in the UK or abroad and retell his or her story briefly |
| 2) | He was not just an actor.  他不只是个电影演员  （Life stories) | Identifying opinions  Understanding accomplishments and achievements  Identifying notable events in a life story  Agreeing and disagreeing | 课文 | ZhengHe--- China’s Magella | Exercises and quizzes on QMplus |
| 7 | Study week | | | | | |
| 8 | 1) | I booked the ticket online  我是在网上订的票。  （Air travel and extreme weather) | Using words for air travel and extreme weather | 登机、超重、手续、靠、值机员、窗户、出示、过道、登机牌、行李票、转机、由、订票、登机口、信用卡、舱、乘坐、关闭航班、随身行李、起飞、托运、旅途愉快、传送带 | Expressions for airport check-in | 1.Find the most famous booking website or APP in China  2.Exercises and quizzes on QMplus |
| 2) | I booked the ticket online  我是在网上订的票。  （Air travel and extreme weather) | Writing a short report about an event involving bad weather | Expressing influences using 受……影响  Noun phrases with 以  Expressing”unbearable”using受不了  Stating extreme consequences using造成 | Chinese CCTV | 1.Write the worst experience you ever had involving bad weather  2.Exercises and quizzes on QMplus |
| 9 | 1) | I booked the ticket online  我是在网上订的票。  （Air travel and extreme weather) | Understanding airport check-in information  Confirming and correcting information  Understanding a news report about extreme weather  Asking for and checking information  Giving reasons and expressing regret | 课文 | Mongols in China | 1.Write a weather report for London for the next three days  2.Exercises and quizzes on QMplus |
| 2) | You’ve really thought of everything  您真是太周到了。  （Meeting a host family) | Using words for room facilities and housework, hospitality | 辛苦、爱人、遥控器、抱歉、周到、安全、过奖、独生女、聊、客气、职业、收入、条件、礼貌、刚、其实、换、赚、幸好、要不然、少数民族、可惜、晒 | Exchanges of greetings and thanks | Exercises and quizzes on QMplus |
| 10 | 1) | You’ve really thought of everything  您真是太周到了。  （Meeting a host family) | Writing an informal diary entry | Describing impressions using 好像  Expressing casual relations using 让  Expressing limited choices using不是……就是……  Sentence-initial adverbs幸好、可惜、其实 | Gift-giving in Chinese culture | 1.Find out chat taboo of China  2.Exercises and quizzes on QMplus |
| 2) | You’ve really thought of everything  您真是太周到了。  （Meeting a host family) | Identifying the location of rooms, household items and facilities  Understanding hospitality  Understanding cultural differences regarding proper topics of conversation  Understanding a diary entry  Expressing hospitality and appreciation  Giving polite responses | 课文 | Chat taboo | Exercises and quizzes on QMplus |
| 11 | 1) | Chinese culture presentation | | | | |
| 2) | Review and practice: Unit 1-2 | | | | |
| 12 | 1) | Review and practice : Unit 3-4 | | | | |
| 2) | Review and practice : Unit 5-6 | | | | |

**SEMESTER 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| WEEK |  | main topic | learning outcomes | language focus | cuLTURE | SELF-STUDY (qm+) |
|  |  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 |  | 我喜欢这种简单的 生活方式。  I like this simple lifestyle.  (Teaching in Inner Mongolia) | Using words for school facilities and surroundings, city and rural life | 接受，精神，紧张， 空虚，充实，生活方式，活泼，并不，压力，缺少，发达，轻松，的确，偏远地区，价值，从小，嘈杂 | Tianjin in China | Review what learnt in this class and preview the next |
| 2) | 我喜欢这种简单的 生活方式。  I like this simple lifestyle.  (Teaching in Inner Mongolia) | Writing a simple comparative essay | Explicit comparisons  Implicit comparisons using 更 / 比较  Expressing something is contrary to expectation using 并不/并没有  Drawing conclusions using 看来 | Chinese primary schools | Exercises and quizzes on QMplus |
| 2 | 1) | 我喜欢这种简单的 生活方式。  I like this simple lifestyle.  (Teaching in Inner Mongolia) | Identifying differences and similarities  Identifying a speaker’s feelings and emotions  Expressing respect and expectations  Making comparisons and showing preferences  Expressing feelings and emotions | 课文 | Chinese students and teachers | Review what learnt in this class and preview the next |
| 2) | 真了不起！That’s amazing!  （Environment project in deserts） | Using words on environmental problems and protection; comparison of past and present | 开发，生态，放牧，工程，项目，茂盛，任务，沙地，人类，种树，阻止，人为扩大，改变，其次，还原，刮风，原来，形成，气候，同事，过度 | Ke Erqin in China | Exercises and quizzes on QMplus |
| 3 | 1) | 真了不起！That’s amazing!  （Environment project in deserts） | Writing a formal report for a problem | Expressing sequences using  首先，其次，最后  Making suggestions using  要不这样吧  Giving examples using  以…..为例  Expressing“provide” using 为…提供 | Chinese Tofu | Review what learnt in this class and preview the next |
| 2) | 真了不起！That’s amazing!  （Environment project in deserts） | Understanding questions and answers in an interview  Giving reasons  Distinguishing between main ideas and supporting examples  Expressing praise and respect  Conduct an interview | 课文 | Time and Space in Chinese culture | Exercises and quizzes on QMplus |
| 4 | 1) | 1.Review  2.有志者事竟成Where there is a will, there is a way!（The Shaolin Temple and Shaolin kung fu) | Using words for martial arts skills and films | 锻炼，地图，耐力，僧人，刀尖，手臂，练功，受伤，文明，厉害，肌肉，修炼，毅力，老话，马步，动作，头顶，增加，力气，重物，决心 | A celebrity – Bruce Lee | Review what learnt in this class and preview the next |
| 2) | 有志者事竟成Where there is a will, there is a way!（The Shaolin Temple and Shaolin kung fu) | Writing an article introducing a film, giving the most important information | Expressing potential/capability using potential complements  Expressing “only/just” using 光…就 or 光…不  Expressing *"c*oncerning” using 关于  Expressing contrast of meaning using 而 | Chinese Kungfu | Exercises and quizzes on QMplus |
| 5 | 1) | 有志者事竟成Where there is a will, there is a way!（The Shaolin Temple and Shaolin kung fu) | Identifying specific information used in giving examples Identifying relationships among roles in a story  Understanding a film  Using exclamations  Talking about physical attributes, skills and abilities | 课文 | The Shaolin Temple | Review what learnt in this class and preview the next |
| 2) | 千万不能急！  Don’t rush things!(Parts of the body, physical movements and injuries) | Using words for parts of the body, physical movements and injuries and treatments | 扶，处理，脚，大夫，抬，按照，袜子，练习，脱，一般，站，往往，稳，用力， 跌倒，重心，伤，拉伤，脚踝，疼，千万，骨折，放心，神奇，骨头，效果 | 蹲马步 | Exercises and quizzes on QMplus |
| 6 | 1) | 千万不能急！  Don’t rush things!(Parts of the body, physical movements and injuries) | Writing simple instructions about movement | Expressing regularity using 往往 or 常常  The preposition 按照  Expressing future plans using 等…了  The difference between 刚才 and 刚 | Tai chi | Review what learnt in this class and preview the next |
| 2) | 千万不能急！  Don’t rush things!(Parts of the body, physical movements and injuries) | Identifying physical injuries and medical suggestions  Dealing with unfamiliar characters using radical clues in context  Understanding simple instructions about movement  Asking for and giving medial aid and suggestions  Encouraging and reassuring | 课文 | Group exercise in China | Exercises and quizzes on QMplus |
| 7 | Study week | | | | | |
| 8 | 1) | 你说我应该怎么做？  What do you think I should do?  （Emotions and feelings, asking for advice） | Using words for personal feelings, problems and worries | 出差，至少，收获，约，支持，拥抱，不小心，浪漫，比起来，鲜花，枯燥，礼物，进步，告别，随便，吻，段，直接，大概，看着办，表示，好运，主动 | Chinese Valentine’s Day | Review what learnt in this class and preview the next |
| 2) | 你说我应该怎么做？  What do you think I should do?  （Emotions and feelings, asking for advice） | Writing to an agony aunt about problems | Implicit comparison using 一点…  Expressing “even if” using  就算…也  Expressing contrast of meaning using 却  Difference between 总是and 老是 | Chinese traditional marriage | Exercises and quizzes on QMplus |
| 9 | 1) | 你说我应该怎么做？  What do you think I should do?  （Emotions and feelings, asking for advice） | Identifying attitudes, concerns and worries  Understanding suggestions  Understanding problems in a letter to an agony aunt  Seeking advice  Expressing problems, concerns and worries | 课文 | The butterfly lovers | Review what learnt in this class and preview the next |
| 2) | 我能不能不回答？  I’d prefer not to answer that.(dating, relationships and life expectations) | Using words for emotions, relationships and life plans | 理想，干，盒，巧克力，头，棒，一辈子，东奔西走，难道，估计，改天，也许，各种各样，稳定，打交道，伴侣，体验，顾家，新鲜感，不好说，羡慕，寂寞，到处 | Culture shock in greeting | Exercises and quizzes on QMplus |
| 10 | 1) | You’ve really thought of everything  您真是太周到了。  （Meeting a host family) | Writing simple tips and suggestions | Forming rhetorical questions using 难道…  Noun phrases with 像…这样/那样  Polite counter argument  是…可是/就是  The conjunctive 既…又… | Dating with a Chinese girl | Review what learnt in this class and preview the next |
| 2) | You’ve really thought of everything  您真是太周到了。  （Meeting a host family) | Understanding expectations and plans  Understanding polite counterarguments  Understanding different point of views  Expressing surprise and reassurance  Expressing certainty and reservation  Talking about life expectaions | 课文 | Chinese ways of expressing feelings | Exercises and quizzes on QMplus |
| 11 | 1) | Chinese culture presentation | | | | |
| 2) | Review and practice: Unit 7-8 | | | | |
| 12 | 1) | Review and practice : Unit 9-10 | | | | |
| 2) | Review and practice : Unit 11-12 | | | | |

### SEMESTER DATES 2023-24

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| --- | --- |
| **Semester 1** | **Dates** |
| **Teaching Weeks 1 to 6** | 25 Sep – 5 Nov 2023 |
| Study Week (Week 7) | 6 Nov – 10 Nov 2023 |
| **Teaching Weeks 8 to 12** | 13 Nov – 15 Dec 2023 |
| January exam period | 4 – 19 January 2024 |
| **Semester 2** | **Dates** |
| **Teaching Weeks 1 to 6** | 22 Jan – 1 Mar 2024 |
| Study Week (Week 7) | 4 Mar – 8 Mar 2024 |
| **Teaching Weeks 8 to 12** | 11 Mar – 12 Apr 2024 |
| Exam period | 2 May – 31 May 2024 |
| Summer Resit period | August 2024 |

### LEARNING MATERIALS

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Course book** | ISBN | Notes |

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| --- | --- | --- | --- |
| IMG_256 | [Shaoyan Qi](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Shaoyan+Qi&text=Shaoyan+Qi&sort=relevancerank&search-alias=books-uk)(2013)  Discover China: Student Book Three (Discover China Chinese Language Learning Series)  Published by arrangement with Macmillan Publishers(China) Limited | 978-0230406414 | You can download the first lesson for free on  [Discover China : student's book three : Free Download, Borrow, and Streaming : Internet Archive](https://archive.org/details/discoverchinastu0000unse_y6f1/mode/2up)  download the MP3 AUDIO of the book:  <http://www.mydiscoverchina.com/resources/mp3-audio-files-of-discover-china-students-books-and-workbooks/> |

**OTHER RESOURCES:**

* + Online dictionary: <http://xh.5156edu.com/>
  + Youtube channels:

<https://www.youtube.com/c/cnliziqi>

<https://www.youtube.com/channel/UC_HW6aVLpyvPIhc7w8YA8Ag>

* For reading and listening:

<https://www.duchinese.net/lessons>

<https://www.thechairmansbao.com/>

https://mandarinbean.com/

* For grammar:

<https://resources.allsetlearning.com/chinese/grammar/Main_Page>

* Learn Chinese song:

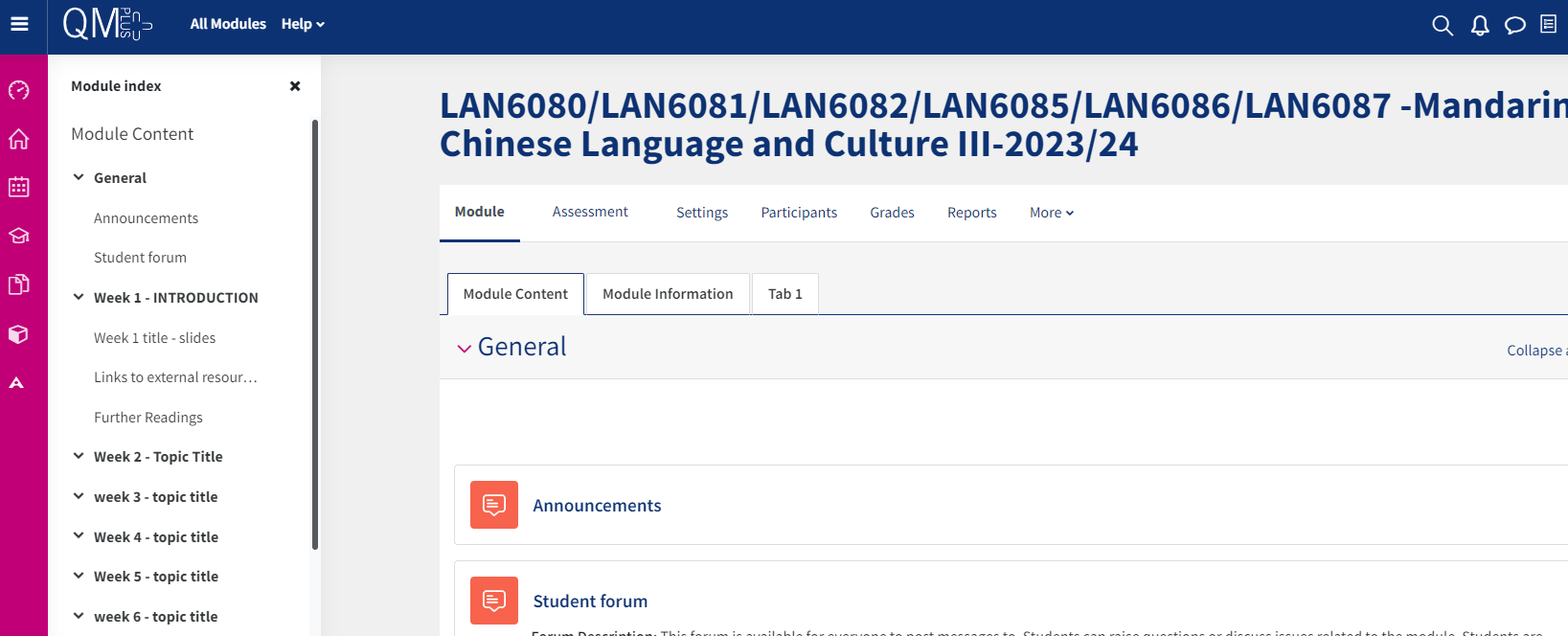
<https://www.echinesesong.com>

* + APP: pleco (dictionary), anki (flashcard), skritter (Write Chinese)
  + Reading list for Chinese modules: <https://qmul.rl.talis.com/search.html?q=chinese>
  + Cultural events in London in 2023/24 related to Chinese:
  + Please follow the [Confucius Institute website](https://www.qmul.ac.uk/sllf/language-centre/confucius-institute/) or facebook @QMULCI
  + **Practice with volunteer students:**
  + <https://www.qmul.ac.uk/sllf/language-centre/language-learning/speaking-practice/>

### QMplus Module page

The QMplus module page is the place to go to regularly before and after class, to prepare for the weekly sessions and find resources for self-study. Here you will find the materials used in class in addition to the course book, and additional resources and activities that help you consolidate and extend the material covered in class. You will also find links to web resources and videos on the language and cultural information.

<https://qmplus.qmul.ac.uk/course/view.php?id=14656>



### Free Language Speaking Practice

A group of people with books in them

Description automatically generated with medium confidenceLanguage learners within the Queen Mary community can book 30-minute online speaking sessions with native or proficient speakers, for 15+ languages, for free. You can practise your speaking skills in the language you're learning, in an informal way. Sessions are offered by volunteers – QMUL students and staff who enjoy helping others learn. It’s a great way to practise the language, and get to know Queen Mary students from different schools and different backgrounds.

[More information and booking link](https://www.qmul.ac.uk/sllf/language-centre/language-learning/speaking-practice/)

### FEEDBACK

* How can you check your progress throughout the module?
* What feedback can you expect from your tutor?

Language classes are highly interactive and participative, which means your tutor will give you regular instant feedback on your participation in class. Your tutor will also give you feedback on your submitted homework, and on activities that you complete on QMplus, if there is no automated feedback.

You will get feedback on the draft (formative submission) of your Writing Assignment, and will then have the opportunity to improve your writing before you submit it for summative assessment (counting towards your mark).

Your tutor is available during Feedback & Advice hours (check the times in the Tutor profile above), which you can use for a one-to-one meeting to discuss your progress. Please email your tutor beforehand.

### ASSESSMENT INFORMATION

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| **Assessment if you take the module FOR credit**  If you are taking this module for credit, you need to complete and pass the assessments in order to gain the credits. The credits will count towards the total number of credits you need in each academic year (120 per year for undergraduate students). |
| **Assessment if you take the module NOT for credit**  If you are taking this module as a non-credit bearing module, it will not count towards your programme and you will not receive credits. However, if you complete and pass the module, you will receive a **Certificate of Completion** stating that you have passed the module, and with what grade. The requirements are that you:   1. Have attended *at least* 65% of the taught sessions 2. Take and pass the module assessment for non-credit seeking students to show that you have achieved the learning outcomes of the module   If you do not take the module assessment but meet the attendance requirement, you will receive a **Certificate of Attendance**, without a grade. |

Assessment is carried out through formal and informal reading, writing, listening and speaking tasks. The assessment structure depends on whether you are taking the module for credit or not. Check your module code and note the assessment structure relevant to you, below:

**Assessment structure:**

**FOR CREDIT**

**LAN6080: Chinese Language & Culture 3: Students taking the module for credit, year-long (30 credits)**

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| **LAN6080**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading & Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 250-300 characters | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| **Oral exam** | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | May Examination period |

**LAN 6081: Chinese Language & Culture 3a: Students taking the module for credit, Semester A only (15 credits)**

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| **LAN6081**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading & Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 225-275 characters | Submission (formative):  Week 9  Feedback given in Week 10  Submission (summative):  First week in January |
| **Oral exam** | 30% |  | Semester 1, Week 12 |
| **Written exam** | 40% | 2 hours | January Examination period |

**Study Abroad & Visiting Students taking LAN6081: Chinese Language & Culture 3a for credit, Semester A only (15 credits)**

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| **LAN6081**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading & Listening Test | 20% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 30% | 120 characters | Submission (formative):  Week 9  Feedback given in Week 10  Submission (summative):  First week in January |
| **Oral exam** | 50% |  | Semester 1, Week 12 |

**LAN 6082: Chinese Language & Culture 3b: Students taking the module for credit, Semester B only (15 credits)**

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| **LAN6082**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading & Listening Test | 10% |  | Semester 2, Week 11 |
| * Writing Assignment | 20% | 200-250 characters | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| **Oral exam** | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | May Examination period |

**NOT FOR CREDIT**

**LAN6085/LAN6086/LAN6087: Chinese Language & Culture 3, 3a, 3b: Students taking the module NOT for credit, year-long. In order to get a Certificate of Completion, you need to pass the following assessments:**

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| **LAN6085/LAN6086/LAN6087**  **Assessment Title** | **Weight towards final grade %** | **Due Date** |
| **Coursework** |  |  |
| * Reading &Listening Test | 20% | Week 11 |
| * Writing Assignment | 30% | Submission (formative): Week 7  Feedback given in Week 8  Submission (summative): Week 9 |
| * Oral test | 50% | Last week of the module |

**Your course teacher will give detailed instructions in advance of assessments.**

**MARKING CRITERIA FOR ASSESSMENT OF WRITING SKILLS**

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| **Task achievement** | * How fully has the task brief been achieved? Does the text have the required length?\* * How fully, and in what breadth, has the topic been covered? * If the task consists of description, how comprehensive is the description? * If the task consists of argumentation, has the topic been considered from different angles? * Have different aspects of the topic been elaborated? * How relevant, and how correct, is the information included? |
| **Organisation, Coherence and cohesion** | * How clear is the text, and how logical is its structure? * How appropriate, and how varied, are the connectors and cohesive devices used to link sentences? * How well is paragraphing used, and how well are paragraphs connected to achieve a coherent text? Does the text read smoothly, or are there jumps? |
| **Range**  **(Grammar, Syntax, Vocabulary)** | * Are the sentence and grammatical structures appropriate for the level? (at lower levels, simple sentences will be fine, while at higher levels, the inclusion of more complex structures will be expected) * How wide is the range of vocabulary used in the text? (simple and frequent lexical items will be fine at lower levels, while at higher levels, more varied vocabulary, use of nuance, and use of idiomatic expressions will be expected) |
| **Accuracy (Grammar, Syntax, Vocabulary)** | * How accurate are the grammar and sentence structures? If there are errors, are they minor, or do they impact the communication more severely? To what extent does the reader have to make an effort to understand what you are trying to communicate? * How good is your command of the vocabulary? Do the words you have chosen have the right meaning to express what you want to say? If there are errors, do they just make the passage sound somewhat clumsy or do they obscure the meaning of the sentence and hinder communication? * How well are lexical collocations used? (that is, words that normally go together, e.g. we say ‘to take a picture’ and not ‘to make a picture’, ‘to make a mistake’ and not ‘to do a mistake’, ‘to do someone a favour’ but not ‘to make someone a favour’) |

\*If you submit work significantly under the word limit, marks will be deducted.

**MARKING CRITERIA FOR ASSESSMENT FOR SPEAKING SKILLS**

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| **Task achievement** | * Have you completed the task that has been set? Have you completed it fully or only partially? |
| **Range of vocabulary and structures** | * How wide is the range of vocabulary that you use? Is it quite simple and basic, or do you master the full range of vocabulary that has been covered in the module? * What kind of sentence structures do you use? Are they simple (such as a list of short main clauses), or are they more complex (using longer sentence structures with subordinate clauses that are well connected by conjunctions)? |
| **Accuracy of vocabulary and grammatical structures** | * How accurate is the vocabulary you are using? Are you using words with the right meaning to express what you want to say? How often do you pick words that don’t quite fit? * How accurate are the grammar and the sentence structures that you are using? How frequently do you make mistakes? Are the mistakes minor or do they make it hard for your conversation partner to understand what you are trying to say? |
| **Pronunciation** | * How well do you pronounce the words and sounds in the target language? Is your pronunciation smooth and clear, with the correct word stress and sentence intonation, or is it difficult for the listener to recognise some of the words you produce? |
| **Fluency** | * How natural is the speed of your speech? (Note that slight hesitations, restarting a sentence, pausing to find the right word, etc., is part of natural speech). Are there many, long and ‘unnatural’, pauses and hesitations? Is there a breakdown of communication? Can you repair gaps by paraphrasing a word that you cannot find, or by reformulating a sentence? |
| **Interactional skills** | * How well can you use conversational norms when interacting with someone else: For example, opening a conversation, maintaining it, asking for clarification, giving appropriate responses to prompts from your conversation partner, taking turns in the conversation, closing (ending) the conversation. |