

International GCSE

Chinese (4CN0)

Specification

First examination June 2014

Issue 3

This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel International GCSE in Chinese is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

Key subject aims

This qualification enables students to:

- develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- develop the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- develop a knowledge and understanding of the target language grammar and its practical application
- develop a knowledge and understanding of countries and communities where the target language is spoken
- develop positive attitudes towards modern foreign language learning
- acquire a suitable foundation for further study of the target language, or

Key features and benefits of the qualification

This qualification has been developed:

- to provide breadth, stretch and challenge
- to enable students to show what they know, understand and can do within a clearly defined list of topic and sub-topic areas
- to provide a single tier of entry which tests the whole ability range
- to provide written assessment in listening, reading and writing skills
- to provide assessment rubrics in both English and the target language in both Paper 1 and Paper 2
- to provide assessment of spoken language
- to provide 100% external assessment
- to provide progression to GCE AS and Advanced GCE level, and other equivalent qualifications.

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Specification at a glance

Edexcel International GCSE in Chinese qualification

This qualification comprises three external assessments, Paper 1, Paper 2 and Paper 3.

Each paper is targeted at grades A* to G.

Students who fail to achieve grade G for their overall qualification will be awarded 'Ungraded'.

Paper 1: Listening	Paper code: 4CN0/01
<ul style="list-style-type: none">Externally assessedAvailability: June seriesFirst assessment: June 2014	25% of the International GCSE qualification
<p>Overview of content:</p> <ul style="list-style-type: none">home and abroadeducation and employmenthouse, home and daily routinesthe modern world and the environmentsocial activities, fitness and health.	
<p>Overview of assessment:</p> <ul style="list-style-type: none">Assessment is a 40-minute examination paper set and marked by Edexcel, plus five minutes' reading time.The total number of marks for the paper is 50.	

Paper 2: Reading and Writing	Paper code: 4CN0/02
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2014 	50% of the International GCSE qualification
<p>Overview of content:</p> <ul style="list-style-type: none"> home and abroad education and employment house, home and daily routines the modern world and the environment social activities, fitness and health. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing. 	

Paper 3: Speaking	Paper code: 4CN0/03
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2014 	25% of the International GCSE qualification
<p>Overview of content:</p> <ul style="list-style-type: none"> home and abroad education and employment house, home and daily routines the modern world and the environment social activities, fitness and health. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> maximum 10 minutes the total number of marks for the paper is 40. 	

Qualification content

Knowledge and understanding

The qualification requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are of relevance and interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the Chinese language is spoken.

Skills

This qualification gives students the opportunity to:

- develop their ability to listen to and understand the spoken Chinese language in a range of contexts and a variety of styles
- read and respond to different types of written language
- communicate in writing
- understand and apply a range of vocabulary and structures
- develop effective language learning and communication skills
- communicate in speech for different purposes.

Assessment

All questions in each paper will be in the target language (Chinese – traditional and simplified). Students will be required to answer in the target language. Rubrics will be in the target language and in English.

Students must not use dictionaries for any of the examination papers.

Paper 1: Listening

Assessment overview

- Assessment is a 40-minute examination paper, plus five minutes' reading time. The paper is set and marked by Edexcel.
- The total number of marks for the paper is 50.

The examination will cover a range of topic areas selected from those listed on page 11. The examination will consist of several short recordings played by the invigilator. Students will have five minutes' reading time to read through the paper and familiarise themselves with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 40 minutes including pauses. All texts will be spoken by Chinese speakers.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.

The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal.

The grammatical accuracy of students' language will **not** be assessed in this paper. Answers written in English will score no marks.

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

The question types

Question types, written in the target language, used in the Paper 1 listening test may include:

- grid, form or plan completion
- multiple choice
- box ticking

- note taking
- gap filling
- true or false
- matching, for example –
 - ideas or sequences with pictures
 - a named person with a statement
- summary.

Detailed instructions for the conduct of this paper are available in *Appendix 2 – Instructions for the conduct of examinations (Papers 1 and 2)*.

Paper 2: Reading and Writing

Assessment overview

- Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.
- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

Reading

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The texts will be related to the topic areas on page 11.

The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length.

The questions will require a combination of non-verbal responses and answers in Chinese. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this part of the paper.

Assessment of the reading section

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- understand grammatical structures and functions, in context.

Question types in the reading section

A range of question types, written in the target language, will be used, which may include:

- grid, form or plan completion
- multiple choice
- true or false
- box ticking
- note taking
- gap filling
- matching, for example –
 - words from the text with synonyms, antonyms or definitions
 - summary sentences with different paragraphs of the text
 - two halves of one sentence
 - ideas or sequences with pictures
 - a named person with a statement
- summary.

Writing

In the first extended writing task (question 3b), students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and knowledge and application of language according to the assessment criteria on page 12.

For the second piece of extended writing (question 6), students will select **one** writing task from a choice of three. They will be expected to write a continuous response, of about 100-150 characters, in Chinese. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures.

The tasks for question 6 will encompass a variety of writing styles, such as narrative, descriptive, discursive, and a range of formats such as a formal or informal letter, a report, an article, a page from a diary, the script of a speech etc.

The 20 marks available for question 6 will be sub-divided into 10 marks for communication and content, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on page 13.

Paper 3: Speaking

Assessment overview

- Maximum 10 minutes.
- The total number of marks for the paper is 40 (20 marks for Section A, 20 marks for Section B).

The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **two** sections. Each student chooses the topic area for Section A; the centre-appointed interviewer chooses **two** additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas listed on page 11. Edexcel will review each candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) to ensure that a range of topics has been covered.

Section A: Presentation and discussion based on a single picture

- Maximum four minutes:
 - Presentation: maximum of one minute.
 - Discussion: maximum of three minutes.

Students will give a presentation for up to **one minute** on a picture they have chosen. A discussion with the centre-appointed interviewer will then follow, for up to **three minutes**. The discussion must relate to the picture, but may also include some questions prompted by the picture the student has chosen.

Stage 1 – Teaching and Learning

As part of the teaching and learning phase for this assessment, each student must choose a single picture based on a topic area from page 11 in advance of the speaking exam. The student must write the relevant topic area on the back of the picture. The picture may be a photograph or a drawing.

The pictures chosen should reflect students' interests. They may, for example, be family photographs (copies or originals), or pictures of sporting or school events. They may be chosen from newspapers or magazines. The pictures should include objects, people and interaction, and should allow students to demonstrate their speaking proficiency appropriately. Pictures containing written text, which may give students assistance in the discussion, are **not** allowed. It is expected that the candidates' presentations within a centre will usually reflect a range of topic areas.

Note: The theme of the pictures can be the same for an entire teaching cohort, but each picture must be different.

The pictures provided in Section A of the Sample Assessment Material are for illustrative purposes only and must not be used for the examination.

The examples can be found in the *Sample Assessment Materials* document on the website (www.edexcel.com).

Stage 2 – Preparation

During the preparation phase, the teacher can:

- introduce various topics
- give guidance on how and where to research for necessary information
- give advice on the appropriateness of the pictures chosen as related to the topic chosen

However, teachers (and language assistants) cannot:

- provide information and content of picture presentation/introduction (this should be candidate's own work)
- give feedback on the content of presentation prepared by the candidate
- reveal questions that are to be asked at the exam.

The student must provide a copy of the picture for the centre-appointed interviewer in advance of the test. If it is in colour, a clear black and white copy for the centre-appointed interviewer is acceptable.

Stage 3 – Assessment

There will be no preparation time for the exam on the day of the examination. Students **must not** take notes into the exam. **The candidate must not be able to predict exactly what will be asked during the exam or in what order.**

The objectives of this assessment are to:

- describe the picture
- take part in a discussion that relates to the picture.

Students aiming at grade C or above will be required to:

- give a personal interpretation of the scene
- express opinions
- use a variety of language and structures
- respond imaginatively to the picture
- discuss issues arising from the content of the picture.

The 20 marks available for this question are sub-divided into 10 marks for presentation, communication and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 14-15.

A copy of the picture must be attached to each student's cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) before being sent to the Edexcel examiner with the audio files. If the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.

Section B: Two conversations

- Maximum six minutes.
- Centre-appointed interviewers should ensure that the time is split evenly between the two topic areas (approximately 3 minutes for each topic).

Students will take part in conversations with the centre-appointed interviewer on **two** separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of **six minutes**, with approximately three minutes for each conversation.

Note: The centre-appointed interviewer must ensure that two separate topic areas are covered in Section B by ticking the topic area covered and writing the title of the sub-topic covered in each conversation on the candidate cover sheet (see Appendix 4: Candidate cover sheet (Paper 3)).

Throughout Section B, the centre-appointed interviewer should encourage genuine interaction by adopting a question and answer format. The centre-appointed interviewer should ask questions which are clear, precise and varied, to ensure that individual students demonstrate their potential. To ensure that students are given the opportunity to demonstrate their linguistic skills at the appropriate level, guidance on the types of questions to be asked are available in the *Sample Assessment Materials* document available on the Edexcel website (www.edexcel.com). These sample questions show how a conversation may be developed. The questions are not prescriptive, and should not be asked in a pre-arranged order. The aim is to engage in a spontaneous and authentic conversation.

In both conversations in Section B, centre-appointed interviewers will be free to develop any area within their chosen topic from the list given on page 11. For example, a student asked to speak on the *Education and employment* topic could focus on one sub-topic, such as *School*.

The conversations must not be rehearsed before the test.

Conversation 1

The first conversation will be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The first conversation must be chosen from a different topic area from that chosen by the student in Section A of the test.

In order to achieve grade C and above, students will be expected to express opinions and use a variety of structures.

Conversation 2

The second conversation will also be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The second conversation must be from a different topic area from that chosen by the student in Section A of the test, and also different from that chosen by the centre-appointed interviewer in Conversation 1, Section B, of the test.

As in the first conversation, in order to achieve grade C and above, students will be expected to express opinions and use a variety of structures.

The 20 marks available for this part of the assessment are sub-divided into 10 marks for communication, interaction and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 16-17.

Assessment arrangements

All speaking tests will be recorded on a date chosen by the centre during the period specified annually by Edexcel. This period is from mid-March up to and including the date of the written examinations.

The test will be conducted by the centre-appointed interviewer. This will normally be a teacher of the target language from the centre, but could also be someone from outside the centre.

Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero credit for the component.

Centres are responsible for providing their own CDs or USBs, on to which the orals should be saved. **CDs or USBs must be clearly labelled.**

Individual candidate cover sheets (which give students' details and the topics covered) and the orals must be despatched directly to the Edexcel examiner on the day on which the tests are conducted.

All speaking tests will be externally marked by Edexcel.

Detailed instructions for the conduct of the speaking test are available in *Appendix 3: Instructions for the conduct of examinations (Paper 3)*.

Topic areas

All questions will be set in the context of the following topic areas and sub-topic areas. These will enable students and teachers to focus on appropriate vocabulary.

Topic areas	Sub-topic areas
Topic area A Home and abroad	Life in the town and rural life Weather and climate Travel, transport and directions Holidays and tourist information Services (eg telephone, bank, post office) Customs and religion Everyday life, traditions and communities in a Chinese-speaking country
Topic area B Education and employment	Childhood School life and routine Work/careers Future plans
Topic area C House, home and daily routines	Types of home Information about self, family and friends Helping around the house Food and drinks
Topic area D The modern world and the environment	Current affairs and social issues Environmental issues The media (eg TV, film, radio, newspapers) Information and communication technology (eg internet, mobile phones, email)
Topic area E Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues

Linguistic structures

Students are expected to have acquired knowledge and understanding of Chinese grammar during their course. In the examination, students will be required to apply their knowledge and understanding to various tasks, drawing from the list given in *Appendix 1: Linguistic structures for Chinese*.

Assessment criteria

Students are assessed positively in all components, and therefore the assessment criteria are designed to reward, not penalise. It will not be necessary for students to produce a faultless performance in order to attract the highest marks available in each grid.

Major errors

These may include **repeated** mismatching of subject and verb forms; incorrect word order; and/or incorrect and inappropriate vocabulary.

Minor errors

These may include **occasional** omission of accents; incorrect genders, articles, auxiliary verbs or adjectival agreements; slight spelling errors.

Paper 2: Reading and Writing – Question 3(b)

Communication and content	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. Most of the response may have been copied from the supporting passage without any attempt to adapt it. 	1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. Some of the response may have been copied from the supporting passage but with some attempt to adapt it. 	3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The candidate's response is mostly independent; minimal reliance on the supporting passage. 	5

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of vocabulary and structures. Minimal accuracy in character formation and grammar. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures. Some accuracy in character formation and grammar with errors. 	3-4
<ul style="list-style-type: none"> Good range of vocabulary and structures. General accuracy in character formation and grammar, although there may be errors. 	5

Paper 2: Reading and Writing – Question 6

Communication and content	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. The response is barely relevant to the task. 	1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. The response is partially relevant to the task but there may be major omissions. 	3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The response is mostly relevant and addresses some aspects of the task. 	5-6
<ul style="list-style-type: none"> Clear communication with occasional ambiguity. The response is relevant and addresses most aspects of the task. 	7-8
<ul style="list-style-type: none"> Clear communication with no ambiguity. The response is relevant and fully addresses all aspects of the task. 	9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary. Sentence structures used with limited success. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary, with some repetition. Sentence structures used with some success. 	3-4
<ul style="list-style-type: none"> Wide range of vocabulary. Sentence structures used with success, although there may be occasional lapses. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Minimal accuracy in character formation. Word/clause has limited logical sequencing. 	1-2
<ul style="list-style-type: none"> Some accuracy in character formation. Word/clause order has logical sequencing with some lapses. 	3-4
<ul style="list-style-type: none"> High level of accuracy in character formation. Word/clause order has logical sequencing with only occasional lapses. 	5

Paper 3: Speaking

Section A: Presentation and discussion

Presentation, communication and fluency	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Minimal description of visual stimulus. • Totally reliant on teacher-examiner prompting. • Minimal expression of ideas and opinions. • Minimal responses (mainly one-word replies). 	1-2
<ul style="list-style-type: none"> • Limited communication related to chosen visual stimulus. • Very hesitant and reliant on teacher-examiner prompting. • Expresses some simple ideas or opinions, but these will lack clarity. • Replies are limited and short. 	3-4
<ul style="list-style-type: none"> • Communicates adequate information related to the chosen visual stimulus. • Able to sustain a conversation but requires some prompting. • Expresses simple ideas and opinions. • Replies are simple and rarely expanded upon. 	5-6
<ul style="list-style-type: none"> • Communicates in some detail information related to chosen visual stimulus. • Speaks confidently, with minimal prompting necessary. • Has little difficulty expressing and explaining ideas and opinions. • Sometimes justifies and expands replies. 	7-8
<ul style="list-style-type: none"> • Communicates a wide range of information related to chosen visual/stimulus. • Speaks very confidently, with very little or no hesitation and with spontaneity. • No difficulty in expressing and explaining a range of ideas and opinions. • Interacts well in post-presentation discussion. Frequently justifies and expands replies. 	9-10

Paper 3: Section A *continued*

Knowledge and application of language	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Narrow range of basic vocabulary.• Sentence structures used with limited success.	1-2
<ul style="list-style-type: none">• Adequate range of vocabulary, with some repetition.• Sentence structures used with some success.	3-4
<ul style="list-style-type: none">• Wide range of vocabulary.• Sentence structures used with success, although there may be occasional lapses.	5

Accuracy	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Very little evidence of correct word/clause order.• Pronunciation and intonation often interfere with comprehensibility.	1-2
<ul style="list-style-type: none">• Some evidence of correct word/clause order.• Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
<ul style="list-style-type: none">• Strong evidence of correct word/clause order.• Pronunciation and intonation seldom interfere with comprehensibility.	5

Paper 3, Section B: Two conversations

Communication, interaction and fluency	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Responds only to very basic questions. • Very limited expression of opinions. • Produces minimal responses (mainly one-word answers). • Totally reliant on teacher-examiner prompting. 	1-2
<ul style="list-style-type: none"> • Responds only to straightforward questions. • Opinions limited to basic likes and dislikes. • Replies are limited and short. • Conversation very hesitant throughout and reliant on teacher-examiner prompting. 	3-4
<ul style="list-style-type: none"> • Responds to more complex questions. • Conveys simple opinions and offers some personal response. • Copes with open-ended questions but rarely expands. • Able to sustain a conversation although frequently hesitant and requires some prompting. 	5-6
<ul style="list-style-type: none"> • Responds to a range of question types. • Expresses opinions, attitudes and ideas. • Takes initiative occasionally; sometimes justifies and expands replies. • Able to sustain a relevant conversation with some hesitation and minimal prompting. 	7-8
<ul style="list-style-type: none"> • Responds to a wide range of question types. • Confident expression of opinions, attitudes, and a range of ideas. • Takes the initiative; frequently justifies and expands replies. • Able to sustain a relevant conversation with ease and with very little or no hesitation. 	9-10

Paper 3: Section B *continued*

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary. Sentence structures used with limited success. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary, with some repetition. Sentence structures used with some success. 	3-4
<ul style="list-style-type: none"> Wide range of vocabulary. Sentence structures used with success, although there may be occasional lapses. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct word/clause order. Pronunciation and intonation often interfere with comprehensibility. 	1-2
<ul style="list-style-type: none"> Some evidence of correct word/clause order. Pronunciation and intonation sometimes interfere with comprehensibility. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct word/clause order. Pronunciation and intonation seldom interfere with comprehensibility. 	5

Assessment

Assessment summary

Paper 1 is an externally assessed examination paper lasting 40 minutes plus five minutes' reading time.

Paper 2 is an externally assessed examination paper lasting 1 hour and 30 minutes.

Paper 3 is externally assessed through a speaking test lasting no more than 10 minutes.

Summary of table of assessment

Paper 1: Listening	Paper code: 4CN0/01
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 40 minutes, plus five minutes' reading time, set and marked by Edexcel.• The total number of marks for the paper is 50.	
Paper 2: Reading and Writing	Paper code: 4CN0/02
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.• The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.	
Paper 3: Speaking	Paper code: 4CN0/03
<ul style="list-style-type: none">• Maximum 10 minutes.• The total number of marks for the paper is 40.	

Assessment Objectives and weightings

Papers 1, 2 and 3	% International GCSE
AO1: understand and respond to spoken language	25%
AO2: communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	25%
AO3: understand and respond to written language	25%
AO4: communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	25%
TOTAL	100%

Relationship of Assessment Objectives to Papers 1, 2 and 3 for International GCSE

Paper number	Assessment Objective				Total for AO1, AO2, AO3 and AO4
	AO1	AO2	AO3	AO4	
Paper 1	25%	0%	0%	0%	25%
Paper 2	0%	25%	25%	0%	50%
Paper 3	0%	0%	0%	25%	25%
Total for International GCSE	25%	25%	25%	25%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations

It is forbidden for students to take this qualification at the same time as the Edexcel Level 1/Level 2 Certificate in Chinese qualification.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, Level 1/Level 2 Certificate and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the *Equality Act 2010*.

Assessing your students

The first assessment opportunity for Papers 1, 2 and 3 of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification. All papers have to be taken in the same examination series.

Your student assessment opportunities

Paper	June 2014	June 2015	June 2016
Paper 1: Listening	✓	✓	✓
Paper 2: Reading and Writing	✓	✓	✓
Paper 3: Speaking	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for this qualification will be 2014.

Language of assessment

Assessment materials contain questions written in Chinese and English. Work submitted for examination must be produced in Chinese, as required by the question.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations and Assessments* document on the JCQ website www.jcq.org.uk/.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification offers suitable progression routes to GCE AS and GCE Advanced level as well as other Level 3 language qualifications (for example NVQ Chinese).

In addition, the study of one language at this level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade awarded for this qualification. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You’ll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access the service at www.edexcel.com/ask.

We’ll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you’ll be able to find answers to many questions you might have by searching, rather than submitting a question to us.

Support for Students and Learners

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we’ve developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students’ experiences at university, on their travels and entering the workplace.

We’re committed to regularly updating and improving our online services for students. The most valuable services we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, can be arranged by Edexcel. Full details can be obtained from our website at www.edexcel.com.

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Appendix 1: Linguistic structures for Chinese

Students are expected to have acquired knowledge and understanding of Chinese grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

Full/traditional characters

Stative verb

今天冷。

我冷。

他不冷。

Verb to be

我是中國人。

我不是中國人。

Question words

他是誰？

這是什麼？

他在哪兒？

誰去？

哪個好？

Subject and object

他喝茶。

他不喝茶。

Adverb

他常常喝茶。

Modal verb

他會說普通話。

Coordinated subjects/topics + dou

小明和小英都喜歡看書。

小明和小英都不喜歡看書。

Simplified characters

Stative verb

今天冷。

我冷。

他不冷。

Verb to be

我是中国人。

我不是中国人。

Question words

他是谁？

这是什么？

他在哪儿？

谁去？

哪个好？

Subject and object

他喝茶。

他不喝茶。

Adverb

他常常喝茶。

Modal verb

他会说普通话。

Coordinated subjects/topics + dou

小明和小英都喜欢看书。

小明和小英都不喜欢看书。

Full/traditional characters

Indirect questions

他問我去哪兒。

Pivotal construction

他請我喝茶。

Modification of nouns

With and without *de*

我有一個小電視。

我有一個很小的電視。

Choice type questions

你冷不冷？

你是不是英國人？

你喜不喜歡吃魚？

你冷嗎？

你是英國人嗎？

你喜歡吃魚嗎？

Measure words

Nouns as own measures

他三歲。

多少天？十四天。

Quantifying:

多少人？十個。

幾本書？三本。

Specifying:

哪個人？那個人。

哪本書？這本書。

每個人都喝茶。

Simplified characters

Indirect questions

他問我去哪兒。

Pivotal construction

他請我喝茶。

Modification of nouns

With and without *de*

我有一個小电视。

我有一個很小的电视。

Choice type questions

你冷不冷？

你是不是英国人？

你喜不喜欢吃鱼？

你冷吗？

你是英国人吗？

你喜欢吃鱼吗？

Measure words

Nouns as own measures

他三岁。

多少天？十四天。

Quantifying:

多少人？十个。

几本书？三本。

Specifying:

哪个人？那个人。

哪本书？这本书。

每个人都喝茶。

Full/traditional characters

Number, measurement, currency

Asking quantity, price etc:

多少錢？

多高？

有幾本書？

他幾歲？

Prices:

三十塊錢。

三十元。

三十鎊。

Prices for items (asking)

蘋果多少錢一斤？

Prices for items (answering)

八毛五一斤。

Reduplication of measure words (every)

他天天都去看電影。

Use of modal particle *le*

a) to indicate that limits have been passed

他太胖了。

b) to indicate a new situation or progression

他胖了。

我不想打球了。

c) to express an imminent action

北京快到了。

快要下雨了。

d) to express a completed action

中學畢業後，他就上了大學。

e) to express an accomplished fact

他已經到北京了嗎？

早就到了。

Simplified characters

Number, measurement, currency

Asking quantity, price etc:

多少钱？

多高？

有几本书？

他几岁？

Prices:

三十块钱。

三十元。

三十镑。

Prices for items (asking)

苹果多少钱一斤？

Prices for items (answering)

八毛五一斤。

Reduplication of measure words (every)

他天天都去看电影。

Use of modal particle *le*

a) to indicate that limits have been passed

他太胖了。

b) to indicate a new situation or progression

他胖了。

我不想打球了。

c) to express an imminent action

北京快到了。

快要下雨了。

d) to express a completed action

中学毕业后，他就上了大学。

e) to express an accomplished fact

他已经到北京了吗？

早就到了。

Full/traditional characters

Conjunctions

和
雖然.....，但是
要是.....，就
因為.....，所以
也.....，也
除了.....以外，.....都/也.....
一.....就.....
越.....越.....

Expression of location

你家在哪兒？
在市中心。

Stative verbs as adverbs

好吃，好看，容易找，難學 etc.

Coverbs *zai, yong, gei, etc*

他在小學教書。
請你用普通話說。
給他寫信。
替他做飯。

Question words

- a) used in indefinite sense
我不買什麼。
不怎麼清楚。
- b) used to express inclusiveness and exclusiveness
我什麼都吃。
誰都不認識他。

Simplified characters

Conjunctions

和
虽然.....，但是
要是.....，就
因为.....，所以
也.....，也
除了.....以外，.....都/也.....
一.....就.....
越.....越.....

Expression of location

你家在哪儿？
在市中心。

Stative verbs as adverbs

好吃，好看，容易找，难学 etc.

Coverbs *zai, yong, gei, etc*

他在小学教书。
请你用普通话说。
给他写信。
替他做饭。

Question words

- a) used in indefinite sense
我不买什么。
不怎么清楚。
- b) used to express inclusiveness and exclusiveness
我什么都吃。
谁都不认识他。

Full/traditional characters

Verbs of movement

coming and going:

我從家裏來。

他要從法國去德國。

means of travel:

從倫敦到北京坐飛機要多少錢？

purpose in coming and going:

我去郵局買郵票。

他去朋友家聽音樂。

Time expressions

a) asking the time:

幾點(鐘)？

你甚麼時候去？

b) word order in time expressions:

year, month, day, 年月日

time of day, hour, 早上, 點, 分

c) time expressions placed before verb

火車幾點鐘開？

d) expression of length time

從你家到學校要幾個小時？

e) Use of **jiu** and **cai** with time expressions

他早上七點就來了，太早了。

我十一點才到，太晚了。

Experiential suffix *guo*

你去過中國嗎？

我沒去過。

Simplified characters

Verbs of movement

coming and going:

我从家里来。

他要从法国去德国。

means of travel:

从伦敦到北京坐飞机要多少钱？

purpose in coming and going:

我去邮局买邮票。

他去朋友家听音乐。

Time expressions

a) asking the time:

几点(钟)？

你什么时候去？

b) word order in time expressions:

year, month, day, 年月日

time of day, hour, 早上, 点, 分

c) time expressions placed before verb

火车几点钟开？

d) expression of length time

从你家到学校要几个小时？

e) Use of **jiu** and **cai** with time expressions

他早上七点就来了，太早了。

我十一点才到，太晚了。

Experiential suffix *guo*

你去过中国吗？

我没去过。

Full/traditional characters

Comparison

上海比南京大。

他的自行車跟我的一樣。

他的自行車跟我的一樣好。

Degree of Comparison

他比他哥哥更高。

他比他哥哥高一點兒。

她比他哥哥高得多。

Comparison of verb phrases

他打球打得比我好。

他打球比我打得好。

他球打得比我好。

Verb complements

Resultative complements

看見 看不見 看得見

買到 買不到 買得到

Directional complements

跑上去 走下來 站起來

Predicative complements

他說中文說得很好。

Intensifying complements

冷得很 冷極了 冷得不得了

美得很 美極了 美得不得了

Distance

火車站離這兒多遠？

火車站離這兒很近/遠。

Simplified characters

Comparison

上海比南京大。

他的自行车跟我的一样。

他的自行车跟我的一样好。

Degree of Comparison

他比他哥哥更高。

他比他哥哥高一点儿。

她比他哥哥高得多。

Comparison of verb phrases

他打球打得比我好。

他打球比我打得好。

他球打得比我好。

Verb complements

Resultative complements

看见 看不见 看得见

买到 买不到 买得到

Directional complements

跑上去 走下来 站起来

Predicative complements

他说中文说得很好。

Intensifying complements

冷得很 冷极了 冷得不得了

美得很 美极了 美得不得了

Distance

火车站离这儿多远？

火车站离这儿很近/远。

Full/traditional characters

Ba construction

他把我的自行車騎走了。

我把你的書放在桌子上了。

Adverbial de

他生氣地走了。

她高興地跑過來。

Simplified characters

Ba construction

他把我的自行车骑走了。

我把你的书放在桌子上了。

Adverbial de

他生气地走了。

她高兴地跑过来。

Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)

General

Recordings are sent out in CD ROM format (hereafter referred to as 'CD') or as sound files accessed via a secure download (hereafter referred to as 'MP3 file').

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register by indicating either 'absent' or 'present'.

Paper 1: Listening

Checking of CDs/MP3 files

- One CD/MP3 file per 20 candidates will be supplied.
- Immediately upon receipt the CDs/MP3 files should be played on site once in secure conditions and then locked away until required for the examination. Under **no** circumstances should any CDs/MP3 files be removed from the centre. If any significant defect is found, the CDs/MP3 files should be locked away. Edexcel should be informed **immediately**, so that replacement or additional CDs/MP3 files can be sent out.
- No transcript of the CD/MP3 file will be issued at the time of the examination. Transcripts will be issued to centres in the Mark Schemes with Examiners' Reports circulated a short while after the marking period ends.

Equipment and conditions for listening tests

As the listening tests are based on CD/MP3 file recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.

The organisation of examining rooms is a matter for individual centres. It is, however, recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.

The volume should be set at a level which is comfortably within the capabilities of the equipment, and the tone controls (where available) adjusted to give clear, undistorted sound.

Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

Reading time before the start of the examination

Candidates will have five minutes to read through the examination paper for the listening examination, prior to the playing of the CD/MP3 file. This is **included** in the published time on the timetable. **No dictionaries are allowed in the listening examination.**

Playing the CD/MP3 file

- After the 5 minutes' reading time invigilators must start the CD/MP3 file.
- Time for candidates to read individual questions is built into the recording.
- Each text is played once, followed by a beep. The text is then repeated. Pauses, which give candidates time to write their answers, are included in the recording. As a result, once the CD/MP3 file is started it must not be stopped.

Late arrival – Listening

Candidates arriving late should not be permitted to enter the examination room once the paper has begun, since this will inevitably affect the performance of other candidates. If candidates arrive late through no fault of their own, they should be supervised until the end of the examination and arrangements made for them to sit the paper after the other candidates have finished. In these circumstances, standard Edexcel procedures should be followed, including the completion of a Late Arrival Form.

Paper details and materials required for Paper 1

- One CD player/MP3 player per room.
- One combined Question and Answer booklet per candidate.
- **No dictionaries are allowed in the Listening examination.**
- If you plan to use more than two rooms please ensure you have enough CDs and remember to request extra CDs in good time. The same consideration will apply to MP3 files.

Paper 2: Reading and Writing

Paper details and materials required for Paper 2

- One combined Question and Answer booklet per candidate.
- **No dictionaries are allowed in the Reading and Writing examination.**
- Additional answer sheets must be made available as required.

Appendix 3: Instructions for the conduct of examinations (Paper 3)

General

- There is one attendance register.
- It is essential that each candidate is accounted for on the attendance register either by indicating 'absent' or 'present'.

Timetabling

Centres must conduct the tests during the period specified. This period is from mid-March up to and including the date of the written examination.

Centres should aim to timetable all speaking tests in any one language on the same day or, where numbers are large, on consecutive days.

Method of assessment

- The speaking tests will be conducted by a centre-appointed interviewer. In most cases this will be a teacher within the centre, but centres who do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the speaking tests. It is solely the responsibility of the centre to find this person, and to ensure they are suitably qualified to carry out the examination and are familiar with its demands and format.
- All tests must be recorded as an audio or MP3 file (or similar sound files) and saved onto CD or USB and all the recordings should be forwarded for marking to the designated examiner. A detachable label with the examiner's name and address will be supplied with the attendance register.

Structure and timing of tests

The timing of the conversation elements of the speaking tests must be respected, though timing to the precise second is not expected.

The format and structure of the speaking test is described in detail in the main body of this specification on pages 7-10.

Accommodation

- As quiet a room as possible is required for the tests.
- Only one candidate is examined at a time. Normally, no person other than the centre-appointed interviewer conducting the test and the candidate should be present in the examination room.

Materials required for speaking tests

Edexcel will supply the following:

1	An attendance register pre-printed with names and numbers of all candidates in the centre.	It is essential that each candidate is accounted for on the attendance register as either 'absent' or 'present'.
2	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other papers or other languages.

The following are supplied in this document:

1	Candidate cover sheet (see <i>Appendix 4: Candidate cover sheet (Paper 3)</i>).	One candidate cover sheet to be completed with centre and candidate details.
2	CD insert labels/USB record sheet (see <i>Appendix 5: CD insert label/USB record sheet (Paper 3)</i>).	One CD insert label to be put in each box with centre and candidate details completed.

It is the responsibility of the centre to supply the following:

1	CD player and microphone, digital recorder or similar.	Test equipment before use.
2	CDs or USB drives.	All CDs and cases and USB drives to be numbered, if appropriate, and labelled with centre name and number.

NB. Centres should check recordings before despatch to the examiner.

Conduct of the speaking test

Recording of candidates' speaking test

All candidates' speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, re-examining is required as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly and that recording is taking place
- the position of the microphone favours the candidate
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and centre-appointed interviewer's name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate's name and number are announced at the start of each test
- the topic area is announced at the beginning of the presentation and each conversation
- recordings of previous candidates are not accidentally erased
- the CD is returned to the correct case after use and that both the CD and its corresponding case are labelled correctly.
- NB. More than one candidate's speaking test can be recorded on a CD, as long as each test is recorded as a separate track.

Important

The recording should on no account be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for Chinese at Edexcel. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Summary of procedures

- The centre-appointed interviewer completes the top part of the candidate cover sheet, see *Appendix 4: Candidate cover sheet (Paper 3)*. The candidate provides the centre-appointed interviewer with a copy of the picture. The centre-appointed interviewer writes the topic area on the candidate cover sheet in the appropriate space.
- The centre-appointed interviewer must not enter any marks or comments in the lower part of the candidate cover sheet. This part is reserved for use by Edexcel.
- The recorder is switched on, the candidate name and number and the topic area of Section A is announced.

- The presentation for Section A now begins. The candidate gives a presentation for up to **one minute**. After the one-minute presentation, the discussion begins. The centre-appointed interviewer must ask the candidate questions which relate to the picture. The centre-appointed interviewer may also ask some questions prompted by the picture. If the candidate's presentation lasts longer than one minute, the centre-appointed interviewer should interrupt with questions. These questions should last a **maximum of three minutes**, after which time the discussion should naturally be brought to a close. In total, Section A of the exam should not last longer than **four minutes**.
- Now Section B begins. The centre-appointed interviewer announces (in Chinese) the topic area that they have chosen for Conversation 1, and begins a conversation with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 1 until this announcement. This conversation should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- The centre-appointed interviewer announces (in Chinese) the topic area that they have chosen for Conversation 2, and begins a discussion with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 2 until this announcement. This discussion should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- At the end of the second conversation the recording should be stopped and the teacher should check that the test has been recorded. Where necessary, the CD should be changed, ready for the next candidate.
- The centre-appointed interviewer must attach (staple, for example) the picture which the candidate has used for the speaking test securely to the candidate cover sheet. If, for some reason, the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.
- The centre-appointed interviewer must indicate with a tick which topic is covered and write down the sub-topic covered in each part of the speaking exam on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).
- Both the candidate and the teacher must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).

Checklist for conduct

When conducting speaking test:		
At this point	Record this	Do this
At the start of each new CD or for the first file if recorded digitally	'International GCSE in Chinese' [state examination session], 'Paper 3, Interviewer _____' [give name] 'Centre name _____', 'Centre number _____'	On the CD label/USB, write your centre name and number, the language, specification number and the centre-appointed interviewer's name.
At the start of each candidate's test	'Candidate number _____, _____' [state name of candidate]	On the photocopiable CD insert/USB record sheet, write the candidate's name and number. Make sure the candidate cover sheet is complete with relevant details. Start the test. Do not stop or pause the recording during the oral.
At the start of the presentation and each of the two conversations	'Presentation Topic _____', 'Conversation (1, 2), Topic _____' [in Chinese]	Do not stop or pause the recording.
At the end of each candidate's test	'End of test'	Check that the test has been recorded clearly and audibly. Reset the controls ready to record the next candidate. Make sure that the topic areas are ticked and sub-topic areas are written down for each part of the speaking exam. Make sure the candidate has signed the declaration of authentication. If you are the candidate's teacher, sign the declaration of authentication on the candidate cover sheet. If you are not, give the cover sheet to the teacher for their signature.
After the last candidate on each CD (if relevant)	'End of CD. The tests continue on CD/digital recorder number _____', [state number of next CD/digital recorder]	Check that all the details on the CD label/USB record sheet are completed.

Advice for centre-appointed interviewers on Section A discussion and Section B conversations

- Example questions are given in the *Sample Assessment Materials* document available on our website. Preparing sequences of questions may be helpful to the teacher but **the candidate should not be able to predict exactly what will be asked or in what order.**
- Do comment and respond naturally but **briefly** to what the candidate says.
- Avoid yes/no questions except as a lead-in to something more challenging. Ensure that questions allow candidates to achieve their maximum potential, for example by covering a range of time references and opinion as appropriate within the prescribed time for the conversation.
- Encourage candidates to expand beyond a simple reply to each question – aim at a natural conversation.
- Never correct a candidate’s language, however inaccurate, during a test.
- Do not interrupt candidates **except** when they are trying to deliver a prepared monologue (however this is permitted in the one-minute presentation at the beginning of Section A – presentation).
- Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

Preparation of materials to despatch to the examiner

- Centres should send all orals to the appropriate examiner.
- Candidate cover sheets must contain all the appropriate centre and candidate details – correct candidate numbers are essential.
- Candidate cover sheets must include the details of the topic areas chosen.
- Each candidate cover sheet must have the picture which the candidate chose for their Section A presentation securely attached to it. In instances where the picture cannot be sent, a description of the picture must be attached instead.
- Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate’s own. Any candidate unable to provide an authentication statement will receive zero credit for the component.
- All the candidate cover sheets (with each candidate’s picture attached) must be arranged in **candidate number order.**
- Each CD, if relevant, must be numbered and the number indicated in the appropriate box on the candidate cover sheet.
- Every CD and CD case, if relevant, must be numbered and clearly labelled with centre name and number and the language being examined. Photocopiable CD inserts/USB record sheets are provided (see *Appendix 5: CD insert label/USB record sheet (Paper 3)*).

Despatch of materials to the examiner

- Printed address labels are included on the attendance registers, showing the name of the examiner. As soon as the centre-appointed interviewer has finished conducting the last candidate's test, all materials should be despatched to the examiner. The following must be included in the parcel:
- The **top two copies** of the attendance register (bottom copy to be retained by the centre). Please remember that attendance registers **must not be folded or creased**.
- All CDs or USB sticks and a copy of the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) for each candidate, with the picture from Section A (or a description of the picture). The candidate cover sheet must be completed in full and signed by both the teacher and the candidate.
- Where the size of the candidature makes it necessary to split parcels, the parcels should be numbered clearly on the outside (for example package 1 of 2).

Centres are reminded that all candidates must be recorded and the recordings despatched to the examiner for marking.

Appendix 4: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name:	Centre number:	Language:	
Candidate name:	Candidate number:	Specification number:	
Date of speaking test:	Name of interviewer conducting test (Block capitals):	CD number:	Track number:

	Topic area	Sub-topic
Section A	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Section B, Conversation 1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Section B, Conversation 2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support professional development and training of centre interviewers and Edexcel examiners.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

To be completed by the Edexcel Examiner:

Section A

Presentation, communication and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Section B

Communication, interaction and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Appendix 5: CD insert label/USB record sheet (Paper 3)

Complete the required details.

June 201..... speaking test		
Language/specification number:		
Centre number:		
Track number/ Audio file	Candidate name:	Candidate number:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
Name of interviewer:		

Appendix 6: Suggested resources

For this qualification, the following suggested title ranges are currently available as possible teaching aids. Although they are designed for GCSE, these course books are equally useful for students taking this qualification. The list is not exhaustive.

In addition, students and teachers are reminded of the value of the internet as a tool for research and learning.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Atkinson J – *Quick and Easy Cantonese* (Cyress Book Co, 2008)
ISBN 9781845700188

Bin Y and Youping H – *Chinese GCSE – Chinese Examination Guide*
(Cyress Book Co, 2007) ISBN 9781845700065

Bin Y and Youping H – *Jin Bu Chinese Pupil Book 1 (11-14 Mandarin Chinese)*
(Heinemann, 2010) ISBN 9780435041137

Yan I et al – *Edexcel GCSE Chinese Student Book* [Paperback] (Edexcel, 2009)
ISBN 9781846905179

Zhang G, Li L, Suen L – *Chinese in Steps (Volume 1-3)* (Cyress Book Co, 2011)
ISBN 9781907838101

Useful websites

The list below represents a selection of the large number of language websites available. The list is not exhaustive.

<http://english.cri.cn/08chinese/>

China Radio International offers a comprehensive coverage of resources on learning Chinese, including Chinese characters, idioms, songs and exclusive interviews.

<http://english.hanban.org/>

Hanban (The Chinese Language Council International) offers a whole bunch of resources on textbooks, dictionaries and news.

<http://www.chinese-forums.com/>

Chinese-forums.com is an online community of people with an interest in Chinese language and culture.

http://www.clavisinica.com/resources.html	This website offers an online Chinese character test, flashcards, dictionary, text annotator, vocabulary extractor, vocabulary list converter, and a text and audio library.
http://www.echinausa.com/chteforad.html	eChinaUSA offers a large selection of Chinese language learning textbooks, CDs, DVDs, free videos and MP3s to learners of different levels. Its 'Find any books for you' program allows you to order any books and media published on the Chinese Mainland.
http://www.hanyu.com.cn/en/enhome.aspx	This online learning platform offers webcasts and e-magazines on Chinese language learning plus Chinese culture and entertainment.
http://www.mandarintools.com/	This website introduces Chinese culture, and offers online tools for learning and using Chinese.

General websites

www.cilt.org.uk	CILT website contains current information on language teaching materials
www.linguanet-europa.org	Contains details of teaching materials and learning resources online
www.linguanet.org.uk	Provides access to authentic resources in its 'Websites for Languages' section

International GCSE

Chinese (4CN0)

Sample Assessment Material

First examination June 2014

Issue 2

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Introduction

These sample assessment materials have been prepared to support the qualification. The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

The papers are written in both traditional and simplified script.

Sample transcript for Paper 1: Listening

Traditional

1. 買東西

(例) 我是馬田，我去買青菜。

M *Pause and repeat.*

F 我是西西，我去買牛奶。

M 我是小山，我去買水果和麵包。

Pause and repeat.

2. 天氣

(例) 星期二出太陽。

F *Pause and repeat.*

M 星期三風很大。

F 星期四下雨

M 星期五不下雨，但是多雲。

Pause and repeat.

3. 星期六早上

(例) 爸爸去公園跑步。

Pause and repeat.

F 媽媽去超級市場買東西。

M 哥哥在家玩電腦。

F 妹妹喜歡看電視。

M 我是馬田，我去找朋友。

F 我是西西，我去上中文課。

M 我是小山，我去打籃球。

Pause and repeat.

4. 我的同學

M (例) 小山是我的同學。他今年十五歲。

Pause and repeat.

小山的愛好是唱歌。他也喜歡運動, 最喜歡長跑。

在學校, 小山很喜歡化學課, 將來他要做醫生。

小山有一個寵物, 是一隻貓。

小山最喜歡吃媽媽做的飯。他媽媽煮的炒麵, 很好吃。

Pause and repeat.

5. 坐火車

M 顧客: (例) 早上好。

Pause and repeat.

F 售票員: 早上好。

M 顧客: 請問去北京的火車幾點鐘開?

F 售票員: 早上十點半。

M 顧客: 一張票多少錢?

F 售票員: 五百元。

M 顧客: 我要兩張票, 我用信用卡付錢, 可以嗎?

F 售票員: 可以。

M 顧客: 在哪兒上車?

F 售票員: 四號月台。

Pause and repeat.

6. 我住的地方

M (例) 我叫大華，我住的地方有網球場。
Pause and repeat.

F 我叫美美，我家附近有餐廳。

M 我叫小山，我家附近有博物館。

F 我叫西西，我家附近有教堂。

M 我叫馬田，我家附近有圖書館。

Pause and repeat.

7. 生病

M (例) 今天星期五，西西沒來上課。她病了。
Pause and repeat.

F 她哪兒不舒服？

M 她發燒，不想吃飯。

F 醫生怎麼說？

M 醫生說，她應該多喝水。

F 我們去看她，好嗎？

M 好的。我們怎麼去？

F 坐公共汽車去，就在她家門口下車。

Pause and repeat.

8. 做家务

- M 你們做家务嗎?
- F (例)我是美美，有時候我會幫媽媽做飯。
我是大華，我幫爸爸洗車。
- M
- F 我是西西，吃完飯的時候，我幫媽媽清潔廚房。
我是小山，星期天我幫媽媽吸塵。
- M
- F 我是愛英，我在家照顧弟弟和妹妹。
我是馬田,我不做家务,我學習。
- M
- F: 我是海倫,我喜歡花,常常在花園工作。
Pause and repeat.

9. 學校的一天

- F 媽媽：(例)馬田，你今天很高興，為什麼？
Pause and repeat.
- M 馬田：今天早上有歷史課，是我喜歡的科目。
- F 媽媽：午餐吃了什麼？
- M 馬田：今天星期五,我們吃魚。
- F 媽媽：下午呢？
- M 馬田：下午我們參觀工廠，我沒去過工廠，很有意思。
- F 媽媽：是什麼工廠？
- M 馬田：做傢俱的工廠,他們做床，桌子和椅子。
- F 媽媽：工廠遠嗎？
- M 馬田：遠,在一個樹林裏,我們坐火車去,用了很長時間。
Pause and repeat.

10. 何京寶

主持: 我們介紹何京寶先生。何先生以前是香港有名的廚師，來到台灣有十多年了。何先生，你為什麼喜歡廚師這個工作？

何: 我一九七四年出生, 小時候，爸爸常常帶一家人去餐廳吃飯，因為他很愛吃，要吃最好的東西。

主持: 所以你就愛上了做飯？

何: 每次去餐廳，我都看到人們吃得很開心，我覺得廚師的工作帶給人快樂。

主持: 你弟弟也是廚師, 對嗎?

何: 對, 我弟弟受了我的影響，也當了廚師。

主持: 你和弟弟, 誰做飯做得更好?

何: 現在我比他好一點兒, 不過, 他進步得很快。

主持: 除了做飯以外, 你還喜歡做什麼?

何: 我愛去世界各地旅行, 找好吃的東西。

Pause and repeat.

This is the end of the recording.

You may continue to write and check your answers until the end of the test.

Simplified

1. 买东西

(例) 我是马田，我去买青菜。

M *Pause and repeat.*

F 我是西西，我去买牛奶。

M 我是小山，我去买水果和面包。
Pause and repeat.

2. 天气

(例) 星期二出太阳。

F *Pause and repeat.*

M 星期三风很大。

F 星期四下雨

M 星期五不下雨，但是多云。
Pause and repeat.

3. 星期六早上

(例) 爸爸去公园跑步。

M *Pause and repeat.*

F 妈妈去超级市场买东西。

M 哥哥在家玩电脑。

F 妹妹喜欢看电视。

M 我是马田，我去找朋友。

F 我是西西，我去上中文课。

M 我是小山，我去打篮球。
Pause and repeat.

4. 我的同学

M (例) 小山是我的同学。他今年十五岁。

Pause and repeat.

小山的爱好是唱歌。他也喜欢运动, 最喜欢长跑。

在学校, 小山很喜欢化学课, 将来他要做医生。

小山有一个宠物, 是一只猫。

小山最喜欢吃妈妈做的饭。他妈妈煮的炒面, 很好吃。

Pause and repeat.

5. 坐火车

M 顾客: (例)早上好。

Pause and repeat.

F 售票员: 早上好。

M 顾客: 请问去北京的火车几点钟开?

F 售票员: 早上十点半。

M 顾客: 一张票多少钱?

F 售票员: 五百元。

M 顾客: 我要两张票, 我用信用卡付钱, 可以吗?

F 售票员: 可以。

M 顾客: 在哪儿上车?

F 售票员: 四号月台。

Pause and repeat.

6. 我住的地方

M (例) 我叫大华，我住的地方有网球场。
Pause and repeat.

F 我叫美美，我家附近有餐厅。

M 我叫小山，我家附近有博物馆。

F 我叫西西，我家附近有教堂。

M 我叫马田，我家附近有图书馆。

Pause and repeat.

7. 生病

M (例) 今天星期五，西西没来上课。她病了。
Pause and repeat.

F 她哪儿不舒服？

M 她发烧，不想吃饭。

F 医生怎么说？

M 医生说，她应该多喝水。

F 我们去看她，好吗？

M 好的。我们怎么去？

F 坐公共汽车去，就在她家门口下车。

Pause and repeat.

8. 做家务

- M 你们做家务吗?
- F (例)我是美美, 有时候我会帮妈妈做饭。
我是大华, 我帮爸爸洗车。
- M
- F 我是西西, 吃完饭的时候, 我帮妈妈清洁厨房。
我是小山, 星期天我帮妈妈吸尘。
- M
- F 我是爱英, 我在家照顾弟弟和妹妹。
我是马田, 我不做家务, 我学习。
- M
- F: 我是海伦, 我喜欢花, 常常在花园工作。
Pause and repeat.

9. 学校的一天

- F 妈妈: (例)马田, 你今天很高兴, 为什么?
Pause and repeat.
- M 马田: 今天早上有历史课, 是我喜欢的科目。
- F 妈妈: 午餐吃了什么?
- M 马田: 今天星期五, 我们吃鱼。
- F 妈妈: 下午呢?
- M 马田: 下午我们参观工厂, 我没去过工厂, 很有意思。
- F 妈妈: 是什么工厂?
- M 马田: 做家具的工厂, 他们做床, 桌子和椅子。
- F 妈妈: 工厂远吗?
- M 马田: 远, 在一个树林里, 我们坐火车去, 用了很长时间。
Pause and repeat.

10. 何京宝

主持: 我们介绍何京宝先生。何先生以前是香港有名的厨师, 来到台湾有十多年了。何先生, 你为什么喜欢厨师这个工作?

何: 我一九七四年出生, 小时候, 爸爸常常带一家人去餐厅吃饭, 因为他很爱吃, 要吃最好的东西。

主持: 所以你就爱上了做饭?

何: 每次去餐厅, 我都看到人们吃得很开心, 我觉得厨师的工作带给人快乐。

主持: 你弟弟也是厨师, 对吗?

何: 对, 我弟弟受了我的影响, 也当了厨师。

主持: 你和弟弟, 谁做饭做得更好?

何: 现在我比他好一点儿, 不过, 他进步得很快。

主持: 除了做饭以外, 你还喜欢做什么?

何: 我爱去世界各地旅行, 找好吃的东西。

Pause and repeat.

This is the end of the recording.

You may continue to write and check your answers until the end of the test.

Sample question papers

Paper 1: Listening (Traditional and Simplified)	19
Paper 2: Reading and Writing (Traditional and Simplified)	59
Paper 3: Speaking (Traditional and Simplified)	87

Write your name here

Surname

Other names

Edexcel
International GCSE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Chinese

Paper 1: Listening

Sample Assessment Material

Time: 40 minutes (plus 5 minutes reading time)

Paper Reference

4CN0/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- On page 2 indicate which set of questions you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Answer **all** questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this examination
- You have 5 minutes to read through the paper before your teacher starts the recording.
- You will hear the extract twice. You may write whilst the recording is playing. There will be a pause between each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S42592A

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PEARSON

Use of Chinese Characters

All passages and questions are printed twice, once in traditional/full characters and once in simplified characters.

Questions in traditional/full characters begin on page 3.

Questions in simplified characters begin on page 21.

You may work from whichever version you wish. Please indicate which set of questions you intend to work from by putting a cross in one box below:

You must only answer questions in the section which you indicate here.

TRADITIONAL/FULL 繁體字	<input type="checkbox"/>
SIMPLIFIED 简体字	<input type="checkbox"/>

繁體字

TRADITIONAL/FULL CHARACTER VERSION

You must only answer questions in this section if you have indicated on page 2 that you would answer in this section.

(Simplified Character Version begins on page 21)

TRADITIONAL/FULL CHARACTERS

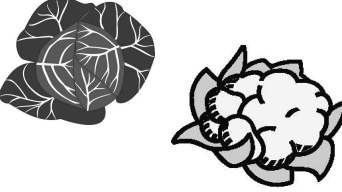

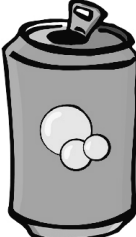
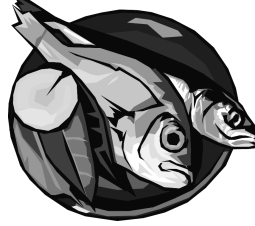
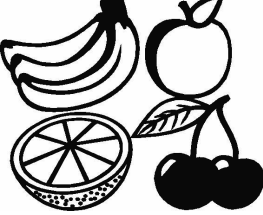
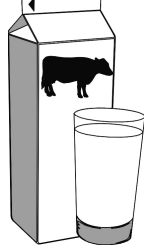
Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

買東西

1 他們要買什麼？選擇正確答案，在適當的空格內打 ☒ 號。

What do they want to buy? Put a cross ☒ in the correct box.

例: A 	B 	C 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 	E 	F 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


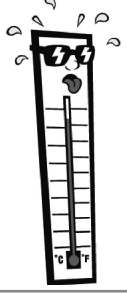
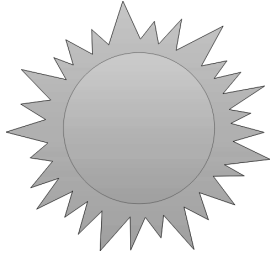


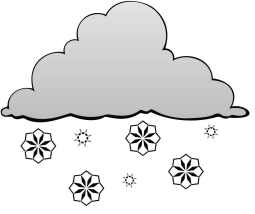
(Total for Question 1 = 3 marks)

TRADITIONAL/FULL CHARACTERS

天氣

2 天氣怎樣？選擇正確答案，填在空格內。

What is the weather like? Write the correct letter in the box.

A 	B 	C 
D 	E 	F 

例: 星期二	C
(i) 星期三	
(ii) 星期四	
(iii) 星期五	

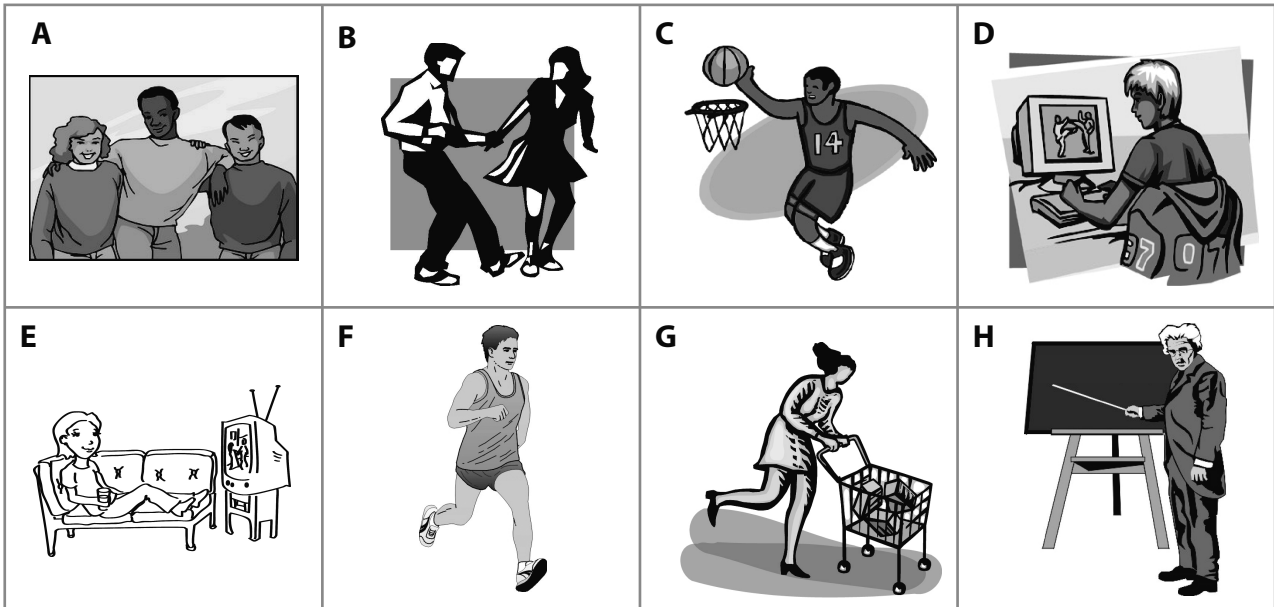
(Total for Question 2 = 3 marks)

TRADITIONAL/FULL CHARACTERS

星期六早上

3 他們做什麼？在適當的空格內打 ☒ 號。

What are they doing? Put a cross ☒ in the correct box.



	A	B	C	D	E	F	G	H
例：爸爸	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(i) 媽媽	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(ii) 哥哥	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(iii) 妹妹	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(iv) 馬田	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(v) 西西	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(vi) 小山	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(Total for Question 3 = 6 marks)

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TRADITIONAL/FULL CHARACTERS

我的同學

4 小山是我的同學。在適當的空格內打 ☒ 號。

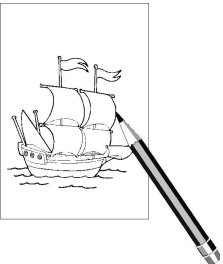


Xiao Shan is my classmate. Put a cross ☒ in the correct box.

例：小山今年多大？

<p>A</p> <p>十歲</p>	<p>B</p> <p>十五歲</p>	<p>C</p> <p>十四歲</p>
<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>


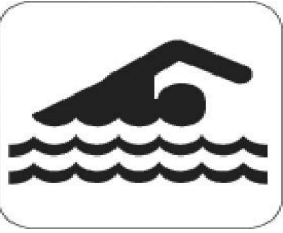

(i) 小山有什麼愛好？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

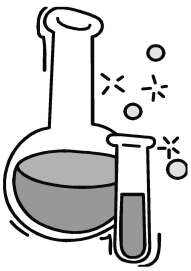

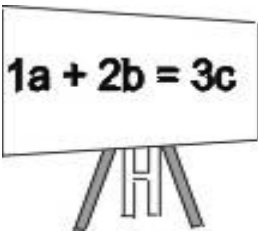
(ii) 小山最喜歡什麼運動？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

(iii) 小山很喜歡什麼課？




(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

TRADITIONAL/FULL CHARACTERS

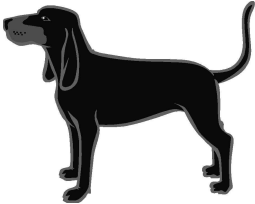


(iv) 小山想做什麼工作？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


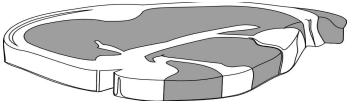
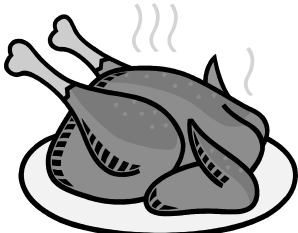
(v) 小山有什麼寵物？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(vi) 小山媽媽煮什麼很好吃？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 6 marks)

TRADITIONAL/FULL CHARACTERS

坐火車

5 聆聽對話。在適當的空格內打 ☒ 號。

Listen to the conversation. Put a cross ☒ in the correct box.

例：現在是什麼時候？

A 早上	B 晚上	C 中午
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(i) 他要去哪個城市？

(1)

A Shanghai	B Beijing	C London
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ii) 火車幾點鐘開？

(1)

A 9:30 am	B 10:00 am	C 10:30 am
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iii) 一張票多少錢？

(1)

A 50 yuan	B 150 yuan	C 500 yuan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRADITIONAL/FULL CHARACTERS

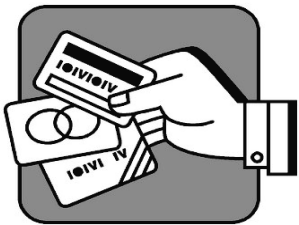


(iv) 他買幾張票？

(1)

<p>A</p> <p>1</p>	<p>B</p> <p>2</p>	<p>C</p> <p>3</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

(v) 他怎樣付錢？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

(vi) 他在哪兒上車？

(1)

<p>A</p> <p>三號月台</p>	<p>B</p> <p>四號月台</p>	<p>C</p> <p>十號月台</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

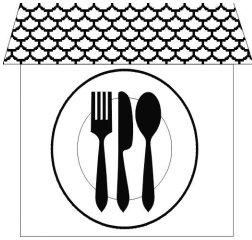
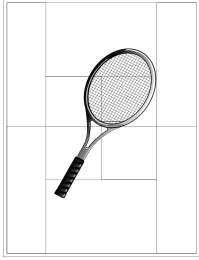
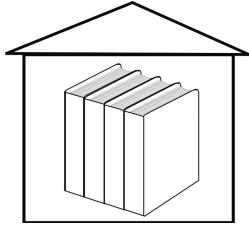
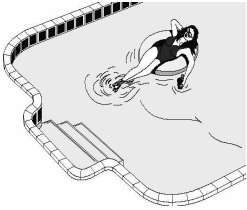
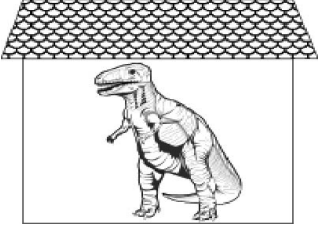

(Total for Question 5 = 6 marks)

TRADITIONAL/FULL CHARACTERS

我住的地方

6 朋友們在談他們住的地方。在適當的空格內打 ☒ 號。

Friends are talking about where they live. Put a cross ☒ in the correct box.

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p>D</p> 	<p>E</p> 	<p>F</p> 

	A	B	C	D	E	F
例：大華	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(i) 美美	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 小山	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 西西	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 馬田	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 6 = 4 marks)

TRADITIONAL/FULL CHARACTERS

生病

7 西西病了。在適當的空格內打 ☒ 號。




Xixi is unwell. Put a cross ☒ in the correct box.

例：今天星期幾？

<p>A</p> <p>星期三</p>	<p>B</p> <p>星期四</p>	<p>C</p> <p>星期五</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>




(i) 西西哪兒不舒服？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

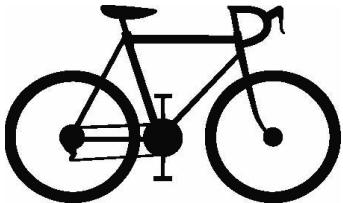
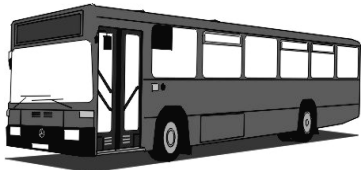
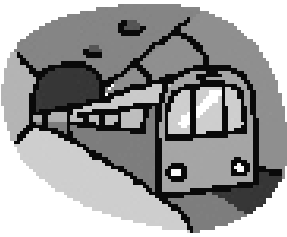
(ii) 醫生怎麼說？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

(iii) 他們怎麼去西西家？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>

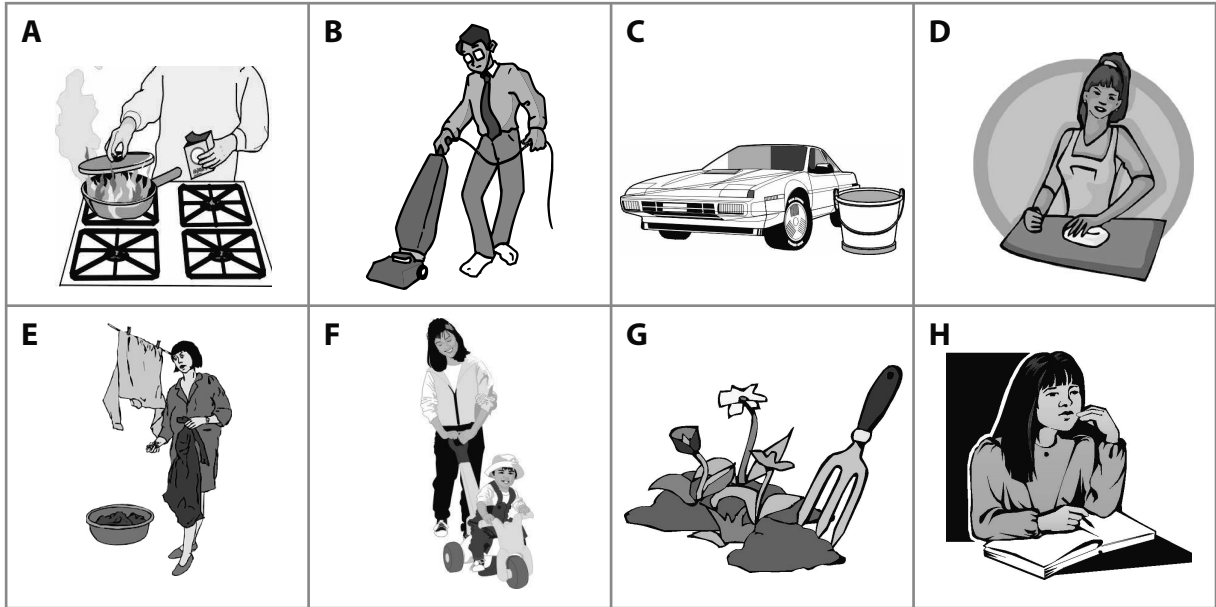
(Total for Question 7 = 3 marks)

TRADITIONAL/FULL CHARACTERS

做家务

8 聆聽對話。在適當的空格內打 ☒ 號。

Listen to the dialogue. Put a cross ☒ in the correct box.



	A	B	C	D	E	F	G	H
例: 美美	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) 大華	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 西西	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 小山	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 愛英	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 馬田	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) 海倫	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 8 = 6 marks)




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TRADITIONAL/FULL CHARACTERS

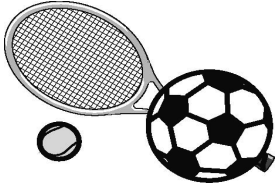

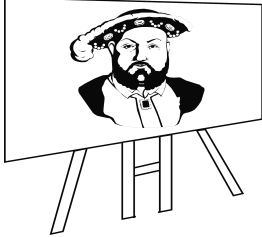
學校的一天

- 9 馬田和媽媽在說話。在適當的空格內打 ☒ 號。
Ma Tian is talking to his mother. Put a cross ☒ in the correct box.

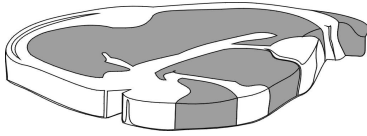
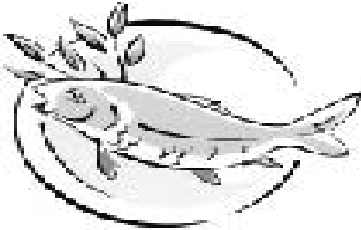
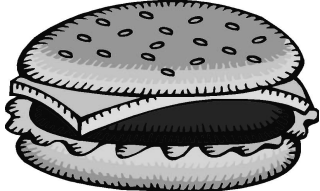
例：馬田今天怎麼樣？

A 	B 	C 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

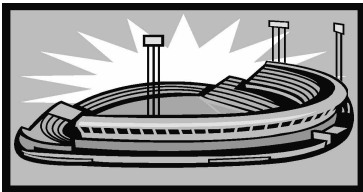
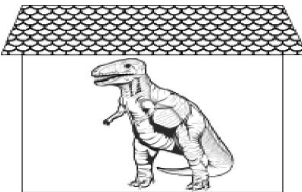
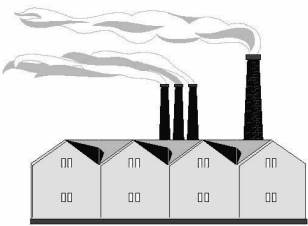
- (i) 馬田喜歡哪個科目？ (1)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (ii) 午餐吃什麼？ (1)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




- (iii) 下午馬田去哪兒？ (1)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRADITIONAL/FULL CHARACTERS

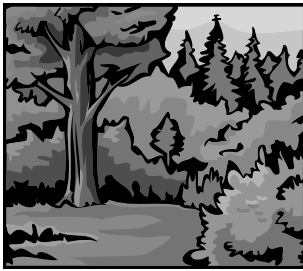


(iv) 那兒是做什麼的？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(v) 那個地方附近有什麼？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(vi) 他們怎麼去的？

(1)

<p>A</p> <p>汽車</p>	<p>B</p> <p>火車</p>	<p>C</p> <p>船</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 9 = 6 marks)

TRADITIONAL/FULL CHARACTERS

10

廚師-- 何京寶



聆聽對話, 用中文回答下面的問題。不必用完整的句子。

Answer the following questions **in Chinese**. It is not necessary to write full sentences.

(a) 何京寶哪一年出生? (1)

(b) 誰帶一家人去餐廳吃飯? (1)

(c) 何京寶為什麼喜歡做廚師? (1)

(d) 何京寶家有幾個人做廚師? (1)

TRADITIONAL/FULL CHARACTERS

(e) 誰做飯做得好？ (1)

(f) 何京寶有什麼愛好？ (2)

(i)

(ii)

(Total for Question 10 = 7 marks)

TOTAL FOR PAPER = 50 MARKS

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简体字

SIMPLIFIED CHARACTER VERSION

You must only answer questions in this section if you have indicated on page 2 that you would answer in this section.

(Traditional/Full Character Version begins on page 3)

SIMPLIFIED CHARACTERS

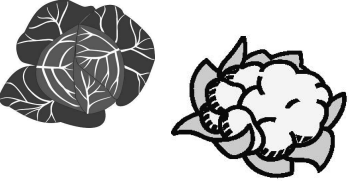

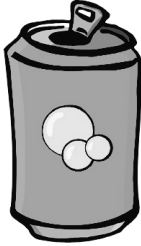
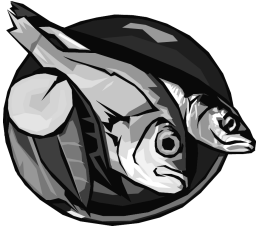
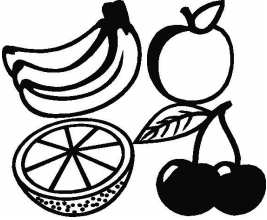
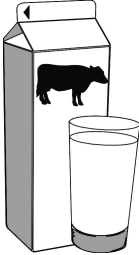
Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

买东西

1 他们要买什么？选择正确答案，在适当的空格内打 ☒ 号。

What do they want to buy? Put a cross ☒ in the correct box.

例: A 	B 	C 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 	E 	F 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


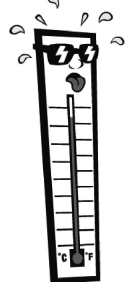
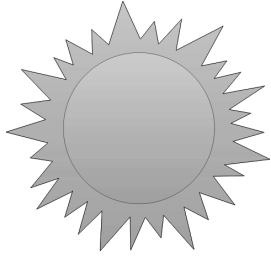


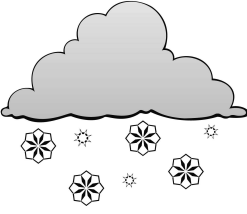
(Total for Question 1 = 3 marks)

SIMPLIFIED CHARACTERS

天气

2 天气怎样？选择正确答案，填在空格内。

What is the weather like? Write the correct letter in the box.

A 	B 	C 
D 	E 	F 

例:星期二	C
(i) 星期三	
(ii) 星期四	
(iii) 星期五	

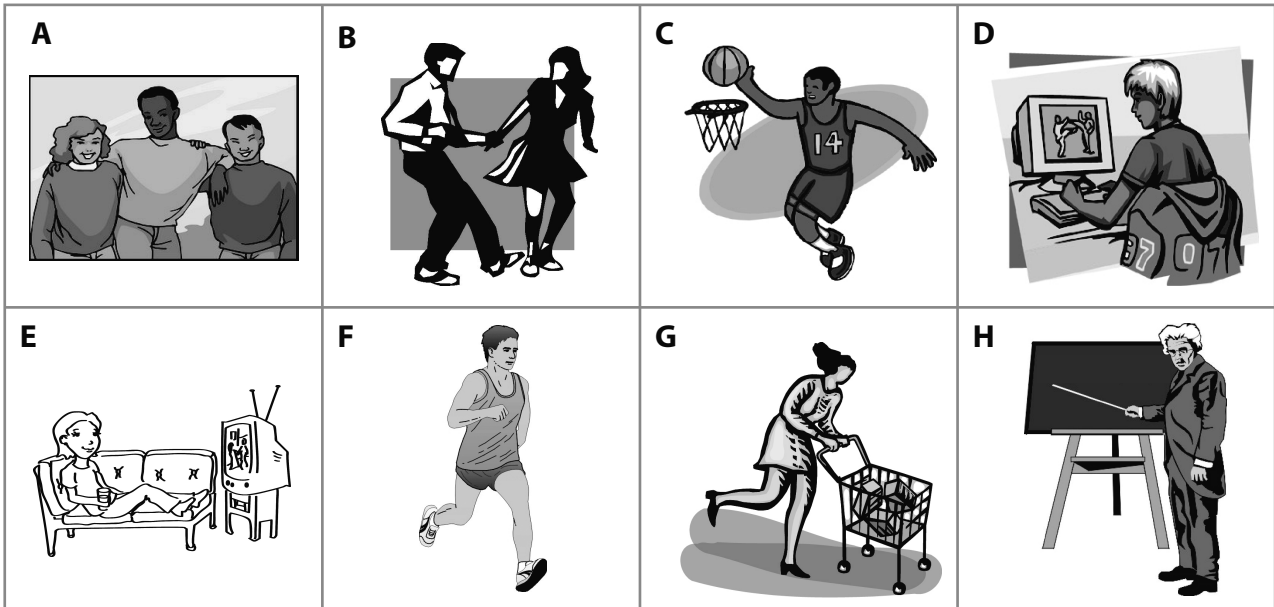
(Total for Question 2 = 3 marks)

SIMPLIFIED CHARACTERS

星期六早上

3 他们做什么？在适当的空格内打 ☒ 号。

What are they doing? Put a cross ☒ in the correct box.



	A	B	C	D	E	F	G	H
例：爸爸	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(i) 妈妈	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(ii) 哥哥	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(iii) 妹妹	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(iv) 马田	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(v) 西西	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(vi) 小山	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(Total for Question 3 = 6 marks)

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SIMPLIFIED CHARACTERS

我的同学

4 小山是我的同学。在适当的空格内打 ☒ 号。


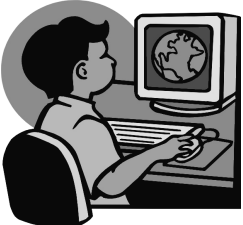

Xiao Shan is my classmate. Put a cross ☒ in the correct box.

例: 小山今年多大?

A 十岁	B 十五岁	C 十四岁
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


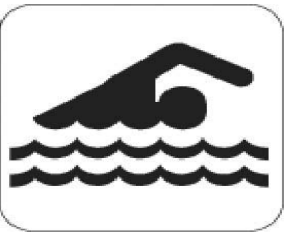

(i) 小山有什么爱好?

(1)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

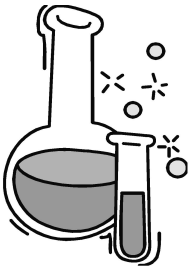

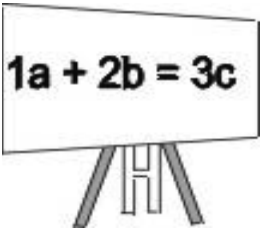
(ii) 小山最喜欢什么运动?

(1)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iii) 小山很喜欢什么课?




(1)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIMPLIFIED CHARACTERS

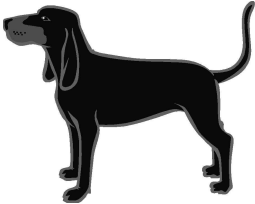


(iv) 小山想做什么工作？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


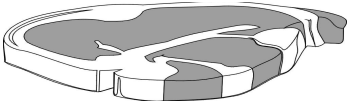
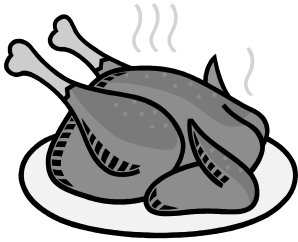
(v) 小山有什么宠物？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(vi) 小山妈妈煮什么很好吃？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 6 marks)

SIMPLIFIED CHARACTERS

坐火车

5 聆听对话。在适当的空格内打 ☒ 号。

Listen to the conversation. Put a cross ☒ in the correct box.

例:现在是什么时候?

A 早上	B 晚上	C 中午
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(i) 他要去哪个城市?

(1)

A Shanghai	B Beijing	C London
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ii) 火车几点钟开?

(1)

A 9:30 am	B 10:00 am	C 10:30 am
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iii) 一张票多少钱?

(1)

A 50 yuan	B 150 yuan	C 500 yuan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIMPLIFIED CHARACTERS




(iv) 他买几张票？

(1)

<p>A</p> <p>1</p>	<p>B</p> <p>2</p>	<p>C</p> <p>3</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(v) 他怎样付钱？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(vi) 他在哪儿上车？

(1)

<p>A</p> <p>三号月台</p>	<p>B</p> <p>四号月台</p>	<p>C</p> <p>十号月台</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

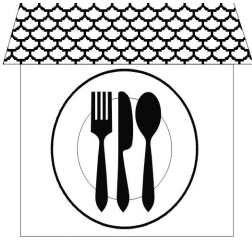
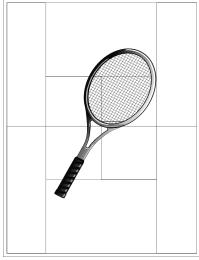
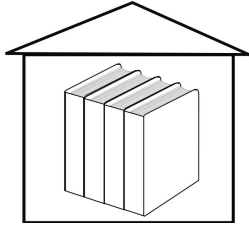
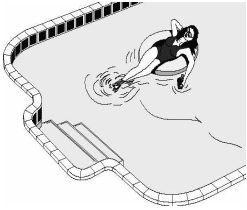
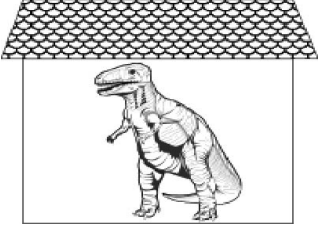

(Total for Question 5 = 6 marks)

SIMPLIFIED CHARACTERS

我住的地方

6 朋友们在谈他们住的地方。在适当的空格内打 ☒ 号。

Friends are talking about where they live. Put a cross ☒ in the correct box.

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p>D</p> 	<p>E</p> 	<p>F</p> 

	A	B	C	D	E	F
例: 大华	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(i) 美美	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 小山	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 西西	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 马田	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 6 = 4 marks)

SIMPLIFIED CHARACTERS

生病

7 西西病了。在适当的空格内打 ☒ 号。




Xixi is unwell. Put a cross ☒ in the correct box.

例：今天星期几？

<p>A</p> <p>星期三</p>	<p>B</p> <p>星期四</p>	<p>C</p> <p>星期五</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>




(i) 西西哪儿不舒服？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

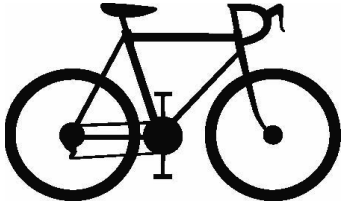
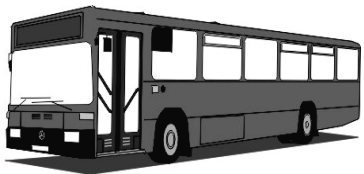

(ii) 医生怎么说？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

(iii) 他们怎么去西西家？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>

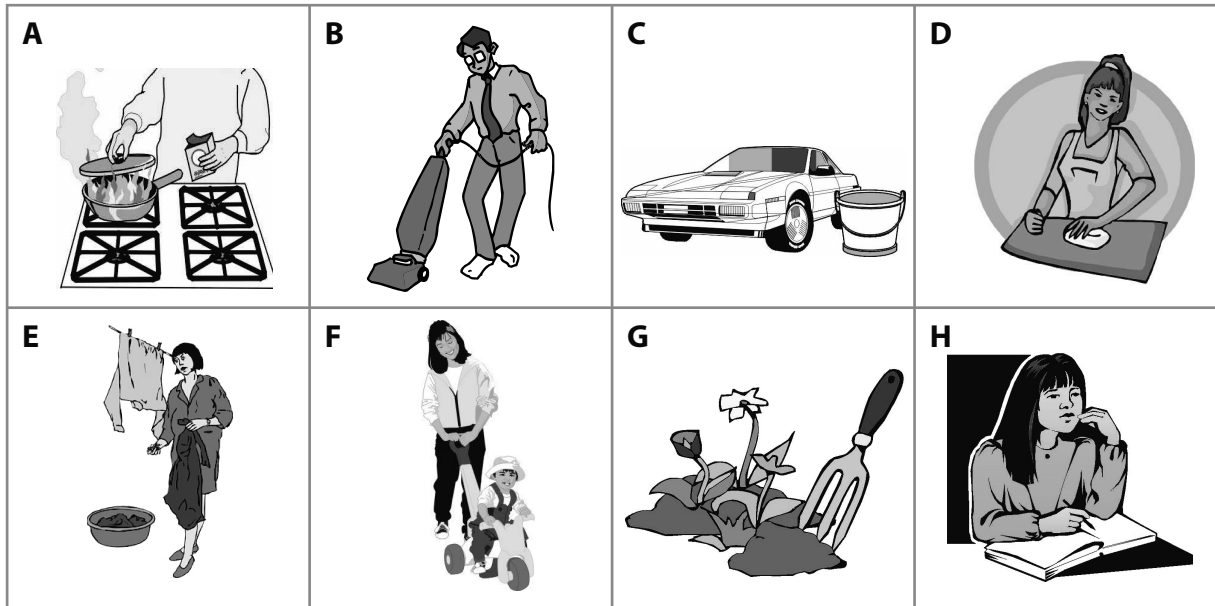
(Total for Question 7 = 3 marks)

SIMPLIFIED CHARACTERS

做家务

8 聆听对话。在适当的空格内打 ☒ 号。

Listen to the dialogue. Put a cross ☒ in the correct box.



	A	B	C	D	E	F	G	H
例: 美美	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) 大华	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 西西	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 小山	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 爱英	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 马田	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) 海伦	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 8 = 6 marks)

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SIMPLIFIED CHARACTERS

学校的一天

9 马田和妈妈在说话。在适当的空格内打 ☒ 号。



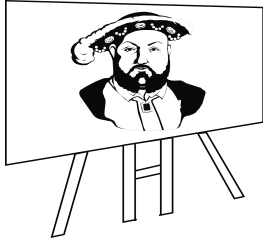
Ma Tian is talking to his mother. Put a cross ☒ in the correct box.

例：马田今天怎么样？

A 	B 	C 
☒	☒	☒

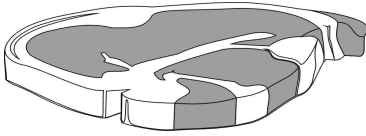
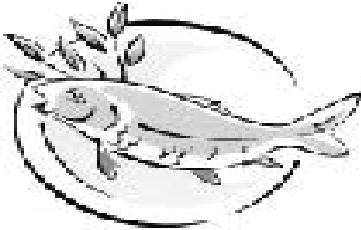
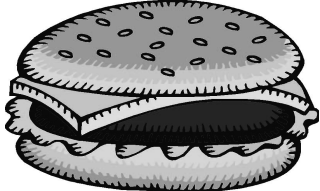
(i) 马田喜欢哪个科目？

(1)

A 	B 	C 
☒	☒	☒

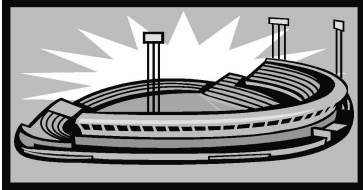
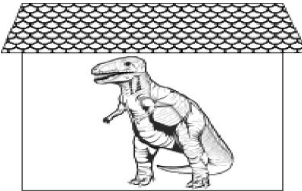
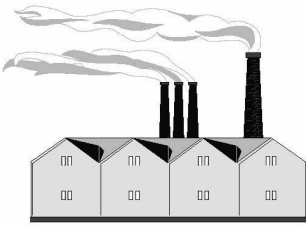
(ii) 午餐吃什么？

(1)

A 	B 	C 
☒	☒	☒

(iii) 下午马田去哪儿？




(1)

A 	B 	C 
☒	☒	☒

SIMPLIFIED CHARACTERS



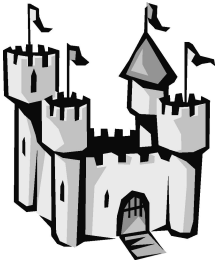
(iv) 那儿是做什么的？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

(v) 那个地方附近有什么？

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

(vi) 他们怎么去的？

(1)

<p>A</p> <p style="text-align: center;">汽车</p>	<p>B</p> <p style="text-align: center;">火车</p>	<p>C</p> <p style="text-align: center;">船</p>
<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

(Total for Question 9 = 6 marks)

SIMPLIFIED CHARACTERS

10

厨师-- 何京宝



聆听对话，用中文回答下面的问题。不必用完整的句子。

Answer the following questions **in Chinese**. It is not necessary to write full sentences.

(a) 何京宝哪一年出生？ (1)

(b) 谁带一家人去餐厅吃饭？ (1)

(c) 何京宝为什么喜欢做厨师？ (1)

(d) 何京宝家有几个人做厨师？ (1)

SIMPLIFIED CHARACTERS

(e) 谁做饭做得好？

(1)

(f) 何京宝有什么爱好？

(2)

(i)

(ii)

(Total for Question 10 = 7 marks)

TOTAL FOR PAPER = 50 MARKS

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Write your name here

Surname

Other names

Edexcel
International GCSE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Chinese

Paper 2: Reading and Writing

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

4CN0/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- On page 2 indicate which set of questions you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S42593A

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PEARSON

Use of Chinese Characters

All passages and questions are printed twice, once in traditional/full characters and once in simplified characters.

Questions in traditional/full characters begin on page 3.

Questions in simplified characters begin on page 21.

You may work from whichever version you wish. Please indicate which set of questions you intend to work from by putting a cross in one box below:

You must only answer questions in the section which you indicate here.

TRADITIONAL/FULL 繁體字	<input type="checkbox"/>
SIMPLIFIED 简体字	<input type="checkbox"/>

繁體字

TRADITIONAL/FULL CHARACTER VERSION

You must only answer questions in this section if you have indicated on page 2 that you would answer in this section.

(Simplified Character Version begins on page 15)

TRADITIONAL/FULL CHARACTERS

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.


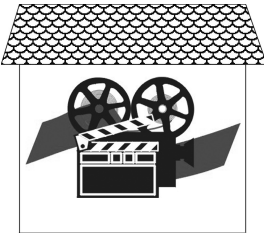

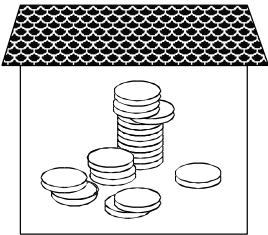
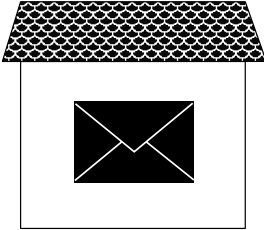
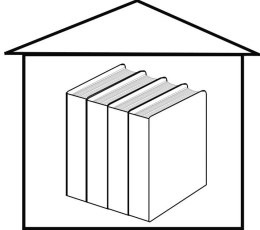
1

市中心

- A ~~學校~~
- B 銀行
- C 郵局
- D 圖書館
- E 電影院
- F 廟
- G 警察局

市中心有什麼? 選擇正確的答案，填在空格內。

What is in the city centre? Write the correct letter in the box.

<p>例</p> 	<p>(i)</p> 	<p>(ii)</p> 
<p>A</p>		
<p>(iii)</p> 	<p>(iv)</p> 	<p>(v)</p> 

(Total for Question 1 = 5 marks)

TRADITIONAL/FULL CHARACTERS

2

職業

- A 我是唱歌的。
 B 我在圖書館工作。
 C 我是畫畫的。
 D 我在工廠工作。
 E 我在學校工作。
 F 我是踢足球的。
 G 我是開車的。
 H 我在醫院工作。

他們的職業是什麼? 在正確的空格內打 ☒ 號。

What are their occupations? Put a cross ☒ in the correct box.

	A	B	C	D	E	F	G	H
例: 圖書管理員	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) 老師	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 護士	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 畫家	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 司機	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 歌星	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 5 marks)

TRADITIONAL/FULL CHARACTERS

3

生日會

在正確的空格內打 ☒ 號。

Put a cross ☒ in the correct box.

小明，你好！

四月五日是我十六歲的生日，請你來參加我的生日會。




請你下午兩點半到我家，我們一起去打羽毛球，晚上六點到大華飯店去吃飯。

丁玲

(a)

(5)

例：慶祝什麼？

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

(i) 誰慶祝生日？

<p>A</p> <p style="text-align: center;">小明</p>	<p>B</p> <p style="text-align: center;">大華</p>	<p>C</p> <p style="text-align: center;">丁玲</p>
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

(ii) 生日是哪一天？


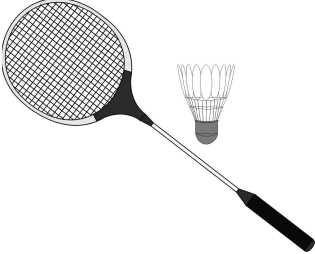

<p>A</p> <p style="text-align: center;">4th May</p>	<p>B</p> <p style="text-align: center;">5th April</p>	<p>C</p> <p style="text-align: center;">16th March</p>
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

TRADITIONAL/FULL CHARACTERS



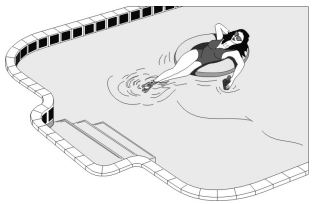
(iii) 他們幾點見面？

<p>A</p> <p>12.00</p>	<p>B</p> <p>2.00</p>	<p>C</p> <p>2.30</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

(iv) 有什麼活動？

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

(v) 晚上到哪兒去？

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

TRADITIONAL/FULL CHARACTERS

(b) 用五十個中文字，介紹你看過的一場體育比賽。

Introduce a sports match you have watched. Write about **50 Chinese characters**.

(10)

可以用以下要點。

Here are some ideas.

When was the match held (date and time)?
比賽在什麼時間 (日期和時間)
在什麼地方?

Who did you go with?
你和誰一起去的?

How did you get there?
你怎麼去的?

Did you like it? Why?
你喜歡這場比賽嗎? 為什麼?

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(Total for Question 3 = 15 marks)

TRADITIONAL/FULL CHARACTERS

4

筆友

- A 我是大學生，今年大學一年級，我愛做中國菜。
- B 我喜歡打網球，也喜歡跑步。
- C 我是中學生，我喜歡養狗，也喜歡馬。
- D 我從香港來，在英國上中學。我會說廣東話，普通話，英語和德語。
- E 我是英國人。我在學校學中文，我想用中文給筆友寫信。
- F 我每年夏天都去不同的國家玩，我希望認識世界各國的新朋友。
- G 我今年中學三年級，對唱歌很有興趣。
- H 我每天上網，發電子郵件給朋友。

在正確的空格內打 ☒ 號。

Put a cross ☒ in the correct box.

	A	B	C	D	E	F	G	H
例：喜歡音樂	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(i) 會說四種語言	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 喜歡旅行	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 喜歡運動	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 喜歡動物	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 會用電腦	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 5 marks)

TRADITIONAL/FULL CHARACTERS

5 閱讀這篇文章。

Read the following article.

劉翔



劉翔是有名的運動員，在2004年的奧林匹克運動會的跨欄比賽得到第一。

劉翔1983年在中國上海出生。他小時候很喜歡玩，也很喜歡吃東西，書包裡常常有蛋糕和巧克力。

他爸爸是司機。劉翔小學二年級的時候，老師發現他運動很好，叫他參加學校田徑隊，練習賽跑和跳高，他媽媽不同意，因為怕運動員容易受傷。但是他爸爸很高興，最後媽媽也答應了。

現在，他除了訓練，空閒的時候，他喜歡唱歌和玩電腦遊戲。

Glossary

跨欄 = hurdle race

TRADITIONAL/FULL CHARACTERS

用中文回答下面的問題，不必寫完整的句子。

Answer the questions **in Chinese**. It is not necessary to write full sentences.

(a) 劉翔在哪裏出生？ (1)

(b) 劉翔小時候喜歡做哪兩件事？ (2)

(c) 劉翔經常帶哪兩種食品到學校去？ (2)

(d) 他的爸爸做什麼工作？ (1)

(e) 劉翔什麼時候參加學校田徑隊？ (1)

(f) 劉翔做運動員，他的媽媽為什麼會擔心？ (1)

(g) 劉翔在空閒時間喜歡做哪兩件事？ (2)

(Total for Question 5 = 10 marks)

TRADITIONAL/FULL CHARACTERS

6 從下列三個題目中，選擇一個，用中文寫一篇 **100 – 150** 字的文章。

Choose **ONE** of the following tasks and write about **100 – 150 Chinese characters**.

(a) 你在學中文。寫一封信給你的中國朋友，告訴他/她：

- 你什麼時候開始學中文
- 你現在在哪兒學中文
- 你上中文課時，都做些什麼
- 你為什麼學中文，學中文有什麼好處

(20)

(b) 寫一篇文章介紹你的一次旅行，包括：

- 你和什麼人一起去；你到了什麼地方
- 景色怎麼樣
- 你做了些什麼（包括白天和晚上的活動）
- 你覺得這次旅行怎麼樣

(20)

(c) 寫一封信給你的朋友，介紹你喜歡的節日。

- 你喜歡哪一個節日
- 你怎樣慶祝這個節日
- 你和哪些人一起慶祝這個節日
- 你為什麼喜歡這個節日

(20)

TRADITIONAL/FULL CHARACTERS

Handwriting practice area consisting of 20 horizontal dotted lines for writing.

(Total for Question 6 = 20 marks)

TOTAL FOR PAPER = 60 MARKS

简体字

SIMPLIFIED CHARACTER VERSION

You must only answer questions in this section if you have indicated on page 2 that you would answer in this section.

(Traditional/Full Character Version begins on page 3)

SIMPLIFIED CHARACTERS

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.


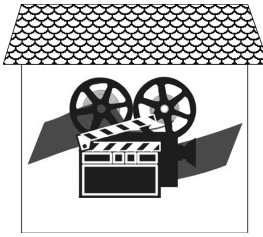

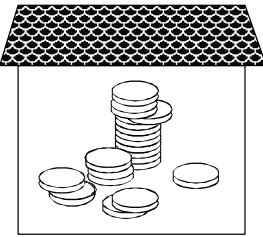
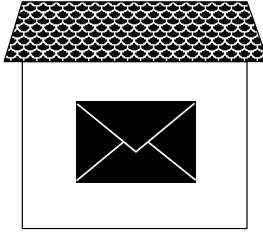
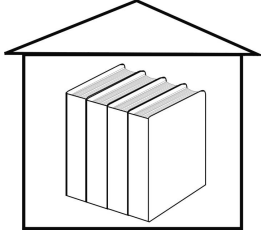
1

市中心

- A 学校
- B 银行
- C 邮局
- D 图书馆
- E 电影院
- F 庙
- G 警察局

市中心有什么？选择正确的答案，填在空格内。

What is in the city centre? Write the correct letter in the box.

<p>例</p>  <p style="text-align: center;">A</p>	<p>(i)</p> 	<p>(ii)</p> 
<p>(iii)</p> 	<p>(iv)</p> 	<p>(v)</p> 

(Total for Question 1 = 5 marks)

SIMPLIFIED CHARACTERS

2

职业

- A 我是唱歌的。
- B 我在图书馆工作。
- C 我是画画的。
- D 我在工厂工作。
- E 我在学校工作。
- F 我是踢足球的。
- G 我是开车的。
- H 我在医院工作。

他们的职业是什么？在正确的空格内打☒号。

What are their occupations? Put a cross☒ in the correct box.

	A	B	C	D	E	F	G	H
例：图书管理员	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) 老师	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 护士	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 画家	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 司机	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 歌星	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 5 marks)

SIMPLIFIED CHARACTERS

3

生日会

在正确的空格内打 ☒ 号。

Put a cross ☒ in the correct box.

小明，你好！

四月五日是我十六岁的生日，请你来参加我的生日会。




请你下午两点半到我家，我们一起去打羽毛球，晚上六点到大华饭店去吃饭。

丁玲

(a)

(5)

例：庆祝什么？

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

(i) 谁庆祝生日？

<p>A</p> <p style="text-align: center;">小明</p>	<p>B</p> <p style="text-align: center;">大华</p>	<p>C</p> <p style="text-align: center;">丁玲</p>
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

(ii) 生日是哪一天？


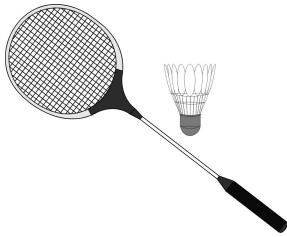

<p>A</p> <p style="text-align: center;">4th May</p>	<p>B</p> <p style="text-align: center;">5th April</p>	<p>C</p> <p style="text-align: center;">16th March</p>
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

SIMPLIFIED CHARACTERS



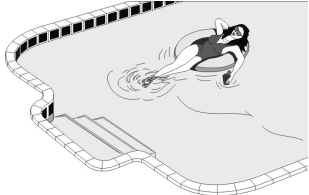
(iii) 他们几点见面？

A 12.00	B 2.00	C 2.30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iv) 有什么活动？

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(v) 晚上到哪儿去？

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIMPLIFIED CHARACTERS

(b) 用五十个中文字，介绍你看过的一场体育比赛。

Introduce a sports match you have watched. Write about **50 Chinese characters**.

(10)

可以用以下要点。

Here are some ideas.

When was the match held (date and time)?
比赛在什么时间 (日期和时间)
在什么地方?

Who did you go with?
你和谁一起去的?

How did you get there?
你怎么去的?

Did you like it? Why?
你喜欢这场比赛吗? 为什么?

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(Total for Question 3 = 15 marks)

SIMPLIFIED CHARACTERS

4

笔友

- A** 我是大学生，今年大学一年级，我爱做中国菜。
- B** 我喜欢打网球，也喜欢跑步。
- C** 我是中学生，我喜欢养狗，也喜欢马。
- D** 我从香港来，在英国上中学。我会说广东话，普通话，英语和德语。
- E** 我是英国人。我在学校学中文，我想用中文给笔友写信。
- F** 我每年夏天都去不同的国家玩，我希望认识世界各国的新朋友。
- G** 我今年中学三年级，对唱歌很有兴趣。
- H** 我每天上网，发电子邮件给朋友。

在正确的空格内打 ☒ 号。

Put a cross ☒ in the correct box.

	A	B	C	D	E	F	G	H
例: 喜欢音乐	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(i) 会说四种语言	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 喜欢旅行	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 喜欢运动	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 喜欢动物	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 会用电脑	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 5 marks)

SIMPLIFIED CHARACTERS

5 阅读这篇文章。

Read the following article.

刘翔



刘翔是有名的运动员，在2004年的奥林匹克运动会的跨栏比赛得到第一。

刘翔1983年在中国上海出生。他小时候很喜欢玩，也很喜欢吃东西，书包里常常有蛋糕和巧克力。

他爸爸是司机。刘翔小学二年级的时候，老师发现他运动很好，叫他参加学校田径队，练习赛跑和跳高，他妈妈不同意，因为怕运动员容易受伤。但是他爸爸很高兴，最后妈妈也答应了。

现在，他除了训练，空闲的时候，他喜欢唱歌和玩电脑游戏。

Glossary

跨栏 = hurdle race

SIMPLIFIED CHARACTERS

用中文回答下面的问题，不必写完整的句子。

Answer the questions **in Chinese**. It is not necessary to write full sentences.

(a) 刘翔在哪里出生？ (1)

(b) 刘翔小时候喜欢做哪两件事？ (2)

(c) 刘翔经常带哪两种食品到学校去？ (2)

(d) 他的爸爸做什么工作？ (1)

(e) 刘翔什么时候参加学校田径队？ (1)

(f) 刘翔做运动员，他的妈妈为什么会担心？ (1)

(g) 刘翔在空闲时间喜欢做哪两件事？ (2)

(Total for Question 5 = 10 marks)

SIMPLIFIED CHARACTERS

6 从下列三个题目中，选择一个，用中文写一篇 **100 – 150** 字的文章。

Choose **ONE** of the following tasks and write about **100 – 150 Chinese characters**.

(a) 你在学中文。写一封信给你的中国朋友，告诉他/她：

- 你什么时候开始学中文
- 你现在在哪儿学中文
- 你上中文课时，都做些什么
- 你为什么学中文，学中文有什么好处

(20)

(b) 写一篇文章介绍你的一次旅行，包括：

- 你和什么人一起去；你到了什么地方
- 景色怎么样
- 你做了些什么（包括白天和晚上的活动）
- 你觉得这次旅行怎么样

(20)

(c) 写一封信给你的朋友，介绍你喜欢的节日。

- 你喜欢哪一个节日
- 你怎样庆祝这个节日
- 你和哪些人一起庆祝这个节日
- 你为什么喜欢这个节日

(20)

SIMPLIFIED CHARACTERS

Handwriting practice area consisting of 20 horizontal dotted lines.

(Total for Question 6 = 20 marks)

TOTAL FOR PAPER = 60 MARKS

BLANK PAGE

BLANK PAGE

Edexcel International GCSE

Chinese

Paper 3: Speaking

Sample Assessment Material

Paper Reference

4CN0/03

You do not need any other materials.

Turn over ►

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PEARSON

繁體字

TRADITIONAL/FULL CHARACTER VERSION

(Simplified Character Version begins on page 17)

The following pages provide exemplar assessment material for the speaking component (Paper 3). Centres and candidates should refer to the Specification for full details of the requirements of this paper.

The pictures provided in this sample assessment material are for illustrative purposes only and must **not** be used for examination.

Throughout this sample speaking test, questions are given in the informal '你' form. This is not a compulsory requirement, and the centre-appointed interviewer should ask questions in either the formal '您' form or informal '你' form at their discretion.

Section A: Presentation and discussion based on a single picture

Maximum 4 minutes

1 TOPIC AREA A: HOME AND ABROAD



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates three types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- 照片裏的人在做什麼？
- 他們穿着什麼樣的衣服？
- 天氣怎麼樣？
- 他們看上去怎麼樣？
- 你覺得誰最有意思？為什麼？

Questions indirectly related to the picture

- 你覺得這些遊客/人來這裏(/兒)以前做了什麼？
- 他們將會做什麼？
- 照片裏誰可能會坐公共汽車？
- 你覺得他們是怎麼遊覽城市的？為什麼？
- 你覺得照片裏的人是從哪裏(/兒)來的？

Questions relating to the wider topic area

- 在你住的城市/地方，遊客可以看什麼地方？做什麼活動？
- 度假的時候，天氣重要嗎？
- 你喜歡旅行嗎？為什麼喜歡？為什麼不喜歡？
- 你理想的度假地點是哪裏(/兒)？
- 為什麼假期很重要？

2 TOPIC AREA C: HOUSE, HOME AND DAILY ROUTINES



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates three types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- 說一說照片裏的人。
- 你在照片裏還看到什麼？
- 你覺得那些人是誰？
- 照片裏，你最喜歡的人是誰？
- 爲什麼他們在笑？

Questions indirectly related to the picture

- 你覺得他們在慶祝什麼？
- 爲了慶祝，他們可能還會做什麼？
- 你覺得這個房子是在城裏還是在郊區？爲什麼？
- 你覺得這些人多長時間見一次？
- 你覺得照完這張照片以後，他們會做什麼？

Questions relating to the wider topic area

- 你和家人的關係怎麼樣？
- 你和家人一起會慶祝什麼？
- 你的家人現在都在做什麼？
- 爲什麼家庭很重要？
- 你去年的生日是怎麼過的？

3 TOPIC AREA E: SOCIAL ACTIVITIES, FITNESS AND HEALTH



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates three types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- 這張照片是在哪裏(/ 兒)照 / 拍的 ?
- 這個女孩在做什麼 ?
- 她爲什麼要這樣做 ?
- 說一說照片裏的人。
- 後面的那幾個男孩在做什麼 ?

Questions indirectly related to the picture

- 你覺得這個女孩有多少歲 ?
- 你覺得這個女孩要表演多長時間 ?
- 你覺得表演以後, 這個女孩會做什麼 ?
- 你覺得坐在前面的這兩個人是誰? 他們在說什麼 ?
- 你覺得現在是什麼時候? 爲什麼 ?

Questions relating to the wider topic area

- 你在舞臺上 / 音樂會上表演過嗎 ?
- 說一說你聽過的一場音樂會。
- 你喜歡聽什麼音樂 ?
- 你有空的時候還喜歡做什麼 ?
- 你覺得娛樂重要嗎 ?

Section B: Two Conversations

Maximum 6 minutes

TOPIC AREA A – HOME AND ABROAD

Straightforward questions

- 請說一說你住的地方。
- 你住的地方，天氣怎麼樣？
- 你住的地方，你可以做/參加什麼活動？/可以去參觀哪些地方？
- 你覺得你住的地方怎麼樣？
- 你喜歡去什麼地方度假？
- 說一說上個假期是怎麼過的？/上一個假期你做什麼了？
- 下一個假期你打算/要做什麼？
- 你理想的度假地點是哪裏？為什麼？

Extension questions

- 住在城市有什麼好處？有什麼不好/壞處？
- 住在郊區好嗎？為什麼？
- 你的國家天氣怎麼樣？
- 你去過中國嗎？你覺得中國怎麼樣？
- 你去過說中文的地方嗎？那個地方怎麼樣？介紹一下那個地方。
- 度假的時候，你喜歡和朋友一起去，還是和家人一起去？為什麼？
- 你喜歡去外國旅行嗎？為什麼？
- 你的國家公共假期多不多？你最喜歡哪個？為什麼？

TOPIC AREA B – EDUCATION AND EMPLOYMENT

Straightforward questions

- 請說一說你的學校。/說一說你的學校生活。
- 你喜歡什麼科目？不喜歡什麼科目？為什麼？
- 你在學校穿什麼樣的衣服？
- 昨天你在學校做什麼了？
- 你明年/將來打算/要做什麼？
- 你工作過嗎？說說你的工作。
- 你理想的工作是什麼？/你將來想/要做什麼樣的工作？
- 你去過別的學校嗎？那個學校怎麼樣？

Extension questions

- 你喜歡你的學校嗎？有什麼好？有什麼不好？
- 在學校，哪些科目最重要？為什麼？
- 你覺得學生應該穿校服嗎？為什麼？
- 學校有哪些規定你不喜歡？為什麼？
- 你覺得做作業/功課重要嗎？為什麼？
- 工作經驗重要嗎？為什麼？
- 怎麼找一個好工作？你應該做什麼？
- (是)上大學好，還是早一點兒開始工作好？為什麼？

TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES

Straightforward questions

- 請說一說你的家人。
- 你住在哪裏？說一說你住的房子。
- 說一說你的房間。/你的房間裏有什麼？
- 你和朋友在一起的時候，常常做什麼？
- 你在家做家務嗎？做什麼家務？
- 你上個周末/星期六/星期日(/天)做什麼了？
- 你和家人喜歡吃什麼？喜歡喝什麼？
- 你最近和家人出去吃飯了嗎？可以說一說嗎？(去了哪裏？吃了什麼？那個餐廳/飯館怎麼樣？)

Extension questions

- 你和家人關係好嗎？
- 你和誰關係最好？為什麼？
- 你長大以後想住在哪裏？為什麼？
- 你喜歡你的房間嗎？你希望/理想的房間是什麼樣的？
- 你認為/覺得哪個更重要，是家人還是朋友？
- 你有沒有好朋友？你為什麼喜歡他/她？
- 你喜歡做家務嗎？你覺得你應該做家務嗎？
- 你和家人常常吃什麼？這些東西健康嗎？為什麼？

TOPIC AREA D – THE MODERN WORLD AND THE ENVIRONMENT

Straightforward questions

- 你在家可以做什麼(來)保護環境?
- 你在學校會做什麼(來)保護環境?
- 為什麼保護環境很重要?
- 你常常看電視/看電影/看報紙嗎?什麼時候看?
- 說一說你最喜歡的電視節目/電影/書。
- 你有沒有手機/手提電話?你什麼時候用?
- 你在家/在學校用電腦嗎?你用電腦做什麼?
- 說一說你最喜歡的名人。

Extension questions

- 你覺得什麼是最大的環境問題?
- 看電視有什麼好處?有什麼不好?
- 你喜歡在電視上看電影,還是去電影院看電影?為什麼?
- 用手機/手提電話/上網有什麼好處?有什麼不好?
- 你常(常)上網嗎?你覺得上網重要嗎?為什麼?
- 你的國家有沒有社會問題?什麼是最大的社會問題?
- 你和你的朋友對新聞感興趣嗎?為什麼感興趣?為什麼不感興趣?
- 你覺得今天/現在的年輕人有些什麼大問題?

TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH

Straightforward questions

- 你的生日是幾月幾號？說一說你去年的生日。
- 有空/有時間的時候，你喜歡做什麼？
- 你喜歡哪種音樂？為什麼？
- 晚上/周末的時候，你常常做什麼？
- 你常常去買東西嗎？多長時間去一次？去哪裏買？喜歡買什麼東西？
- 你有零用錢嗎？誰給你零用錢？/你的零用錢是怎麼來的？你怎麼用？
- 你怎麼保持健康？
- 說一說你理想的周末/星期天。你會做些什麼？

Extension questions

- 你覺得一年中最重要的(日期/日子)是哪幾天？
- 音樂/運動對你的生活重要嗎？
- 你還有什麼別的愛好？
- 為什麼休息/空閒時間很重要？
- 零用錢重要嗎？為什麼？
- 你常常幫助人嗎？你怎麼幫助他們？
- 你的生活健康嗎？
- 有些人抽/吸煙，喝酒，用毒品，你怎麼看？/你覺得這樣好不好？為什麼？

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简体字

SIMPLIFIED CHARACTER VERSION

(Traditional/Full Character Version begins on page 3)

The following pages provide exemplar assessment material for the speaking component (Paper 3). Centres and candidates should refer to the Specification for full details of the requirements of this paper.

The pictures provided in this sample assessment material are for illustrative purposes only and must **not** be used for examination.

Throughout this sample speaking test, questions are given in the informal '你' form. This is not a compulsory requirement, and the centre-appointed interviewer should ask questions in either the formal '您' form or informal '你' form at their discretion.

Section A: Presentation and discussion based on a single picture

Maximum 4 minutes

1 TOPIC AREA A: HOME AND ABROAD



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

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Questions relating to the picture

- 照片里的人在做什么？
- 他们穿着什么样的衣服？
- 天气怎么样？
- 他们看上去怎么样？
- 你觉得谁最有意思？为什么？

Questions indirectly related to the picture

- 你觉得这些游客/人来这里(/儿)以前做了什么？
- 他们将会做什么？
- 照片里谁可能会坐公共汽车？
- 你觉得他们是怎么游览城市的？为什么？
- 你觉得照片里的人是从哪里(/儿)来的？

Questions relating to the wider topic area

- 在你住的城市/地方，游客可以看什么地方？做什么活动？
- 度假的时候，天气重要吗？
- 你喜欢旅行吗？为什么喜欢？为什么不喜欢？
- 你理想的度假地点是哪里(/儿)？
- 为什么假期很重要？

2 TOPIC AREA C: HOUSE, HOME AND DAILY ROUTINES



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates three types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- 说一说照片里的人。
- 你在照片里还看到什么？
- 你觉得那些人是谁？
- 照片里，你最喜欢的人是谁？
- 为什么他们在笑？

Questions indirectly related to the picture

- 你觉得他们在庆祝什么？
- 为了庆祝，他们可能还会做什么？
- 你觉得这个房子是在城里还是在郊区？为什么？
- 你觉得这些人多长时间见一次？
- 你觉得照完这张照片以后，他们会做什么？

Questions relating to the wider topic area

- 你和家人的关系怎么样？
- 你和家人一起会庆祝什么？
- 你的家人现在都在做什么？
- 为什么家庭很重要？
- 你去年的生日是怎么过的？

3 TOPIC AREA E: SOCIAL ACTIVITIES, FITNESS AND HEALTH



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates three types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- 这张照片是在哪里(/儿)照/拍的?
- 这个女孩在做什么?
- 她为什么要这样做?
- 说一说照片里的人。
- 后面的那几个男孩在做什么?

Questions indirectly related to the picture

- 你觉得这个女孩有多少岁?
- 你觉得这个女孩要表演多长时间?
- 你觉得表演以后, 这个女孩会做什么?
- 你觉得坐在前面的这两个人是谁? 他们在说什么?
- 你觉得现在是什么时候? 为什么?

Questions relating to the wider topic area

- 你在舞台上/音乐会上表演过吗?
- 说一说你听过的一场音乐会。
- 你喜欢听什么音乐?
- 你有空的时候还喜欢做什么?
- 你觉得娱乐重要吗?

Section B: Two Conversations

Maximum 6 minutes

TOPIC AREA A – HOME AND ABROAD

Straightforward questions

- 请说一说你住的地方。
- 你住的地方，天气怎么样？
- 你住的地方，你可以做/参加什么活动？/可以去参观哪些地方？
- 你觉得你住的地方怎么样？
- 你喜欢去什么地方度假？
- 说一说上个假期是怎么过的？/上一个假期你做什么了？
- 下一个假期你打算/要做什么？
- 你理想的度假地点是哪里？为什么？

Extension questions

- 住在城市有什么好处？有什么不好/坏处？
- 住在郊区好吗？为什么？
- 你的国家天气怎么样？
- 你去过中国吗？你觉得中国怎么样？
- 你去过说中文的地方吗？那个地方怎么样？介绍一下那个地方。
- 度假的时候，你喜欢和朋友一起去，还是和家人一起去？为什么？
- 你喜欢去外国旅行吗？为什么？
- 你的国家公共假期多不多？你最喜欢哪个？为什么？

TOPIC AREA B – EDUCATION AND EMPLOYMENT

Straightforward questions

- 请说一说你的学校。/说一说你的学校生活。
- 你喜欢什么科目？不喜欢什么科目？为什么？
- 你在学校穿什么样的衣服？
- 昨天你在学校做什么了？
- 你明年/将来打算/要做什么？
- 你工作过吗？说说你的工作。
- 你理想的工作是什么？/你将来想/要做什么样的工作？
- 你去过别的学校吗？那个学校怎么样？

Extension questions

- 你喜欢你的学校吗？有什么好？有什么不好？
- 在学校，哪些科目最重要？为什么？
- 你觉得学生应该穿校服吗？为什么？
- 学校有哪些规定你不喜欢？为什么？
- 你觉得做作业/功课重要吗？为什么？
- 工作经验重要吗？为什么？
- 怎么找一个好工作？你应该做什么？
- (是)上大学好，还是早一点儿开始工作好？为什么？

TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES

Straightforward questions

- 请说一说你的家人。
- 你住在哪里？说一说你住的房子。
- 说一说你的房间。/你的房间里有什么？
- 你和朋友在一起的时候，常常做什么？
- 你在家做家务吗？做什么家务？
- 你上个周末/星期六/星期日(/天)做什么了？
- 你和家人喜欢吃什么？喜欢喝什么？
- 你最近和家人出去吃饭了吗？可以说一说吗？(去了哪里？吃了什么？那个餐厅/饭馆怎么样？)

Extension questions

- 你和家人关系好吗？
- 你和谁关系最好？为什么？
- 你长大以后想住在哪里？为什么？
- 你喜欢你的房间吗？你希望/理想的房间是什么样的？
- 你认为/觉得哪个更重要，是家人还是朋友？
- 你有没有好朋友？你为什么喜欢他/她？
- 你喜欢做家务吗？你觉得你应该做家务吗？
- 你和家人常常吃什么？这些东西健康吗？为什么？

TOPIC AREA D – THE MODERN WORLD AND THE ENVIRONMENT

Straightforward questions

- 你在家可以做什么(来)保护环境？
- 你在学校会做什么(来)保护环境？
- 为什么保护环境很重要？
- 你常常看电视/看电影/看报纸吗？什么时候看？
- 说一说你最喜欢的电视节目/电影/书。
- 你有没有手机/手提电话？你什么时候用？
- 你在家/在学校用电脑吗？你用电脑做什么？
- 说一说你最喜欢的名人。

Extension questions

- 你觉得什么是最大的环境问题？
- 看电视有什么好处？有什么不好？
- 你喜欢在电视上看电影，还是去电影院看电影？为什么？
- 用手机/手提电话/上网有什么好处？有什么不好？
- 你常(常)上网吗？你觉得上网重要吗？为什么？
- 你的国家有没有社会问题？什么是最大的社会问题？
- 你和你的朋友对新闻感兴趣吗？为什么感兴趣？为什么不感兴趣？
- 你觉得今天/现在的年轻人有些什么大问题？

TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH

Straightforward questions

- 你的生日是几月几号？说一说你去年的生日。
- 有空/有时间的时候,你喜欢做什么？
- 你喜欢哪种音乐？为什么？
- 晚上/周末的时候,你常常做什么？
- 你常常去买东西吗？多长时间去一次？去哪里买？喜欢买什么东西？
- 你有零用钱吗？谁给你零用钱？/你的零用钱是怎么来的？你怎么用？
- 你怎么保持健康？
- 说一说你理想的周末/星期天。你会做些什么？

Extension questions

- 你觉得一年中最重要的(日期/日子)是哪几天？
- 音乐/运动对你的生活重要吗？
- 你还有什么别的爱好？
- 为什么休息/空闲时间很重要？
- 零用钱重要吗？为什么？
- 你常常帮助人吗？你怎么帮助他们？
- 你的生活健康吗？
- 有些人抽/吸烟,喝酒,用毒品,你怎么看？/你觉得这样好不好？为什么？

Sample mark schemes

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: Listening (Traditional)

Question Number	Answer	Mark
1	B, E, F	3

Question Number	Answer	Mark
2(i)	D	1

Question Number	Answer	Mark
2(ii)	A	1

Question Number	Answer	Mark
2(iii)	E	1

Question Number	Answer	Mark
3(i)	G	1

Question Number	Answer	Mark
3(ii)	D	1

Question Number	Answer	Mark
3(iii)	E	1

Question Number	Answer	Mark
3(iv)	A	1

Question Number	Answer	Mark
3(v)	H	1

Question Number	Answer	Mark
3(vi)	C	1

Question Number	Answer	Mark
4(i)	C	1

Question Number	Answer	Mark
4(ii)	C	1

Question Number	Answer	Mark
4(iii)	A	1

Question Number	Answer	Mark
4(iv)	C	1

Question Number	Answer	Mark
4(v)	B	1

Question Number	Answer	Mark
4(vi)	A	1

Question Number	Answer	Mark
5(i)	B	1

Question Number	Answer	Mark
5(ii)	C	1

Question Number	Answer	Mark
5(iii)	C	1

Question Number	Answer	Mark
5(iv)	B	1

Question Number	Answer	Mark
5(v)	A	1

Question Number	Answer	Mark
5(vi)	B	1

Question Number	Answer	Mark
6(i)	A	1

Question Number	Answer	Mark
6(ii)	E	1

Question Number	Answer	Mark
6(iii)	F	1

Question Number	Answer	Mark
6(iv)	C	1

Question Number	Answer	Mark
7(i)	A	1

Question Number	Answer	Mark
7(ii)	C	1

Question Number	Answer	Mark
7(iii)	B	1

Question Number	Answer	Mark
8(i)	C	1

Question Number	Answer	Mark
8(ii)	D	1

Question Number	Answer	Mark
8(iii)	B	1

Question Number	Answer	Mark
8(iv)	F	1

Question Number	Answer	Mark
8(v)	H	1

Question Number	Answer	Mark
8(vi)	G	1

Question Number	Answer	Mark
9(i)	C	1

Question Number	Answer	Mark
9(ii)	B	1

Question Number	Answer	Mark
9(iii)	C	1

Question Number	Answer	Mark
9(iv)	A	1

Question Number	Answer	Mark
9(v)	A	1

Question Number	Answer	Mark
9(vi)	B	1

Question Number	Acceptable Answers	Reject	Mark
10(a)	一九七四 / 1974		1

Question Number	Acceptable Answers	Reject	Mark
10(b)	爸爸/ 父親	父母, 家人	1

Question Number	Acceptable Answers	Reject	Mark
10(c)	廚師的工作帶給人快樂/ 讓人快樂	快樂	1

Question Number	Acceptable Answers	Reject	Mark
10(d)	兩個/ 他和弟弟	二個/ 2	1

Question Number	Acceptable Answers	Reject	Mark
10(e)	他/ 何京寶/ 哥哥		1

Question Number	Acceptable Answers	Reject	Mark
10(f)	旅行/ 旅遊; 找好吃的東西	吃好吃的東西	2

Paper 1: Listening (Simplified)

Question Number	Answer	Mark
1	B, E, F	3

Question Number	Answer	Mark
2(i)	D	1

Question Number	Answer	Mark
2(ii)	A	1

Question Number	Answer	Mark
2(iii)	E	1

Question Number	Answer	Mark
3(i)	G	1

Question Number	Answer	Mark
3(ii)	D	1

Question Number	Answer	Mark
3(iii)	E	1

Question Number	Answer	Mark
3(iv)	A	1

Question Number	Answer	Mark
3(v)	H	1

Question Number	Answer	Mark
3(vi)	C	1

Question Number	Answer	Mark
4(i)	C	1

Question Number	Answer	Mark
4(ii)	C	1

Question Number	Answer	Mark
4(iii)	A	1

Question Number	Answer	Mark
4(iv)	C	1

Question Number	Answer	Mark
4(v)	B	1

Question Number	Answer	Mark
4(vi)	A	1

Question Number	Answer	Mark
5(i)	B	1

Question Number	Answer	Mark
5(ii)	C	1

Question Number	Answer	Mark
5(iii)	C	1

Question Number	Answer	Mark
5(iv)	B	1

Question Number	Answer	Mark
5(v)	A	1

Question Number	Answer	Mark
5(vi)	B	1

Question Number	Answer	Mark
6(i)	A	1

Question Number	Answer	Mark
6(ii)	E	1

Question Number	Answer	Mark
6(iii)	F	1

Question Number	Answer	Mark
6(iv)	C	1

Question Number	Answer	Mark
7(i)	A	1

Question Number	Answer	Mark
7(ii)	C	1

Question Number	Answer	Mark
7(iii)	B	1

Question Number	Answer	Mark
8(i)	C	1

Question Number	Answer	Mark
8(ii)	D	1

Question Number	Answer	Mark
8(iii)	B	1

Question Number	Answer	Mark
8(iv)	F	1

Question Number	Answer	Mark
8(v)	H	1

Question Number	Answer	Mark
8(vi)	G	1

Question Number	Answer	Mark
9(i)	C	1

Question Number	Answer	Mark
9(ii)	B	1

Question Number	Answer	Mark
9(iii)	C	1

Question Number	Answer	Mark
9(iv)	A	1

Question Number	Answer	Mark
9(v)	A	1

Question Number	Answer	Mark
9(vi)	B	1

Question Number	Acceptable Answers	Reject	Mark
10(a)	一九七四 / 1974		1

Question Number	Acceptable Answers	Reject	Mark
10(b)	爸爸/ 父亲	父母, 家人	1

Question Number	Acceptable Answers	Reject	Mark
10(c)	厨师的工作带给人快乐/ 让人快乐	快乐	1

Question Number	Acceptable Answers	Reject	Mark
10(d)	两个/ 他和弟弟	二个/2	1

Question Number	Acceptable Answers	Reject	Mark
10(e)	他/ 何京宝/ 哥哥		1

Question Number	Acceptable Answers	Reject	Mark
10(f)	旅行/ 旅游; 找好吃的东西	吃好吃的东西	2

Paper 2: Reading and Writing (Traditional)

Question Number	Answer	Mark
1(i)	E	1

Question Number	Answer	Mark
1(ii)	F	1

Question Number	Answer	Mark
1(iii)	B	1

Question Number	Answer	Mark
1(iv)	C	1

Question Number	Answer	Mark
1(v)	D	1

Question Number	Answer	Mark
2(i)	E	1

Question Number	Answer	Mark
2(ii)	H	1

Question Number	Answer	Mark
2(iii)	C	1

Question Number	Answer	Mark
2(iv)	G	1

Question Number	Answer	Mark
2(v)	A	1

Question Number	Answer	Mark
3(a)(i)	C	1

Question Number	Answer	Mark
3(a)(ii)	B	1

Question Number	Answer	Mark
3(a)(iii)	C	1

Question Number	Answer	Mark
3(a)(iv)	B	1

Question Number	Answer	Mark
3(a)(v)	A	1

Question Number	Answer	Mark
3(b)	This question will be assessed according to the standard assessment criteria.	5 + 5 = 10

Communication and content		Mark
<ul style="list-style-type: none"> No rewardable material. 		0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. Most of the response may have been copied from the supporting passage without any attempt to adapt it. 		1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. Some of the response may have been copied from the supporting passage but with some attempt to adapt it. 		3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The candidate's response is mostly independent; minimal reliance on the supporting passage. 		5

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of vocabulary and structures. Minimal accuracy in character formation and grammar. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures. Some accuracy in character formation and grammar with errors. 	3-4
<ul style="list-style-type: none"> Good range of vocabulary and structures. General accuracy in character formation and grammar, although there may be errors. 	5

Question Number	Answer	Mark
4(i)	D	1

Question Number	Answer	Mark
4(ii)	F	1

Question Number	Answer	Mark
4(iii)	B	1

Question Number	Answer	Mark
4(iv)	C	1

Question Number	Answer	Mark
4(v)	H	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(a)	上海	中國		1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(b)	他很喜歡玩，也很喜歡吃東西			2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(c)	蛋糕和巧克力			2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(d)	司機			1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(e)	小學二年級		二年級 or 小學	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(f)	媽媽怕他容易受傷			1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(g)	唱歌和玩電腦遊戲			2

Question Number	Answer	Mark
6	This question will be assessed according to the standard assessment criteria.	10 + 5 + 5 = 20
Communication and content		Mark
<ul style="list-style-type: none"> No rewardable material. 		0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. The response is barely relevant to the task. 		1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. The response is partially relevant to the task but there may be major omissions. 		3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The response is mostly relevant and addresses some aspects of the task. 		5-6
<ul style="list-style-type: none"> Clear communication with occasional ambiguity. The response is relevant and addresses most aspects of the task. 		7-8
<ul style="list-style-type: none"> Clear communication with no ambiguity. The response is relevant and fully addresses all aspects of the task. 		9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary. Sentence structures used with limited success. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary, with some repetition. Sentence structures used with some success. 	3-4
<ul style="list-style-type: none"> Wide range of vocabulary. Sentence structures used with success, although there may be occasional lapses. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Minimal accuracy in character formation. Word/clause has limited logical sequencing. 	1-2
<ul style="list-style-type: none"> Some accuracy in character formation. Word/clause order has logical sequencing with some lapses. 	3-4
<ul style="list-style-type: none"> High level of accuracy in character formation. Word/clause order has logical sequencing with only occasional lapses. 	5

Paper 2: Reading and Writing (Simplified)

Question Number	Answer	Mark
1(i)	E	1

Question Number	Answer	Mark
1(ii)	F	1

Question Number	Answer	Mark
1(iii)	B	1

Question Number	Answer	Mark
1(iv)	C	1

Question Number	Answer	Mark
1(v)	D	1

Question Number	Answer	Mark
2(i)	E	1

Question Number	Answer	Mark
2(ii)	H	1

Question Number	Answer	Mark
2(iii)	C	1

Question Number	Answer	Mark
2(iv)	G	1

Question Number	Answer	Mark
2(v)	A	1

Question Number	Answer	Mark
3(a)(i)	C	1

Question Number	Answer	Mark
3(a)(ii)	B	1

Question Number	Answer	Mark
3(a)(iii)	C	1

Question Number	Answer	Mark
3(a)(iv)	B	1

Question Number	Answer	Mark
3(a)(v)	A	1

Question Number	Answer	Mark
3(b)	This question will be assessed according to the standard assessment criteria.	5 + 5 = 10

Communication and content		Mark
<ul style="list-style-type: none"> No rewardable material. 		0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. Most of the response may have been copied from the supporting passage without any attempt to adapt it. 		1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. Some of the response may have been copied from the supporting passage but with some attempt to adapt it. 		3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The candidate's response is mostly independent; minimal reliance on the supporting passage. 		5

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of vocabulary and structures. Minimal accuracy in character formation and grammar. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures. Some accuracy in character formation and grammar with errors. 	3-4
<ul style="list-style-type: none"> Good range of vocabulary and structures. General accuracy in character formation and grammar, although there may be errors. 	5

Question Number	Answer	Mark
4(i)	D	1

Question Number	Answer	Mark
4(ii)	F	1

Question Number	Answer	Mark
4(iii)	B	1

Question Number	Answer	Mark
4(iv)	C	1

Question Number	Answer	Mark
4(v)	H	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(a)	上海	中国		1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(b)	他很喜欢玩，也很喜欢吃东西			2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(c)	蛋糕和巧克力			2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(d)	司机			1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(e)	小学二年级		二年级 or 小学	1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(f)	妈妈怕他容易受伤			1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(g)	唱歌和玩电脑游戏			2

Question Number	Answer	Mark
6	This question will be assessed according to the standard assessment criteria.	10 + 5 + 5 = 20
Communication and content		Mark
<ul style="list-style-type: none"> No rewardable material. 		0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. The response is barely relevant to the task. 		1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. The response is partially relevant to the task but there may be major omissions. 		3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The response is mostly relevant and addresses some aspects of the task. 		5-6
<ul style="list-style-type: none"> Clear communication with occasional ambiguity. The response is relevant and addresses most aspects of the task. 		7-8
<ul style="list-style-type: none"> Clear communication with no ambiguity. The response is relevant and fully addresses all aspects of the task. 		9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary. Sentence structures used with limited success. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary, with some repetition. Sentence structures used with some success. 	3-4
<ul style="list-style-type: none"> Wide range of vocabulary. Sentence structures used with success, although there may be occasional lapses. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Minimal accuracy in character formation. Word/clause has limited logical sequencing. 	1-2
<ul style="list-style-type: none"> Some accuracy in character formation. Word/clause order has logical sequencing with some lapses. 	3-4
<ul style="list-style-type: none"> High level of accuracy in character formation. Word/clause order has logical sequencing with only occasional lapses. 	5

Paper 3: Speaking

Section A

Presentation, communication and fluency	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Minimal description of visual stimulus.• Totally reliant on teacher-examiner prompting.• Minimal expression of ideas and opinions.• Minimal responses (mainly one-word replies).	1-2
<ul style="list-style-type: none">• Limited communication related to chosen visual stimulus.• Very hesitant and reliant on teacher-examiner prompting.• Expresses some simple ideas or opinions, but these will lack clarity.• Replies are limited and short.	3-4
<ul style="list-style-type: none">• Communicates adequate information related to the chosen visual stimulus.• Able to sustain a conversation but requires some prompting.• Expresses simple ideas and opinions.• Replies are simple and rarely expanded upon.	5-6
<ul style="list-style-type: none">• Communicates in some detail information related to chosen visual stimulus.• Speaks confidently, with minimal prompting necessary.• Has little difficulty expressing and explaining ideas and opinions.• Sometimes justifies and expands replies.	7-8
<ul style="list-style-type: none">• Communicates a wide range of information related to chosen visual/stimulus.• Speaks very confidently, with very little or no hesitation and with spontaneity.• No difficulty in expressing and explaining a range of ideas and opinions.• Interacts well in post-presentation discussion. Frequently justifies and expands replies.	9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Narrow range of basic vocabulary.• Sentence structures used with limited success.	1-2
<ul style="list-style-type: none">• Adequate range of vocabulary, with some repetition.• Sentence structures used with some success.	3-4
<ul style="list-style-type: none">• Wide range of vocabulary.• Sentence structures used with success, although there may be occasional lapses.	5

Paper 3: Section A *continued*

Accuracy	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Very little evidence of correct word/clause order. • Pronunciation and intonation often interfere with comprehensibility. 	1-2
<ul style="list-style-type: none"> • Some evidence of correct word/clause order. • Pronunciation and intonation sometimes interfere with comprehensibility. 	3-4
<ul style="list-style-type: none"> • Strong evidence of correct word/clause order. • Pronunciation and intonation seldom interfere with comprehensibility. 	5

Section B

Communication, interaction and fluency	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Responds only to very basic questions. • Very limited expression of opinions. • Produces minimal responses (mainly one-word answers). • Totally reliant on teacher-examiner prompting. 	1-2
<ul style="list-style-type: none"> • Responds only to straightforward questions. • Opinions limited to basic likes and dislikes. • Replies are limited and short. • Conversation very hesitant throughout and reliant on teacher-examiner prompting. 	3-4
<ul style="list-style-type: none"> • Responds to more complex questions. • Conveys simple opinions and offers some personal response. • Copes with open-ended questions but rarely expands. • Able to sustain a conversation although frequently hesitant and requires some prompting. 	5-6
<ul style="list-style-type: none"> • Responds to a range of question types. • Expresses opinions, attitudes and ideas. • Takes initiative occasionally; sometimes justifies and expands replies. • Able to sustain a relevant conversation with some hesitation and minimal prompting. 	7-8
<ul style="list-style-type: none"> • Responds to a wide range of question types. • Confident expression of opinions, attitudes, and a range of ideas. • Takes the initiative; frequently justifies and expands replies. • Able to sustain a relevant conversation with ease and with very little or no hesitation. 	9-10

Paper 3: Section B *continued*

Knowledge and application of language	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Narrow range of basic vocabulary.• Sentence structures used with limited success.	1-2
<ul style="list-style-type: none">• Adequate range of vocabulary, with some repetition.• Sentence structures used with some success.	3-4
<ul style="list-style-type: none">• Wide range of vocabulary.• Sentence structures used with success, although there may be occasional lapses.	5

Accuracy	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Very little evidence of correct word/clause order.• Pronunciation and intonation often interfere with comprehensibility.	1-2
<ul style="list-style-type: none">• Some evidence of correct word/clause order.• Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
<ul style="list-style-type: none">• Strong evidence of correct word/clause order.• Pronunciation and intonation seldom interfere with comprehensibility.	5

