

# A Level Chinese



## Sample Assessment Materials

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

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*First teaching from September 2017*

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*First certification from 2019*

Issue 3

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## Summary of Pearson Level 3 Advanced GCE in Chinese

(spoken Mandarin/spoken Cantonese)

### Sample assessment materials

#### Issue 3 changes

Summary of changes made between previous issue and this current issue	Page numbers
<p><b>Paper 2 Question paper</b></p> <p>Questions for the following two new set works on the Specification have been introduced to sections B and C of Paper 2:</p> <ul style="list-style-type: none"><li>- <b>Question 2:</b> Folding Beijing (Hao Jingfang), 2016 (novelette)</li><li>- <b>Question 6:</b> Not One Less (Zhang Yimou), 1999 (film)</li></ul> <p>As a result, the total number of questions in Paper 2 has changed from 7 to 9.</p>	<p><b>78 and 82</b> (traditional character version)</p> <p><b>89 and 93</b> (simplified character version)</p>
<p><b>Paper 2 Question paper</b></p> <p>Increased optionality has been introduced to Sections A and B of Paper 2, with an optional question (b) for each set work within the Specification.</p>	<p><b>74-97</b></p>
<p><b>Paper 2 Mark scheme</b></p> <p>Clarification on the purpose of indicative content has been added to the Paper 2 Sections A and B mark scheme.</p> <p>Indicative content for new questions has been created (Questions 2a, 2b, 3b, 4b, 5b, 6a, 6b, 7b, 8b, and 9b).</p> <p>Indicative content for existing questions has been updated for consistency (Questions 3a, 4a, 5a, 7a, 8a, 9a).</p>	<p><b>106-125</b></p>

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# Introduction

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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 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

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- 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.**

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## TRADITIONAL/FULL CHARACTER VERSION

### Passage 1

#### Fire dragon dance

**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:** 爲什麼要舞火龍呢？

**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。

## TRADITIONAL/FULL CHARACTER VERSION

### Passage 2

#### The internet

**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。

TRADITIONAL/FULL CHARACTER VERSION

Passage 3(a)

Returning to China to work

**F1:** 自改革開放以來，很多中國學生去英國、澳大利亞和美國留學。據報道，近年來很多留學生大學畢業以後，決定回國就業。現在，讓我們聽一聽教育部的王部長對這種現象的看法。王部長，中國留學生回國工作是好事嗎？

**M1** (王部長): 當然是! 中國經濟要發展就一定要有人才。一般來說，從外國大學畢業的學生，他們英語好，了解國外情況，有新想法，這正是我們需要的。

**F1:** 您怎麼看待中國父母送孩子去國外讀中學？

**M1:** 中國父母現在有錢了，想給孩子最好的教育，所以送孩子出國留學。在國外讀中學的好處是可以學好外語，壞處是他們不是把中文忘了，就是他們只會說不會寫。因此，將來回國工作就會很難。

TRADITIONAL/FULL CHARACTER VERSION

Passage 3(b)

**F1:** 張小姐，您剛剛從倫敦大學畢業，打算去哪兒就業呢？

**F2:** (張小姐): 我打算回我的故鄉成都工作。我本來是想去像北京、上海這樣的現代化大都市。大城市工資高，福利好，基礎設施也好。但是考慮到那裡的生活壓力大，工作忙，生活費也高。所以，現在我已經放棄了我的都市夢，想回我的故鄉發展。

**F1:** 王先生，大部分回國留學生還是希望去大城市工作。您對這件事有甚麼看法？

**M1:** 在大城市就業是很多年輕人的夢想。不過，張小姐說得對，大城市住房價格高，租金貴，而且空氣不好。現今，中國西部發展迅速，那兒的生活便宜，機會眾多。所以我贊成她的選擇。我希望將來會有更多的回國留學生選擇去小城市工作。

## SIMPLIFIED CHARACTER VERSION

### Passage 1

#### Fire dragon dance

**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。

## SIMPLIFIED CHARACTER VERSION

### Passage 2

#### The internet

- 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。

SIMPLIFIED CHARACTER VERSION

Passage 3(a)

Returning to China to work

**F1:** 自改革开放以来，很多中国学生去英国、澳大利亚和美国留学。据报道，近年来很多留学生大学毕业以后，决定回国就业。现在，让我们听一听教育部的王部长对这种现象的看法。王部长，中国留学生回国工作是好事吗？

**M1:** (王部长): 当然是! 中国经济要发展就一定要有人才。一般来说，从外国大学毕业的学生，他们英语好，了解国外情况，有新想法，这正是我们需要的。

**F1:** 您怎么看待中国父母送孩子去国外读中学？

**M1:** 中国父母现在有钱了，想给孩子最好的教育，所以送孩子出国留学。在国外读中学的好处是可以学好外语，坏处是他们不是把中文忘了，就是他们只会说不会写。因此，将来回国工作就会很难。

SIMPLIFIED CHARACTER VERSION

Passage 3(b)

**F1:** 张小姐，您刚刚从伦敦大学毕业，打算去哪儿就业呢？

**F2:** (张小姐): 我打算回我的故乡成都工作。我本来是想去像北京、上海这样的现代化大都市。大城市工资高，福利好，基础设施也好。但是考虑到那里的生活压力大，工作忙，生活费也高，所以，现在我已经放弃了我的都市梦，想回我的故乡发展。

**F1:** 王先生，大部分回国留学生还是希望去大城市工作。您对此件事有什么看法？

**M1:** 在大城市就业是很多年轻人的梦想。不过，张小姐说得对，大城市住房价格高，租金贵，而且空气不好。现今，中国西部发展迅速，那儿的生活便宜，机会众多，所以我赞成她的选择。我希望将来会有更多的回国留学生选择去小城市工作。



# Pearson Edexcel Level 3 GCE

## Sample assessment materials

Morning (Time: 2 hours)

Paper  
reference

**9CN0/01**

## Chinese

(spoken Mandarin/spoken Cantonese)

Advanced

**PAPER 1: Listening, Reading and Translation**

**Questions Booklet**

**Do not return this booklet with the Answer Booklet.**

*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 17.

Questions in simplified characters begin on page 32.

**Answer only one set of questions. Write all your answers in the Answer Booklet.**

繁體字

**TRADITIONAL/FULL CHARACTER VERSION**

(Simplified Character Version begins on page 32)

**TRADITIONAL/FULL CHARACTERS**

**Answer ALL questions. Write your answers in the Answer Booklet.**

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

**Mandarin**

**Passage 1 = x minutes  
Passage 2 = x minutes  
Passage 3(a) = x minutes  
Passage 3(b) = x minutes**

**Cantonese**

**Passage 1 = x minutes  
Passage 2 = x minutes  
Passage 3(a) = x minutes  
Passage 3(b) = x minutes**

**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

Write your answers in the Answer Booklet. Do not write in this Questions Booklet.

### Fire dragon dance

1 Listen to the recording and put a cross ☒ in the correct box for each question.

(i) Today it is...

<b>A</b> Spring Festival.
<b>B</b> Qingming Festival.
<b>C</b> Dragon boat Festival.
<b>D</b> Mid-Autumn Festival.

(1)

(ii) The children's favourite activity is...

<b>A</b> admiring the full moon.
<b>B</b> playing with lanterns.
<b>C</b> setting off fireworks.
<b>D</b> performing a dance.

(1)

(iii) Long ago, people started to perform the fire dragon dance because...

<b>A</b> it is a beautiful dance.
<b>B</b> they wanted to have fun.
<b>C</b> they wanted to celebrate.
<b>D</b> they were scared of sickness.

(1)

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**TRADITIONAL/FULL CHARACTERS**

(iv) Fire dragon dancing usually lasts for...

- A** one day.
- B** two days.
- C** three days.
- D** six days.

(1)

(v) Fire dragon dancing usually takes place...

- A** in the morning.
- B** at noon.
- C** in the afternoon.
- D** in the evening.

(1)

(vi) Tourists come to see the fire dragon dancing because...

- A** the dragon is very long.
- B** they want to stay healthy.
- C** it is unique to Hong Kong.
- D** they want good luck.

(1)

**(Total for Question 1 = 6 marks)**

**TRADITIONAL/FULL CHARACTERS**

**The internet**

**2** Listen to the recording and answer the following questions in **English**.

(a) What can students use mobile phones for? (Write two details) (2)

(b) What are the benefits of working from home? (Write two details) (2)

(c) In terms of transport, what are the benefits of the internet? (Write two details) (2)

(d) How can the internet help doctors with their work? (Write two details) (2)

**(Total for Question 2 = 8 marks)**

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**TRADITIONAL/FULL CHARACTERS**

**Returning to China to work**

**3(a)** Listen to the recording and answer the following questions in **English**.

- (i) Name two countries which are popular with Chinese students. (2)
- (ii) What are the strengths of graduates who have studied abroad? (Write two details) (2)
- (iii) Why do Chinese parents send their children abroad to study? (1)
- (iv) What is an advantage of going abroad for secondary school? (1)
- (v) What are the disadvantages of going abroad for secondary school? (Write two details) (2)

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**TRADITIONAL/FULL CHARACTERS**

**3(b)** Summarise the content of the recording in **English**.

You do not need to write in full sentences.

(i) Miss Zhang (張小姐)'s plans

- the original plan and current plan (Write two details) (2)
- the advantages and disadvantages of the original plan (Write two details) (2)

(ii) Mr Wang (王先生)'s views

- problems of big cities (Write two details) (2)
- advantages of working in western China (Write two details) (2)

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**(Total for Question 3 = 16 marks)**

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**TOTAL FOR SECTION A = 30 MARKS**

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## 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.

- 4 Read the article below and put a cross ☒ in the four correct boxes.

#### Online shopping

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	Chinese people are becoming busier.
B	Chinese people like places with lots of people.
C	Items bought online take a long time to arrive.
D	Shopping online is very fast.
E	Online shops affect traditional shops.
F	Browsing in traditional shops is a social activity.
G	Online shopping is a social activity.
H	Young people spend money on useless things.
I	Young people rely on banks for help.

(Total for Question 4 = 4 marks)

## TRADITIONAL/FULL CHARACTERS

- 5 Read the following report and answer the questions in **English**.

### Strawberry Music Festival

「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，草莓正在成爲一個很酷的音樂節。」

音樂場內有餐飲服務。爲了表演者的安全，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) Why is the music festival called "Strawberry Music Festival"? (Write two details)  
(2)
- (b) What is special about this year's music festival? (Write two details)  
(2)

**TRADITIONAL/FULL CHARACTERS**

(c) Why aren't people allowed to take drinks into the festival? (1)

(d) What do the police remind people to do? (1)

**(Total for Question 5 = 6 marks)**

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## TRADITIONAL/FULL CHARACTERS

6 Read the following article and answer the questions in **English**.

### Wasting food

中國人請客喜歡去餐廳，這是因為主人和客人既可以品嚐到美味的食物，又可以享受到良好的服務。不過，主人一般會點很多菜，因為只有桌子上有吃不完的菜，主人才覺得有面子。為了解決食物浪費的問題，現在不少餐廳免費為顧客把吃不完的東西包好，讓他們帶回家。

同樣，自助餐也有食物浪費的問題。自助餐只需付一次錢，顧客可以想吃多少就吃多少，而且食物的種類也很多。為了減少食物浪費，自助餐要求顧客吃多少拿多少。如果拿的太多吃不了，那麼顧客必須為這些食物額外付錢。

在超市，過期的食物通常會被扔進垃圾箱。現在，一些慈善中心和超市合作，建立了「食物銀行」，收集很快就要過期的食物，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) Why do Chinese people like to invite guests to restaurants? (Write two details) (2)
- (b) What do hosts usually do in restaurants? (1)
- (c) Why are buffets popular? (Write two details) (2)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**TRADITIONAL/FULL CHARACTERS**

- (d) What do buffet restaurants ask customers to do? (1)
- (e) What are the purposes of a "food bank"? (Write two details) (2)
- (f) Why are "food banks" a good idea? (Write two details) (2)

---

**(Total for Question 6 = 10 marks)**

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DO NOT WRITE IN THIS AREA

## TRADITIONAL/FULL CHARACTERS

7 Read the following article and answer the questions in **English**.

### Made in China

中國經濟在過去三十年發展飛快。由於人口多，工資低，中國成為「世界工廠」。中國生產的玩具，服裝和箱子都非常便宜，在英國各地的廉價商店，都可以買到。

近十年，中國貿易情況發生了變化。中國從以前的電器進口國變成了出口國，向全世界出售計算機和小家電等產品。這些產品設計獨特，價格合理，很受老百姓的信賴。同時，中國每年都從英國進口汽車，食物和酒類產品。英國貨在中國人的眼裡有質量好的名聲，所以深受中國顧客喜愛。

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，修建房屋。英國的電視上和報紙上常常有關於中國的新聞。在英國，很多學生從中學就開始學習漢語，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) What has helped China become "the world's factory"? (Write two details) (2)

(b) Where can Chinese products be bought? (1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**TRADITIONAL/FULL CHARACTERS**

- (c) Why are Chinese electronic products popular? (Write two details) (2)
- (d) What British products does China import? (Write two details) (2)
- (e) What do Chinese business people do in the UK? (Write two details) (2)
- (f) Why do British students learn Chinese? (1)

---

**(Total for Question 7 = 10 marks)**

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**TOTAL FOR SECTION B = 30 MARKS**

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DO NOT WRITE IN THIS AREA

**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**

DO NOT WRITE IN THIS AREA

简体字

**SIMPLIFIED CHARACTER VERSION**

(Traditional/Full Character Version begins on page 17)

DO NOT WRITE IN THIS AREA

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

## SIMPLIFIED CHARACTERS

Answer ALL questions. Write your answers in the Answer Booklet.

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

#### Mandarin

Passage 1 = xx minutes xx seconds  
Passage 2 = xx minutes xx seconds  
Passage 3a = xx minutes xx seconds  
Passage 3b = xx minutes xx seconds

#### Cantonese

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.

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## SIMPLIFIED CHARACTERS

Write your answers in the Answer Booklet. Do not write in this Questions Booklet.

### Fire dragon dance

1 Listen to the recording and put a cross ☒ in the correct box for each question.

(i) Today it is...

A Spring Festival.

B Qingming Festival.

C Dragon boat Festival.

D Mid-Autumn Festival.

(1)

(ii) The children's favourite activity is...

A admiring the full moon.

B playing with lanterns.

C setting off fireworks.

D performing a dance.

(1)

(iii) Long ago, people started to perform the fire dragon dance because...

A it is a beautiful dance.

B they wanted to have fun.

C they wanted to celebrate.

D they were scared of sickness.

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**SIMPLIFIED CHARACTERS**

(iv) Fire dragon dancing usually lasts for...

- A** one day.
- B** two days.
- C** three days.
- D** six days.

(1)

(v) Fire dragon dancing usually takes place...

- A** in the morning.
- B** at noon.
- C** in the afternoon.
- D** in the evening.

(1)

(vi) Tourists come to see the fire dragon dance because...

- A** the dragon is very long.
- B** they want to stay healthy.
- C** it is unique to Hong Kong.
- D** they want good luck.

(1)

**(Total for Question 1 = 6 marks)**

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## SIMPLIFIED CHARACTERS

### The internet

2 Listen to the recording and answer the following questions in **English**.

(a) What can students use mobile phones for? (Write two details) (2)

(b) What are the benefits of working from home? (Write two details) (2)

(c) In terms of transport, what are the benefits of the Internet? (Write two details) (2)

(d) How can the Internet help doctors with their work? (Write two details) (2)

**(Total for Question 2 = 8 marks)**

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## SIMPLIFIED CHARACTERS

### Returning to China to work

**3(a)** Listen to the recording and answer the following questions in **English**.

- (i) Name two countries which are popular with Chinese students. (2)
- (ii) What are the strengths of graduates who have studied abroad? (Write two details) (2)
- (iii) Why do Chinese parents send their children abroad to study? (1)
- (iv) What is an advantage of going abroad for secondary school? (1)
- (v) What are the disadvantages of going abroad for secondary school? (2)

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## SIMPLIFIED CHARACTERS

**3(b)** Summarise the content of the recording in **English**.

It is not necessary to write in full sentences.

(i) Miss Zhang (張小姐)'s plans

- the original plan and current plan (Write two details) (2)
- the advantages and disadvantages of the original plan (Write two details) (2)

(ii) Mr Wang (王先生)'s views

- problems of big cities (Write two details) (2)
- advantages of working in western China (Write two details) (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.

- 4 Read the article below and put a cross ☒ in the four correct boxes.

#### Online shopping

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	Chinese people are becoming busier.
B	Chinese people like places with lots of people.
C	Items bought online take a long time to arrive.
D	Shopping online is very fast.
E	Online shops affect traditional shops.
F	Browsing in traditional shops is a social activity.
G	Online shopping is a social activity.
H	Young people spend money on useless things.
I	Young people rely on banks for help.

(Total for Question 4 = 4 marks)

## SIMPLIFIED CHARACTERS

5 Read the following report and answer the questions in **English**.

### Strawberry Music Festival

“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直播活动。

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) Why is the music festival called "Strawberry Music Festival"? (Write two details) (2)
- (b) What is different about this year's music festival? (Write two details) (2)

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**SIMPLIFIED CHARACTERS**

(c) Why aren't people allowed to take drinks into the festival? (1)

(d) What do the police remind people to do? (1)

**(Total for Question 5 = 6 marks)**

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## SIMPLIFIED CHARACTERS

6 Read the following article and answer the questions in **English**.

### Wasting food

中国人请客喜欢去餐厅，这是因为主人和客人既可以品尝到美味的食物，又可以享受到良好的服务。不过，主人一般会点很多菜，因为只有桌子上有吃不完的菜，主人才觉得有面子。为了解决食物浪费的问题，现在不少餐厅免费为顾客把吃不完的东西包好，让他们带回家。

同样，自助餐厅也有食物浪费的问题。自助餐只需付一次钱，顾客可以想吃多少就吃多少，而且食物的种类也很多。为了减少食物浪费，自助餐厅要求顾客吃多少拿多少。如果拿的太多吃不了，那么顾客必须为这些食物额外付钱。

在超市，过期的食物通常会被扔进垃圾箱。现在，一些慈善中心和超市合作，建立了“食物银行”，收集很快就要过期的食物，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) Why do Chinese people like to invite guests to restaurants? (Write two details) (2)
- (b) What do hosts usually do in restaurants? (1)
- (c) Why are buffets popular? (Write two details) (2)

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**SIMPLIFIED CHARACTERS**

(d) What do buffet restaurants ask customers to do? (1)

(e) What are the purposes of a "food bank"? (Write two details) (2)

(f) Why are "food banks" a good idea? (Write two details) (2)

---

**(Total for Question 6 = 10 marks)**

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## SIMPLIFIED CHARACTERS

7 Read the following article and answer the questions in **English**.

### Made in China

中国经济在过去三十年发展飞快。由于人口多，工资低，中国成为“世界工厂”。中国生产的玩具、服装和箱子都非常便宜，在英国各地的廉价商店，都可以买到。

近十年，中国贸易情况发生了变化。中国从以前的电器进口国变成了出口国，向全世界出售计算机和小家电等产品。这些产品设计独特，价格合理，很受老百姓的信赖。同时，中国每年都从英国进口汽车、食物和酒类产品。英国货在中国人的眼里有质量好的名声，所以深受中国顾客喜爱。

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，修建房屋。英国的电视上和报纸上常常有关于中国的新闻。在英国，很多学生从中学就开始学习汉语，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) What has helped China become "the world's factory"? (Write two details) (2)

(b) Where can Chinese products be bought? (1)

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DO NOT WRITE IN THIS AREA

**SIMPLIFIED CHARACTERS**

(c) Why are Chinese electronic products popular? (Write two details) (2)

(d) What British products does China import? (Write two details) (2)

(e) What do Chinese business people do in the UK? (Write two details) (2)

(f) Why do British students learn Chinese? (1)

---

**(Total for Question 7 = 10 marks)**

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**TOTAL FOR SECTION B = 30 MARKS**

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**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**

Q1 Fire dragon dance

© [www.discoverhongkong.com/tc/see-do/culture-heritage/living-culture/tai-hang-fire-dragon-dance.jsp](http://www.discoverhongkong.com/tc/see-do/culture-heritage/living-culture/tai-hang-fire-dragon-dance.jsp)

Q2 The internet

© [www.twtimes.com.tw/index.php?page=news&nid=152504](http://www.twtimes.com.tw/index.php?page=news&nid=152504)

Q3 Returning to China to work

© [www.big5.news.cn/gate/big5/news.xinhuanet.com/overseas](http://www.big5.news.cn/gate/big5/news.xinhuanet.com/overseas)

Q4 Online shopping

© [www.ccpit-cft.net.cn/a/xinwendongtai/2016/0421/4322.html](http://www.ccpit-cft.net.cn/a/xinwendongtai/2016/0421/4322.html)

Q5 Strawberry music festival

© [www.visitbeijing.com.cn/thingstodo/entertainment/music/n215176468.html](http://www.visitbeijing.com.cn/thingstodo/entertainment/music/n215176468.html)

Q6 Wasting food

© [www.e-info.org.tw/node/107834](http://www.e-info.org.tw/node/107834)

Q7 Made in China

© [http://news.xinhuanet.com/world/2015-01/17/c\\_1114031631.htm](http://news.xinhuanet.com/world/2015-01/17/c_1114031631.htm)

Q8 Translation text

© [www.dili360.com/cng/article/p5350c3d7eaea252.htm](http://www.dili360.com/cng/article/p5350c3d7eaea252.htm)

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel Level 3 GCE

### Sample assessment materials

Morning (Time: 2 hours)

Paper  
reference

**9CN0/01**

## Chinese

(spoken Mandarin/spoken Cantonese)

Advanced

**PAPER 1: Listening, Reading and Translation**

**You must have:** Questions Booklet (enclosed),  
the correct digital recording (downloaded at your centre) and a  
suitable individual listening device

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.
- You must write your answers **in English**.
- Answer **all** questions.
- Answer the questions in the spaces provided in this Answer Booklet – *there may be more space than you need*.
- 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 ►



Pearson

Answer ALL questions in English.

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

You are going to listen to four passages. Each passage will last approximately:

Mandarin

Passage 1 = x minutes x seconds  
Passage 2 = x minutes x seconds  
Passage 3(a) = x minutes x seconds  
Passage 3(b) = x minutes x seconds

Cantonese

Passage 1 = x minutes x seconds  
Passage 2 = x minutes x seconds  
Passage 3(a) = x minute x seconds  
Passage 3(b) = x minute x seconds

You can listen to each passage as many times as you like. You can take notes and write your answers whenever you like.

Write your answers to Section A in the spaces provided.

1

(6)

(i)

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

(ii)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iii)

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

(iv)

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

(v)

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

(vi)

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

**(Total for Question 1 = 6 marks)**

**2**

(a)

(2)

(b)

(2)

(c)

(2)

(d)

(2)

**(Total for Question 2 = 8 marks)**

DO NOT WRITE IN THIS AREA

**3** (a)

(i)

(2)

(ii)

(2)

(iii)

(1)

(iv)

(1)

(v)

(2)

*Turn over* ►

**3 (b)**

(i)

(4)

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.....

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.....

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(ii)

(4)

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**(Total for Question 3 = 16 marks)**

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**TOTAL FOR SECTION A = 30 MARKS**

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**SECTION B**

**Reading**

**Write your answers to Section B in the spaces provided.**

**4** (4)

<b>A</b>	<input type="checkbox"/>
<b>B</b>	<input type="checkbox"/>
<b>C</b>	<input type="checkbox"/>
<b>D</b>	<input type="checkbox"/>
<b>E</b>	<input type="checkbox"/>
<b>F</b>	<input type="checkbox"/>
<b>G</b>	<input type="checkbox"/>
<b>H</b>	<input type="checkbox"/>
<b>I</b>	<input type="checkbox"/>

**(Total for Question 4 = 4 marks)**

*Turn over* ►

5

(a)

(2)

(b)

(2)

(c)

(1)

(d)

(1)

**(Total for Question 5 = 6 marks)**

DO NOT WRITE IN THIS AREA

**6**

(a)

(2)

(b)

(1)

(c)

(2)

(d)

(1)

(e)

(2)

(f)

(2)

**(Total for Question 6 = 10 marks)**

*Turn over* ►

7

(a)

(2)

(b)

(1)

(c)

(2)

(d)

(2)

(e)

(2)

(f)

(1)

**(Total for Question 7 = 10 marks)**

**TOTAL FOR SECTION B = 30 MARKS**

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## Paper 1 Mark scheme

### 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:

saving money

AND

saving time

- For Question 3(b), complete sentences are not necessary but single-word responses would not be appropriate for summary writing.
- 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
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers
- Any parts of an answer that are not essential are bracketed, for example:

Any **two** of:  
(they have) innovative/unique designs  
OR  
(they are) reasonably priced  
OR  
(they are) trusted/good quality

saving money  
AND  
saving time

- 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

### 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)	C	(1)

Question number	Answer	Reject	Mark
2(a)	to go online (anytime) AND to use games to learn		(2)

Question number	Answer	Reject	Mark
2(b)	saving money AND saving time		(2)

Question number	Answer	Reject	Mark
2(c)	(people can) check a map (online)  AND (people can) check train and bus timetables	train and bus	(2)

Question number	Answer	Reject	Mark
2(d)	(doctors can) find out/understand a patient's (health) condition/situation  AND treat patients/diagnose an illness		(2)

Question number	Answer	Reject	Mark
3(a)(i)	Any <b>two</b> of: the USA the UK Australia		(2)

Question number	Answer	Reject	Mark
3(a)(ii)	Any <b>two</b> of:  (they have) good English  OR  (they) understand situations of foreign countries  OR  (they have) new ideas/opinions	is what we need	(2)

Question number	Answer	Reject	Mark
3(a)(iii)	(they) hope to give (their) children the best education		(1)

Question number	Answer	Reject	Mark
3(a)(iv)	learning a (foreign) language (well)		(1)

Question number	Answer	Reject	Mark
3(a)(v)	Any <b>two</b> of:  forgetting Chinese  OR  only speaking but not writing in Chinese  OR  (it) would be difficult to return to China to work		(2)

Question number	Answer	Reject	Mark
3(b)(i)	<p>Original plan:</p> <p>(to) work in a big city</p> <p>Current plan:</p> <p>(to) go (back) home</p> <p>Advantages of the original plan:</p> <p>Any <b>one</b> of:</p> <p>high wages</p> <p>OR</p> <p>convenient transport</p> <p>OR</p> <p>convenient lifestyle</p> <p>Disadvantages of original plan:</p> <p>Any <b>one</b> of:</p> <p>lots of pressure/stress</p> <p>OR</p> <p>busy work life</p> <p>OR</p> <p>high/expensive cost of living</p>		(4)

Question number	Answer	Reject	Mark
3(b)(ii)	<p>Problems of big cities:</p> <p>expensive housing</p> <p>AND</p> <p>air pollution / bad air quality</p> <p>Advantages of going to western China to work:</p> <p>Any <b>two</b> of:</p> <p>rapid development</p> <p>OR</p> <p>cheap living costs</p> <p>OR</p> <p>many opportunities</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)	(because) 'Strawberry' represents spring  AND  (because) 'Strawberry' represents enjoying music and life	'Strawberry' is not just a type of fruit	(2)

Question number	Answer	Reject	Mark
5(b)	(it will) be/use high tech  AND  (it will be) broadcast live to (music fans) across the country		(2)

Question number	Answer	Reject	Mark
5(c)	for the safety of the performers	there is a catering service inside the venue	(1)

Question number	Answer	Reject	Mark
5(d)	keep their belongings/mobile phone/wallet/camera safe	not take drinks into the venue	(1)

Question number	Answer	Reject	Mark
6(a)	(to) eat delicious food  AND (to) enjoy good/excellent service	save face	(2)

Question number	Answer	Reject	Mark
6(b)	order many (types of) dishes		(1)

Question number	Answer	Reject	Mark
6(c)	Any <b>two</b> of:  (customers) pay once/the same amount  OR  (customers) can eat as much or as little as they like  OR  (there is a) rich/wide variety of food		(2)

Question number	Answer	Reject	Mark
6(d)	take only as much as they can eat/only take what they can eat OR pay extra (for leftovers)		(1)

Question number	Answer	Reject	Mark
6(e)	(to) collect food which is near its sell-by-date  AND  give it to those in need		(2)

Question number	Answer	Reject	Mark
6(f)	(they) solve the problem of food waste AND (they) help the poor		(2)

Question number	Answer	Reject	Mark
7(a)	(because of its) large population AND (because of its) low wages	it is easy to buy Chinese products in British shops	(2)

Question number	Answer	Reject	Mark
7(b)	discounted shops (all over/in the UK)	the world	(1)

Question number	Answer	Reject	Mark
7(c)	Any <b>two</b> of: (they have) innovative/unique designs OR (they are) reasonably priced OR (they are) trusted/good quality		(2)

Question number	Answer	Reject	Mark
7(d)	Any <b>two</b> of:  cars  OR  food  OR  alcohol	foreign products	(2)

Question number	Answer	Reject	Mark
7(e)	Any <b>two</b> of:  invest  OR  set up companies  OR  buy factories  OR  build houses		(2)

Question number	Answer	Reject	Mark
7(f)	Any <b>one</b> of:  (because they) hope to work in China in the future  OR  (because they) want to do business in/with China		(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)	

# Pearson Edexcel Level 3 GCE

(Time: 2 hours 40 minutes)

Paper  
reference

**9CN0/02**

## **Chinese**

(spoken Mandarin/spoken Cantonese)

**Advanced**

**PAPER 2: Written response to works and translation**

**Questions Booklet**

**Do not return this booklet with the Answer Booklet.**

*Turn over* ►

**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 76.

Questions in simplified characters begin on page 87.

**Answer only one set of questions. Write all your answers in the Answer Booklet.**

繁體字

**TRADITIONAL/FULL CHARACTER VERSION**

(Simplified Character Version begins on page 87)

*Turn over* ►

## TRADITIONAL/FULL CHARACTERS

### SECTION A: TRANSLATION

- 1 Translate the following text into **Chinese**.

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)

## TRADITIONAL CHARACTERS

Respond to two questions from Section B

OR

Respond to one question from Section B and one question from Section C.

Write approximately 250-350 Chinese characters for each question.

### SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

#### 2 《北京折疊》 (作者 郝景芳)

Folding Beijing (Author Hao Jingfang)

**EITHER**

- (a) 探討作者如何將北京的摺疊作為中國城市變革的隱喻。

Discuss how the author uses the folding of Beijing as a metaphor for change in urban China.

(50)

**OR**

- (b) 探討小說中如何表現財富差距。

Explore how economic divide is represented in the story.

(50)

**(Total for Question 2 = 50 marks)**

## TRADITIONAL CHARACTERS

### 3 《一隻叫鳳的鴿子》（作者 曹文軒）

A Very Special Pigeon (Author Cao Wenxuan)

#### EITHER

- (a) 分析兩個家境不同的小男孩為什麼能夠成為朋友。

Analyse why two little boys of different family backgrounds were able to become friends.

(50)

#### OR

- (b) 評估鴿子鳳在秋虎成長過程中的重要性。

Evaluate how the pigeon Feng is important to Qihu's growth.

(50)

**(Total for Question 3 = 50 marks)**

---

## TRADITIONAL CHARACTERS

4 《城南舊事》（作者 林海音）

Memories of Peking (Author Lin Haiyin)

### EITHER

(a) 分析《爸爸的花兒落了》如何用比喻表現英子和父親的關係。

Analyse how 'Papa's flowers have fallen' uses analogy to express the relationship between Yingzi and her father.

### OR

(50)

(b) 探討《爸爸的花兒落了》一文中，成長是如何表現的。

Explore how growing up in 'Papa's flowers have fallen' is portrayed.

(50)

**(Total for Question 4 = 50 marks)**

---

## TRADITIONAL CHARACTERS

### 5 《故鄉》（作者 魯迅）

Hometown (Author Lu Xun)

#### EITHER

- (a) 探討作者運用什麼寫作方法，表達閩土和主人公之間關係的變化。

Discuss which writing techniques the author uses to express the changes in the relationship between Runtu and the narrator.

(50)

#### OR

- (b) 分析在《故鄉》中如何再現當時的社會和時代背景。

Analyse how the social and historical context of the time is represented in 'Hometown'.

(50)

---

(Total for Question 5 = 50 marks)

---

**TOTAL FOR SECTION B = 50 MARKS**

## TRADITIONAL CHARACTERS

Respond to two questions from Section B

OR

Respond to one question from Section B and one question from Section C.

Write approximately 250-350 Chinese characters for each question.

### SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

6 《一個都不能少》 (導演 張藝謀)

Not One Less (Director Zhang Yimou)

**EITHER**

(a) 探討電影如何呈現當時中國農村教育的狀況。

Explore how the film presents rural education in China at that time.

(50)

**OR**

(b) 評估魏敏芝這一角色如何體現教師的重要性。

Evaluate Wei Minzhi's character as a representation of the importance of teachers.

(50)

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**(Total for Question 6 = 50 marks)**

## TRADITIONAL CHARACTERS

### 7 《請投我一票》（導演 陳為軍）

Please Vote for Me (Director Chen Weijun)

#### EITHER

- (a) 探討曉菲沒有選上班長的原因。

Discuss the reasons why Xiaofei fails to become the class leader.

(50)

#### OR

- (b) 分析學生的父母如何影響班級的選舉。

Analyse the impact of parental influence on the class election.

(50)

**(Total for Question 7 = 50 marks)**

---

## TRADITIONAL CHARACTERS

**8** 《十七歲的單車》（導演 王小帥）

Beijing Bicycle (Director Wang Xiaoshuai)

**EITHER**

- (a) 分析電影如何呈現農民工在城市的社會地位。

Analyse how the film presents the social status of migrant workers in the city.

(50)

**OR**

- (b) 探討導演在影片中營造戲劇感所使用的技巧。

Discuss the techniques the director uses to give a sense of drama in the film.

(50)

**(Total for Question 8 = 50 marks)**

---

## TRADITIONAL CHARACTERS

9 《天水圍的日與夜》（導演 許鞍華）

The Way We Are (Director Ann Hui)

**EITHER**

- (a) 探討電影中的母子親情。

Discuss the love between the mother and the son in the film.

(50)

**OR**

- (b) 分析導演如何運用傳統與習俗來表達社會聯繫。

Analyse how the director uses tradition and customs to express social connection.

(50)

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**(Total for Question 9 = 50 marks)**

---

**TOTAL FOR SECTION C = 50 MARKS**

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# 简体字

## **SIMPLIFIED CHARACTER VERSION**

(Traditional/Full Character Version begins on page 76)

## SIMPLIFIED CHARACTERS

### SECTION A: TRANSLATION

**1** Translate the following text into **Chinese**.

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)

**SIMPLIFIED CHARACTERS**

Respond to two questions from Section B

**OR**

Respond to one question from Section B and one question from Section C.

Write approximately 250-350 Chinese characters for each question.

**SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)**

**2** 《北京折叠》 (作者 郝景芳)

Folding Beijing (Author Hao Jingfang)

**EITHER**

(a) 探讨作者如何将北京的折叠作为中国城市变革的隐喻。

Discuss how the author uses the folding of Beijing as a metaphor for change in urban China.

(50)

**OR**

(b) 探讨小说中如何表现财富差距。

Explore how economic divide is represented in the story.

(50)

**(Total for Question 2 = 50 marks)**

**SIMPLIFIED CHARACTERS**

**3** 《一只叫凤的鸽子》(作者 曹文轩)

A Very Special Pigeon (Author Cao Wenxuan)

**EITHER**

(a) 分析两个家境不同的小男孩为什么能够成为朋友。

Analyse why two little boys of different family backgrounds were able to become friends.

(50)

**OR**

(b) 评估鸽子凤在秋虎成长过程中的重要性。

Evaluate how the pigeon Feng is important to Qiuhu's growth.

(50)

**(Total for Question 3 = 50 marks)**

---

## SIMPLIFIED CHARACTERS

### 4 《城南旧事》(作者 林海音)

Memories of Peking (Author Lin Haiyin)

#### EITHER

(a) 分析《爸爸的花儿落了》如何用比喻表现英子和父亲的关系。

Analyse how 'Papa's flowers have fallen' uses analogy to express the relationship between Yingzi and her father.

(50)

#### OR

(b) 探讨《爸爸的花儿落了》一文中，成长是如何表现的。

Explore how growing up in 'Papa's flowers have fallen' is portrayed.

(50)

**(Total for Question 4 = 50 marks)**

---

**SIMPLIFIED CHARACTERS**

**5 《故乡》 (作者 鲁迅)**

Hometown (Author Lu Xun)

**EITHER**

- (a) 探讨作者运用什么写作方法，表达闰土和主人公之间关系的变化。

Discuss which writing techniques the author uses to express the changes in the relationship between Runtu and the narrator.

(50)

**OR**

- (b) 分析在《故乡》中如何再现当时的社会和时代背景。

Analyse how the social and historical context of the time is represented in 'Hometown'.

(50)

---

**(Total for Question 5 = 50 marks)**

---

**TOTAL FOR SECTION B = 50 MARKS**

## SIMPLIFIED CHARACTERS

Respond to two questions from Section B

OR

Respond to one question from Section B and one question from Section C.

Write approximately 250-350 Chinese characters for each question.

### SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

**6** 《一个都不能少》（导演 张艺谋）

Not One Less (Director Zhang Yimou)

**EITHER**

(a) 探讨电影如何呈现当时中国农村教育的状况。

Explore how the film presents rural education in China at that time.

(50)

**OR**

(b) 评估魏敏芝这一角色如何体现教师的重要性。

Evaluate Wei Minzhi's character as a representation of the importance of teachers.

(50)

---

**(Total for Question 6 = 50 marks)**

**SIMPLIFIED CHARACTERS**

**7** 《请投我一票》 (导演 陈为军)

Please Vote for Me (Director Chen Weijun)

**EITHER**

- (a) 探讨晓菲没有选上班长的原因。

Discuss the reasons why Xiaofei fails to become the class leader.

(50)

**OR**

- (b) 分析学生的父母如何影响班级的选举。

Analyse the impact of parental influence on the class election.

(50)

**(Total for Question 7 = 50 marks)**

---

## SIMPLIFIED CHARACTERS

**8** 《十七岁的单车》(导演 王小帅)

Beijing Bicycle (Director Wang Xiaoshuai)

**EITHER**

- (a) 分析电影如何呈现农民工在城市的社会地位。

Analyse how the film presents the social status of migrant workers in the city.

(50)

**OR**

- (b) 探讨导演在影片中营造戏剧感所使用的技巧。

Discuss the techniques the director uses to give a sense of drama in the film.

(50)

**(Total for Question 8 = 50 marks)**

---

**SIMPLIFIED CHARACTERS**

**9** 《天水围的日与夜》(导演 许鞍华)

The Way We Are (Director Ann Hui)

**EITHER**

- (a) 探讨电影中的母子亲情。

Discuss the love between the mother and the son in the film.

(50)

**OR**

- (b) 分析导演如何运用传统与习俗来表达社会联系。

Analyse how the director uses traditions and customs to express social connection.

(50)

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**(Total for Question 9 = 50 marks)**

---

**TOTAL FOR SECTION C = 50 MARKS**

**DO NOT WRITE ON THIS PAGE**  
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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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## Pearson Edexcel Level 3 GCE

### Sample Assessment Materials

(Time: 2 hours 40 minutes)

Paper  
reference

**9CN0/02**

## Chinese

(spoken Mandarin/spoken Cantonese)

**Advanced**

**PAPER 2: Written response to works and translation**

#### You must have:

Questions Booklet (enclosed)

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.
- You may write in **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. It is recommended that you write between 250 and 350 Chinese characters for each question that you have chosen from Sections B and C.
- We recommend you spend 30 minutes on Section A: Translation.
- Answer the questions in the spaces provided in this Answer Booklet – *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 ►

**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:

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

**SECTION A**

**Translation**

**Write your answer to Section A, Question 1 here:**

															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**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**SECTION B AND SECTION C**

**Written Response to Works**

**Indicate your first question choice on this page. You must use this space to answer ONE question from Section B (Literary Texts). You will be asked to indicate your second question choice on page 6.**

**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** ☒

In the box, state whether you are answering part (a) or part (b).

<input type="checkbox"/>	15														
<input type="checkbox"/>	30														
<input type="checkbox"/>	45														
<input type="checkbox"/>	60														
<input type="checkbox"/>	75														
<input type="checkbox"/>	90														
<input type="checkbox"/>	105														
<input type="checkbox"/>	120														
<input type="checkbox"/>	135														
<input type="checkbox"/>	150														
<input type="checkbox"/>	165														
<input type="checkbox"/>	180														
<input type="checkbox"/>	195														
<input type="checkbox"/>	210														
<input type="checkbox"/>	225														
<input type="checkbox"/>	240														

DO NOT WRITE IN THIS AREA

															255
															270
															285
															300
															315
															330
															345
															360
															375
															390
															405
															420
															435
															450
															465
															480
															495
															510
															525

(Total for Question = 50 marks)

Turn over ►

Indicate your second question choice on this page. You must use this space to answer ONE question from EITHER Section B (Literary Texts) OR Section C (Films).

Your second question must NOT be on the same literary text as your first question.

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 ☒ Question 8 ☒ Question 9 ☒

In the box, state whether you are answering part (a) or part (b).

<input type="checkbox"/>	15														
<input type="checkbox"/>	30														
<input type="checkbox"/>	45														
<input type="checkbox"/>	60														
<input type="checkbox"/>	75														
<input type="checkbox"/>	90														
<input type="checkbox"/>	105														
<input type="checkbox"/>	120														
<input type="checkbox"/>	135														
<input type="checkbox"/>	150														
<input type="checkbox"/>	165														
<input type="checkbox"/>	180														
<input type="checkbox"/>	195														
<input type="checkbox"/>	210														
<input type="checkbox"/>	225														
<input type="checkbox"/>	240														

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

															255
															270
															285
															300
															315
															330
															345
															360
															375
															390
															405
															420
															435
															450
															465
															480
															495
															510
															525

(Total for Question = 50 marks)

**TOTAL FOR SECTIONS B AND C = 100 MARKS**  
**TOTAL FOR PAPER = 120 MARKS**

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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	中國發展迅速，	中國發展得很快，	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 (地區)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			(1)
11	are of a good standard	水準良好	的條件好	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.	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.	可能會變得有挑戰性。	可能變得很難。		(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 <i>(In Chinese word order, box 19 and box 20 should be in front of box 18.)</i>	去看醫生		(1)
20	or travel to school.	或(者)上學 <i>(In Chinese word order, box 19 and box 20 should be in front of box 18.)</i>	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	中国发展迅速	中国发展得很快，	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 <i>(In Chinese word order, box 5 should be in front of box 4.)</i>	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(地区)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			(1)
11	are of a good standard	水准良好	的条件好	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.	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.	可能会变得有挑战性	可能变得很难。		(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 <i>(In Chinese word order, box 19 and box 20 should be in front of box 18.)</i>	去看医生		<b>(1)</b>
20	or travel to school.	或(者)上学 <i>(In Chinese order, box 19 and box 20 should be in front of box 18.)</i>	或去上学		<b>(1)</b>

## Sections B and C, Questions 2 to 9 (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, but is **not** intended as a model response. 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"> <li>• Response relates to the work but limited focus on the question.</li> <li>• 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.</li> <li>• Limited ability to form arguments or draw conclusions.</li> </ul>
5–8	<ul style="list-style-type: none"> <li>• Response relates to the work but often loses focus on the question.</li> <li>• 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.</li> <li>• Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• Response is relevant to particular aspects of the question, occasional loss of focus.</li> <li>• 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.</li> <li>• Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.</li> </ul>
13–16	<ul style="list-style-type: none"> <li>• Predominantly relevant response to the question.</li> <li>• 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.</li> <li>• Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.</li> </ul>
17–20	<ul style="list-style-type: none"> <li>• Relevant response to the question throughout.</li> <li>• 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.</li> <li>• Detailed, logical arguments and conclusions are made that consistently link together.</li> </ul>

### 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"><li>• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.</li><li>• Limited range of vocabulary resulting in repetitive expression.</li><li>• Limited use of terminology appropriate to literary and cinematic analysis.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.</li><li>• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.</li><li>• Occasional use of terminology appropriate for literary and cinematic analysis.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.</li><li>• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.</li><li>• Some use of terminology appropriate for literary and cinematic analysis.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.</li><li>• Frequently varied use of vocabulary, resulting in regular variation of expression.</li><li>• Frequent use of terminology appropriate for literary and cinematic analysis.</li></ul>
17–20	<ul style="list-style-type: none"><li>• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.</li><li>• Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.</li><li>• Consistent use of terminology appropriate for literary and cinematic analysis.</li></ul>

## **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"><li>• Limited sequences of accurate language, resulting in lapses in coherence.</li><li>• Errors occur that often prevent meaning being conveyed.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some accurate sequences of language, resulting in some coherent writing.</li><li>• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Frequent sequences of accurate language, resulting in generally coherent writing.</li><li>• Errors occur that occasionally hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Accurate language throughout most of the essay, resulting in mostly coherent writing.</li><li>• Errors occur that rarely hinder clarity of communication.</li></ul>
9–10	<ul style="list-style-type: none"><li>• Accurate language throughout, resulting in consistently coherent writing.</li><li>• Any errors do not hinder clarity of communication.</li></ul>

## 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 囹 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 acts as a guide to teachers and examiners on the kinds of ideas that could appear in a valid student response, but is **not** intended as a model response. The indicative content set out below 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 Folding Beijing
2 (a)	<p><b>Discuss how the author uses the folding of Beijing as a metaphor for change in urban China.</b></p> <p>The author uses the folding of Beijing as a metaphor for rapid development of urban China. Imagery, contrast, and characters' reactions are used to depict the impact of the change.</p> <ul style="list-style-type: none"> <li>Using vivid imagery, such as entire areas disappearing or transforming overnight, makes the city feel surreal and unstable, presenting the folding as disruptive to people's lives.</li> <li>Contrast is used to add to the atmosphere of dramatic change. For example, the chaotic noisy scenes of the folding are contrasted with the quiet afterwards.</li> <li>The reactions of characters are used to illustrate the impact of the change which brings uncertainty. Some characters feel lost and powerless, while others try to adjust and survive.</li> <li>Overall, the folding of the city is a metaphor for rapid urban and social change, and the impermanence of familiar structures. The descriptions portray a city in flux, where people must cope with the shifting landscape. This is a metaphor for the rapid development of urban China.</li> </ul>

Question number	Indicative content Folding Beijing
2 (b)	<p><b>Explore how economic divide is represented in the story.</b></p> <p>An economic divide is portrayed in the story through aspects such as living spaces, waking hours, work and transport, acting as a commentary on the realities of people in Chinese society.</p> <ul style="list-style-type: none"> <li>The Third Space has cramped, basic living quarters, while the First Space offers spacious, decorated and comfortable homes. This disparity highlights that some people can afford luxury, whilst others cannot.</li> <li>Residents of the Third Space have fewer waking hours and less time for entertainment compared to residents of First Space. This difference symbolises how the lower classes live to survive rather than to enjoy life.</li> <li>Work in the Third Space is physically demanding and low paid. Furthermore, residents must travel by foot. In contrast, First Space offers higher-paid, less strenuous work, and access to driverless cars, exploring further the inequality between classes.</li> <li>In conclusion, the story contrasts the hardship of the residents of Third Space with the privilege of those in First Space, revealing a wide economic divide in the city.</li> </ul>

Question number	Indicative content A Very Special Pigeon
3 (a)	<p><b>Analyse why two little boys of different family backgrounds were able to become friends.</b></p> <p>The two boys, Qiuhu and Xiawang, come from very different social groups and this affects their relationship initially. However, their friendship is able to develop into one of mutual respect because of the following points:</p> <ul style="list-style-type: none"> <li>• Owning the racing pigeon draws attention to Qiuhu at school for the first time, and due to the shared interest, Xiawang notices him.</li> <li>• Losing the pigeon causes trouble between Qiuhu and Xiawang’s father. This brings the opportunity of direct contact between the two boys. Xiawang wants to give the pigeon back, which begins their friendship.</li> <li>• The boys were formerly rivals, but when Xiawang loses his superior status over the increasingly popular Qiuhu because of the pigeon, this provides an opportunity for mutual respect.</li> <li>• At the end, the boys run together to register the bird’s win, which is symbolic of their new equal relationship and status. In conclusion, the shared purpose of caring for and racing pigeons is the reason for their friendship.</li> </ul>

Question number	Indicative content A Very Special Pigeon
3 (b)	<p><b>Evaluate how the pigeon Feng is important to Qiuhu’s growth.</b></p> <p>The author depicts the importance of the bird Feng to Qiuhu through his emotional attachment to it. This is described through the following aspects:</p> <ul style="list-style-type: none"> <li>• Qiuhu names the abandoned pigeon after his younger sister, who Qiuhu misses dearly. This transforms Feng from a mere bird into a symbol of familial love. Feng’s success represents his wishes for his sister.</li> <li>• The fact that the pigeon is abandoned mirrors Qiuhu’s feelings of abandonment by his mother. Qiuhu takes on the role of ‘father pigeon’ to Feng and gives Qiuhu a sense of purpose and direction.</li> <li>• Feng and the racing competition become the most important things in Qiuhu’s life. Feng’s success in the competition is actually Qiuhu’s success too, and acts as a reflection of his growth and resilience.</li> <li>• In conclusion, the pigeon’s journey into success mirrors Qiuhu’s transformation from loneliness and feelings of inferiority, to an ability to overcome challenges and succeed. Caring for Feng gives Qiuhu confidence and allows him to grow emotionally.</li> </ul>

Question number	Indicative content Memories of Peking
4 (a)	<p><b>Analyse how 'Papa's flowers have fallen' uses analogy to express the relationship between Yingzi and her father.</b></p> <p>The author uses the analogy of flowers to represent the father's way of life, his presence, absence and the daughter's blossoming as she grows up.</p> <ul style="list-style-type: none"> <li>• The father, a keen gardener, spends many hours with his daughter tending to his plants. The plants become a recurring symbol of their close relationship and mutual fondness, representing how the father nurtured Yingzi just as he nurtured his plants.</li> <li>• When Yingzi goes to the school assembly hall for the graduation ceremony, while her father is in hospital, she wears a particular flower which is symbolic of his presence.</li> <li>• The father's illness and eventually death is symbolised by the fading and falling of his plants, and represents the emotional weight of loss for Yingzi.</li> <li>• Overall, for Yingzi, the condition of her father's plants not only reflects his state of health and his death, but also the end of her childhood, which is replaced by a sense of responsibility.</li> </ul>

Question number	Indicative content Memories of Peking
4 (b)	<p><b>Explore how growing up in 'Papa's flowers have fallen' is portrayed.</b></p> <p>Growing up is an important theme in this novel. Through a series of events, Yingzi transforms from a naïve child into a mature, determined, and responsible individual.</p> <ul style="list-style-type: none"> <li>• After being punished by her father for refusing to go to school, Yingzi arrives at school early every day. In this way, self-discipline is emphasised as a sign of maturity.</li> <li>• Her father's encouragement to face challenges independently - such as handling a bank transfer alone - marks a shift towards independence and adult responsibility.</li> <li>• Throughout various storylines and from different characters, Yingzi often receives the reminder "You're not a child anymore", depicting the social expectations around growing up.</li> <li>• The death of Yingzi's father symbolises the end of her childhood. The author shows her transition from someone who needs guidance, to someone who holds responsibility to care for her mother and siblings. The ending highlights the importance of emotional resilience and social responsibility in maturity.</li> </ul>

Question number	Indicative content Hometown
5 (a)	<p data-bbox="288 208 1390 293"><b>Discuss which writing techniques the author uses to express the changes in the relationship between Runtu and the narrator.</b></p> <p data-bbox="288 320 1406 427">The author employs contrast to present the changes in the narrator's relationship with Runtu. Their early relationship is equal, but this changes throughout their journey.</p> <ul data-bbox="304 454 1414 999" style="list-style-type: none"> <li data-bbox="304 454 1414 528">• Runtu, a peasant, used to be a childhood friend and was admired as a fountain of knowledge despite the difference in social standing.</li> <li data-bbox="304 555 1366 696">• As a child, the narrator was the son of a landlord family and as such his life was limited to the four walls of the family home. This contrasts with Runtu, who was free to experience the countryside. This added to the narrator's feelings of admiration.</li> <li data-bbox="304 723 1329 831">• As an adult, the narrator struggles to make a living in the city, but Runtu remains trapped in the countryside. This represents both distance and a difference in opportunity.</li> <li data-bbox="304 857 1377 999">• Finally, when returning to sell his family home, the narrator is excited about being reunited with Runtu. However, reality strikes when he is addressed by Runtu as "Master" which sharply reinforces the distance between them, and highlights the social divisions present in society.</li> </ul>

Question number	Indicative content Hometown
5 (b)	<p data-bbox="288 1205 1362 1279"><b>Analyse how the social and historical context of the time is represented in 'Hometown'.</b></p> <p data-bbox="288 1305 1437 1379">The novel effectively represents the social and historical context of the time through descriptions of the environment, characters, and storyline.</p> <ul data-bbox="304 1406 1453 1921" style="list-style-type: none"> <li data-bbox="304 1406 1414 1541">• The collapse of the rural economy of that time is emphasised by the setting of the narrator's childhood home, which has fallen into neglect, poverty and hardship. This is shown through dim lighting, faded and cracked walls, and broken objects.</li> <li data-bbox="304 1568 1453 1709">• The novel reflects the suffering of people at that time, by portraying the drastic transformations in both Runtu and Sister Yang. Runtu changes from an energetic boy to an aged, stooped figure wearing shabby clothes, reflecting the impact of poverty.</li> <li data-bbox="304 1736 1445 1809">• Social hierarchy and class divisions of the time are depicted in Runtu's respectful and distant attitude towards his childhood playmate.</li> <li data-bbox="304 1836 1445 1921">• The enduring friendship between characters represents a sense of hope for the future and a longing for social change. Despite the hardship of the time, there is a wish to overcome divisions which shaped their parents' lives.</li> </ul>

Question number	Indicative content Not One Less
6 (a)	<p><b>Explore how the film presents rural education in China at that time.</b></p> <p>Through visual details and storyline, this film reflects the reality of rural education in China at that time.</p> <ul style="list-style-type: none"> <li>• In the film, Wei Minzhi, who is still a child herself, becomes a primary school teacher. She has no real teaching ability which reflects the lack of qualified teachers in rural Chinese communities at that time.</li> <li>• Visual imagery shows the lack of resources. For example, the film shows damaged school buildings and roads, broken desks; and the value placed on a piece of chalk. This illustrates the financial neglect of rural schools at the time.</li> <li>• Because of their economic situation, many children are forced to drop out of school and go to work. This emphasises that education at this time was considered a luxury rather than a necessity.</li> <li>• At the end of the film, there is hope when the school receives new funding. The return of children to the classroom and the improved learning environment symbolises the start of equality of education in rural China.</li> </ul>

Question number	Indicative content Not One Less
6 (b)	<p><b>Evaluate Wei Minzhi's character as a representation of the importance of teachers.</b></p> <p>The film uses Wei Minzhi's character as a representation of how teachers play an important role in shaping communities. Her development from a child into a respected teacher shows how lives can be improved through education.</p> <ul style="list-style-type: none"> <li>• At the beginning, Wei Minzhi doesn't understand her responsibilities. As a result, her students lack progression. This symbolises a community in need of education and leadership.</li> <li>• When two students leave school, Wei Minzhi becomes anxious. Her concern for them highlights the need for an emotional connection between teachers and students, and the sense of responsibility experienced by teachers.</li> <li>• When she tries to raise money to find a missing student, she teaches her students the importance of perseverance and team work, illustrating the power of teachers to inspire others towards a goal.</li> <li>• In conclusion, Wei Minzhi's determination and care earn her the respect of her students and the community. Her development into a figure of authority and care symbolises the essential role that teachers play in society.</li> </ul>

Question number	Indicative content Please Vote for Me
7 (a)	<p data-bbox="316 215 1270 248"><b>Discuss the reasons why Xiaofei fails to become the class leader.</b></p> <p data-bbox="316 271 1426 376">Xiaofei is a talented pupil, but there are many aspects which undermine her success, such as family resources and confidence. Her failure to become the class leader is a culmination of the following points:</p> <ul data-bbox="323 421 1474 907" style="list-style-type: none"> <li data-bbox="323 421 1474 526">• Xiaofei is very obedient, and well behaved in class, but this limits her leadership abilities as she does not feel confident to challenge others, meaning her campaign is not as strong.</li> <li data-bbox="323 548 1474 654">• She is only in the election because she is nominated by the teacher. Whilst this reflects her hard work, she lacks the personal motivation to allow her to succeed, which means her campaign is not as effective.</li> <li data-bbox="323 676 1474 781">• Xiaofei’s 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 parents who can act as role models.</li> <li data-bbox="323 804 1474 907">• In summary, Xiaofei is disadvantaged by her obedience to authority figures, which contrasts with her competitor’s independence. This reflects changing values in Chinese society, and is ultimately a reason why Xiaofei fails.</li> </ul>

Question number	Indicative content Please Vote for Me
7 (b)	<p data-bbox="316 1097 1222 1131"><b>Analyse the impact of parental influence on the class election.</b></p> <p data-bbox="316 1153 1437 1258">The film depicts varied involvement from parents in the class election, highlighting differences in the way parents can impact their children’s success. The following points illustrate this.</p> <ul data-bbox="323 1281 1445 1809" style="list-style-type: none"> <li data-bbox="323 1281 1445 1464">• Cheng Cheng’s parents guide him through the election, helping him plan speeches and tactics. This gives him a big advantage over his competitors. While Xiaofei’s mum supports her emotionally, she isn’t able to offer the same strategic advice or support with resources. This shows how family background can limit success.</li> <li data-bbox="323 1487 1445 1554">• Luo Lei’s father uses his authority as a police officer and gives gifts to influence the vote. This shows how the parents affect the fairness of the election.</li> <li data-bbox="323 1576 1445 1682">• Whilst parents provide support in varied way, some put a lot of pressure on their children to succeed. This is the case with Chengcheng, who feels stressed as a result.</li> <li data-bbox="323 1704 1445 1809">• Overall, the film depicts how family background and parental support influences children’s ability to succeed in a competitive environment, and the unavoidable limitations in fairness of the vote.</li> </ul>

Question number	Indicative content Beijing Bicycle
8 (a)	<p data-bbox="320 215 1445 248"><b>Analyse how the film presents the social status of migrant workers in the city.</b></p> <p data-bbox="320 271 1445 376">The film presents the situation of many migrant workers, who live at the bottom of society. Despite their best efforts to improve their lot, there is no security for them. This is depicted in the following examples:</p> <ul data-bbox="320 421 1445 887" style="list-style-type: none"> <li data-bbox="320 421 1445 495">• A young migrant worker, Gui, works as a courier. His interaction with Qiusheng reveals the discriminatory treatment that migrant workers suffer in urban areas.</li> <li data-bbox="320 517 1445 622">• He lives among city residents and tries to blend in by dressing like them, but despite efforts, does not feel like one of them. This represents a struggle to belong.</li> <li data-bbox="320 645 1445 750">• 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, but when Gui loses his bicycle he is helpless.</li> <li data-bbox="320 772 1445 887">• In summary, migrant workers like Gui do the hard labouring jobs, but are treated badly. The vulnerability and low social status of migrant workers is emphasized through Gui's struggles.</li> </ul>

Question number	Indicative content Beijing Bicycle
8 (b)	<p data-bbox="320 1077 1445 1111"><b>Discuss the techniques the director uses to give a sense of drama in the film.</b></p> <p data-bbox="320 1133 1445 1207">The director uses various techniques such as contrast, camera angles, lighting, and use of sound to convey a sense of drama and rapid change.</p> <ul data-bbox="320 1229 1445 1711" style="list-style-type: none"> <li data-bbox="320 1229 1445 1335">• The contrast of settings between rural outskirts and the bustling urban city reflects social divides and a gives the impression of tension between two worlds.</li> <li data-bbox="320 1357 1445 1462">• The handheld camera work adds a sense of urgency, especially during chase scenes, bringing the viewer closer to the characters' difficult experiences. Close-up shots are used to capture expressions, increasing emotional tension.</li> <li data-bbox="320 1485 1445 1590">• Contrasting lighting and sudden changes in sound adds a sense of rapid change and danger. This sense of danger and urgency is further emphasised through the contrast of still and fast movement, sometimes within the same scene.</li> <li data-bbox="320 1612 1445 1711">• In conclusion, the dramatic contrasts used in the film are representative of the tension and sense of rapid change in society, and builds suspense and drama in the film, encouraging an emotional response in viewers.</li> </ul>

Question number	Indicative content The Way We Are
9 (a)	<p><b>Discuss the love between the mother and the son in the film.</b></p> <p>In the film, Ka-on's father is dead and he lives with his mother. Their relationship seems cold and distant, but it becomes clear that they care deeply for each other through the following examples:</p> <ul style="list-style-type: none"> <li>• At the beginning of the film Ka-on appears to be lazy, sleeping late and watching TV while his mother works. However, although affection is not obvious, the mother's support is shown by ensuring her son's practical needs are met.</li> <li>• This impression of distance is reinforced when Ka-on is asked about his family and responds in monosyllables as if he doesn't care. However, it becomes clear that he shows his love through actions rather than words.</li> <li>• Despite Ka-on's lack of communication, he shows more affection as the story develops. He is shown to be obedient and helps his mother.</li> <li>• By the end, it is clear that the strong bond helps him to be confident and calm when he has to interact with difficult relatives, highlighting the love and support between mother and son.</li> </ul>

Question number	Indicative content The Way We Are
9 (b)	<p><b>Analyse how the director uses tradition and customs to express social connection.</b></p> <p>The director depicts how cultural traditions and customs encourage social connection in a community. This is expressed in the film through the following aspects:</p> <ul style="list-style-type: none"> <li>• Food is used as a symbol of social connection. Whereas in the beginning, the character Lueng is seen eating alone, shared meals later in the film symbolise developing relationships and social support.</li> <li>• Gift-giving to celebrate Mid-autumn festival is depicted, which is an important aspect of creating <i>Guanxi</i> (or social connection). This highlights familial and friendship bonds and the sense of belonging when celebrating festivals with others. The festival is depicted in a jovial way.</li> <li>• Community support is demonstrated through mourning customs such as the burning of incense and making offerings, presenting younger and older generations in a shared space.</li> <li>• Overall, the director highlights the importance of tradition and customs in developing inter-generational and community social ties, reinforcing the theme of belonging within a culture, and the importance of social support.</li> </ul>

# 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 For Cantonese only:**

<b>Traditional characters</b>	<b>Simplified characters</b>
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:

<b>Traditional characters</b>	<b>Simplified characters</b>
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.

**\*For Cantonese only:**

For teachers conducting the assessment in Cantonese, the questions should be asked so that they are understandable in the daily spoken form. The teacher's spoken question must not be harder or easier to understand than the original written question. If a question is repeated, the same words as spoken the first time must be used.

### 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.

Turn over ►



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## TRADITIONAL/FULL CHARACTERS

### 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

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- 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.

Turn over ►



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TRADITIONAL/FULL CHARACTERS

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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## TRADITIONAL/FULL CHARACTERS

### 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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## TRADITIONAL/FULL CHARACTERS

### 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.
- 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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## TRADITIONAL/FULL CHARACTERS

### STIMULUS CNS

#### 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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TRADITIONAL/FULL CHARACTERS

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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TRADITIONAL/FULL CHARACTERS

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？

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# 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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TRADITIONAL/FULL CHARACTERS

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？

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# 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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## SIMPLIFIED CHARACTERS

### 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？

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# 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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**SIMPLIFIED CHARACTERS**

**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？

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# 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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## SIMPLIFIED CHARACTERS

### 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？

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# 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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## SIMPLIFIED CHARACTERS

### 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。

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# 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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## SIMPLIFIED CHARACTERS

### STIMULUS CNS

#### 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。

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# 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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**SIMPLIFIED CHARACTERS**

**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。

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# 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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**SIMPLIFIED CHARACTERS**

**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？

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# 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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## SIMPLIFIED CHARACTERS

### 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？

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# 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. \*For Cantonese only:**

#### 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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TRADITIONAL/FULL CHARACTERS

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？

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# 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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TRADITIONAL/FULL CHARACTERS

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？

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# 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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## TRADITIONAL/FULL CHARACTERS

### 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？

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# 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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## TRADITIONAL/FULL CHARACTERS

### 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？

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# 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.
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#### Task 2

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TRADITIONAL/FULL CHARACTERS

STIMULUS CNS

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？

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# 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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TRADITIONAL/FULL CHARACTERS

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.
- 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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TRADITIONAL/FULL CHARACTERS

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.
- 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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TRADITIONAL/FULL CHARACTERS

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.
- 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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## 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？

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# 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

Paper Reference

**9CN0/03**

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

**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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**SIMPLIFIED CHARACTERS**

**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？

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# 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.
- 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.
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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

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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**

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#### Task 1

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## SIMPLIFIED CHARACTERS

### 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.
- 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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**SIMPLIFIED CHARACTERS**

**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**

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#### Task 1

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**SIMPLIFIED CHARACTERS**

**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**

**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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**SIMPLIFIED CHARACTERS**

**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？

## Paper 3 mark scheme

### 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"> <li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li> <li>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.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li> <li>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.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>

### 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"><li>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.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4-6	<ul style="list-style-type: none"><li>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.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7-9	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10-12	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic sounding.</li></ul>

## 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"><li>• 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.</li><li>• 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.</li></ul>
3-4	<ul style="list-style-type: none"><li>• 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.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5-6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• 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.</li></ul>

### 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:

<b>Traditional characters</b>	<b>Simplified characters</b>
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"><li>Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.</li></ul> <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"><li>Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.</li></ul>
7–9	<ul style="list-style-type: none"><li>Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.</li><li>Gives a relevant personal response to the written sources supported with some justification.</li></ul>
10–12	<ul style="list-style-type: none"><li>Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.</li><li>Gives a convincing personal response to the written sources supported with clear justification.</li></ul>

### 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"><li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>• 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.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>• 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.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>

### **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"><li>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.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4-6	<ul style="list-style-type: none"><li>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.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7-9	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10-12	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li></ul>

## 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"><li>• 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.</li><li>• 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.</li></ul>
3-4	<ul style="list-style-type: none"><li>• 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.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5-6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• 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.</li></ul>

### 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

- 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

- 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
<p>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？</p> <p>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。</p>	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
<p>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。</p>	Summary of the first written source.
<p>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。</p>	Summary of the second written source.
<p>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。</p>	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？**

<b>Student presentation (up to 2 minutes)</b>	<b>Comment</b>
<p>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？</p> <p>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。</p>	<p>Opening statement indicating topic and names of the two written sources to be summarised in the presentation.</p>
<p>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。</p>	<p>Summary of the first written source.</p>
<p>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。</p>	<p>Summary of the second written source.</p>
<p>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。</p>	<p>Provides a personal reaction to the findings of the two written sources.</p>

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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