

A Level Chinese



Sample Assessment Materials

**Pearson Edexcel Level 3 Advanced GCE in Chinese
(spoken Mandarin/spoken Cantonese) (9CN0)**

First teaching from September 2017

First certification from 2019

Issue 1

Edexcel, BTEC and LCCI qualifications

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Contents

Introduction	1
General marking guidance	3
Paper 1 Transcript	5
Paper 1	15
Paper 1: Mark scheme	51
Paper 2	73
Paper 2: Mark scheme	105
Paper 3 General instructions to the teacher-examiner	121
Paper 3: Instructions to the candidate	127
Paper 3 Instructions to the teacher-examiner	159
Paper 3: Mark scheme	191

Introduction

The Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Paper 1: Listening, Reading and Translation Transcript

Sample assessment material for first teaching
September 2017

Time: 2 hours

Paper Reference

9CN0/01

Do not return the transcript with the question paper.

Turn over ►

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Passage 1

舞火龍

M1: 今天是中秋節，香港到處都有慶祝的活動。

F1: 中秋節有什麼慶祝活動呢？

M1: 家人、朋友會一起吃團圓飯、賞月。小朋友最喜歡的是玩燈籠。

F1: 會放煙花嗎？

M1: 不會。通常只會在春節時才放煙花。在香港，中秋節還有一個特別的活動，那就是舞火龍。

F1: 為什麼要舞火龍呢？

M1: 很久以前，香港的一個村子很多人都生病了，大家都很害怕。有人建議舞火龍，希望可以趕走疾病。

F1: 後來怎樣了？

M1: 村民們做了一條很長很長的火龍，一連舞了三天。後來，人們的病真的好了！這件事正好發生在中秋節的時候，所以，從那一年開始，每年的中秋節，香港人都會一連三天，在晚上舞火龍。現在，中秋節舞火龍是香港特有的風俗，每年都有中外遊客來觀看這個活動。

Passage 2

網絡

M1: 網絡的發展讓人們的生活越來越方便，我們說說香港的情況。

F1: 在學校，學生不用帶課本上學。他們可以用電子課本，很便宜也很有趣。現在的學生大部分有手機，可以隨時上網，還可以利用遊戲學習。

M2: 在工作上，人們使用網絡，可以在任何時間，任何地方收到電子郵件。有的人喜歡在家上網工作，節省金錢和時間。

F1: 在交通方面，人們出門的時候，去一個沒去過的地方，也不用擔心，因為用手機可以上網看地圖，也可以查看火車和汽車的時間表。

M2: 在健康方面，現在有電子手錶，可以記錄人們的身體情況和運動情況。網絡對醫生來說非常有用，醫生可以很快瞭解病人的健康情況，也可以通過網絡為病人看病。

Passage 3(a)

回國工作

F1: 1978年中國改革開放以後，中國學生開始出國學習。很多人去英國和澳大利亞留學，不過，美國是最受歡迎的國家。中國的教育部說，越來越多中國學生從外國大學畢業以後，選擇回國工作。今天，我們訪問教育部的陳先生，聽一聽他對這件事的看法。陳先生，你好！越來越多中國留學生畢業以後回國工作，你有什麼看法？

M1: (陳先生): 這當然是一件好事！中國的經濟要發展，一定需要有人才。中國需要各種各樣的人才。一般來說，從外國大學畢業的學生，英語好，瞭解外國的情況，而且他們的新想法比較多，正是我們需要的。

F1: 現在很多父母送孩子出國讀中學，這樣好嗎？

M1: 很難說。中國父母現在有錢了，希望給孩子最好的教育，所以送孩子出國學習。可是出國讀中學，最大的問題可能是語言。好的方面是可以學好外語，可是壞處是把中文忘了，或者只會說不會寫，將來回國工作就會很難。

Passage 3(b)

F1: 現在，讓我們聽聽張小姐說什麼。張小姐今年剛從一所英國大學畢業，打算回國找工作。張小姐，你會選擇去哪兒工作呢？

F2: (張小姐):我原來是希望去大城市的，比方說北京和上海。大城市工資高，交通和生活都很方便。但是生活壓力很大，工作很忙，而且生活費也貴。所以我在考慮回家，我家在四川成都，也是一個好地方。

F1: 陳先生，回國的畢業生大部分都希望去大城市工作。您對這件事怎麼看？

M1: 大城市的生活當然有吸引力。不過，張小姐說得對，中國大城市的房子貴，而且空氣不好，這些都是問題。我覺得年輕人選擇工作的時候，最重要的是看有沒有機會。現在中國的西部發展很快，張小姐的家在成都，成都就在中國西部。那兒的生活便宜，而且機會很多。她的選擇很好。我非常希望將來有更多的學生回國以後去小城市工作。

Passage 1

舞火龙

M1: 今天是中秋节，香港到处都有庆祝的活动。

F1: 中秋节有什么庆祝活动呢？

M1: 家人、朋友会一起吃团圆饭、赏月。小朋友最喜欢的是玩灯笼。

F1: 会放烟花吗？

M1: 不会。通常只会在春节时才放烟花。在香港，中秋节还有一个特别的活动，那就是舞火龙。

F1: 为什么要舞火龙呢？

M1: 很久以前，香港的一个村子很多人都生病了，大家都很害怕。有人建议舞火龙，希望可以赶走疾病。

F1: 后来怎样了？

M1: 村民们做了一条很长很长的火龙，一连舞了三天。后来，人们的病真的好了！这件事正好发生在中秋节的时候，所以，从那一年开始，每年的中秋节，香港人都会一连三天，在晚上舞火龙。现在，中秋节舞火龙是香港特有的风俗，每年都有中外游客来观看这个活动。

Passage 2

网络

M1: 网络的发展让人们的生活越来越方便。我们说说香港的情况。

F1: 在学校，学生不用带课本上学。他们可以用电子课本，很便宜也很有趣。现在的学生大部分有手机，可以随时上网，还可以利用游戏学习。

M2: 在工作上，人们使用网络，可以在任何时间，任何地方收到电子邮件。有的人喜欢在家上网工作，节省金钱和时间。

F1: 在交通方面，人们出门的时候，去一个没去过的地方，也不用担心，因为用手机可以上网看地图，也可以查看火车和汽车的时间表。

M2: 在健康方面，现在有电子手表，可以记录人们的身体情况和运动情况。网络对医生来说非常有用，医生可以很快了解病人的健康情况，也可以通过网络为病人看病。

Passage 3(a)

回国工作

F1: 1978年中国改革开放以后，中国学生开始出国学习。很多人去英国和澳大利亚留学，不过，美国是最受欢迎的国家。中国的教育部说，越来越多中国学生从外国大学毕业以后，选择回国工作。今天，我们访问教育部的陈先生，听一听他对这件事的看法。陈先生，你好！越来越多中国留学生毕业以后回国工作，你有什么看法？

M1: (陈先生):这当然是一件好事！中国的经济要发展，一定要有人才。中国需要各种各样的人才。一般来说，从外国大学毕业的学生，英语好，了解外国的情况，而且他们的新想法比较多，正是我们需要的。

F1: 现在很多父母送孩子出国读中学，这样好吗？

M1: 很难说。中国父母现在有钱了，希望给孩子最好的教育，所以送孩子出国学习。可是出国读中学，最大的问题可能是语言。好的方面是可以学好外语，可是坏处是把中文忘了，或者只会说不会写，将来回国工作就会很难。

SIMPLIFIED CHARACTER VERSION

Passage 3(b)

F1: 现在，让我们听听张小姐说什么。张小姐今年刚从一所英国大学毕业，打算回国找工作。张小姐，你会选择去哪儿工作呢？

F2: (张小姐): 我原来是希望去大城市的，比方说北京和上海。大城市工资高，交通和生活都很方便。但是生活压力很大，工作很忙，而且生活费也贵。所以我在考虑回家，我家在四川成都，也是一个好地方。

F1: 陈先生，回国的毕业生大部分都希望去大城市工作。您对这件事怎么看？

M1: 大城市的生活当然有吸引力。不过，张小姐说得对，中国大城市的房子贵，而且空气不好，这些都是问题。我觉得年轻人选择工作的时候，最重要的是看有没有机会。现在中国的西部发展很快，张小姐的家在成都，成都就在中国西部。那儿的生活便宜，而且机会很多。她的选择很好。我非常希望将来有更多的学生回国以后去小城市工作。

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

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Candidate Number

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Chinese

(spoken Mandarin/spoken Cantonese)

Advanced

Paper 1: Listening, Reading and Translation

Sample assessment material for first teaching
September 2017

Time: 2 hours

Paper Reference

9CN0/01

You must have:

Listening equipment
CD/MP3

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 xx indicate which set of questions you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Answer **all** questions in Sections A, B and C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Candidates are recommended to start with Section A: Listening, and work through each section as presented in the answer booklet.
- We recommend you spend 50 minutes on Section A: Listening, 50 minutes on Section B: Reading and 20 minutes on Section C: Translation into English.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 80.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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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 xx.

Questions in simplified characters begin on page xx.

Answer only one set of questions. Please indicate which set of questions you intend to work from by putting a cross in one box below:

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

繁體字

TRADITIONAL/FULL CHARACTER VERSION

(Simplified Character Version begins on page xx)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**DO NOT WRITE ON THIS PAGE
BLANK PAGE**

TRADITIONAL/FULL CHARACTERS

Answer ALL questions. Write your answers in the spaces provided.

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 ☒ .

SECTION A: LISTENING

We recommend you spend no more than 50 minutes on this section.

Questions 2 and 3(a) do not require full sentences and you may respond using single words or phrases.

Summary Question 3(b) does not require full sentences and you may respond using short phrases.

You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to four passages. The duration of each passage is approximately:

Passage 1 = xx minutes xx seconds

Passage 2 = xx minutes xx seconds

Passage 3a = xx minutes xx seconds

Passage 3b = xx minutes xx seconds

You will be in charge of the recording and you may listen to each passage as often as you wish, and write your answers whenever you wish to do so.

TRADITIONAL/FULL CHARACTERS

舞火龍

1 收聽以下一段對話，然後在正確的答案旁打☒。

(i) 今天是什麼節日？

<input type="checkbox"/>	A 春節
<input type="checkbox"/>	B 清明節
<input type="checkbox"/>	C 端午節
<input type="checkbox"/>	D 中秋節

(ii) 孩子最喜歡的活動是什麼？

<input type="checkbox"/>	A 賞月
<input type="checkbox"/>	B 玩燈籠
<input type="checkbox"/>	C 放煙花
<input type="checkbox"/>	D 舞火龍

(iii) 人們為什麼開始舞火龍？

<input type="checkbox"/>	A 很漂亮
<input type="checkbox"/>	B 大家可以一起玩
<input type="checkbox"/>	C 很有意思
<input type="checkbox"/>	D 很多人生病了

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

(iv) 舞火龍的活動有幾天？

<input type="checkbox"/>	A 一天
<input type="checkbox"/>	B 兩天
<input type="checkbox"/>	C 三天
<input type="checkbox"/>	D 六天

(v) 舞火龍什麼時候開始？

<input type="checkbox"/>	A 上午
<input type="checkbox"/>	B 中午
<input type="checkbox"/>	C 下午
<input type="checkbox"/>	D 晚上

(vi) 遊客為什麼來看舞火龍？

<input type="checkbox"/>	A 火龍很長
<input type="checkbox"/>	B 可以保持健康
<input type="checkbox"/>	C 是傳統活動
<input type="checkbox"/>	D 是特別的活動

(Total for Question 1 = 6 marks)

TRADITIONAL/FULL CHARACTERS

網絡

2 收聽以下一段錄音，然後用中文回答問題。

(a) 學生可以用手機做什麼？（寫出兩點）

(2)

(b) 在家工作有什麼好處？（寫出兩點）

(2)

(c) 交通方面，網絡有什麼好處？（寫出兩點）

(2)

(d) 網絡可以怎麼幫助醫生？（寫出兩點）

(2)

(Total for Question 2 = 8 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

回國工作

3(a) 收聽以下一段廣播，然後用中文回答下面的問題。

(i) 哪個國家最受中國學生歡迎？

(1)

(ii) 國外畢業生有哪些優點？(寫出兩點)

(2)

(iii) 中國父母為什麼要送孩子出國學習？(寫出兩點)

(2)

(iv) 出國讀中學的好處是什麼？

(1)

(v) 會有哪些壞處？(寫出兩點)

(2)

TRADITIONAL/FULL CHARACTERS

3(b) 根據聽到的對話，用中文總結內容。不必寫完整的句子。

(i) 張小姐的計劃

- 原來的計劃和現在的計劃（寫出兩點） (2)
- 原來計劃的好處和壞處（寫出兩點） (2)

(ii) 陳先生的看法

- 大城市的問題（寫出兩點） (2)
- 去中國西部工作的好處（寫出兩點） (2)

(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 30 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

SECTION B: READING

We recommend you spend around 50 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

- 4 閱讀下面的文章，然後在正確的答案旁邊打☒。

網上購物

隨着中國經濟的發展，中國人越來越富裕。很多人願意花錢去外國旅行。除了旅遊，年輕人也有新的娛樂方式。其中一個受歡迎的選擇就是網上購物。

年輕人相信，網上商店才是未來。網上購物的好處很多：選擇多，可以比較價錢，還不用出門。網上買的東西第二天就送到家裏了，非常方便。隨着網上商店越開越多，不少傳統商店只好關門。

心理學家說，網上購物很方便，不過，逛商店也是一種社交活動。長期上網購物會減少和人溝通的機會。還有些年輕人金錢觀念差，在網上花錢買很多沒有用的東西，最後欠銀行的錢，只好找父母幫忙。

A	中國人越來越忙。	<input type="checkbox"/>
B	中國人喜歡人多的地方。	<input type="checkbox"/>
C	在網上買東西可以講價。	<input type="checkbox"/>
D	在網上購物非常快。	<input type="checkbox"/>
E	網上商店影響傳統商店。	<input type="checkbox"/>
F	逛商店是一種社交活動。	<input type="checkbox"/>
G	網上購物沒有機會和人溝通。	<input type="checkbox"/>
H	年輕人花錢買無用的東西。	<input type="checkbox"/>
I	銀行會幫助年輕人。	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

- 5 閱讀下面一段報導，然後用中文回答問題。

草莓音樂節

「草莓音樂節」於2009年開始，每年在一個或者兩個城市同時舉行，邀請國際樂隊和本地歌手演出。草莓音樂節是亞洲最重要的音樂節之一。「草莓」不只是一種水果，也是一種生活態度。它代表着春天，也代表着享受音樂與生活。

2016年的草莓音樂節在上海舉行。音樂節共有13個舞臺，有超過一百組中外音樂人參加演出。最特別的是，將使用高科技，向中國樂迷直播音樂節的活動。

主辦人說：「音樂影響人的生活方式，中國的年輕人需要一個真正屬於自己的音樂節日，草莓正在成為一個很酷的音樂節。」

音樂場內有餐飲服務。為了表演者的安全，飲料不能帶入場地。警察也提醒人們，參加音樂節的時候要保管好自己的手機、錢包和相機。

- (a) 為什麼音樂節叫「草莓」？（寫出兩點）

(2)

- (b) 今年的音樂節有什麼不同？（寫出兩點）

(2)

TRADITIONAL/FULL CHARACTERS

(c) 為什麼不可以帶飲料?

(1)

(d) 警察說什麼?

(1)

(Total for Question 5 = 6 marks)

6 閱讀下面的文章，然後用中文回答問題。

浪費食物

中國人請客喜歡去餐廳，既可以吃到美味的食物，又可以享受良好的服務。不過主人一般會點很多菜，因為桌子上有吃不完的菜，才有面子。為了解決食物浪費的問題，現在不少餐廳要求客人把吃不完的東西包好帶走。

自助餐廳也有食物浪費的問題。自助餐付一次錢，可以吃多少就吃多少，而且食物的種類很多。為了減少食物浪費，自助餐廳要求顧客吃多少拿多少，多拿的食物要另外付錢。

在超市，過期的食物都進了垃圾箱。現在一些慈善中心和超市合作，建立了「食物銀行」，收集快過期的食物，送給有需要的人。這種做法一舉兩得，既解決了食物浪費的問題，也幫助了窮人。

(a) 為什麼請客要去餐廳?(寫出兩點)

(2)

(b) 餐廳要求客人做什麼?

(1)

(c) 自助餐為什麼受歡迎?(寫出兩點)

(2)

TRADITIONAL/FULL CHARACTERS

(d) 自助餐廳要求客人做什么？

(1)

(e) 「食物銀行」有什么用？（寫出兩點）

(2)

(f) 为什么「食物銀行」是一个好办法？（寫出兩點）

(2)

(Total for Question 6 = 10 marks)

7 閱讀下面的文章, 然後用中文回答問題。

中國製造

中國經濟在過去三十年快速發展。由於人口多, 工資低, 中國成為「世界工廠」。中國生產的玩具, 衣服和鞋都非常便宜, 在英國的廉價商店, 很容易買到中國產品。

最近十年, 貿易的情況有了改變, 中國開始出口電子產品, 比如電腦, 手機和小家電。這些產品設計新, 而且價廉物美, 所以很受人歡迎。另一方面, 中國每年從英國進口不少的汽車, 食物和酒, 中國顧客很喜愛英國貨。

現在越來越多的中國商人來英國投資, 在英國開公司, 買工廠, 建房子。英國的電視上和報紙上常常有中國的新聞。在英國, 很多年輕人從中學開始學習中文, 希望將來去中國工作, 和中國做生意。到目前為止, 已經有四萬英國人在中國學習和生活。

(a) 中國為什麼會成為「世界工廠」?(寫出兩點)

(2)

(b) 在哪裏可以買到中國產品?

(1)

TRADITIONAL/FULL CHARACTERS

(c) 中國電子產品為什麼受歡迎？（寫出兩點）

(2)

(d) 中國進口什麼英國產品？（寫出兩點）

(2)

(e) 中國商人在英國做什麼？（寫出兩點）

(2)

(f) 英國學生為什麼學中文？（寫出一點）

(1)

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 30 MARKS

TRADITIONAL/FULL CHARACTERS
SECTION C: TRANSLATION INTO ENGLISH

We recommend you spend around 20 minutes on this section.

- 8** Translate the following text about stress into **English**.

父母的期望和同學之間的競爭會給學生帶來壓力。怕失敗可以讓青少年努力讀書，更快地成長；但也可能會影響身心健康。不少考生表示考試前非常擔心。這個時候，他們需要的是家人的支持和老師的幫助。

(20)

(Total for Question 8 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS

TOTAL FOR PAPER = 80 MARKS

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简体字

SIMPLIFIED CHARACTER VERSION

(Traditional/Full Character Version begins on page xx)

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SIMPLIFIED CHARACTERS

Answer ALL questions. Write your answers in the spaces provided.

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 ☒ .

SECTION A: LISTENING

We recommend you spend no more than 50 minutes on this section.

Questions 2 and 3(a) do not require full sentences and you may respond using single words or phrases.

Summary Question 3(b) does not require full sentences and you may respond using short phrases.

You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to four passages. The duration of each passage is approximately:

Passage 1 = xx minutes xx seconds

Passage 2 = xx minutes xx seconds

Passage 3a = xx minutes xx seconds

Passage 3b = xx minutes xx seconds

You will be in charge of the recording and you may listen to each passage as often as you wish, and write your answers whenever you wish to do so.

SIMPLIFIED CHARACTERS

舞火龙

1 收听以下一段对话，然后在正确的答案旁打☒。

(i) 今天是什么节日?

<input type="checkbox"/>	A 春节
<input type="checkbox"/>	B 清明节
<input type="checkbox"/>	C 端午节
<input type="checkbox"/>	D 中秋节

(ii) 孩子最喜欢的活动是什么?

<input type="checkbox"/>	A 赏月
<input type="checkbox"/>	B 玩灯笼
<input type="checkbox"/>	C 放烟花
<input type="checkbox"/>	D 舞火龙

(iii) 人们为什么开始舞火龙?

<input type="checkbox"/>	A 很漂亮
<input type="checkbox"/>	B 大家可以一起玩
<input type="checkbox"/>	C 很有意思
<input type="checkbox"/>	D 很多人生病了

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SIMPLIFIED CHARACTERS

(iv) 舞火龙的活动有几天?

<input type="checkbox"/>	A 一天
<input type="checkbox"/>	B 两天
<input type="checkbox"/>	C 三天
<input type="checkbox"/>	D 六天

(v) 段舞火龙什么时候开始?

<input type="checkbox"/>	A 上午
<input type="checkbox"/>	B 中午
<input type="checkbox"/>	C 下午
<input type="checkbox"/>	D 晚上

(vi) 游客为什么来看舞火龙?

<input type="checkbox"/>	A 火龙很长
<input type="checkbox"/>	B 可以保持健康
<input type="checkbox"/>	C 是传统活动
<input type="checkbox"/>	D 是特别的活动

(Total for Question 1 = 6 marks)

SIMPLIFIED CHARACTERS

网络

2 收听以下一段录音，然后用中文回答问题。

(a) 学生可以用手机做什么? (写出两点)

(2)

(b) 在家工作有什么好处? (写出两点)

(2)

(c) 交通方面, 网络有什么好处? (写出两点)

(2)

(d) 网络可以怎么帮助医生? (写出两点)

(2)

(Total for Question 2 = 8 marks)

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SIMPLIFIED CHARACTERS

回国工作

3(a) 收听以下一段广播，然后用中文回答下面的问题。

(i) 哪个国家最受中国学生欢迎?

(1)

(ii) 国外毕业生有哪些优点? (写出两点)

(2)

(iii) 中国父母为什么要送孩子出国学习? (写出两点)

(2)

(iv) 出国读中学的好处是什么?

(1)

(v) 会有哪些坏处? (写出两点)

(2)

SIMPLIFIED CHARACTERS

3(b) 根据听到的对话，用中文总结内容。不必写完整的句子。

(i) 张女士的计划

- 原来的计划和现在的计划（写出两点） (2)
- 原来计划的好处和坏处（写出两点） (2)

(ii) 陈先生的看法

- 大城市的问题（写出两点） (2)
- 去中国西部工作的好处（写出两点） (2)

(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 30 MARKS

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SIMPLIFIED CHARACTERS

SECTION B: READING

We recommend you spend around 50 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

- 4 阅读下面的文章，然后在正确的答案旁边打☒。

网上购物

随着中国经济的发展，中国人越来越富裕。很多人愿意花钱去外国旅行。除了旅游，年轻人也有新的娱乐方式。其中一个受欢迎的选择就是网上购物。

年轻人相信，网上商店才是未来。网上购物的好处很多：选择多，可以比较价钱，还不用出门。网上买的东西第二天就送到家里了，非常方便。随着网上商店越开越多，不少传统商店只好关门。

心理学家说，网上购物很方便，不过，逛商店也是一种社交活动。长期上网购物会减少和人沟通的机会。还有些年轻人金钱观念差，在网上花钱买很多没有用的东西，最后欠银行的钱，只好找父母帮忙。

A	中国人越来越忙。	<input type="checkbox"/>
B	中国人喜欢人多的地方。	<input type="checkbox"/>
C	在网上买东西可以讲价。	<input type="checkbox"/>
D	在网上购物非常快。	<input type="checkbox"/>
E	网上商店影响传统商店。	<input type="checkbox"/>
F	逛商店是一种社交活动。	<input type="checkbox"/>
G	网上购物没有机会和人沟通。	<input type="checkbox"/>
H	年轻人花钱买无用的东西。	<input type="checkbox"/>
I	银行会帮助年轻人。	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

5 阅读下面一段报导，然后用中文回答问题。

草莓音乐节

“草莓音乐节”于2009年开始，每年在一个或者两个城市同时举行，邀请国际乐队和本地歌手演出。草莓音乐节是亚洲最重要的音乐节之一。“草莓”不只是一种水果，也是一种生活态度。它代表着春天，也代表着享受音乐与生活。

2016年的草莓音乐节在上海举行。音乐节共有13个舞台，有超过一百组中外音乐人参加演出。最特别的是，将使用高科技，向中国乐迷直播音乐节的活动。

主办人说：“音乐影响人的生活方式，中国的年轻人需要一个真正属于自己的音乐节日，草莓正在成为一个很酷的音乐节。”

音乐场内有餐饮服务。为了表演者的安全，饮料不能带入场地。警察也提醒人们，参加音乐节的时候要保管好自己的手机、钱包和相机。

(a) 为什么音乐节叫“草莓”？(写出两点)

(2)

(b) 今年的音乐节有什么不同？(写出两点)

(2)

SIMPLIFIED CHARACTERS

(c) 为什么不可以带饮料?

(1)

(d) 警察说什么?

(1)

(Total for Question 5 = 6 marks)

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6 阅读下面的文章，然后用中文回答问题。

浪费食物

中国人请客喜欢去餐厅，既可以吃到美味的食物，又可以享受良好的服务。不过主人一般会点很多菜，因为桌子上有吃不完的菜，才有面子。为了解决食物浪费的问题，现在不少餐厅要求客人把吃不完的东西包好带走。

自助餐厅也有食物浪费的问题。自助餐付一次钱，可以吃多少就吃多少，而且食物的种类很多。为了减少食物浪费，自助餐厅要求顾客吃多少拿多少，多拿的食物要另外付钱。

在超市，过期的食物都进了垃圾箱。现在一些慈善中心和超市合作，建立了“食物银行”，收集快过期的食物，送给有需要的人。这种做法一举两得，既解决了食物浪费的问题，也帮助了穷人。

(a) 为什么请客要去餐厅? (写出两点)

(2)

(b) 餐厅要求客人做什么?

(1)

(c) 自助餐为什么受欢迎? (写出两点)

(2)

SIMPLIFIED CHARACTERS

(d) 自助餐厅要求客人做什么?

(1)

(e) “食物银行”有什么用? (写出两点)

(2)

(f) 为什么“食物银行”是一个好办法? (写出两点)

(2)

(Total for Question 6 = 10 marks)

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7 阅读下面的文章，然后用中文回答问题。

中国制造

中国经济在过去三十年快速发展。由于人口多，工资低，中国成为“世界工厂”。中国生产的玩具，衣服和鞋都非常便宜，在英国的廉价商店，很容易买到中国产品。

最近十年，贸易的情况有了改变，中国开始出口电子产品，比如计算机，手机和小家电。这些产品设计新，而且价廉物美，所以很受人欢迎。另一方面，中国每年从英国进口不少的汽车，食物和酒，中国顾客很喜爱英国货。

现在越来越多的中国商人来英国投资，在英国开公司，买工厂，建房子。英国的电视上和报纸上常常有中国的新闻。在英国，很多年轻人从中学开始学习中文，希望将来去中国工作，和中国做生意。到目前为止，已经有四万英国人在中国学习和生活。

(a) 中国为什么会成为“世界工厂”？(写出两点)

(2)

(b) 在哪里可以买到中国产品？

(1)

SIMPLIFIED CHARACTERS

(c) 中国电子产品为什么受欢迎? (写出两点)

(2)

(d) 中国进口什么英国产品? (写出两点)

(2)

(e) 中国商人在英国做什么? (写出两点)

(2)

(f) 英国学生为什么学中文? (写出一点)

(1)

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 30 MARKS

SIMPLIFIED CHARACTERS

SECTION C: TRANSLATION INTO ENGLISH

We recommend you spend around 20 minutes on this section.

8 Translate the following text about stress into **English**.

父母的期望和同学之间的竞争会给学生带来压力。怕失败可以让青少年努力读书，更快地成长；但也可能会影响身心健康。不少考生表示考试前非常担心。这个时候，他们需要的是家人的支持和老师的帮助。

(20)

(Total for Question 8 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS

TOTAL FOR PAPER = 80 MARKS

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Source information**舞火龍**

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網絡

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回國工作

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網上購物

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草莓音樂節

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浪費食物

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中國製造

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Translation text

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Paper 1 marking principles for Sections A and B

Candidate responses

- For open-response questions, the candidate does not have to write in full sentences and may respond using single words and phrases (with the exception of Question 3(b), summary writing).
For example:

Question: 出国读中学的好处是什麼?

Acceptable answer (full sentence): 出国读中学的好处是学好外语。

Acceptable answer (phrase): 学好外语。

Question: 他坐什么交通工具上班?

Acceptable answer (full sentence): 他坐船上班。

Acceptable answer (single word): 船。

- For Question 3(b), complete sentences are not necessary but single character responses would not be appropriate for summary writing.
- When responding to open-response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text: 为了减少食物浪费, 自助餐厅要求顾客吃多少拿多少, 多拿的食物要另外付钱。

Question: 自助餐厅要求客人做什么?

Rewardable answer: 吃多少拿多少。

Non-rewardable answer: 为了减少食物浪费, 自助餐厅要求顾客吃多少拿多少, 多拿的食物要另外付钱。

Candidates who copy the whole section, as exemplified in the *Non-rewardable answer*, **would not be awarded marks** without extracting the key information

(i.e. 吃多少拿多少) from the text. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in this paper so minor errors and omissions, for example missing a stroke in writing Chinese characters, will be tolerated as long as the message is not ambiguous and does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example:

英语好/英文好

- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

吃到美味的食物 AND 享受良好的服务

希望将来去中国工作 OR 和中国做生意

- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example:

(随时) 上网

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct number of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Paper 1 mark scheme: Sections A and B (traditional characters)

SECTION A

Question number	Answer	Mark
1(i)	D	(1)

Question number	Answer	Mark
1(ii)	B	(1)

Question number	Answer	Mark
1(iii)	D	(1)

Question number	Answer	Mark
1(iv)	C	(1)

Question number	Answer	Mark
1(v)	D	(1)

Question number	Answer	Mark
1(vi)	D	(1)

Question number	Answer	Reject	Mark
2(a)	(隨時) 上網 (1) AND (利) 用遊戲學習 (1)		(2)

Question number	Answer	Reject	Mark
2(b)	(節) 省金錢 (1) AND 時間 (1)		(2)

Question number	Answer	Reject	Mark
2(c)	上網看地圖 (1) AND 查看火車和汽車的時間表 (1)	火車和汽車	(2)

Question number	Answer	Reject	Mark
2(d)	瞭解病人的(健康)情況 (1) AND 為病人看病 (1)		(2)

Question number	Answer	Reject	Mark
3(a)(i)	美國	英國; 澳大利亞	(1)

Question number	Answer	Reject	Mark
3(a)(ii)	Any two of: 英語好/英文好 (1) OR 瞭解外國的情況 (1) OR 新想法多 (1)	是我們需要的	(2)

Question number	Answer	Reject	Mark
3(a)(iii)	<p>有錢 (1)</p> <p>AND</p> <p>希望給孩子最好的教育 (1)</p>	送孩子出國學習	(2)

Question number	Answer	Reject	Mark
3(a)(iv)	學好外語		(1)

Question number	Answer	Reject	Mark
3(a)(v)	<p>Any two of:</p> <p>忘了中文 (1)</p> <p>OR</p> <p>只會說不會寫 (1)</p> <p>OR</p> <p>回國工作會很難 (1)</p>		(2)

Question number	Answer	Reject	Mark
3(b)(i)	<p>原來的計劃： 去大城市工作 (1)</p> <p>AND</p> <p>現在的計劃： 回家 (1)</p> <p>AND</p> <p>原來計劃的好處： Any one of:</p> <p>工資高 (1)</p> <p>OR</p> <p>交通方便 (1)</p> <p>OR</p> <p>生活方便 (1)</p> <p>AND</p> <p>原來計劃的壞處： Any one of:</p> <p>壓力大 (1)</p> <p>OR</p> <p>工作忙 (1)</p> <p>OR</p> <p>生活費貴 (1)</p>		(4)

Question number	Answer	Reject	Mark
3(b)(ii)	<p>大城市的問題：</p> <p>房子貴 (1)</p> <p>AND</p> <p>空氣不好 (1)</p> <p>AND</p> <p>去中國西部工作的好處：</p> <p>Any two of:</p> <p>發展快 (1)</p> <p>OR</p> <p>生活便宜 (1)</p> <p>OR</p> <p>機會多 (1)</p>		(4)

SECTION B

Question number	Answer	Mark
4	1 mark each. Only four answers are required. 1 mark will be deducted for each additional answer. D, E, F, H	(4)

Question number	Answer	Reject	Mark
5(a)	「草莓」代表着春天 (1) AND 享受音樂與生活 (1)	「草莓」不只是一種水果，也是一種生活態度	(2)

Question number	Answer	Reject	Mark
5(b)	使用高科技 (1) AND 向全國樂迷直播 (1)		(2)

Question number	Answer	Reject	Mark
5(c)	為了表演者的安全	音樂場內有餐飲服務	(1)

Question number	Answer	Reject	Mark
5(d)	保管好自己的手機、錢包和相機	飲料不能帶入場地	(1)

Question number	Answer	Reject	Mark
6(a)	<p>吃到美味的食物 (1)</p> <p>AND</p> <p>享受良好的服務 (1)</p>	有面子	(2)

Question number	Answer	Reject	Mark
6(b)	把吃不完的東西包好帶走		(1)

Question number	Answer	Reject	Mark
6(c)	<p>Any two of:</p> <p>付一次錢 (1)</p> <p>OR</p> <p>可以想吃多少就吃多少 (1)</p> <p>OR</p> <p>食物的種類很多 (1)</p>		(2)

Question number	Answer	Reject	Mark
6(d)	吃多少拿多少	另外付錢	(1)

Question number	Answer	Reject	Mark
6(e)	<p>收集快過期的食物 (1)</p> <p>AND</p> <p>送給有需要的人 (1)</p>		(2)

Question number	Answer	Reject	Mark
6(f)	解決了食物浪費的問題 (1) AND 幫助了窮人 (1)		(2)

Question number	Answer	Reject	Mark
7(a)	人口多 (1) AND 工資低 (1)	在英國的廉價商店, 很容易買到中國產品	(2)

Question number	Answer	Reject	Mark
7(b)	英國	世界	(1)

Question number	Answer	Reject	Mark
7(c)	設計新 (1) AND 價廉物美 (1)	電腦和手機	(2)

Question number	Answer	Reject	Mark
7(d)	Any two of: 汽車 (1) OR 食物 (1) OR 酒 (1)	外國的產品	(2)

Question number	Answer	Reject	Mark
7(e)	Any two of: 投資 (1) OR 開公司 (1) OR 買工廠 (1) OR 建房子 (1)		(2)

Question number	Answer	Reject	Mark
7(f)	Any one of: 希望將來去中國工作 (1) OR 和中國做生意 (1)		(1)

Paper 1 mark scheme: Sections A and B (simplified characters)

SECTION A

Question number	Answer	Mark
1(i)	D	(1)

Question number	Answer	Mark
1(ii)	B	(1)

Question number	Answer	Mark
1(iii)	D	(1)

Question number	Answer	Mark
1(iv)	C	(1)

Question number	Answer	Mark
1(v)	D	(1)

Question number	Answer	Mark
1(vi)	D	(1)

Question number	Answer	Reject	Mark
2(a)	(随时) 上网 (1) AND (利) 用游戏学习 (1)		(2)

Question number	Answer	Reject	Mark
2(b)	(节) 省金钱 (1) AND 时间 (1)		(2)

Question number	Answer	Reject	Mark
2(c)	上网看地图 (1) AND 查看火车和汽车的时间表 (1)	火车和汽车	(2)

Question number	Answer	Reject	Mark
2(d)	了解病人的(健康)情况 (1) AND 为病人看病 (1)		(2)

Question number	Answer	Reject	Mark
3 (a) (i)	美国	英国; 澳大利亚	(1)

Question number	Answer	Reject	Mark
3(a)(ii)	Any two of: 英语好/英文好 (1) OR 了解外国的情况 (1) OR 新想法多 (1)	是我们需要的	(2)

Question number	Answer	Reject	Mark
3 (a)(iii)	有钱 (1) AND 希望给孩子最好的教育 (1)	送孩子出国学习	(2)

Question number	Answer	Reject	Mark
3(a)(iv)	学好外语		(1)

Question number	Answer	Reject	Mark
3(a)(v)	<p>Any two of:</p> <p>忘了中文 (1)</p> <p>OR</p> <p>只会说不会写 (1)</p> <p>OR</p> <p>回国工作会很难 (1)</p>		(2)

Question number	Answer	Reject	Mark
3(b)(i)	<p>原来的计划： 去大城市工作 (1)</p> <p>AND</p> <p>现在的计划： 回家 (1)</p> <p>AND</p> <p>原来计划的好处： Any one of:</p> <p>工资高 (1)</p> <p>OR</p> <p>交通方便 (1)</p> <p>OR</p> <p>生活方便 (1)</p> <p>AND</p> <p>原来计划的坏处： Any one of:</p> <p>压力大 (1)</p> <p>OR</p> <p>工作忙 (1)</p> <p>OR</p> <p>生活费贵 (1)</p>		(4)

Question number	Answer	Reject	Mark
3(b)(ii)	<p>大城市的问题：</p> <p>房子贵 (1)</p> <p>AND</p> <p>空气不好 (1)</p> <p>AND</p> <p>去中国西部工作的好处：</p> <p>Any two of:</p> <p>发展快 (1)</p> <p>OR</p> <p>生活便宜 (1)</p> <p>OR</p> <p>机会多 (1)</p>		(4)

SECTION B

Question number	Answer	Mark
4	1 mark each. Only four answers are required. 1 mark will be deducted for each additional answer. D, E, F, H	(4)

Question number	Answer		Mark
5(a)	“草莓”代表着春天 (1) AND 享受音乐与生活 (1)	“草莓”不只是一种水果，也是一种生活态度	(2)

Question number	Answer	Reject	Mark
5(b)	使用高科技 (1) AND 向全国乐迷直播 (1)		(2)

Question number	Answer	Reject	Mark
5(c)	为了表演者的安全	音乐场内有餐饮服务	(1)

Question number	Answer	Reject	Mark
5(d)	保管好自己的手机、钱包和相机	饮料不能带入场地	(1)

Question number	Answer	Reject	Mark
6(a)	吃到美味的食物 (1) AND 享受良好的服务 (1)	有面子	(2)

Question number	Answer	Reject	Mark
6(b)	把吃不完的东西包好带走		(1)

Question number	Answer	Reject	Mark
6(c)	Any two of: 付一次钱 (1) OR 可以想吃多少就吃多少 (1) OR 食物的种类很多 (1)		(2)

Question number	Answer	Reject	Mark
6(d)	吃多少拿多少	另外付钱	(1)

Question number	Answer	Reject	Mark
6(e)	收集快过期的食物 (1) AND 送给有需要的人 (1)		(2)

Question number	Answer	Reject	Mark
6(f)	解决了食物浪费的问题 (1) AND 帮助了穷人 (1)		(2)

Question number	Answer	Reject	Mark
7(a)	人口多 (1) AND 工资低 (1)	在英国的廉价商店, 很容易买到中国产品	(2)

Question number	Answer	Reject	Mark
7(b)	英国	世界	(1)

Question number	Answer	Reject	Mark
7(c)	设计新 (1) AND 价廉物美 (1)	电脑和手机	(2)

Question number	Answer	Reject	Mark
7(d)	Any two of: 汽车 (1) OR 食物 (1) OR 酒 (1)	外国的产品	(2)

Question number	Answer	Reject	Mark
7(e)	Any two of: 投资 (1) OR 开公司 (1) OR 买工厂 (1) OR 建房子 (1)		(2)

Question number	Answer	Reject	Mark
7(f)	希望将来去中国工作 (1) OR 和中国做生意 (1)		(1)

Paper 1 mark scheme: Section C

Marking principles

Misspelling is tolerated as long as it does not lead to ambiguity, for example “drought” misspelled as “drowght” would be acceptable but misspelled as “draught” would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Question number	Acceptable answers	Mark
8	Parents’ expectations	(1)
	and competition	(1)
	between classmates	(1)
	bring stress	(1)
	to students.	(1)
	Fear of failure	(1)
	makes teenagers	(1)
	study hard	(1)
	and mature	(1)
	more quickly,	(1)
	but it can also affect	(1)
	their physical and mental health.	(1)
	Many candidates	(1)
	say that	(1)
	they are very worried	(1)
	before exams.	(1)
	At this time	(1)
	what they need is	(1)
	support from their families	(1)
	and help from teachers.	(1)

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

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Candidate Number

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Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Paper 2: Written response to works and translation

Sample assessment material for first teaching
September 2017

Time: 2 hours 40 minutes

Paper Reference

9CN0/02

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 xx indicate which set of questions you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Answer Question 1 in Section A. You must answer **two** questions from Sections B and C – this means **either** two questions from Section B **or** one question from Section B **and** one question from Section C. Write between 250 and 350 Chinese characters in total for questions in Sections B and C.
- We recommend you spend 30 minutes on Section A: Translation.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Dictionaries are **not allowed** in this examination.
- Copies of works are **not allowed** in this examination.

Information

- The total mark for this paper is 120.
- 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.
- Check your answers if you have time at the end.

Turn over ►

S57048A

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1/1/



S 5 7 0 4 8 A 0 1 3 2



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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 xx.

Questions in simplified characters begin on page xx.

Answer only one set of questions. Please indicate which set of questions you intend to work from by putting a cross in one box below:

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

繁體字

TRADITIONAL/FULL CHARACTER VERSION

(Simplified Character Version begins on page xx)

TRADITIONAL/FULL CHARACTERS

SECTION A: TRANSLATION

- 1 把下面的一段文字翻譯成中文。

Over the past 30 years China has developed rapidly but the differences between the rural areas and cities are still great.

People who live in urban areas have a comfortable and convenient life. Shops, hospitals and schools are of a good standard and public transport is very common.

In the countryside, daily activities can become challenging. For example, it may not be so easy to see a doctor or travel to school.

(20)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

															15
															30
															45
															60
															75
															90
															105
															120
															135
															150
															165
															180
															195

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

TRADITIONAL/FULL CHARACTERS

在B部分選擇兩題回答

或

在B、C兩部分各選一題

用中文回答，每題字數為250–350字。

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

2 《一隻叫鳳的鴿子》（作者 曹文軒）

分析兩個家境不同的小男孩為什麼最後能夠成為朋友。

(50)

(Total for Question 2 = 50 marks)

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DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

3 《城南舊事》(作者 林海音)

分析〈爸爸的花兒落了〉如何用比喻表現作者和父親的關係。

(50)

(Total for Question 3 = 50 marks)

TRADITIONAL/FULL CHARACTERS

4 《故鄉》(作者 魯迅)

探討作者運用什麼寫作方法，表達閏土和作者之間關係的變化。

(50)

(Total for Question 4 = 50 marks)

TOTAL FOR SECTION B = 50 MARKS

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

在B部分選擇兩題回答

或

在B、C兩部分各選一題

用中文回答，每題字數為250–350字。

SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

5 《請投我一票》（導演 陳為軍）

探討曉菲沒有選上班長的深刻意義。

(50)

(Total for Question 5 = 50 marks)

TRADITIONAL/FULL CHARACTERS

6 《十七歲的單車》(導演 王小帥)

分析電影如何呈現農民工在城市的社會地位。

(50)

(Total for Question 6 = 50 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

7 《天水圍的日與夜》（導演 許鞍華）

探討電影中的母子親情。

(50)

(Total for Question 7 = 50 marks)

TOTAL FOR SECTION C = 50 MARKS

TRADITIONAL/FULL CHARACTERS

Indicate your first question choice on this page. You will be asked to indicate your second question choice on page xx.

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 2 ☒ Question 3 ☒ Question 4 ☒ Question 5 ☒

Question 6 ☒ Question 7 ☒

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
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(Total for Question = 50 marks)

TRADITIONAL/FULL CHARACTERS

Indicate your second question choice on this page.

Indicate which question you are answering by marking a cross ☐ in the box. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☐.

Chosen question number:

Question 2 ☐ Question 3 ☐ Question 4 ☐ Question 5 ☐

Question 6 ☐ Question 7 ☐

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TRADITIONAL/FULL CHARACTERS

															255
															270
															285
															300
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															495
															510
															525

(Total for Question = 50 marks)

TOTAL FOR PAPER = 120 MARKS

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繁體字

SIMPLIFIED CHARACTER VERSION

(Traditional/Full Character Version begins on page xx)

SIMPLIFIED CHARACTERS

SECTION A: TRANSLATION

1 把下面的一段文字翻译成中文。

Over the past 30 years China has developed rapidly but the differences between the rural areas and cities are still great.

People who live in urban areas have a comfortable and convenient life. Shops, hospitals and schools are of a good standard and public transport is very common.

In the countryside, daily activities can become challenging. For example, it may not be so easy to see a doctor or travel to school.

(20)

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SIMPLIFIED CHARACTERS

在**B**部分选择两题回答

或

在**B**、**C**两部分各选一题

用中文回答，每题字数为250–350字。

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

2 《一只叫凤的鸽子》(作者 曹文轩)

分析两个家境不同的小男孩为什么最后能够成为朋友。

(50)

(Total for Question 2 = 50 marks)

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SIMPLIFIED CHARACTERS

3 《城南旧事》(作者 林海音)

分析〈爸爸的花儿落了〉如何用比喻表现作者和父亲的关系。

(50)

(Total for Question 3 = 50 marks)

SIMPLIFIED CHARACTERS

4 《故乡》(作者 鲁迅)

探讨作者运用什么写作方法，表达闰土和作者之间关系的变化。

(50)

(Total for Question 4 = 50 marks)

TOTAL FOR SECTION B = 50 MARKS

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SIMPLIFIED CHARACTERS

在B部分选择两题回答

或

在B、C两部分各选一题

用中文回答，每题字数为250–350字。

SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

5 《请投我一票》(导演 陈为军)

探讨晓菲没有选上班长的深刻意义。

(50)

(Total for Question 5 = 50 marks)

SIMPLIFIED CHARACTERS

6 《十七岁的单车》(导演 王小帅)

分析〈爸爸的花儿落了〉如何用比喻表现作者和父亲的关系。

(50)

(Total for Question 6 = 50 marks)

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SIMPLIFIED CHARACTERS

7 《天水围的日与夜》(导演 许鞍华)

探讨电影中的母子亲情。

(50)

(Total for Question 7 = 50 marks)

TOTAL FOR SECTION C = 50 MARKS

SIMPLIFIED CHARACTERS

Indicate your first question choice on this page. You will be asked to indicate your second question choice on page xx.

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 2 ☒ Question 3 ☒ Question 4 ☒ Question 5 ☒
 Question 6 ☒ Question 7 ☒

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(Total for Question = 50 marks)

SIMPLIFIED CHARACTERS

Indicate your second question choice on this page.

Indicate which question you are answering by marking a cross ☐ in the box. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☐.

Chosen question number:

Question 2 ☐ Question 3 ☐ Question 4 ☐ Question 5 ☐
 Question 6 ☐ Question 7 ☐

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(Total for Question = 50 marks)

Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese)
Sample Assessment Materials – Issue 1 – February 2017 © Pearson Education Limited 2017

Source information**Translation text**

Lik Suen © Pearson 2016

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Paper 2 mark scheme

Section A – Question 1 (translation into Chinese)

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid, which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

Marking principles

Regional variations: Candidates from different geographical regions may use different expressions, which are tolerated, for example 食饭 rather than 吃饭. However, spoken Chinese and over-familiar language should not be used in translation, for example 唔 rather than 不.

Errors in writing, such as a misformed stroke in a character, are tolerated as long as this does not lead to ambiguity.

Word order: the Chinese translation may follow a different word order from the English text. For example, in the sentence "I am going to school tomorrow", an acceptable Chinese translation could be 明天我去学校 or 我明天去学校.

Accept any appropriate alternatives that do not already appear in the 'Acceptable answers' column.

Traditional characters

	Text	Correct answer	Acceptable answers	Reject	Mark
1	Over the past 30 years	在過去三十年	在過去的 30 年; 30 年以來; 在過去的 30 年裏	30 年後	(1)
2	China has developed rapidly	中國發展得很快,	中國發展很快,	中國很快	(1)
3	but	但是	可是; 然而	不是	(1)

	Text	Correct answer	Acceptable answers	Reject	Mark
4	the differences	差別	不同; 差距; 區別; 不一樣的地方; 不同點	特點	(1)
5	between the rural areas and cities	農村地區和 城市之間 <i>(In Chinese word order, box 5 should be in front of box 4.)</i>	城市與/和/ 跟農村地區; 城市與鄉下; 城市和農村		(1)
6	are still great.	仍然很大。	還是很大/ 巨大。	偉大	(1)
7	People who live in urban areas	住在城市的人	住在城裏的人; 生活在城裏的人	人們	(1)
8	have a ... life	生活	過着……日子/生活; 有一個……的生活	生命	(1)
9	comfortable and convenient	既舒適又方便	又舒服又方便; 舒服和便利		(1)
10	Shops, hospitals and schools	商店、醫院和學校	購物、醫療和教育		(1)
11	are of a good standard	的條件好	的設施很好; 水準良好	好	(1)

	Text	Correct answer	Acceptable answers	Reject	Mark
12	and public transport	而且公共交通	並且公共交通	汽車、地鐵、出租車	(1)
13	is very common.	也很普遍。	很常見。		(1)
14	In the countryside,	在鄉村，	在鄉下； 在農村		(1)
15	daily activities	日常活動	每天的活動	日常運動	(1)
16	can become challenging.	可能變得很難。	會變得有挑戰性； 可能會是很不方便		(1)
17	For example,	比如	例如； 就如； 比方		(1)
18	it may not be so easy	也許都不容易	可能不易		(1)
19	to see a doctor	看醫生 (In Chinese word order, box 19 and box 20 should be in front of box 18.)	去看醫生		(1)
20	or travel to school.	或(者)上學 (In Chinese word order, box 19 and box 20 should be in front of box 18.)	或去上學		(1)

Simplified characters

	Text	Correct answer	Acceptable answers	Reject	Mark
1	Over the past 30 years	在过去三十年	在过去的 30 年; 30 年以来; 在过去的 30 年里	30 年后	(1)
2	China has developed rapidly	中国发展得很快,	中国发展很快,	中国很快	(1)
3	but	但是	可是; 然而	不是	(1)
4	the differences	差别	不同; 差距; 区别; 不一样的地方; 不同点	特点	(1)
5	between the rural areas and cities	农村地区和城市之间 (In Chinese word order, box 5 should be in front of box 4.)	城市与/和/跟农村地区; 城市与乡下; 城市和农村		(1)
6	are still great.	仍然很大。	还是很大/ 巨大。	伟大	(1)
7	People who live in urban areas	住在城市的人	住在城里的人; 生活在城里的人	人们	(1)

	Text	Correct answer	Acceptable answers	Reject	Mark
8	have a.....life	生活	过着……日子/生活; 有一个……的生活	生命	(1)
9	comfortable and convenient	既舒适又方便	又舒服又方便; 舒服和便利		(1)
10	Shops, hospitals and schools	商店、医院和学校	购物、医疗和教育		(1)
11	are of a good standard	的条件好	的设施很好; 水准良好	好	(1)
12	and public transport	而且公共交通	并且公共交通	汽车、地铁、出租车	(1)
13	is very common.	也很普遍。	很常见。		(1)
14	In the countryside,	在乡村，	在乡下； 在农村		(1)
15	daily activities	日常活动	每天的活动	日常运动	(1)
16	can become challenging.	可能变得很难。	会变得有挑战性; 可能会是很不方便		(1)
17	For example,	比如	例如; 就如; 比方		(1)
18	it may not be so easy	也许都不容易	可能不易		(1)

	Text	Correct answer	Acceptable answers	Reject	Mark
19	to see a doctor	看医生 (In Chinese word order, box 19 and box 20 should be in front of box 18.)	去看医生		(1)
20	or travel to school.	或(者)上学 (In Chinese order, box 19 and box 20 should be in front of box 18.)	或去上学		(1)

Sections B and C, Questions 2 to 7 (written response to works)

There are three levels-based mark grids to be applied to the written responses to each work. The mark grids are:

- critical and analytical response (AO4)
- range of grammatical structures and vocabulary (AO3)
- accuracy of language (AO3).

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First, you should first consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but would be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band, depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Critical and analytical response (A04)

- This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question. The whole essay should be marked regardless of length.

Marks	Description
0	No rewardable material.
1–4	<ul style="list-style-type: none"> • Response relates to the work but limited focus on the question. • Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. • Limited ability to form arguments or draw conclusions.
5–8	<ul style="list-style-type: none"> • Response relates to the work but often loses focus on the question. • Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. • Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.
9–12	<ul style="list-style-type: none"> • Response is relevant to particular aspects of the question, occasional loss of focus. • Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. • Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.
13–16	<ul style="list-style-type: none"> • Predominantly relevant response to the question. • Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. • Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.
17–20	<ul style="list-style-type: none"> • Relevant response to the question throughout. • Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. • Detailed, logical arguments and conclusions are made that consistently link together.

Range of grammatical structures and vocabulary (A03)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–4	<ul style="list-style-type: none">• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.• Limited range of vocabulary resulting in repetitive expression.• Limited use of terminology appropriate to literary and cinematic analysis.
5–8	<ul style="list-style-type: none">• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.• Occasional use of terminology appropriate for literary and cinematic analysis.
9–12	<ul style="list-style-type: none">• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.• Some use of terminology appropriate for literary and cinematic analysis.
13–16	<ul style="list-style-type: none">• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.• Frequently varied use of vocabulary, resulting in regular variation of expression.• Frequent use of terminology appropriate for literary and cinematic analysis.
17–20	<ul style="list-style-type: none">• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.• Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.• Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Complex language: considered to include the following.

- use of aspect markers
- passive voice
- relative constructions
- comparative constructions
- precision and accuracy
- using conjunctions to express abstract ideas or convey justified arguments that require a range of lexis and structures
- using synonyms and a variety of expressions.

Straightforward language: considered to be:

- repetitive, simple word order
- a lack of variety of expressions
- frequent repetition of ideas

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character', 'metaphor', 'similes' and 'use of black and white'.

Accuracy of language (AO3)

- This mark grid assesses students' ability to apply grammar and syntax accurately.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	<ul style="list-style-type: none">• Limited sequences of accurate language, resulting in lapses in coherence.• Errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Some accurate sequences of language, resulting in some coherent writing.• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">• Frequent sequences of accurate language, resulting in generally coherent writing.• Errors occur that occasionally hinder clarity of communication
7–8	<ul style="list-style-type: none">• Accurate language throughout most of the essay, resulting in mostly coherent writing.• Errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">• Accurate language throughout, resulting in consistently coherent writing.• Any errors do not hinder clarity of communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example the misuse of measure words
- missing strokes in characters as long as it is not ambiguous (for example 图 written as 图 would not be penalised)
- infrequent use of mixed simplified and traditional forms (for example 我們来英國学习)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意/老师对你的作业很满足
- using English word order (for example 我学习在图书馆)
- frequent errors hinder clarity as they distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant examples from the work.

Question number	Indicative content
2	<p><i>The two boys, Qiu Hu and Xia Wang, come from very different social groups and this affects their relationship initially.</i></p> <ul style="list-style-type: none"> • Owning the racing pigeon gives Qiu Hu confidence, purpose in life and it improves his self-esteem, which is symbolically important and draws attention to him at school for the first time. • Losing the pigeon causes trouble between Qiu Hu and Xia Wang's father. This brings direct contact between the two boys. • Xia Wang wants to be friends and give the pigeon back. • The boys were formally rivals, but when Xia Wang loses his superior status over the increasingly popular Qiu Hu, this provides an opportunity for the two boys to become friends. • The boys run together to register the bird's win, which is symbolic of their new equal relationship and status.

Question number	Indicative content
3	<p><i>Flowers represent the father's way of life, his presence, absence and the daughter's blossoming as she grows up.</i></p> <ul style="list-style-type: none"> • The father, a keen gardener, spends many hours with his daughter tending his plants. The plants become a recurring symbol of their close relationship and mutual fondness. • When the author goes to the school assembly hall for the graduation ceremony, while her father is in hospital, she wears an oleander flower which is symbolic of his presence. • The father's illness and eventually death is paralleled by the fading of his plants. • For the author, the condition of her father's plants reflects his state of health and his death.

Question number	Indicative content
4	<p><i>The author regularly employs contrasts to present the changes in his relationship with Runtu. Their early relationship is equal and one of mutual admiration, but some years later they are miserable in different ways and struggling due to the economic situation. There are contrasts throughout their shared journey.</i></p> <ul style="list-style-type: none"> • Runtu, a peasant, used to be the author's childhood friend and was a fountain of knowledge. • As a child, the author was the son of a landlord family and as such his life was limited to the four walls of the family courtyard. He admired Runtu who was free to experience the life of the countryside. • As an adult, the author struggles to make a living in the city, but Runtu is still trapped in the miserable economic situation in the countryside. • When returning home to sell his family home, the author is excited at the prospect of being reunited with Runtu. However, reality strikes when he is addressed by Runtu as "Master" and this sharply reinforces the distance between them.

Question number	Indicative content
5	<p><i>Xiao Fei is a talented pupil, but there are many aspects which undermine her success. She does not have the family resources necessary to support her in the election. Ultimately, she lacks the confidence to be a strong candidate.</i></p> <ul style="list-style-type: none"> • Xiaofei is very obedient, and well behaved in class. • She is only in the election because she is nominated by the teacher. • Xiaofei does not show clear leadership and there are indications that she feels uneasy with the debate. Despite her artistic talents, she lacks the necessary leadership qualities. • Her mother does not have the resources to support her campaign as she comes from a single-parent family. However, other candidates, such as Chengcheng, have much more parental support and parents who can act as role models.

Question number	Indicative content
6	<p><i>Many migrant workers like Gui live at the bottom of society, despite their best efforts to improve their lot. There is no security for migrant workers in urban areas.</i></p> <ul style="list-style-type: none"> • A young migrant worker, Gui, works as a courier. His interaction with his landlord reveals the discriminatory treatment that migrant workers suffer in urban areas. • He lives among city residents and dresses like them, but does not feel like one of them. • His bicycle is symbolic of his hard work, aspirations, recognition and acceptance. He has worked hard to get the bicycle and it makes him feel a part of the city. It gives him freedom and pleasure. • Migrant workers like Gui do the hard labouring jobs, but the city treats them badly. Gui tries to earn his own bicycle but when he loses it he is helpless. Losing the bicycle is a material loss and a psychological blow which results in him losing hope.

Question number	Indicative content
7	<p><i>Jia'an's father is dead and he lives with his mother. Their relationship seems cold and distant, but in fact Jia'an cares deeply for his mother.</i></p> <ul style="list-style-type: none"> • At the beginning of the film Jia'an is shown as lazy, sleeping late and watching TV while his mother goes out to work. • This impression is re-inforced by the scene at the Bible study group: when Jia'an is asked about his family he responds in monosyllables, as if he does not care. • Despite Jia'an's lack of communication, he shows more personality as the story develops. • He is shown to be obedient and helps his mother when asked. • This strong bond helps him to be confident and calm when he has to interact with wealthy relatives.

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Paper 3: Speaking

General instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

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General instructions to the teacher conducting the assessment

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment (recommended):
 - Task 1: 6 to 7 minutes
 - Task 2: 10 to 11 minutes
 - Total assessment time: 21 to 23 minutes (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

Recommended timings have been given for each task to enable the candidate to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

- The preparation time **must** be supervised. It must take place outside of the examination room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper for Task 1 **only**.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimulus card.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice for Task 1, and for providing the correct stimulus card based on that choice.

Task 1 (discussion on a Theme)

- Task 1 is recommended to last 6 to 7 minutes.
- The candidate is provided with a choice of two stimulus cards from two different sub-themes following the sequence outlined by Pearson (see sequencing grid overleaf).
- The choice of sub-themes is told to the candidate in English by the invigilator immediately prior to the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, e.g. *You may choose 'Family' or 'Economy and environment'.*
- The candidate must not see the contents of either card until s/he has chosen the sub-theme, after which s/he will be given the card.
- The preparation time must begin immediately after the candidate receives the card.

Task 1 part 1

- You must:
 - ask the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated, but rephrasing is not allowed.
 - develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card.

Task 1 part 2

You must broaden the discussion to cover other aspects of the overall Theme. Optional generic questions are provided by Pearson (see overleaf) as a guide to the questions that you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Task 2 (presentation and discussion on candidate's independent research project)

It is recommended that Task 2 lasts from 10 to 11 minutes.

Task 2 part 1 (presentation)

You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.

Task 2 part 2 (discussion on independent research project)

After two minutes, or at the end of the candidate's presentation if this is under two minutes, you must ask follow-up questions about the candidate's presentation and then begin a wider exploration of the research as a whole in order to elicit the candidate's understanding and analysis of the cultural and social context. You should use the key findings and list of sources on their copy of the RP3 form to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Optional generic questions to promote discussion

Traditional characters	Simplified characters
你可以舉例說明……嗎？	你可以举例说明……吗？
你為什麼這麼說？	你为什么这么说？
你為什麼有這個看法？	你为什么有这个看法？
我們可以由……得出什麼結論？	我们可以由……得出什么结论？
你可以舉例來支持這個看法嗎？	你可以举例来支持这个看法吗？
為什麼這很重要？	为什么这很重要？
……表示什麼意思？	……表示什么意思？

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are as follows:

Traditional characters	Simplified characters
你同意我的看法嗎？	你同意我的看法吗？
是不是可以認為……？	是不是可以认为……？
我們可以說……嗎？	我们可以说……吗？
你怎麼看……問題？	你怎么看……问题？
你對……有什麼看法？	你对……有什么看法？
你明白我的意思嗎？	你明白我的意思吗？

Candidates are also expected to take the lead in the discussions.

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and you must ensure that the timings are followed. You should contribute only brief opinions in response to the candidate's questions, in order to give candidates the maximum length of assessment time. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Sequence of stimulus cards for speaking examination: Task 1

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below. If you conduct more than 12 speaking examinations in a day (for example in the morning, afternoon and evening), after the 12th candidate start at the beginning of the sequence again. If you have a break in the examination schedule (for example morning break or lunchtime), start the next candidate on next order of the sequence. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5. If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD TASK 1
Candidate 1	Card 1 or 8
Candidate 2	Card 3 or 5
Candidate 3	Card 2 or 7
Candidate 4	Card 4 or 6
Candidate 5	Card 3 or 6
Candidate 6	Card 5 or 1
Candidate 7	Card 4 or 5
Candidate 8	Card 6 or 2
Candidate 9	Card 1 or 7
Candidate 10	Card 7 or 3
Candidate 11	Card 2 or 8
Candidate 12	Card 8 or 4

Key to Task 1 cards for the invigilator

CARD	SUB-THEME (IN ENGLISH)
1	Family
2	Education and the world of work
3	Traditions
4	Cultural activities
5	Communications and technology
6	Economy and environment
7	Changes brought by 1978 reform
8	Changes in China and UK relations

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN1

Task 1

主題一：當代華人社會變遷

次主題：家庭

請根據下面的陳述準備你的討論內容。

中國年輕人和父母之間存在代溝。

你必須考慮以下兩點：

- 哪些方面會出現代溝？
- 為什麼會有代溝？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Pearson

STIMULUS CN2

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

請根據下面的陳述準備你的討論內容。

越來越多中國年輕人希望自己開公司。

你必須考慮以下兩點：

- 中國年輕人自己創業的好處。
- 中國年輕人自己創業會有什麼困難？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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S 5 7 0 4 9 A 0 1 3 2



Pearson

STIMULUS CN3

Task 1

主題二：中國文化

次主題：傳統

請根據下面的陳述準備你的討論內容。

年輕人對中國傳統節日失去興趣。

你必須考慮以下兩點：

- 年輕人對中國傳統節日失去興趣的原因。
- 怎樣去改變這種情況？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN4

Task 1

主題二：中國文化

次主題：文化活動

請根據下面的陳述準備你的討論內容。

華人社會的電視劇越來越多樣化。

你必須考慮以下兩點：

- 華人社會的電視劇越來越多樣化的原因。
- 華人社會的電視劇越來越多樣化的好處。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
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- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN5

Task 1

主題三：演變中的華人社會

次主題：通訊與科技

請根據下面的陳述準備你的討論內容。

社交媒體影響中國年輕人的生活。

你必須考慮以下兩點：

- 社交媒體怎樣影響中國年輕人的生活？
- 社交媒體給中國年輕人的生活帶來挑戰。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN6

Task 1

主題三：演變中的華人社會

次主題：經濟與環境

請根據下面的陳述準備你的討論內容。

中國大城市空氣污染嚴重，影響市民的日常生活。

你必須考慮以下兩點：

- 中國大城市空氣污染嚴重的原因。
- 空氣污染影響中國市民的日常生活。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN7

Task 1

主題四：1978 年改革開放對中國的影響

次主題：變革

請根據下面的陳述準備你的討論內容。

中國的貧富差距越來越嚴重。

你必須考慮以下兩點：

- 從哪些方面可以看到中國的貧富差距？
- 如何減少中國的貧富差距？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN8

Task 1

主題四：1978 年改革開放對中國的影響

次主題：中英關係

請根據下面的陳述準備你的討論內容。

中國赴英留學人數逐年增加。

你必須考慮以下兩點：

- 中國學生選擇來英國留學的原因。
- 中國留學生人數增加，對中英文化交流有什麼好處？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN1

Task 1

主题一：当代华人社会变迁

次主题：家庭

请根据下面的陈述准备你的讨论内容。

中国年轻人和父母之间存在代沟。

你必须考虑以下两点：

- 哪些方面会出现代沟？
- 为什么会有代沟？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN2

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

请根据下面的陈述准备你的讨论内容。

越来越多中国年轻人希望自己开公司。

你必须考虑以下两点：

- 中国年轻人自己创业的好处。
- 中国年轻人自己创业会有什么困难？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN3

Task 1

主题二：中国文化

次主题：传统

请根据下面的陈述准备你的讨论内容。

年轻人对中国传统节日失去兴趣。

你必须考虑以下两点：

- 年轻人对中国传统节日失去兴趣的原因。
- 怎样去改变这种情况？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN4

Task 1

主题二：中国文化

次主题：文化活动

请根据下面的陈述准备你的讨论内容。

华人社会的电视剧越来越多样化。

你必须考虑以下两点：

- 华人社会的电视剧越来越多样化的原因。
- 华人社会的电视剧越来越多样化的好处。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN5

Task 1

主题三：演变中的华人社会

次主题：通讯与科技

请根据下面的陈述准备你的讨论内容。

社交媒体影响中国年轻人的生活。

你必须考虑以下两点：

- 社交媒体怎样影响中国年轻人的生活？
- 社交媒体给中国年轻人的生活带来挑战。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN6

Task 1

主题三：演变中的华人社会

次主题：经济与环境

请根据下面的陈述准备你的讨论内容。

中国大城市空气污染严重，影响市民的日常生活。

你必须考虑以下两点：

- 中国大城市空气污染严重的原因。
- 空气污染影响中国市民的日常生活。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN7

Task 1

主题四：1978年改革开放对中国的影响

次主题：变革

请根据下面的陈述准备你的讨论内容。

中国的贫富差距越来越严重。

你必须考虑以下两点：

- 从哪些方面可以看到中国的贫富差距？
- 如何减少中国的贫富差距？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified characters)

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Instructions

- Dictionaries and other resources are **not** allowed at any time.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Task 1

- You have **5 minutes** in total to prepare for Task 1.
- You may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner
 - follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow-up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS CN8

Task 1

主题四：1978 年改革开放对中国的影响

次主题：中英关系

请根据下面的陈述准备你的讨论内容。

中国赴英留学人数逐年增加。

你必须考虑以下两点：

- 中国学生选择来英国留学的原因。
- 中国留学生人数增加，对中英文化交流有什么好处？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the compulsory questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the overall Theme for the remainder of the task.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.
- You must ask follow-up questions about the candidate's presentation, as outlined in the 'General instructions to the teacher-examiner' document for paper 3.

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STIMULUS CN1

Task 1

主題一：當代華人社會變遷

次主題：家庭

中國年輕人和父母之間存在代溝。

按以下順序向考生提問：

- 中國年輕人和父母之間在哪些方面會出現代溝？
- 中國年輕人和父母之間為什麼會有代溝？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the compulsory questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the overall Theme for the remainder of the task.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.
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STIMULUS CN2

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

越來越多中國年輕人希望自己開公司。

按以下順序向考生提問：

- 你認為中國年輕人自己創業有什麼好處？
- 中國年輕人自己創業會有什麼困難？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the compulsory questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the overall Theme for the remainder of the task.

Task 2

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STIMULUS CN3

Task 1

主題二：中國文化

次主題：傳統

年輕人對中國傳統節日失去興趣。

按以下順序向考生提問：

- 為什麼年輕人對中國傳統節日失去興趣？
- 怎樣去改變這種情況？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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Task 2

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STIMULUS CN4

Task 1

主題二：中國文化

次主題：文化活動

華人社會的電視劇越來越多樣化。

按以下順序向考生提問：

- 你認為華人社會的電視劇為什麼越來越多樣化？
- 華人社會的電視劇越來越多樣化有什麼好處？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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Task 2

- Task 2 lasts approximately 10 to 11 minutes.
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STIMULUS CN5

Task 1

主題三：演變中的華人社會

次主題：通訊與科技

社交媒體影響中國年輕人的生活。

按以下順序向考生提問：

- 你認為社交媒體怎樣影響中國年輕人的生活？
- 社交媒體給中國年輕人的生活帶來什麼挑戰？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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Task 2

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STIMULUS CN6

Task 1

主題三：演變中的華人社會

次主題：經濟與環境

中國大城市空氣污染嚴重，影響市民的日常生活。

按以下順序向考生提問：

- 你認為為什麼中國大城市的空氣污染嚴重？
- 空氣污染對中國市民的日常生活造成什麼影響？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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- Once you have asked the compulsory questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the overall Theme for the remainder of the task.

Task 2

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STIMULUS CN7

Task 1

主題四：1978 年改革開放對中國的影響

次主題：變革

中國的貧富差距越來越嚴重。

按以下順序向考生提問：

- 從哪些方面可以看到中國的貧富差距？
- 如何減少中國的貧富差距？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (traditional characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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STIMULUS CN8

Task 1

主題四：1978 年改革開放對中國的影響

次主題：中英關係

中國赴英留學人數逐年增加。

按以下順序向考生提問：

- 中國學生為什麼選擇來英國留學？
- 中國留學生人數增加，對中英文化交流有什麼好處？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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Task 2

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SIMPLIFIED CHARACTERS

STIMULUS CN1

Task 1

主题一：当代华人社会变迁

次主题：家庭

中国年轻人和父母之间存在代沟。

按以下顺序向考生提问：

- 中国年轻人和父母之间在哪些方面会出现代沟？
- 中国年轻人和父母之间为什么会有代沟？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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STIMULUS CN2

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

越来越多中国年轻人希望自己开公司。

按以下顺序向考生提问：

- 你认为中国年轻人自己创业有什么好处？
- 中国年轻人自己创业会有什么困难？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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Task 2

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SIMPLIFIED CHARACTERS

STIMULUS CN3

Task 1

主题二：中国文化

次主题：传统

年轻人对中国传统节日失去兴趣。

按以下顺序向考生提问：

- 为什么年轻人对中国传统节日失去兴趣？
- 怎样去改变这种情况？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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Task 2

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SIMPLIFIED CHARACTERS

STIMULUS CN4

Task 1

主题二：中国文化

次主题：文化活动

华人社会的电视剧越来越多样化。

按以下顺序向考生提问：

- 你认为华人社会的电视剧为什么越来越多样化？
- 华人社会的电视剧越来越多样化有什么好处？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
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Task 2

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STIMULUS CN5

Task 1

主题三：演变中的华人社会

次主题：通讯与科技

社交媒体影响中国年轻人的生活。

按以下顺序向考生提问：

- 你认为社交媒体怎样影响中国年轻人的生活？
- 社交媒体给中国年轻人的生活带来什么挑战？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

- Task 1 lasts approximately 6 to 7 minutes.
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STIMULUS CN6

Task 1

主题三：演变中的华人社会

次主题：经济与环境

中国大城市空气污染严重，影响市民的日常生活。

按以下顺序向考生提问：

- 你认为为什么中国大城市的空气污染严重？
- 空气污染对中国市民的日常生活造成什么影响？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

You do not need any other materials.

Task 1

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- You must begin by asking the two compulsory questions relating to the statement on the stimulus card. Questions may be repeated but rephrasing is not allowed.
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STIMULUS CN7

Task 1

主题四：1978 年改革开放对中国的影响

次主题：变革

中国的贫富差距越来越严重。

按以下顺序向考生提问：

- 从哪些方面可以看到中国的贫富差距？
- 如何减少中国的贫富差距？

Pearson Edexcel Level 3 GCE

Chinese

**(spoken Mandarin/spoken Cantonese)
Advanced Paper 3: Speaking (simplified
characters)**

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which
includes 5 minutes' preparation time**

Paper Reference

9CN0/03

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Task 1

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STIMULUS CN8

Task 1

主题四：1978年改革开放对中国的影响

次主题：中英关系

中国赴英留学人数逐年增加。

按以下顺序向考生提问：

- 中国学生为什么选择来英国留学？
- 中国留学生人数增加，对中英文化交流有什么好处？

Marking guidance for Paper 3: Speaking

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance for examiners on using levels-based mark schemes

Step 1: Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest or indeed has performed temporarily better. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2: Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band. You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is the responsibility of the teacher-examiner to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and the teacher-examiner must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Task 1 (discussion on a Theme)

Three mark grids are applied to Task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Knowledge and understanding of society and culture

This mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where Chinese is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **A Level speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions are deemed to be those that give the standard, predictable responses.

Task 1 (discussion on a Theme continued)

Accuracy and range of language

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses accuracy of pronunciation, grammar and syntax.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Complex language: considered to include the following.

- use of aspect markers
- passive voice
- the 把 construction, for example 他把车修好了。
- use of interrogative sentences in which 吗 is used
- using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns
- using synonyms and a variety of expressions
- any grammar and structures included in the grammar list that are specific to A Level.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for the misuse of measure words
- speaking Chinese with an accent which does not lead to misunderstanding
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that ***hinder clarity***:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意 / 老师对你的作业很满足
- using English word order (for example 我学习在图书馆)
- serious mispronunciation such as tones which block communication for example, pronouncing 看书 as 砍树; 照 as 找; 上午 as 下午; 网上 as 晚上)
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that ***prevent meaning being conveyed***:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB These are provided as examples only and do not constitute a finite list.

Task 1 (discussion on a Theme continued)

Interaction

This mark grid assesses students' ability to interact with the teacher-examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	<ul style="list-style-type: none">Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicits points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

Traditional characters	Simplified characters
你同意我的看法嗎？	你同意我的看法吗？
是不是可以認為……？	是不是可以认为……？
我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你怎么看……问题的？
你對……有什麼看法？	你对……有什么看法？
你明白我的意思嗎？	你明白我的意思吗？

The constraints of the assessment mean that the teacher-examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 2, Part 1 (independent research presentation)

One mark grid is applied to this part of the task: responding to written language in speech (AO2).

Responding to written language in speech

This mark grid is used to assess the student's two-minute presentation **only**. It is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for Task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4–6	<ul style="list-style-type: none">Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	<ul style="list-style-type: none">Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.Gives a relevant personal response to the written sources supported with some justification.
10–12	<ul style="list-style-type: none">Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 (discussion on independent research)

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Knowledge and understanding of society and culture

This mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 (discussion on independent research continued)

Accuracy and range of language

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses accuracy of pronunciation, grammar and syntax.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Complex language: considered to include the following.

- use of aspect markers
- passive voice
- the 把 construction, for example 他把车修好了。
- use of interrogative sentences in which 吗 is used
- using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns
- using synonyms and a variety of expressions
any grammar and structures included in the grammar list that are specific to A Level.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for the misuse of measure words
- speaking Chinese with an accent which does not lead to misunderstanding
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that ***hinder clarity***:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意 / 老师对你的作业很满足
- using English word order (for example 我学习在图书馆)
- serious mispronunciation such as tones which block communication for example, pronouncing 看书 as 砍树; 照 as 找; 上午 as 下午; 网上 as 晚上)
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that ***prevent meaning being conveyed***:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB These are provided as examples only and do not constitute a finite list.

Task 2, Part 2 (discussion on independent research continued)

Interaction

This mark grid assesses students' ability to interact with the teacher -examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	<ul style="list-style-type: none">Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicits points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

Traditional characters	Simplified characters
你同意我的看法嗎？	你同意我的看法吗？
是不是可以認為？	是不是可以认为？
我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你是怎么看……问题的？
你對……有什麼看法？	你对……有什么看法？
你明白我的意思嗎？	你明白我的意思吗？

The constraints of the assessment mean that the teacher-examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 1: Indicative content

In their responses, while presenting and justifying points of view, developing arguments and drawing conclusions based on understanding, students may refer critically and analytically to the following points. However, the indicative content is not exhaustive, and students should be rewarded for any valid response.

Task 1 Stimulus CN1

Indicative content
<ul style="list-style-type: none">• Young Chinese people are more westernised whereas their parents uphold traditional Chinese values and lifestyles, for example young people love visiting fast food chains such as McDonalds, whereas their parents prefer traditional Chinese food.• Young Chinese people want more autonomy in view of the authoritarian parenting style, for example they want to make decisions on the choice of university programmes, whereas parents want their children to follow their advice.• Young Chinese people are more obsessed with the internet and new technologies than their parents. This negatively affects their relationship with their parents, for example in Taiwan, a recent study showed that there are a growing number of young internet addicts.• There is insufficient family time because parents are busy making a living and young people are busy studying, for example according to UBS' annual 'Prices and Earnings' study in 2016, Hong Kong people have the longest working hours in the world. This greatly impacts their family time.

Task 1 Stimulus CN2

Indicative content
<ul style="list-style-type: none">• Launching their own companies may give young Chinese people opportunities and challenges, for example in many major Chinese cities like Hong Kong and Shanghai, Chinese young people find it more exciting than working 9 to 5 routinely.• Young Chinese people may follow their own interests and passions, for example if they are interested in IT, they can run their own business with a group of friends who share the same interests and expertise rather than seeking steady jobs as often expected by parents in Chinese cultures.• The difficulties include financial challenges, for example Hong Kong is the most expensive city in the world to rent an office in major business districts.• Experience is also a challenge, for example inexperienced Chinese young people may not be able to foresee the risks ahead.

Task 1 Stimulus CN3

Indicative content

- The original meaning of some Chinese traditional festivals is obsolete, for example while the origin of the Dragon Boat Festival was to commemorate Qu Yuan, a loyal poet in history, dragon boat races and eating rice dumplings (zongzi) have become the main festive activities of the festival in today's Chinese societies.
- Young Chinese people prefer holiday to festival celebrations, for example in Hong Kong and Beijing more and more young people travel abroad rather than spending time with their parents during Chinese New Year holiday.
- Integrating the meaning of the traditional festivals in modern life can enhance the identification of Chinese people to the old traditions, for example in Hong Kong and Taiwan, though the graves are more like little shrines nowadays, the Tomb Sweeping Festival is still a day for Chinese people to pay respect to ancestors and their loved ones.
- Modernising some elements of the traditional festivals may attract young Chinese people to discover their original meaning, for example in Hong Kong and Beijing, the flavour and packaging of mooncakes, which symbolise family reunion, have been modernised to suit the preference of young people.

Task 1 Stimulus CN4

Indicative content

- Globalisation enables cultural encounters between Chinese television dramas and world dramas, for example in Hong Kong many international television dramas from countries such as USA, UK, Japan, South Korea, are available.
- Internet access and advanced technologies make Chinese television dramas more diversified, for example people in Hong Kong and Taiwan can get access to a range of television dramas from many parts of the world such as USA, UK, Japan and South Korea.
- A diverse range of television drama genres can enrich Chinese television drama production, for example in China a variety of television drama genres, such as mysteries, mythical stories and sports dramas are becoming more popular.
- Diversified television dramas can build bridges between local Chinese television dramas and world television dramas, for example foreign-language dramas are shown on TV either with Chinese subtitles or dubbed in Cantonese/Mandarin. For example, South Korean actress 'Yoona' plays a leading character in a Chinese television drama called 'God of War Zhao Yun'.

Task 1 Stimulus CN5

Indicative content

- Young Chinese people are using social media more than ever. In China, global social media like Facebook is not available, but there are Chinese alternatives, such as Wechat.
- Social media dominates the lives of young Chinese people, for example socialising, playing games or watching videos. In China the problem is so acute that some parents send their children to military-style camps for treatment of media addiction.
- Social media makes it easier for young Chinese people to connect and exchange ideas with others across the world. For example, they may do volunteer translation on Yeeyan.
- The Chinese government firewalls many websites, but web users use VPN to bypass the firewall.

Task 1 Stimulus CN6

Indicative content

- In major Chinese cities such as Beijing and Chongqing, air pollution is caused by industrialisation, with significant consumption of electricity and coal. Also, many Chinese factories do not observe the environmental protection laws.
- Another factor is urbanisation, for example there has been rapid growth of cars in big cities like Shanghai. In some cities, the authorities have introduced a system to control the number of cars on the road on particular days according to number plate recognition.
- Chinese people's outdoor activities are affected, for example they have to wear masks outdoors or stop outdoor sports.
- Schools in some Chinese provinces, for example Henan Province, are closed due to heavy smog and serious health risks.

Task 1 Stimulus CN7

Indicative content

- Wealthy Chinese people mainly live in big cities and they have better resources for transport, education and health.
- The most affluent Chinese people can go abroad for shopping whilst the poor are struggling for food and housing. Many rich Chinese people can afford to send their children to be educated abroad.
- Graduates who are originally from rural areas find it harder to find a job or live in cities.
- Social mobility could be increased by helping young people to be educated and settle in cities. More investment could be made in rural areas to improve local transport and health services.

Task 1 Stimulus CN8

Indicative content

- Many Chinese people feel that the UK has good universities with attractive programmes.
- Chinese students all study English from a young age so there is no language barrier. Many Chinese students appreciate British culture.
- Chinese parents are willing to invest money in their children's overseas education, which can improve their children's English skills and global horizons.
- Chinese students bring income to the UK education sector and local economy. They can also help each other to be more multi-cultural.

Task 2 part 1, independent research presentation: Indicative content

The following example is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech*.

Independent research question or statement (traditional characters):

對中國來說，保護環境會推動還是會阻礙經濟發展？

Student presentation (up to 2 minutes)	Comment
我想討論的題目是，對中國來說，保護環境會推動還是會阻礙經濟發展？ 我找到兩篇文章，討論保護環境對中國經濟發展的影響。兩個作者的觀點不一樣。	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
第一位作者指出，不管能不能促進經濟發展，我們都需要保護環境。環境污染對窮人的危害更大，保護環境可以讓社會更公平。而且發展經濟和環境治理可以同時進行。	Summary of the first written source.
第二位作者相信，先污染後治理很正常。經濟發展對環境的破壞從古代就存在。一個地方的經濟不發達，當地的企業沒有資本也沒有技術，要求他們先保護環境再發展經濟是不可能的。	Summary of the second written source.
我同意第一位作者的觀點。發展經濟不能犧牲環境。有的時候，環境破壞以後很難恢復。而且有錢人可以逃避環境污染的危害，比方說移民外國，或者有錢看病，窮人只能承擔污染的危害。我認為第二位作者說得很對，對經濟不發達的地區，政府應該提供資金和技術，幫助當地的企業發展綠色經濟。	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the independent research project are:

- 在中國，社交媒體帶來什麼機遇和問題？
- 「一帶一路」給香港帶來什麼？
- 「南中國海」問題應該怎麼解決？

Independent research question or statement (simplified characters):

对中国来说，保护环境会推动还是会阻碍经济发展？

Student presentation (up to 2 minutes)	Comment
我想讨论的题目是，对中国来说，保护环境会推动还是会阻碍经济发展？ 我找到两篇文章，讨论保护环境对中国经济发展的影响。两个作者的观点不一样。	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
第一位作者指出，不管能不能促进经济发展，我们都需要保护环境。环境污染对穷人的危害更大，保护环境可以让社会更公平。而且发展经济和环境治理可以同时进行。	Summary of the first written source.
第二位作者相信，先污染后治理很正常。经济发展对环境的破坏从古代就存在。一个地方的经济不发达，当地的企业没有资本也没有技术，要求他们先保护环境再发展经济是不可能的。	Summary of the second written source.
我同意第一位作者的观点。发展经济不能牺牲环境。有的时候，环境破坏以后很难恢复。而且有钱人可以逃避环境污染的危害，比方说移民外国，或者有钱看病，穷人只能承担污染的危害。我认为第二位作者说得很对，对经济不发达的地区，政府应该提供资金和技术，帮助当地的企业发展绿色经济。	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the independent research project are:

- 在中国，社交媒体带来什么机遇和问题？
- “一带一路”给香港带来什么？
- “南中国海”问题应该怎么解决？

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