

MANDARIN Year 12 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Units of Work	Traditional and Modern Family Values	Internet and Media Influence	Film Analysis: <i>The Joy Luck Club</i>	Regional Cultures and Heritage in China	Immigration and Diversity	Equality and Social Justice
Ethos Links	<p>Sustainability and the Environment: Exploration of changing societal roles and their impact on sustainable living. Milton Keynes: Discuss family dynamics in multicultural communities like Milton Keynes.</p> <p>Character: Developing respect for gender equality and inclusion.</p>	<p>STEM: The evolution of technology and its societal implications. Sustainability: Digital footprints and the environment. Milton Keynes: Cultural diversity and representation of icons.</p>	<p>Character: Understanding themes of oppression, tradition, and freedom.</p>	<p>Sustainability: Preserving regional traditions and culture</p>	<p>Milton Keynes: Discuss immigration's impact on local communities. Sustainability: Ethical considerations in immigration policies.</p>	<p>Sustainability: Conservation of cultural heritage sites. Milton Keynes: Examining racism's impact on diverse communities.</p>
Learning End Points	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Understand the historical and cultural contexts of traditional and modern family structures in Chinese speaking world. ➤ Discuss changes in marriage trends and gender roles over time. ➤ Analyse the influence of religion and laws 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Discuss internet usage and the pros/cons of social media. ➤ Understand online safety and ethical dilemmas surrounding digital access. ➤ Analyse statistics about internet access in Chinese speaking communities. ➤ Analyse the influence of celebrities and 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Analyse key themes, including generational conflict, cultural identity, and the immigrant experience. ➤ Evaluate the cinematic techniques used to convey emotional depth and cultural narratives. ➤ Discuss the film's significance as a bridge between 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Explore the diversity of Chinese festivals, regional cuisines, and languages. ➤ Analyse the significance of UNESCO World Heritage Sites in China. ➤ Understand government policies for preserving cultural 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Revision of Topics across y12 ahead of end of year assessments ➤ Understand historical and modern patterns of immigration in China ➤ Discuss economic and cultural contributions of immigrants. <p>Analyse societal challenges related to immigration.</p>	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Revision of Topics across y12 ahead of end of year assessments ➤ Understand efforts to promote equality, including anti-discrimination laws and campaigns. ➤ Discuss the impact of global

	<p>on societal values.</p> <ul style="list-style-type: none"> ➤ Discuss changing roles of men and women in society. ➤ Understand key milestones in women's rights movements i ➤ Analyse workplace equality laws and practices. 	<p>media on societal behaviour.</p> <p>Explore positive and negative examples of role models in Chinese-speaking cultures.</p>	Chinese and Western cultures.	heritage and traditions.		movements on equality in China.
	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Formulate and justify opinions using a range of tenses ➤ Interpret cultural texts and statistics about family and societal values. ➤ Write essays on family trends, incorporating nuanced arguments and cultural references. ➤ Use a variety of structures to discuss changes over time ➤ Formulate balanced arguments on gender-related topics. ➤ Compare statistics on gender equality 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Analyse authentic texts and data about technology use. ➤ Use subjunctive structures for expressing doubts or preferences. ➤ Debate technological advantages and drawbacks. ➤ Critically evaluate texts on celebrity influence. ➤ Discuss personal opinions about fame and responsibility. <p>Use indirect speech to report celebrity statements.</p>	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Identify and analyse key themes, such as societal expectations, personal struggles, and love. ➤ Evaluate the satirical portrayal of intellectual life in 1930s China. ➤ Interpret symbolism and metaphorical language in the text. ➤ Use complex grammatical structures, such as subjunctive forms, for sophisticated argumentation. 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Research and present information on regional identities. <p>Use comparative structures to highlight cultural differences.</p>	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Use complex structures to discuss causes and effects (e.g., subjunctive for opinions). ➤ Interpret statistics and media reports about immigration. <p>Debate immigration policies using reasoned arguments.</p>	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Debate solutions to inequality using advanced language. ➤ Critically evaluate case studies and media reports on injustice. <p>Use subjunctive to suggest actions and express views.</p>

	across Chinese-speaking countries.					
Key Vocabulary	家庭结构 (Family structure) 传统价值观 (Traditional values) 核心家庭 (Nuclear family) 性别角色 (Gender roles) 婚姻观念 (Views on marriage) 孝道 (Filial piety) 代沟 (Generation gap)	网络文化 (Internet culture) 社交媒体 (Social media) 网络成瘾 (Internet addiction) 网络欺凌 (Cyberbullying) 数字足迹 (Digital footprint) 信息传播 (Information dissemination) 青少年文化 (Youth culture)	移民经历 (Immigrant experience) 代际冲突 (Generational conflict) 文化冲突 (Cultural conflict) 母女关系 (Mother-daughter relationships) 情感深度 (Emotional depth)	文化遗产 (Cultural heritage) 传统节日 (Traditional festivals) 地方美食 (Regional cuisine) 民俗 (Folk customs) 方言 (Dialect) 世界遗产 (World Heritage) 非物质文化遗产 (Intangible cultural heritage)	移民 (Immigration) 流动人口 (Migrant population) 融合 (Integration) 多元文化 (Multiculturalism) 文化包容性 (Cultural inclusivity) 排外情绪 (Xenophobia) 经济贡献 (Economic contributions)	种族主义 (Racism) 歧视 (Discrimination) 社会平等 (Social equality) 公平 (Fairness) 反种族主义 (Anti-racism) 社会运动 (Social movement) 公共政策 (Public policy)