

OxfordAQA

International GCSE

Chinese – First Language (9263)

Scheme of work

For teaching from September 2026 onwards
For exams May/June 2028 onwards

Introduction

These outline schemes of work are intended to help teachers plan and implement the teaching of the OxfordAQA International GCSE Chinese – First Language (9263) specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. Each scheme has been produced by a practicing subject expert. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

Timings have been suggested but are approximate. Teachers should select activities relevant to their students and the curriculum time available. Teachers should also aim to balance activities among the different skills required. Appropriate practical activities are in each section.

The order is by no means prescriptive and there are many different methods by which the content could be delivered.

The resources suggested are indicative; other materials that may be helpful are likely to be available. Suggestions are only given in brief. All links were active at time of publication.

Links to web-based teaching resources are provided in each theme.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills. This scheme has designed in a way to allow progression from GCSE qualifications to AS and A-level.

Assumed coverage and teaching hours

The new International GCSE Chinese – First Language (9263) specification is a linear two-year course with 120- 140 recommended guided learning hours, although this may vary according to local practice and the learner's prior experience of the language.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

Themes, topics and grammar

There are five broad themes:

Theme 1: Society

Theme 2: Education and work

Theme 3: Culture

Theme 4: Science and technology

Theme 5: Global dimension

Each theme contains a number of topics and sub-topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

This scheme of work would focus on thematic and linguistic content, leaving teachers the liberty to choose appropriate material that covers the following grammar, rhetorical devices and writing techniques from the specification:

词类：实词、虚词、名词、动词、形容词、数词、量词、代词、副词、介词、连词、助词、拟声词

词组：联合、主谓、动宾、偏正、数量、补充、方位、固定、介词、‘的’字结构

单句：主谓句、非主谓句、陈述句、疑问句、祈使句、感叹句

复句：并列复句、偏正复句、紧缩句

修辞：比喻、比拟、夸张、借代、双关、反语、设问、反问、对偶、排比、层递、反复、对比、

写作手法：叙述、描写、说明、议论、抒情

Possible teaching and learning activities

Teaching and learning activities could include:

Listening and reading activities:

Teachers may consider integrating listening and reading skills into the teaching of each unit. The test paper requires students to master the following listening and reading skills:

- Identify the overall message, key points, details and opinions
- Deduce meaning
- Recognise and respond to key information, important themes and ideas
- Extract information, draw inferences, evaluate and draw conclusions.

Listening and reading activities can be designed progressively to build up students' skills, from simpler tasks such as identifying details and key points, extracting information, and recognising and responding to key information, to more challenging tasks such as deducing meaning, drawing inferences, evaluating, and drawing conclusions.

Reading Activity Ideas:

Idea 1: Connective Match-Up

Step 1. Have students read a variety of short paragraphs.

Step 2. Provide a summary for each short paragraph, leaving gaps for connectives.

Step 3. Ask students to select a variety of connectives that fit each summary by filling in the gaps.

This activity can be done in pairs or groups and includes an element of competition. For higher-level students, ask them to explain why a certain pair of connectives is more suitable than others.

Idea 2: Finding a word that...

Use a wide range of "finding a word that" questions to develop students' detailed reading skills.

Some exemplar prompts include:

Find a word which best describes...

Find a word that tells/shows/...

Which word tells/shows...?

Which of the words best describes

Teachers can further scaffold this activity by asking the following questions which evaluate relevant vocabulary, such as:

What does the word mean in this context?

What does the word....tell you about(can be a character, a setting, or a mood)?

What effect has the author created by using the word?

Why did the author use the word to ...?

Listening activity Idea:

Collaborative Listening and Writing

Have students listen to a short interview—any suitable resource is fine, for example, short videos or podcasts can be good options.

Step 1. 1st listening – Students jot down as many words as possible and try to understand the gist of the recording.

Step 2. 2nd listening – Students listen for the key messages in the recording and add them to their notes.

Step 3. Students exchange notes and fill in any gaps they have. In pairs or groups, they write out the whole passage as accurately as possible to the original recording and then compare to the original.

This activity is designed to help students actively listen for details.

Writing activities:

Consider dedicating time in the first year, probably one or two lessons per theme, to practise writing skills, from passage writing to guided writing. A regular dedicated writing slot could help students build up their writing abilities and address any misconceptions early on. Practice could include, but is not limited to, passage writing and guided writing.

Passage writing should include both formal and informal messages, such as leave notes, sick leave notes, notices/announcements, messages, invitations, etc., as deemed appropriate for students to learn by the teacher as detailed in the Specification.

Teachers might then consider progressing to more targeted practice such as letter of thanks, letter of praise, letter of suggestion, letter of application, letter of complaints, etc. Teachers can train students to respond to prompts which cover all bullet points and satisfy the requirements. Teachers can either use topic-relevant prompts or any prompts that they deem appropriate, as long as they target the required skills.

Overview

- Year one covers Themes 1, 2, and the first part of Theme 3. Year two covers the second part of Theme 3, Themes 4 and 5.
- Both Year One and Year Two Scheme of Work are based on 60 hours of teaching time; however, teachers should adjust the time according to their students' specific needs.
- Each week is based on 2 hours of lesson time. Each topic is based on 4-6 hours (equivalent to 2-3 weeks) of teaching time.
- Each topic includes possible subtopics for teaching, these are indicative rather than prescriptive. They are meant to support or inspire teachers rather than provide a detailed breakdown of what is included in the actual exams. Teachers could take inspiration from these suggestions and add their own resources they consider appropriate.
- Each theme includes suggested teaching and learning activities that target different skills. Again, these are suggestions only.

Year One

Weeks

1 - 2

Specification reference

Theme 1: Society

Specification content

Topic: Family and friends

Subtopics to consider

- Family structures and how they change overtime
- Generation gap
- Relationship with family members
- Qualities of a good friend or ideal friend
- Relationship with friends
- The importance of family and friends in one's life

Resources

- 咱们的家庭变小了》
https://paper.people.com.cn/rmrhwb/html/2021-05/20/content_3049384.htm
- 把代沟变成代理沟通》
http://www.jyb.cn/rmtzgjsb/202006/t20200602_333877.html

Suggested timing (teaching hours)

4

Weeks

3 - 4

Specification reference

Theme 1: Society

Specification content

Topic: Everyday life

Subtopics to consider

- School life
- Balance between study/work and leisure
- Transport and directions
- House chores
- Comparing life now and in the past

Resources

- 初中生必看！轻松驾驭学习与生活的“平衡术”
<https://zhuanlan.zhihu.com/p/7500126972>
- 中学生该不该做家务，会影响学习成绩吗？
https://www.sohu.com/a/367249091_100146935

Suggested timing (teaching hours)

4

Weeks

5 - 6

Specification reference

Theme 1: Society

Specification content

Topic: Free time activities

Subtopics to consider

- Hobbies and interests
- Sports and outdoor activities
- Reading, music, and films
- Socialising with friends – online vs offline
- Online activities and gaming
- Importance of free time for health

Resources

- 中学生如何找到自己的兴趣？记住这十个方向！》
<https://www.yeseducation.com/post/%E4%B8%AD%E5%AD%A6%E7%94%9F%E5%A6%82%E4%BD%95%E6%89%BE%E5%88%B0%E8%87%AA%E5%B7%B1%E7%9A%84%E5%85%B4%E8%B6%A3%EF%BC%9F%E8%AE%B0%E4%BD%8F%E8%BF%99%E5%8D%81%E4%B8%AA%E6%96%B9%E5%90%91%EF%BC%81>
- 当中学生遭遇社交障碍》
<http://health.people.com.cn/n1/2021/0419/c14739-32081425.html>
- 中小学应重视学生微社交圈的构建》
https://zqb.cyol.com/html/2023-03/27/nw.D110000zgqnb_20230327_2-05.htm

Suggested timing (teaching hours)

4

Weeks

7 - 8

Specification reference

Theme 1: Society

Specification content

Topic: Fitness and health

Subtopics to consider

- Physical health
- Exercise and sports
- Diet and healthy eating
- Mental health and wellbeing
- Young people's health issues
- Healthy lifestyle
- Importance of fitness and health

Resources

- 《让年轻一代在运动中强意志、健身心》
https://paper.people.com.cn/rmrbhwb/pc/content/202504/02/content_30065490.html
- 《寒假将至 中学生饮食应均衡》
<http://health.people.com.cn/n1/2016/0112/c21471-28041003.html>

Suggested timing (teaching hours)

4

Weeks

9 - 11

Specification reference

Theme 1: Society

Theme 4: Science and Technology

Specification content

Topic: Fitness and health

Topic: Social Media

Subtopics to consider

- Types of media
- Traditional media vs new media (social media)
- Advantages and disadvantages of social media
- Influence of the media on young people
- Online safety and privacy
- Information cocoon

Resources

- 青少年和社交媒体的使用：有什么影响？》
<https://www.mayoclinic.org/zh-hans/healthy-lifestyle/tween-and-teen-health/in-depth/teens-and-social-media-use/art-20474437>
- 当心社交媒体影响青少年心理健康》
http://www.moe.gov.cn/jyb_xwfb/s5148/202307/t20230725_1070684.html

Suggested timing (teaching hours)

6

Weeks

12 - 14

Specification reference

Theme 1: Society

Specification content

Topic: Home neighbourhood town and region

Subtopics to consider

- Types of home – traditional vs modern
- Dream home
- Neighbourhood facilities and services
- Interesting things to do in the local area
- Changes of the local area through time
- Regional culture and specialities

Resources

- 《我心目中的好房子》
<https://finance.sina.cn/2024-02-21/detail-inaiupzk3226820.d.html?vt=4>

Suggested timing (teaching hours)

6

Weeks

15 - 16

Specification reference

Theme 2: Education and work

Specification content

Topic: School life and routines

Subtopics to consider

- Daily routine
- School curriculum
- Extra-curriculum activities
- School rules
- School trips

Resources

- 不得不说，课外活动的好处太多了! 》
<https://www.canva.cn/learn/activity-schedule/>

Suggested timing (teaching hours)

4

Weeks

17 - 18

Specification reference

Theme 2: Education and work

Specification content

Topic: Preparing for exams

Subtopics to consider

- Revision methods
- Managing stress and pressure in study
- Parental/ school expectations vs own aspirations

Resources

- 考生如何缓解压力？心理专家送上锦囊！
<https://www.news.cn/health/20230606/40a225b815df45b2bf0c58eaa79c7a93/c.html>

Suggested timing (teaching hours)

4

Weeks

19 - 20

Specification reference

Theme 2: Education and work

Specification content

Topic: The education system

Subtopics to consider

- Comparing different education systems – advantages and disadvantages
- Characteristics of students in different education systems
- Teacher – student relationship in different education systems

Resources

- 《中英学制对照》

<https://zhuanlan.zhihu.com/p/237801974>

Suggested timing (teaching hours)

4

Weeks

21 - 22

Specification reference

Theme 2: Education and work

Specification content

Topic: Higher and further education

Subtopics to consider

- Importance of higher and further education
- Choosing the most suitable route of higher and further education
- Studying abroad
- Gap year
- How AI changes higher and further education

Resources

- 2025 人工智能 AI 读》

<https://chatexcel.com/blog/higher-education-ai-report-universities-real-worry/>

Suggested timing (teaching hours)

4

Weeks

23 - 24

Specification reference

Theme 2: Education and work

Specification content

Topic: Work, career and ambitions

Subtopics to consider

- Different careers and different routes to a career
- Career aspirations
- Making the right choice for a career
- Skills vs qualifications

Resources

- <https://zhuanlan.zhihu.com/p/11323323842>

<https://zhuanlan.zhihu.com/p/11323323842>

Suggested timing (teaching hours)

4

Weeks

25 - 26

Specification reference

Theme 3: Culture

Specification content

Topic: Entertainment

Subtopics to consider

- Different types of Entertainment
- Changes in Entertainment over time
- Advantages and disadvantages of Entertainment
- Balancing time – benefit vs addiction.

Resources

- 孩子游戏成瘾，“解药”在哪里
https://www.news.cn/politics/2023-08/11/c_1129797701.htm

Suggested timing (teaching hours)

4

Weeks

27 - 28

Specification reference

Theme 3: Culture

Specification content

Topic: Arts and literature

Subtopics to consider

- Different types of art
- Different types of literature
- Benefits of arts and literature
- Expressing oneself through art and literature

Resources

- 艺术：让人成为人》：人文学成为自我发现之旅的起点
https://www.thepaper.cn/newsDetail_forward_23128340

Suggested timing (teaching hours)

4

Weeks

29 - 30

Specification reference

Theme 3: Culture

Specification content

Topic: Revision

Subtopics to consider

- All previously studied

Suggested timing (teaching hours)

4

Year Two

Weeks

31 - 32

Specification reference

Theme 3: Culture

Specification content

Topic: Writing: Narrative writing vs descriptive writing

Subtopics to consider

- Key elements of narrative writing
- Key elements of descriptive writing
- Difference between narrative and descriptive writing
- Common mistakes
- Study of mark scheme – what are the exams requirements

Dedicate the first two weeks of Year two to quick revision and explicitly teach the two main writing genres required in the composition writing section, so that targeted writing exercises are spread throughout the year to build up students' confidence and skills.

Use brainstorming, a Venn diagram, or other graphic organisers to signpost the key elements of narrative and descriptive writing.

Teachers could do so by starting with brainstorming, guiding students to address the key elements, and asking them to fill in different graphic organisers, such as a Venn diagram, to compare the similarities and differences of the two distinctive writing genres.

Teachers can then follow up by summarising and pinpointing the most distinctive and important elements.

Teachers can then use excellent exemplar responses as examples to demonstrate “what good looks like” and ask students to highlight the parts that demonstrate the key elements of good narrative writing or descriptive writing.

Teachers could then follow up with examples that show common mistakes, and combine them with the mark scheme to help students understand how not to make the same mistakes.

Suggested timing (teaching hours)

4

Weeks

33 - 34

Specification reference

Theme 3: Culture

Specification content

Topic: Customs and traditions

Subtopics to consider

- Typical Chinese customs and the social norms behind them
- Chinese family traditions
- Change of customs and traditions over time
- Modern innovation of traditions and customs

Resources

- 传统节庆：怎样在传承中创新
https://news.gmw.cn/2017-06/03/content_24683801.htm

Suggested timing (teaching hours)

4

Weeks

35 - 36

Specification reference

Theme 3: Culture

Specification content

Topic: Festivals and special celebrations

Subtopics to consider

- Major Chinese festivals and how people celebrate them
- Comparing Chinese festivals and western festivals
- The importance of festivals

Resources

- 中西节日文化比较
<https://www.xueshu.com/haowen/171172.html>

Suggested timing (teaching hours)

4

Weeks

37 - 38

Specification reference

Theme 3: Culture

Specification content

Topic: Travel and tourism

Subtopics to consider

- Travel destinations, preparation and itineraries
- Transport tools
- Economic benefit of tourism
- Overtourism
- Green travel

Resources

- 旅游业的经济影响：要点解析
<https://mize.tech/cn/blog/the-economic-impact-of-tourism-what-you-need-to-know/>
- 规划一次绿色旅行》
<https://grasscamps.com/zh-CN/2025/10/25/planning-a-green-trip-slow-simple-and-closer-to-nature/>

Suggested timing (teaching hours)

4

Weeks

39 - 40

Specification reference

Theme 3: Culture

Specification content

Topic: Regional and ethnic diversity

Subtopics to consider

- Differences among regions – geographic traits, cuisine, costumes, dialects, etc
- Ethnic diversity – different traditions and lifestyles

Resources

- 中国人的地域性格
<https://i.ifeng.com/c/8RWTwCTWQjO>

Suggested timing (teaching hours)

4

Weeks

41 - 42

Specification reference

Theme 4: Science and technology

Specification content

Topic: Artificial intelligence

(For Social Media topic, please see Theme 1 – The Media)

Subtopics to consider

- AI applications in everyday life (healthcare, smart homes, transport)
- Advantages / opportunities brought by AI vs disadvantages and challenges brought by AI
- AI use in education
- How Artificial intelligence changes future career prospectives and preparing young people for the change

Resources

- 人工智能的优势与挑战机遇
<https://zhuanlan.zhihu.com/p/1969366317657224153>

Suggested timing (teaching hours)

4

Weeks

43 - 44

Specification reference

Theme 4: Science and technology

Specification content

Topic: Technology in everyday life and education

Subtopics to consider

- Use of technology in everyday life
- How technology changes free time and socialising activities
- Use of technology in education
- How technology helps with or deepens the disparity in education
- Cashless society – convenience vs privacy

Resources

- 科技如何改变社交？警惕便捷背后的健康与情感代价》
https://www.sohu.com/a/970224125_122597207

Suggested timing (teaching hours)

4

Weeks

45 - 46

Specification reference

Theme 4: Science and technology

Specification content

Topic: Scientific research and innovation

Subtopics to consider

- Current scientific research breakthroughs
- Scientific innovation and the role it plays in the society
- How science improves everyday life

Resources

- 《科技如何让生活更便利，却又带来新挑战》
https://www.sohu.com/a/970220772_122597207

Suggested timing (teaching hours)

4

Weeks

47 - 49

Specification reference

Theme 5: Global issues

Specification content

Topic: Climate change

Subtopics to consider

- Causes of climate change
- Impacts of climate change (people, animals, nature)
- Solutions to climate change
- Sustainable lifestyles

Resources

- 《气候变化的原因和影响》
<https://www.un.org/zh/climatechange/science/causes-effects-climate-change>

Suggested timing (teaching hours)

6

Weeks

50 - 52

Specification reference

Theme 5: Global issues

Specification content

Topic: Environmental issues

Subtopics to consider

- Different types of environmental issues
- Pollution
- Protecting the environment
- Public awareness and governmental responsibilities

Resources

- 绿色生活：如何减少垃圾和环境污染？ 》
<http://henan.kjzch.com/kaifeng/2023-09-13/836474.html>

Suggested timing (teaching hours)

6

Weeks

53 - 54

Specification reference

Theme 5: Global issues

Specification content

Topic: Music events

Subtopics to consider

- Different types of music events
- Music events and young people
- Impact of music events
- New forms of music events – online / streaming

Resources

- 《音乐节渐成青年文化消费新趋势》
<https://www.news.cn/ent/20250626/3758f06d387049c68d978f9885c8cd71/c.html>

Suggested timing (teaching hours)

4

Weeks

55 - 56

Specification reference

Theme 5: Global issues

Specification content

Topic: Sports events

Subtopics to consider

- Different types of sport events
- Sport events and young people
- Impact of sport events

Resources

- 奥运刮起“潮玩”风，体育文化的年轻态表达》

<https://news.cctv.com/2024/08/10/ARTIRZ5U0H4zktKePdUQ5sAA240810.shtml>

Suggested timing (teaching hours)

4

Weeks

57 - 58

Specification reference

Theme 5: Global issues

Specification content

Topic: Revision

General revision: recap the key points of each topic, summarise exam techniques in listening, reading and writing.

Suggested timing (teaching hours)

4

Weeks

59 - 60

Specification reference

Theme 5: Global issues

Specification content

Mock assessments and feedback

Suggested timing (teaching hours)

4