

Getting Started Guide



AS and A Level Chinese

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (8CN0)

Pearson Edexcel Level 3 Advanced GCE in Chinese (9CN0)

Getting Started Guide: GCE Chinese 2017

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1 Introduction

The AS and A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. An inspiring and culturally relevant course has been developed, based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of Chinese and Chinese-speaking culture. There is an emphasis on promoting understanding of grammar in order to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, both classical and contemporary.

There is clear progression from AS to A level. These are separate qualifications, but the specifications have been designed so that students for AS and A level can be taught together.

This Getting Started guide provides an overview of the new AS and A level specifications, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are providing a package of support to help you plan and implement the new specification.

- **Planning:** mapping documents to show how your old course matches the new A level; an editable course planner; a student guide; and schemes of work which you can adapt to suit your department
- **Personal support:** Alistair Drewery, Subject Advisor
- **Teaching and learning:** a range of guides containing practical approaches to areas such as analysing films and literature, conducting research and essay writing; film and literature PowerPoints to support you with teaching.

These support documents are available on the GCE 2016 Chinese pages on the Edexcel website: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chinese-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

2 What's changed?

2.1 How have AS and A level changed?

Changes to AS and A level qualifications

From September 2017, A level Chinese will be a fully linear qualification. This means that all examinations must be sat (and the speaking assessment conducted) at the end of the course. More information about the implications of the move to linear assessment is given on page 11.

From September 2017, AS level Chinese will be a stand-alone qualification. This means that it cannot be used to contribute towards an A level Chinese grade. More information about the relationship between AS and A level is given on page 9.

Changes to Assessment Objectives

The AS and A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge, understanding and critical response – and at A level analytical response – to cultural and social issues relating to target-language communities.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

The Assessment Objectives are the same for both AS and A level, except in AO4.

| | |
|--------------------------------------|--|
| AO1 20% | Understand and respond: <ul style="list-style-type: none"> • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources |
| AO2 30% | Understand and respond: <ul style="list-style-type: none"> • in speech to written language drawn from a variety of sources • in writing to written language drawn from a variety of sources |
| AO3 30% | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structures |
| AO4 A level 20% | Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken |
| AO4 AS level 20% | Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken |

2.2 Changes to Edexcel GCE Chinese

Specification overview

AS level

| | | | | |
|---------|---|-----------------------|---|-----|
| Paper 1 | Listening, reading and translation | Themes 1 and 2 | 1 hour 45 minutes | 40% |
| Paper 2 | Written response to works and translation | Literary work or film | 1 hour 40 minutes | 30% |
| Paper 3 | Speaking (internally conducted and externally assessed) | Themes 1 and 2 | 27–30 minutes, including 15 minutes' preparation time | 30% |

A level

| | | | | |
|---------|---|---|--|-----|
| Paper 1 | Listening, reading and translation | Themes 1, 2, 3 and 4 | 2 hours | 40% |
| Paper 2 | Written response to works and translation | Literary work; film | 2 hours 40 minutes | 30% |
| Paper 3 | Speaking (internally conducted and externally assessed) | Independent research, plus Themes 1, 2, 3 and 4 | 21–23 minutes, including 5 minutes' preparation time | 30% |

Changes to specification content

Specification content is now based around social, political and cultural themes, relating to the Chinese language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study. The themes and assessment model are also designed to promote the development of transferable skills.

These changes are in line with reports published by the A-Level Content Advisory Board (ALCAB), informed by academics, and the Department for Education (DfE), which consulted a range of stakeholders. These reports were both strongly in favour of language A levels which foster 'depth of knowledge, effective understanding and intercultural competence,' (DfE). The reports also identified a need for qualifications which develop transferable skills, especially research skills and 'the capacity for critical thinking on the basis of knowledge of the language, culture and society of the country or countries where the language is spoken' (ALCAB).

Students taking only the AS will study two themes:

Theme 1: 當代華人社會的變遷

Theme 2: 中國文化

Within these two broad themes there are a number of sub-themes, which can be found below. The content of these themes is assessed in Paper 1 (listening, reading and translation), and Paper 3 (speaking).

As part of the AS, students are also required to study either one text or one film, which will be assessed in Paper 2 (the writing paper).

Students taking the A level will study four themes, of which the first two are the same as for the AS:

Theme 1: 當代華人社會的變遷

Theme 2: 中國文化

Theme 3: 演變中的華人社會

Theme 4: 1978 年改革開放對中國的影響

Again there are a number of sub-themes, which can be found below. The content of these themes is assessed in Paper 1 (listening, reading and translation) and Paper 3 (speaking).

Students at A level are also required to study either two texts, or one text and one film, which will be assessed in Paper 2 (writing).

Moreover, at A level students will also be required to undertake an Independent Research Project, which will be assessed in the second part of the speaking exam. Further detail on this can be found in Section 5.4.

Comparison of the new specification to the legacy Edexcel specification

| New specification | | Previous specification |
|-----------------------------|---|---|
| Theme 1 (AS and A level) | 當代華人社會的變遷 家庭 教育與工作 | Education and employment Youth OR generation gap issues in modern China The development of ... cities ... in terms of the ... social issues |
| Theme 2 (AS and A level) | 中國文化 傳統 文化活動 | Leisure, youth interests and Chinese festivals (New Year, Mid-Autumn Festival, Dragon Boat Festival, Ching Ming (Qing Ming)) Han nationality traditions: ... the significance of the activities associated with festival or custom |
| Theme 3 (A level only) | 演變中的華人社會 通訊與科技 經濟與環境 | Environment (energy, pollution and environmental campaigns) The development of ... cities ... in terms of the environment, economy ... issues |
| Theme 4 (A level only) | 1978 年改革開放對中國的影響 變革 中英關係 | The development of ... cities ... in terms of the environment, economy or social issues Transport, travel and tourism |
| Literary works | Prescribed list of works <ul style="list-style-type: none"> Characterisation Structure Stylistic features Concepts and issues | Study of literary works not compulsory: students' research must relate to Chinese culture and/or society but may or may not relate to one of the prescribed books or films. |
| Films | Prescribed list of films <ul style="list-style-type: none"> Characterisation Structure Contexts Techniques | Study of literary works not compulsory: students' research must relate to Chinese culture and/or society but may or may not relate to one of the prescribed books or films. |

| | | |
|--|---|--|
| Independent research (A level only) | Must be linked to the social and cultural context of the Chinese-speaking world | Must link to Chinese culture and/or society |
| N/A | No equivalent in new specification | Units 1, 2 and 3: Food, diet and health Unit 3 Research-based essay topic areas: <ul style="list-style-type: none"> • Modern history (20th Century) 1911–1976 • Women's issues (1911 to the present) • Film: Nan Hai 13 (Mad Phoenix) • Film: Han Yan Cui (Mist Over Dream Lake) • Book: Ba Jin: Chun (Spring) |

3 Planning

3.1 Planning and delivering linear AS and A level courses

Naturally, the key difference of linear qualifications is that students need to retain all that they have learned for examination at the end of the course. In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

In terms of planning, teachers will need to consider the following:

- AS assessment is at the end of year 1, though can be done over two years if required; students taking A level do not need to take AS examinations
- A level assessment is at the end of year 2
- retakes are only possible for the entire qualification, not for individual modules.

Course planning needs to cover:

- two themes at AS and four themes at A level
- one literary work or film at AS level and either two texts, or a text and a film, at A level
- sufficient practice in listening, speaking, reading, writing and translation
- a broad range of grammar and opportunities to use this to generate language independently
- independent research at A level
- development of critical and analytical thinking.

3.2 Suggested resources

The Edexcel AS and A level course is supported by a range of resources:

Liu Xun — Practical Chinese Reader volume III volume IV

[Note that the following book aligns to the legacy specification and, as such, won't provide completely coverage of the new specification.]

Xiaoming Zhang — Chinese for A-Level (Cypress Book Co, 2006) ISBN 9781845700119

Our free **online support** for teachers includes:

- approaches to teaching film and literature
- guides on how to analyse a text and how to develop research skills
- PowerPoints to support the teaching and learning of film and literature.

Other useful resources include:

Grammar

Hung-nin Samuel Cheung in collaboration with Sze-yun Liu and Li-lin Shih – A Practical Chinese Grammar (Chinese University Press, 2002)

Yip Po-Ching and Rimmington D — Intermediate Chinese: A Grammar and Workbook (Routledge, 2009)

Vocabulary

Vocabulary List (to be updated) provided by Edexcel

Literature

There are some books about the authors on the AS and A level specifications, though this is by no means an exhaustive list:

錢理群、溫儒敏、吳福輝：《中國現代文學三十年》，北京：北京大學出版社，1998。

蒲葦：《中學生文學精讀·曹文軒》，香港：三聯書店，2016。

夏祖麗：《從城南走來：林海音傳》，台北：天下遠見，2000。

Films

An internet search for your chosen film should generate plenty of resources. Some examples about the film directors include:

鄭保威：《許鞍華說許鞍華》，香港：至高圖書，1998。

程青松：《青年電影手冊》第七輯《青春電影手冊》，中國友誼出版公司，2017。

王小帥：《薄薄的故鄉》，重慶：重慶大學出版社，2015。

Newspapers, television and radio

<http://www.onlinenewspapers.com/asian-newspapers.htm#south-east-asia>

<http://www.bbc.com/zhongwen/simp> (This is run by BBC in both traditional and simplified characters.)

<http://www.rthk.hk/> (This is the public broadcasting service of Hong Kong, which provides radio and television programmes mainly in Cantonese and some in Mandarin. A lot of their television programmes provide Chinese subtitles.)

<http://tv.cctv.com/> (This is China's state television broadcasted in Mandarin.)

You will also find several English sites with resources to support the films at filmeducation.org.

3.3 Co-teaching AS and A level

AS and A level have the same basic structure and overlapping content to facilitate co-teaching. It will be possible to teach Themes 1 and 2 and one literary work or film to both AS and A level students.

A level students will, however, need to achieve a higher level, in terms of both linguistic and cognitive development. This means that:

- A level students should receive extension work during the first year, encouraging them to develop beyond the requirements of AS
- work from Themes 1 and 2 and the first literary work/film may need to be revisited in year 2 to ensure that students fully apply their more developed linguistic and cognitive skills to the content.

3.4 Delivery models

Possible models for course planning include:

Model 1

| | | | | | |
|---------------------------|------------------------|-----------------------|------------------------|--|--|
| Year 1 AS & A level | Theme 1 | Literary work/Film | Grammar revision | Transferable listening, speaking, reading, writing, translation, thinking | A level students carry out independent research |
| | Theme 2 | | Grammar development | | |
| | Revision (AS students) | | | | |
| Year 2 A level only | Theme 3 | Literary work/Film | Grammar revision | | |
| | Theme 4 | | Grammar development | | |
| | Revision | | | | |

Model 2

| | | | |
|------------------------|------------------------|--------------------------|---|
| Year 1 AS & A level | Theme 1 | Grammar | Skills |
| | Theme 2 | | |
| | Literary work/Film | | |
| | Revision (AS students) | | |
| Year 2 A level only | Theme 3 | Revision/ development | Transferable listening, speaking, reading, writing, translation, thinking |
| | Theme 4 | | |
| | Independent research | | |
| | Literary work/Film | | |
| | Revision | | |

Model 1 offers a more integrated learning experience, developing all skills together, whereas Model 2 presents a clearer order. Model 1 is potentially more complex to manage, but Model 2 could result in teachers and students running out of time on the second literary work/film and independent research.

More detailed Schemes of work and other useful planning documents are available as free resources on the Edexcel website:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chinese-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Assessment will take place within the themes and sub-themes. Students will need to demonstrate knowledge, understanding and critical – and at A level, analytical – response relating to the target language community and culture.

4.1 Themes and sub-themes

Theme 1 Changes in contemporary Chinese society

| | | | |
|-----------------------------|-----------|-------|--|
| Theme 1 (AS and A level) | 當代華人社會的變遷 | 家庭 | <ul style="list-style-type: none"> 家庭結構 代溝 家庭計劃 人口老齡化 |
| | | 教育與工作 | <ul style="list-style-type: none"> 學校生活 學生議題 工作機會 工作和生活的平衡 |

When exploring each sub-theme, teachers and students may wish to refer to the key words and phrases listed below in addition to other relevant words and phrases. These lists are not exhaustive but simply provide a starting point.

Theme 1 Changes in contemporary Chinese society

Family (family structure and the generation gap; family planning and ageing population)

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-------------------------|-------------------------------|
| 老齡化 / 老化 | ageing | 老龄化 / 老化 |
| 氣氛 | atmosphere | 气氛 |
| 出生率 | birth rate | 出生率 |
| 負擔 / 擔子 | burden | 负担 / 担子 |
| 熱鬧 | busy, lively | 热闹 |
| 慈善機構 | charitable organisation | 慈善机构 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-----------------------------|-------------------------------|
| 親密 | close | 亲密 |
| 體貼 | considerate | 体贴 |
| 離婚 | divorce | 离婚 |
| 獨居老人 | elderly person living alone | 独居老人 |
| 感情 / 情感 | emotion/affection | 感情 / 情感 |
| 空巢 | 'empty nest' | 空巢 |
| 娛樂 | entertainment | 娱乐 |
| 設施 / 設備 | facilities | 设施 / 设备 |
| 計劃生育 / 家庭計劃 | family planning | 计划生育 / 家庭计划 |
| 家庭規模 | family size | 家庭规模 |
| 孝順 | filial obedience | 孝顺 |
| 財務 | finances | 财务 |
| 摩擦 | friction | 摩擦 |
| 幸福 | happiness | 幸福 |
| 和諧 | harmonious | 和谐 |
| 家庭 / 住戶 | household | 家庭 / 住户 |
| 主婦 | housewife | 主妇 |
| 夫婦 / 夫妻 | husband and wife / a couple | 夫妇 / 夫妻 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-----------------------------|-------------------------------|
| 獨立 | independent | 独立 |
| 晚婚 / 遲婚 | late marriage | 晚婚 / 迟婚 |
| 生命 | life | 生命 |
| 孤獨 / 孤單 | lonely | 孤独 / 孤单 |
| 長壽 | long life | 長壽 |
| 婚姻 | marriage | 婚姻 |
| 媒人 / 做媒 | matchmaker / intermediary | 媒人 / 做媒 |
| 醫療 | medical care | 医疗 |
| 記憶 / 回憶 | memories | 记忆 / 回忆 |
| 保姆 / 傭工 | nanny / helper | 保姆 / 佣工 |
| 核心家庭 | nuclear family | 核心家庭 |
| 長輩 | older generation | 长辈 |
| 獨生子女 | only child | 独生子女 |
| 平民 / 居民 | ordinary people / residents | 平民 / 居民 |
| 親子關係 / 父母子女關係 | parent-child relationship | 亲子关系 / 父母子女关系 |
| 退休金 / 養老金 | pension | 退休金 / 养老金 |
| 財產 / 物業 | property | 财产 / 物业 |
| 心理 | psyche / mind | 心理 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---------------------------------------|-------------------------------|
| 親人 / 親戚 | relative | 亲人 / 亲戚 |
| 捨不得 | reluctant | 舍不得 |
| 老人院 / 安老院 | residential care home for the elderly | 老人院 / 安老院 |
| 美滿 | satisfactory (life) | 美满 |
| 養老服務 | services for the aged | 养老服务 |
| 單身 | single | 单身 |
| 社會保障 | social security | 社会保障 |
| 三代同堂 | three generations under the same roof | 三代同堂 |
| 陪伴 | to accompany | 陪伴 |
| 安排 | to arrange | 安排 |
| 關心 | to be concerned about | 关心 |
| 包容 | to be tolerant | 包容 |
| 依靠 / 依賴 | to depend on / rely on | 依靠 / 依赖 |
| 管教 | to discipline (a child) | 管教 |
| 安享晚年 | to enjoy later life | 安享晚年 |
| 患病 | to fall ill | 患病 |
| 原諒 | to forgive | 原谅 |
| 相處 | to get on (with someone) | 相处 |
| 讓座 | to give up one's seat | 让座 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--------------------|-------------------------------|
| 問候 / 問好 | to greet | 问候 / 问好 |
| 成長 / 長大 | to grow up | 成长 / 长大 |
| 改善 | to improve | 改善 |
| 居住 | to live (dwell) | 居住 |
| 組織 | to organise | 组织 |
| 尊敬 | to pay respect | 尊敬 |
| 提供 | to provide | 提供 |
| 寵壞 / 溺愛 | to spoil (a child) | 宠坏 / 溺爱 |
| 對待 | treatment | 对待 |
| 未婚 | unmarried | 未婚 |
| 教養 | upbringing | 教养 |
| 價值觀 | values | 价值观 |
| 溫暖 | warm | 温暖 |
| 福利制度 | welfare system | 福利制度 |

Theme 1 Changes in contemporary Chinese society

Education and the world of work (school life and student issues; work opportunities and work-life balance)

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-------------------------|-------------------------------|
| 學歷 | academic qualification | 学历 |
| 成就 | achievement | 成就 |
| 冒險精神 | adventurous | 冒险精神 |
| 學徒 | apprentice | 学徒 |
| 老闆 / 上司 | boss | 老板 / 上司 |
| 繁忙 | busy | 繁忙 |
| 校園 | campus / school grounds | 校园 |
| 能力 / 本領 | capability | 能力 / 本领 |
| 事業 | career | 事业 |
| 證書 | certificate | 证书 |
| 挑戰 | challenge | 挑战 |
| 公務員 | civil servant | 公务员 |
| 同事 | colleague | 同事 |
| 溝通能力 | communication skills | 沟通能力 |
| 競爭 | competition | 竞争 |
| 課程 | course / programme | 课程 |
| 好奇心 | curiosity | 好奇心 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--------------------------------------|-------------------------------|
| 簡歷 / 履歷 | curriculum vitae / CV | 简历 / 履历 |
| 顧客 | customer | 顾客 |
| 討論 | discussion | 讨论 |
| 毒品 | drugs | 毒品 |
| 效率 | efficiency | 效率 |
| 雇員 | employee | 雇员 |
| 專家 | expert | 专家 |
| 課外活動 | extracurricular activities | 课外活动 |
| 流利 / 流暢 | fluent (in a language) | 流利 / 流畅 |
| 自由 | freedom | 自由 |
| 友誼 / 友情 | friendship | 友谊 / 友情 |
| 辛苦 | hard / tough | 辛苦 |
| 宿舍 | hostel, dormitory, hall of residence | 宿舍 |
| 創新 / 創意 | innovative / creative | 创新 / 创意 |
| 工作滿足感 | job satisfaction | 工作满足感 |
| 幼兒園 / 幼稚園 | kindergarten | 幼儿园 / 幼稚园 |
| 知識 | knowledge | 知识 |
| 有學問 / 博學 | learned (person) | 有学问 / 博学 |
| 空閒時間 / 閒暇時間 | leisure time | 空闲时间 / |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-----------------------------|-------------------------------|
| / 休閒時間 | | 闲暇时间 / 休闲时间 |
| 管理 | management | 管理 |
| 體力勞動 | manual labour | 体力劳动 |
| 辦公室 | office | 办公室 |
| 潛力 / 潛能 / 潛質 | potential | 潜力 / 潜能 / 潜质 |
| 行業 | professions and trades | 行业 |
| 教授 | professor | 教授 |
| 升遷 | promotion (in a job) | 升迁 |
| 招聘代理 / 招聘機構 | recruitment agency | 招聘代理 / 招聘机构 |
| 研究 | research | 研究 |
| 辭職 | resignation | 辞职 |
| 學者 | scholar | 学者 |
| 獎學金 | scholarship | 奖学金 |
| 校園欺凌 | school bullying | 校园欺凌 |
| 秘書 | secretary | 秘书 |
| 自信 | self-confident / confidence | 自信 |
| 專業 | specialism | 专业 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|---------------------------------------|---------------------------------|--------------------------------------|
| 填鴨方式 | spoon-feeding approach | 填鸭方式 |
| 奮鬥 | struggle | 奋斗 |
| 人才 | talented / qualified people | 人才 |
| 請假 | to ask for leave / holiday | 请假 |
| 聽講座 / 上課 | to attend a lecture | 听讲座 / 上课 |
| 失業 | to be unemployed | 失业 |
| 適應 | to fit in with | 适应 |
| 戒毒 | to give up drugs | 戒毒 |
| 灌輸 | to instill (knowledge) | 灌输 |
| 精通 / 掌握 | to master (a subject) | 精通 / 掌握 |
| 就業 | to obtain employment | 就业 |
| 經營生意 / 營商 | to operate a business | 经营生意 / 营商 |
| 實踐 | to practise / put into practice | 实践 |
| 補習 | to receive private tuition | 补习 |
| 開公司 | to run a company | 开公司 |
| 責罵 | to scold | 责骂 |
| 創業 | to set up a business | 创业 |
| 主動 | to take initiative | 主动 |
| 輪班工作 | to work shifts | 轮班工作 |

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-------------------|-------------------------------|
| 大學學位 | university degree | 大学学位 |
| 空缺 | vacancy | 空缺 |
| 智慧 | wisdom | 智慧 |
| 工作崗位 / 職位 | work position | 工作崗位 / 職位 |

Theme 2 Chinese culture

| | | | |
|-----------------------------|------|------|---|
| Theme 2 (AS and A level) | 中國文化 | 傳統 | <ul style="list-style-type: none"> 節日（春節；端午節；中秋節；清明節） 習俗 |
| | | 文化活動 | （與中國文化有關的） <ul style="list-style-type: none"> 電影 電視 音樂 閱讀 |

When exploring each sub-theme, teachers and students may wish to refer to the key words and phrases listed below in addition to other relevant words and phrases. These lists are not exhaustive but simply provide a starting point.

Theme 2 Chinese culture

Traditions (festivals (Spring Festival; Dragon Boat Festival; Mid-autumn Festival; Qing Ming Festival) and customs)

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--------------------------|-------------------------------|
| 祖先 | ancestors | 祖先 |
| 吉祥 | auspicious | 吉祥 |
| 竹葉 | bamboo leaves | 竹叶 |
| 佛教 | Buddhism | 佛教 |
| 嫦娥奔月 | Chang E goes to the moon | 嫦娥奔月 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---|-------------------------------|
| 農曆 | Chinese lunar calendar | 农历 |
| 賀年食品 | Chinese New Year food | 贺年食品 |
| 正月初一 | Chinese New Year's Day | 正月初一 |
| 除夕 | Chinese New Year's Eve | 除夕 |
| 年夜飯 / 團年飯 | Chinese New Year's Eve family dinner | 年夜饭 / 团年饭 |
| 生肖 / 屬相 | Chinese zodiac animals | 生肖 / 属相 |
| 文明 | civilisation | 文明 |
| 商業化 | commercialised | 商业化 |
| 文化價值 | cultural value | 文化价值 |
| 賽龍舟 | dragon boat races | 赛龙舟 |
| 刺繡 | embroidery | 刺绣 |
| 民間 | folk | 民间 |
| 喪葬禮儀 | funeral rituals | 丧葬礼仪 |
| 糯米 | glutinous rice | 糯米 |
| 湯圓 | glutinous rice balls | 汤圆 |
| 神仙 | god / goddess / supernatural / being immortal | 神仙 |
| 財神 | God of Wealth | 财神 |
| 掃墓 | grave sweeping | 扫墓 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---------------------------------------|-------------------------------|
| 習慣 | habit / be accustomed to | 习惯 |
| 手工藝品 | handicraft items | 手工艺品 |
| 火鍋 | hotpot | 火锅 |
| 燈籠 | lantern | 灯笼 |
| 傳說 | legend | 传说 |
| 生活方式 | lifestyle | 生活方式 |
| 結婚禮俗 | marriage practices | 结婚礼俗 |
| 歷史悠久 | long history | 历史悠久 |
| 神話 | myth | 神话 |
| 少數民族 | national minorities | 少数民族 |
| 年糕 | New Year cake | 年糕 |
| 剪紙 | paper cuts | 剪纸 |
| 屈原 | Qu Yuan | 屈原 |
| 壓歲錢 / 紅封包 / 利是錢 | red packet money / gift money | 压岁钱 / 红封包 / 利是钱 |
| 儒家 | Confucianism | 儒家 |
| 祭品 | sacrificial offerings | 祭品 |
| 香包 | scented sachet (Dragon Boat Festival) | 香包 |
| 節氣 | seasonal division points | 节气 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---|-------------------------------|
| 歸屬感 | sense of belonging | 归属感 |
| 認同感 | sense of identity | 认同感 |
| 春節聯歡晚會 / 春晚 | Spring Festival Gala | 春节联欢晚会 / 春晚 |
| 迷信 | superstitious | 迷信 |
| 禁忌 | taboo | 禁忌 |
| 道教 | Taoism | 道教 |
| 寺廟 | temple | 寺庙 |
| 賞月 | to admire the full moon | 赏月 |
| 打鼓 | to beat drums | 打鼓 |
| 燒香 | to burn incense | 烧香 |
| 燒紙錢 | to burn paper money (ritual money) | 烧纸钱 |
| 過年 | to celebrate the Chinese New Year | 过年 |
| 大掃除 | to clean up the house (on Chinese New Year's Eve) | 大扫除 |
| 恭喜 | to congratulate, congratulations | 恭喜 |
| 慶祝 / 喜慶 | to celebrate / celebration | 庆祝/喜庆 |
| 裝飾 / 佈置 / 擺設 | to decorate | 装饰 / 布置 / 摆设 |
| 辦年貨 | to do shopping for the Spring Festival | 办年货 |
| 欣賞 | to enjoy, appreciate | 欣赏 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--|-------------------------------|
| 團聚 / 團圓 | to get together as a family | 团聚 / 团圆 |
| 送禮 | to give a present | 送礼 |
| 踏青 | to go for a walk in the countryside | 踏青 |
| 源於 / 來源於 | to originate from | 源于 / 来源于 |
| 去世/死了 | to pass away / die | 去世/死了 |
| 世代相傳 | to pass from generation to generation | 世代相传 |
| 祈福 | to pray for blessing (good fortune) | 祈福 |
| 懷念/紀念 | to remember, commemorate | 怀念/纪念 |
| 趨吉避凶 | to seek good fortune and avoid mishaps | 趋吉避凶 |
| 放煙花 | to set off fireworks | 放烟花 |
| 守歲 | to stay up all night on Chinese New Year's Eve | 守岁 |
| 思念 | to think about, long for | 思念 |
| 逛花市 | to visit the flower fair | 逛花市 |
| 穿旗袍 | to wear a traditional Chinese qipao | 穿旗袍 |
| 拜年 | to wish someone a happy Chinese New Year | 拜年 |
| 寫春聯 | to write New Year's couplets | 写春联 |

Theme 2 Chinese culture

Cultural activities (films, television, music and reading (in relation to Chinese culture))

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---------------------------|-------------------------------|
| 立體 | 3D | 立体 |
| 搞笑 | amusing | 搞笑 |
| 芭蕾舞 | ballet | 芭蕾舞 |
| 樂隊 | band | 乐队 |
| 傳記 | biography | 传记 |
| 票房收入 | box office revenue | 票房收入 |
| 漫畫 | cartoon | 漫画 |
| 動畫片 / 卡通片 | cartoon film | 动画片 / 卡通片 |
| 訪談節目 / 清談節目 | chat show | 访谈节目 / 清谈节目 |
| 合唱團 | choir | 合唱团 |
| 古典音樂 | classical music | 古典音乐 |
| 喜劇 | comedy | 喜剧 |
| 開幕 | curtain up / open / begin | 开幕 |
| 偵探 | detective | 侦探 |
| 導演 | director | 导演 |
| 災難片 | disaster film | 灾难片 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--------------------------|-------------------------------|
| 紀錄片 | documentary | 纪录片 |
| 連續劇 | drama series | 连续剧 |
| 娛樂圈 | entertainment industry | 娱乐圈 |
| 二胡 | erhu | 二胡 |
| 精彩 | excellent | 精彩 |
| 影迷 | film fan | 影迷 |
| 電影明星 | film star | 电影明星 |
| 民歌 | folk song | 民歌 |
| 美食節目 | food programme | 美食节目 |
| 古箏 | guzheng (Chinese zither) | 古筝 |
| 恐怖片 | horror film | 恐怖片 |
| 熱門話題 | hot topic | 热门话题 |
| 資訊 / 信息 | information | 资讯 / 信息 |
| 大型 | large scale | 大型 |
| 主角 | main role / character | 主角 |
| 武俠片 | martial arts film | 武侠片 |
| 感動 | moving / to feel moved | 感动 |
| 樂器 | musical instrument | 乐器 |
| 小說 | novel | 小说 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-------------------------|-------------------------------|
| 戲曲 | opera (Chinese) | 戏曲 |
| 歌劇 | opera (Western) | 歌剧 |
| 攝影 | photography | 摄影 |
| 鋼琴 | piano | 钢琴 |
| 琵琶 | pipa | 琵琶 |
| 劇情 / 情節 | plot | 剧情 / 情节 |
| 詩 / 詩歌 | poetry | 诗 / 诗歌 |
| 演唱會 | pop concert | 演唱会 |
| 流行 | popular | 流行 |
| 散文 | prose | 散文 |
| 讀者 | reader | 读者 |
| 真人秀 | reality show | 真人秀 |
| 搖滾樂 | rock 'n' roll | 摇滚乐 |
| 角色 | role / character | 角色 |
| 浪漫 / 愛情 | romance | 浪漫 / 爱情 |
| 諷刺 | satire | 讽刺 |
| 場景 / 場面 | scene | 场景 / 场面 |
| 科幻 | science fiction/fantasy | 科幻 |
| 配樂 | score (of a film) | 配乐 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-----------------------------------|-------------------------------|
| 編劇 | scriptwriter | 编剧 |
| 煽情 | sensational | 煽情 |
| 幽默感 | sense of humour | 幽默感 |
| 演出 / 表演 / 秀 | show | 演出 / 表演 / 秀 |
| 舞臺 | stage | 舞台 |
| 故事 | story | 故事 |
| 古怪離奇 | strange / weird | 古怪离奇 |
| 題材 / 內容 | subject matter | 题材 / 内容 |
| 配角 | supporting actor | 配角 |
| 廣播 | to broadcast | 广播 |
| 拍攝 | to film / photograph, photography | 拍摄 |
| 載歌載舞 | to sing and dance | 载歌载舞 |
| 悲劇 | tragedy | 悲剧 |
| 潮流 / 趨勢 | trend | 潮流 / 趋势 |
| 電視主持人 | TV presenter | 电视主持人 |
| 綜藝節目 | variety show | 综艺节目 |
| 視頻 | video | 视频 |
| 小提琴 | violin | 小提琴 |
| 戰爭片 | war film | 战争片 |

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-----------------|-------------------------------|
| 週刊 | weekly magazine | 周刊 |
| 作家 / 作者 | writer | 作家 / 作者 |

Theme 3 Evolving Chinese society

| | | | |
|---------------------------|----------|-------|--|
| Theme 3 (A level only) | 演變中的華人社會 | 通訊與科技 | <ul style="list-style-type: none"> • 互聯網 • 社交媒體 |
| | | 經濟與環境 | <ul style="list-style-type: none"> • 經濟發展 • 環境保護 |

Theme 3 Evolving Chinese society

Communications and technology (Internet and social media)

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-------------------------------|-------------------------------|
| 帳戶 / 帳號 | account | 账户 / 账号 |
| 應用程式 | application (app) | 应用程序 |
| 視聽娛樂 | audio-visual entertainment | 视听娱乐 |
| 寬帶 / 寬頻 | broadband | 宽带 / 宽频 |
| 按鈕 | button (on a computer screen) | 按钮 |
| 有線 / 無線 | cable / wireless | 有线 / 无线 |
| 社群 | community | 社群 |
| 侵犯版權 | copyright infringement | 侵犯版权 |
| 虛擬空間 | cyberspace | 虚拟空间 |
| 數據 | data | 数据 |
| 數碼鴻溝 | digital divide | 数码鸿沟 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|----------------------------|-------------------------------|
| 電子書 | electronic book (e-book) | 电子书 |
| 表情符號 | emoticon / emoji | 表情符号 |
| 檔案 | file | 档案 |
| 防火牆 | firewall | 防火墙 |
| 論壇 | forum | 论坛 |
| 谷歌 | Google | 谷歌 |
| 黑客 / 駭客 | hacker | 黑客 / 骇客 |
| 點擊率 | hit rate | 点击率 |
| 圖像 | image | 图像 |
| 資訊流通 / 信息流動 | information flow | 资讯流通 / 信息流通 |
| 上網成癮 / 沉迷上網 | internet addiction | 上网成癮 / 沉迷上网 |
| 互聯網時代 | internet age | 互联网时代 |
| 人際網絡 | interpersonal network | 人际网络 |
| 鍵盤 | keyboard | 键盘 |
| 「讚好」功能 | "like" function (Facebook) | 「赞好」功能 |
| 登入 | log on/sign in | 登入 |
| 大眾傳媒 | mass media | 大众传媒 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|---------------------------------------|----------------------|--------------------------------------|
| 微軟 | Microsoft | 微软 |
| 流動媒體 | mobile media | 流动媒体 |
| 滑鼠 | mouse | 滑鼠 |
| 多媒體產品 | multimedia products | 多媒体产品 |
| 網民 | netizen | 网民 |
| 網上購物 | online shopping | 网上购物 |
| 個人資料 | personal data | 个人资料 |
| 私隱 / 隱私 | privacy | 私隐 / 隐私 |
| 屏幕 | screen | 屏幕 |
| 自我控制 | self-control | 自我控制 |
| 技術 / 技巧 / 技能 | skill | 技术 / 技巧 / 技能 |
| 智能手機 | smart phone | 智能手机 |
| 社交平台 | social platform | 社交平台 |
| 軟件 / 軟體 | software | 软件 / 软体 |
| 狀態更新 | status updates | 状态更新 |
| 平板電腦 | tablet | 平板电脑 |
| 離線 / 脫機 | to be offline | 离线 / 脱机 |
| 上網 / 上線 | to be online | 上网 / 上线 |
| 瀏覽 | to browse | 浏览 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|------------------------------|-------------------------------|
| 複製 | to copy | 复制 |
| 創作 | to create | 创作 |
| 剪貼 | to cut and paste | 剪贴 |
| 刪除 | to delete (a message) | 删除 |
| 數碼化 / 數字化 | to digitise | 数码化 / 数字化 |
| 表達意見 | to express views | 表达意见 |
| 瘋傳 | to go viral | 疯传 |
| 入侵 | to hack into | 入侵 |
| 輸入 | to input | 输入 |
| 互動 / 交流 | to interact | 互动 / 交流 |
| 發明 | to invent | 发明 |
| 監控 / 監察 | to monitor | 监控 / 监察 |
| 導航 | to navigate | 导航 |
| 操作 | to operate (a computer) | 操作 |
| 刷新 | to refresh (computer screen) | 刷新 |
| 留言 | to leave a message | 留言 |
| 掃描 | to scan | 扫描 |
| 搜尋 | to search | 搜寻 |
| 分享 | to share | 分享 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|------------------|-------------------------------|
| 自拍 | to take a selfie | 自拍 |
| 更新帖子 | to update a post | 更新帖子 |
| 推特 | Twitter | 推特 |
| 用戶 / 使用者 | user | 用户 / 使用者 |
| 用戶組 / 使用者群組 | user group | 用户组 / 使用者群组 |
| 錄影短片 / 錄像短片 | video clips | 录影短片 / 录像短片 |
| 虛擬現實 / 虛擬世界 | virtual reality | 虚拟现实 / 虚拟世界 |
| 微博 | Weibo | 微博 |
| 微信 | Weixin | 微信 |

Theme 3 Evolving Chinese society

Economy and environment (economic developments; environmental protection)

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---------------------------------------|-------------------------------|
| 調整 | adjustment | 调整 |
| 空氣 | air | 空气 |
| 環境保護意識 | awareness of environmental protection | 环境保护意识 |
| 細菌 | bacteria | 细菌 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|----------------------------|-------------------------------|
| 泡沫經濟 | bubble economy | 泡沫经济 |
| 資本 | capital | 资本 |
| 資本家 | capitalist | 资本家 |
| 燃煤 | coal | 燃煤 |
| 保護 / 保育 | conservation | 保护 / 保育 |
| 工程項目 / 建設項目 | construction project | 工程项目 / 建设项目 |
| 消費 | consumption | 消费 |
| 消費者 | consumer | 消费者 |
| 成本 | cost | 成本 |
| 赤字 | deficit | 赤字 |
| 需求 | demand (in economics) | 需求 |
| 荒漠化 | desertification | 荒漠化 |
| 旱災 / 乾旱 | drought | 旱灾 / 干旱 |
| 生態 | ecological | 生态 |
| 減排目標 | emission reduction targets | 减排目标 |
| 企業家 | entrepreneur | 企业家 |
| 出口 | export | 出口 |
| 金融危機 | financial crisis | 金融危机 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--------------------------------|-------------------------------|
| 水災 / 洪水氾濫 | flooding | 水災 / 洪水泛滥 |
| 全球化 | globalisation | 全球化 |
| 綠化運動 | greening campaign | 绿化运动 |
| 國內生產總值 | gross domestic product (GDP) | 国内生产总值 |
| 增長 | growth (in economics) | 增长 |
| 衛生 / 清潔 / 乾淨 | hygienic / clean | 卫生 / 清洁 / 干净 |
| 失衡 | imbalance | 失衡 |
| 進口 | import | 進口 |
| 收入 / 收益 | income | 收入 / 收益 |
| 傳染病 | infectious disease | 传染病 |
| 通貨膨脹 / 通脹 | inflation | 通货膨胀 / 通胀 |
| 基礎建設 | infrastructure | 基础建设 |
| 投資 | investment | 投资 |
| 勞動力 | labour force | 劳动力 |
| 長遠利益 | long-term benefits / interests | 长远利益 |
| 奢侈品 | luxury goods | 奢侈品 |
| 製造業 | manufacturing industry | 制造业 |
| 核電站 | nuclear power station | 核电站 |
| 阻礙 / 障礙 | obstacle | 阻碍 / 障碍 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---|-------------------------------|
| 政策 | policy | 政策 |
| 污染物 | pollutant | 污染物 |
| 污水 | polluted water | 污水 |
| 物價 | price of goods | 物价 |
| 利潤 | profits | 利润 |
| 協議 / 協定 | protocol/agreement | 协议 / 协定 |
| 品質 / 質素 | quality | 品质 / 质素 |
| 數量 | quantity | 数量 |
| 房地產 | real estate / property | 房地产 |
| 法規 / 規例 | regulations | 法规 / 规例 |
| 人民幣 | Renminbi | 人民币 |
| 再生能源 | renewable energy | 再生能源 |
| 豐富 | rich (in the sense of varied and excellent) | 丰富 |
| 銷售 | sales | 销售 |
| 股票 | shares | 股票 |
| 缺少 / 缺乏 / 短缺 | shortage | 缺少 / 缺乏 / 短缺 |
| 放緩 | slowdown (in economics) | 放缓 |
| 霧霾 | smog | 雾霾 |
| 陽光 | sunlight | 阳光 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|-------------------------|-------------------------------|
| 供應 | supply (in economics) | 供应 |
| 盈餘 | surplus | 盈余 |
| 可持續發展 | sustainable development | 可持续发展 |
| 稅收 | taxation | 税收 |
| 呼吸 | to breathe | 呼吸 |
| 惡化 | to deteriorate | 恶化 |
| 推動 | to drive (growth) | 推动 |
| 發電 | to generate electricity | 发电 |
| 預防 | to prevent | 预防 |
| 出產 / 生產 | to produce | 出产 / 生产 |
| 珍惜 | to treasure | 珍惜 |
| 貿易逆差 | trade deficit | 贸易逆差 |
| 貿易順差 | trade surplus | 贸易顺差 |
| 失業率 | unemployment rate | 失业率 |
| 水資源 | water resources | 水资源 |

Theme 4 The impact of reform and opening up in 1978 on China

| | | | |
|---------------------------|----------------------|------|---|
| Theme 4 (A level only) | 1978 年改革開放 對中國的影響 | 變革 | <ul style="list-style-type: none"> 貧富差距 超級大都市 城市移民 |
| | | 中英關係 | <ul style="list-style-type: none"> 貿易 文化交流 教育交流 |

Theme 4 The impact of reform and opening up in 1978 on China

Reform (rich-poor gap; super-cities; urban migration)

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---|-------------------------------|
| 農業戶口 | agricultural household | 农业戶口 |
| 可耕地 | arable land | 可耕地 |
| 基本生活需要 | basic needs in life | 基本生活需要 |
| 資本主義 | capitalism | 资本主义 |
| 留守兒童 | children left behind in rural areas | 留守兒童 |
| 百姓 / 老百姓 | Chinese people (the 'old hundred surnames') | 百姓 / 老百姓 |
| 沿海地區 | coastal areas | 沿海地区 |
| 競爭力 | competitiveness | 竞争力 |
| 鄧小平 | Deng Xiaoping | 邓小平 |
| 人口密集 | densely populated | 人口密集 |
| 歧視 | discrimination | 歧视 |
| 溫飽 | enough to eat and wear | 温饱 |
| 擴張 / 擴大 | expansion | 扩张 / 扩大 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---|-------------------------------|
| 小康社會 | fairly well-off society | 小康社会 |
| 公平 | fairness | 公平 |
| 農民 | farmers / peasants | 农民 |
| 流動人口 | floating population | 流动人口 |
| 城鄉差異 | gap between urban and rural areas | 城乡差异 |
| 政府 | government | 政府 |
| 補助 | grants | 补助 |
| 高科技企業 | high-technology / high-tech enterprises | 高科技企业 |
| 居民戶口簿 | household register | 居民户口簿 |
| 戶籍制度 | household registration system | 户籍制度 |
| 住房 / 住屋 / 房屋 | housing | 住房 / 住屋 / 房屋 |
| 欠債 / 負債 | in debt | 欠债 / 负债 |
| 收入不平等 | income inequality | 收入不平等 |
| 勞資糾紛 | labour disputes | 劳资纠纷 |
| 勞動密集型工業 | labour-intensive industries | 劳动密集型工业 |
| 田地 / 土地 | land | 田地 / 土地 |
| 民生 | livelihood | 民生 |
| 貸款 | loan | 贷款 |
| 低技術工人 | low-skilled worker | 低技术工人 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---------------------------------------|-------------------------------|
| 措施 | measures | 措施 |
| 中下階層 | middle and lower classes (in society) | 中下阶层 |
| 農民工 / 民工 | migrant workers | 農民工 / 民工 |
| 遷移 | migration | 迁移 |
| 最低工資 | minimum wage | 最低工资 |
| 非農業戶口 | non-agricultural household | 非农业戶口 |
| 優惠政策 | preferential policy | 优惠政策 |
| 私營企業 | private enterprises | 私营企业 |
| 生產力 | productivity | 生产力 |
| 繁榮 | prosperity | 繁荣 |
| 省 | province | 省 |
| 公共設施 | public facilities | 公共设施 |
| 國企改革 | reform of state-owned enterprises | 国企改革 |
| 權利 / 權益 | rights | 权利 / 权益 |
| 鄉村 / 農村 | rural areas / villages | 乡村 / 农村 |
| 二等公民 | second-class citizens | 二等公民 |
| 服務業 | service industry / sector | 服务业 |
| 中外合資 | sino-foreign joint venture | 中外合资 |
| 社會矛盾 | social conflicts | 社会矛盾 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|----------------------------------|-------------------------------|
| 社會穩定 | social stability | 社会稳定 |
| 社會主義市場經濟 | socialist market economy | 社会主义市场经济 |
| 經濟特區 | special economic zone | 经济特区 |
| 生活水平 | standard of living | 生活水平 |
| 地位 | status | 地位 |
| 血汗工廠 | sweatshop | 血汗工厂 |
| 紓緩 | to alleviate / ease (pressure) | 纾缓 |
| 享有 | to enjoy (rights) | 享有 |
| 忽視 / 忽略 | to ignore / neglect | 忽视 / 忽略 |
| 實施 / 落實 | to implement (policies) | 实施 / 落实 |
| 落後 | to lag behind | 落后 |
| 推出 | to launch (a policy) | 推出 |
| 離鄉別井 | to leave one's homeland/hometown | 离乡别井 |
| 脫貧 | to lift oneself out of poverty | 脱贫 |
| 謀生 | to make a living | 谋生 |
| 縮小 / 減低 | to reduce | 缩小 / 减低 |
| 放寬 | to relax (restrictions) | 放宽 |
| 限制 | to restrict / limit | 限制 |
| 扶持 / 支持 / 支援 | to support | 扶持 / 支持 / 支援 |

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--------------------------------|-------------------------------|
| 交通堵塞 | traffic congestion | 交通堵塞 |
| 向上流動 | upward mobility (in society) | 向上流动 |
| 城鎮化 / 城市化 | urbanisation | 城镇化 / 城市化 |
| 富裕 / 富有 | wealthy | 富裕 / 富有 |
| 世界貿易組織 | World Trade Organisation (WTO) | 世界贸易组织 |

Theme 4 The impact of reform and opening up in 1978 on China

China-United Kingdom relations (trade; cultural exchanges; educational exchanges)

| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---|-------------------------------|
| 建議 / 意見 | advice | 建议 / 意见 |
| 藝術 | arts | 艺术 |
| 文物 | artifacts | 文物 |
| 亞洲基礎設施投資銀行 / 亞投行 | Asian Infrastructure Investment Bank (AIIB) | 亚洲基础设施投资银行 / 亚投行 |
| 吸引力 | attractiveness | 吸引力 |
| 一帶一路 | Belt and Road initiative | 一带一路 |
| 寄宿學校 | boarding schools | 寄宿学校 |
| 品牌 | brand / brand name | 品牌 |
| 英國文化協會 | British Council | 英国文化协会 |
| 雙邊貿易 | bilateral trade | 双边贸易 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|----------------------------------|-------------------------------|
| 商業集團 | commercial group | 商业集团 |
| 孔子學院 | Confucius Institute | 孔子学院 |
| 財團 | consortium | 财团 |
| 積極 / 建設性 | constructive | 积极 / 建设性 |
| 接觸 / 連繫 / 人脈 | contact(s) | 接触 / 联系 / 人脉 |
| 貢獻 | contribution | 贡献 |
| 合作 | co-operation | 合作 |
| 創意人才 | creative talents | 创意人才 |
| 文化遺產 | cultural heritage | 文化遗产 |
| 尖端產品 | cutting-edge products | 尖端产品 |
| 代表團 | delegation | 代表团 |
| 發達國家 | developed nations | 发达国家 |
| 發展中國家 | developing nations | 发展中国家 |
| 對話 | dialogue | 对话 |
| 多元文化 | diverse cultures / multicultural | 多元文化 |
| 入境簽證 | entry visa | 入境签证 |
| 思想交流 | exchange of ideas | 思想交流 |
| 交流生 / 交換生 | exchange students | 交流生 / 交换生 |
| 互訪計劃 | exchange visit programme | 互访计划 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--------------------------|-------------------------------|
| 專門知識 / 專業知識 | expertise | 专门知识 / 专业知识 |
| 電影節 | film festival | 电影节 |
| 金融中心 | financial centre | 金融中心 |
| 頻繁 | frequent | 频繁 |
| 資金 / 經費 | fund | 资金 / 经费 |
| 環球視野 / 國際視野 | global vision / horizons | 环球视野 / 国际视野 |
| 政府部門 | government departments | 政府部门 |
| 和睦 / 和諧 | harmony | 和睦 / 和谐 |
| 高等教育 | higher education | 高等教育 |
| 靈感 / 啟發 | inspiration | 灵感 / 启发 |
| 實習 | internship | 实习 |
| 倫敦證券交易所 | London Stock Exchange | 伦敦证券交易所 |
| 會議 / 大會 | meetings | 会议 / 大会 |
| 互相了解 / 相互理解 | mutual understanding | 互相了解 / 相互理解 |
| 磋商 | negotiation | 磋商 |
| 官員 | officials | 官员 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|---------------------------|-------------------------------|
| 海外生 / 留學生 | overseas students | 海外生 / 留学生 |
| 夥伴關係 | partnership | 伙伴关系 |
| 和平 | peace | 和平 |
| 表演藝術 | performing arts | 表演艺术 |
| 零售業 | retail industry | 零售业 |
| 風險 | risk / hazard | 风险 |
| 友好城市關係 | sister city relationships | 友好城市关系 |
| 軟實力 | soft power | 软实力 |
| 國家領導人 | state leaders | 国家领导人 |
| 策略 | strategy | 策略 |
| 優勢 | strengths / advantages | 优势 |
| 學習團 / 考察團 | study tour | 学习团 / 考察团 |
| 高峰會 / 峰會 | summit | 高峰会 / 峰会 |
| 交響樂團 | symphony orchestra | 交响乐团 |
| 會談 / 講座 | talks | 会谈 / 讲座 |
| 品味 / 欣賞力 / 鑑賞力 | taste (in aesthetics) | 品味 / 欣赏力 / 鉴赏力 |
| 教學方法 | teaching methods | 教学方法 |
| 拓寬 / 擴闊 | to broaden (horizons) | 拓宽 / 扩阔 |



| Traditional Chinese characters | English words | Simplified Chinese characters |
|--------------------------------|--|-------------------------------|
| 協調 / 統籌 | to co-ordinate | 协调 / 统筹 |
| 促進 / 提升 / 推動 | to promote / further the progress of | 促进 / 提升 / 推动 |
| 贊助 / 資助 | to sponsor (an event) | 赞助 / 资助 |
| 加強 / 鞏固 | to strengthen | 加强 / 巩固 |
| 共同關心的議題 / 共同關注的問題 | topics of common interest | 共同关心的议题 / 共同关注的问题 |
| 總值 | total value | 总值 |
| 巡迴演出 / 巡演 | tour (theatrical) | 巡回演出 / 巡演 |
| 交易 | transaction | 交易 |
| 雙向交流 | two-way communication / interaction | 双向交流 |
| 聯合國 | United Nations | 联合国 |
| 職業教育 | vocational education | 职业教育 |
| 世界一流 | world-class | 世界一流 |

Themes 1, 2 and 3 relate to the wider Chinese-speaking world. Theme 4 relates to China only. This means that in the listening, reading and translation papers, the content may be related to a country other than China, though only standard Chinese will be used. In the speaking test, students will not be asked to demonstrate specific knowledge about one particular country, but they must be able to justify their viewpoints in relation to a Chinese-speaking country they have studied. Note that the listening and speaking assessments will be available in Mandarin and Cantonese.

Teachers should refer to the guides and other resources available on the Edexcel website for support on how to approach the themes.

4.2 Prescribed works

| | |
|----------------|---|
| Literary works | <p>AS</p> <ul style="list-style-type: none"> 曹文軒:《一隻叫鳳的鴿子》, 2014 (short story) 林海音:《城南舊事》〈惠安館〉, 〈爸爸的花兒落了〉, 1960 (autobiographical novel) *[Students who choose this work must study both short stories] <p>A level (in addition to the AS titles)</p> <ul style="list-style-type: none"> 魯迅:《故鄉》, 1921 (novel) |
| Films | <p>AS</p> <ul style="list-style-type: none"> 《請投我一票》(又名《請投票給我》、《請為我投票》)(導演:陳為軍), 2007 《天水圍的日與夜》(導演:許鞍華), 2008 <p>A level (in addition to the AS titles)</p> <ul style="list-style-type: none"> 《十七歲的單車》(導演:王小帥), 2001 |

For each of the prescribed literary works and films there is a teaching PowerPoint on the Edexcel website. The teaching PowerPoint gives detailed information on:

- Author/director
- Relevant background
- Plot
- Main character(s)
- Themes
- Important quotations/dialogue and scenes
- Reference materials and extended reading

You can access them by clicking on [this link](#).

5 Assessment guidance

5.1 Implications of linear assessment

- AS level assessment is at the end of year 1; students taking A level need not take AS level examinations.
- A level assessment is at the end of year 2.
- Retakes are only possible for the entire qualification, not for individual modules.
- Some centres may wish to use AS level as an end-of-year assessment, but this is not compulsory.

5.2 Breakdown of Assessment Objectives

The structure of the AS and A level is identical. The breakdown of Assessment Objectives by paper will be as follows:

| Paper | A01 | A02 | A03 | A04 | Total |
|---|-----------|-----------|-----------|-----------|-------------|
| 1 Listening, reading and translation | 15 | 25 | - | - | 40% |
| 2 Written response to works and translation | - | - | 20 | 10 | 30% |
| 3 Speaking | 5 | 5 | 10 | 10 | 30% |
| Total | 20 | 30 | 30 | 20 | 100% |

5.3 Assessment overview

AS level

Paper 1: Listening, reading and translation

Written examination: 1 hour and 45 minutes

40% of the qualification

64 marks

The paper is split into three sections:

Section A is a listening assessment based on a recording, featuring male and female Chinese speakers, covering Themes 1 and 2. Students will respond to comprehension questions in the target language, based on a variety of contexts and sources. Recordings of spoken Chinese will be available in Mandarin and Cantonese.

Question formats require multiple-choice and open responses. Responses in the target language are required, but students will not be marked on their quality of language. They will also be required to produce a short summary in English. Questions do not require students to respond in full sentences. They can respond using single words or phrases.

This section is worth 24 marks.

Students will have control of the listening player and we recommend they spend no more than 45 minutes on this section.

Section B is a reading assessment based on a variety of text-types and genres. The texts contain both factual and abstract content and will be authentic or adapted from authentic sources, written for different purposes and audiences.

Question formats require both multiple-choice and open responses. Questions are set in Chinese and responses must be in Chinese, though students will not be marked on their quality of language unless it impedes communication.

The reading comprehension will require students to:

- understand the main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media.

This section is worth 28 marks.

For questions in which students respond in the target language, they may use words from the listening passage or reading extract, but they must not transcribe or copy down whole sections. For example:

Text: 年青人喜歡去書店。很多書店都有咖啡店，看書看累了，還可以喝喝東西。而且，夏天的時候書店都有空調，環境很舒適。

Question: 年青人為什麼去書店？

Rewardable answer: 有咖啡店和有空調。

Non-rewardable answer: 年青人喜歡去書店。很多書店都有咖啡店，看書看累了，還可以喝喝東西。而且，夏天的時候書店都有空調，環境很舒適。

Students who copy the whole section, as exemplified above as the non-rewardable answer, would not be awarded any marks without extracting the key information, 有咖啡店和有空調. This is because it does not render an accurate answer to the question. However, as the exemplified rewardable answer shows, students may still use words from the listening passage or reading extract.

We recommend students spend no more than 45 minutes on this section.

Section C is a translation into English and is worth 12 marks. The content of the translation will come from Themes 1 or 2.

We recommend students spend no more than 15 minutes on this section.

Note: students are not permitted access to a dictionary during the examination.

Paper 2: Written response to works and translation

Written examination: 1 hour and 40 minutes

30% of the qualification

60 marks

This paper includes a translation exercise from English into Chinese. The content of this passage will relate to either of the two prescribed themes. This forms Section A of the paper and is worth 20 marks. We recommend students spend no more than 25 minutes on this section.

The main part of this paper requires an extended response **on either one literary text or one film** listed in Appendix 2 of the specification: *Prescribed literary texts and films*. The questions on the literary texts are in Section B and those for the films are in Section C. The essay is worth 40 marks.

The recommended word count for the extended response is 225–300 Chinese characters. However, this is guidance only and everything students write will be marked.

In each of Sections B and C, students have a choice of two questions. Students must only respond to one from **either** Section B **or** Section C. There are bullet points to help them structure their answer. It is not compulsory to use the bullet points in a response. However, as can be seen in the indicative content, the bullet points do generally refer to the most obvious responses. If students are able to **respond to the question** fully, without using the bullet points, then they will, of course, be rewarded for doing so. They will not be penalised if they do not use the bullet points but have provided a full and relevant response.

Note: students are not permitted access to a dictionary or any documentation relating to the works during the examination.

Paper 3: Speaking

Internally conducted and externally assessed

Total assessment time: between 27 and 30 minutes, which includes a single period of 15 minutes' formal preparation time

30% of the qualification

72 marks

Task 1 is related to Theme 1 and requires students to read and respond to two short texts, followed by a wider discussion on the sub-theme.

Task 2 is related to Theme 2 and requires students to undertake a discussion on one sub-theme.

The assessment will be available in Mandarin and Cantonese.

Full details of the speaking assessment can be found in Section 5.4.

Note: students are not permitted access to a dictionary during the examination.

A level

Paper 1: Listening, reading and translation

Written examination: 2 hours

40% of the qualification

80 marks

Section A is a listening assessment based on a recording, featuring male and female Chinese speakers, covering Themes 1, 2, 3 and 4. Students will respond to comprehension questions in the target language, based on a variety of contexts and sources. Recordings of spoken Chinese will be available in Mandarin and Cantonese.

Question formats require multiple-choice and open responses.

Responses in the target language are required, but students will not be marked on their quality of language. They will also be required to produce a short summary in Chinese. Questions do not require students to respond in full sentences. They can respond using single words or phrases.

This section is worth 30 marks.

Students will have control of the listening player and we recommend they spend no more than 50 minutes on this section.

Section B is a reading assessment based on a variety of text-types and genres.

Question formats require both multiple-choice and open response. Questions are set in Chinese and responses in Chinese are required, though students will not be marked on their quality of language. (See page 13 for advice on using words from the text.) Section B is worth 30 marks.

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

Section C is a translation into English. This will be an unseen passage and is worth 20 marks.

We recommend students spend no more than 20 minutes on this section.

Note: students are not permitted access to a dictionary during the examination.

Paper 2: Written response to works and translation

Written examination: 2 hours and 40 minutes

30% of the qualification

120 marks

Section A is a translation into Chinese and is worth 20 marks. The content of the passage is related to any of the four themes. We recommend students spend no more than 30 minutes on this section.

Sections B and C each require a written response to one of the set works.

At A level, students are required to respond to two questions on two different works. For each question the maximum mark is 50, totalling 100 for this section. The works may comprise one book and one film, or two books. The works are listed in Appendix 2 of the specification:

Prescribed literary texts and films. The literary texts listed include novels and short stories. All of the films are feature-length.

In each of Sections B and C, students have a choice of three questions. Students must write two essays selected from Section B (literary texts) **or** one selected from Section B (literary texts) and one from Section C (films).

Note: students are not permitted access to a dictionary or any documentation relating to the works during the examination.

Frequently-asked questions on the writing paper

Why are the AS and A level lists of works different?

To facilitate co-teaching at least half the works are available at both AS and A level. However, some of the works are suitable only for A level study, so for this reason are not on the AS level list.

How much knowledge are students required to have beyond the works?

We would expect that students acquire some background information in the teaching and learning of the works, including, but not limited to, the following:

- author
- the work's purpose
- the work's social context
- the work's style

There are also works for which this background is essential to the understanding of the plot. For example:

《十七歲的單車》(導演:王小帥)

分析電影如何呈現農民工在城市的社會地位。

In this example, it is clear that having some understanding of the social changes in China since the reform and opening up policies in 1978 (e.g. migrant workers in cities) would help students in their understanding of the film's plot. However, the question still relates to what they see in the film. It is essential that students use evidence from the works in order to answer the questions, and do not write a generic response that is based on their knowledge of, for example, the reform and opening up policies in 1978.

Can students study more than two works? Do they declare all the works on the RP3 form?

If there is time, students can certainly study as many of the set works as they wish, and this would then, of course, afford them a greater choice in the assessment. However, it is important that students have in-depth knowledge of the works studied, including the ability to use quotations. On the *RP3 form* they should list all the works from the set list that they have studied, and on which, therefore, they can possibly answer in the written examination, especially as the oral assessment will take place before the written assessment. Students should therefore be encouraged to conduct their independent research away from the set lists of works in order to ensure they can meet the criteria of both assessments.

How many quotations do students need to use?

There is no requirement for a specific number of quotations, although quotations are needed to provide a critical analysis with convincing interpretations. This is made clear in the mark scheme *Critical and analytical response (AO4)*:

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.

Paper 3: Speaking

The speaking assessment is conducted internally and is externally assessed. Students may also attend a regional Pearson office to be assessed by a Pearson-appointed examiner. It is worth 72 marks and comprises 30% of the qualification.

Total assessment time: between 21 and 23 minutes, which includes 5 minutes' formal preparation time

Task 1 requires students to choose one sub-theme from a choice of two (these can be any of the eight sub-themes from one of the four overall themes). They will then discuss a statement on their chosen stimulus card. Task 1 is worth 30 marks.

Task 2 is the Independent Research Presentation and requires students to give a short summary of their chosen topic, followed by a discussion with the examiner on their research. Task 2 is worth 42 marks.

The assessment will be available in Mandarin and Cantonese.

Full details of the expectations of the speaking assessment can be found in the next section.

NB: All mark schemes can be found in the Sample Assessment Materials.

5.4 Further details on the speaking assessment

Paper 3 in both AS and A level is the speaking assessment, which is technically considered a non-examination assessment. In both cases, either the teacher or a Pearson-appointed examiner at a regional Pearson office will conduct the assessment and send the recordings to Edexcel for marking.

AS level

The total assessment time will be between 27 and 30 minutes, including 15 minutes' preparation time.

Assessments will be conducted by teachers-examiners in one session within a prescribed five-week assessment period. This will take place in April and May in any single year.

Before the assessment

Teachers may open the materials up to three working days before the exam. This time does not include weekends so if, for example, an exam is scheduled for a Monday then materials can be opened on the previous Wednesday. This is to ensure the smooth running of the examination and to allow teachers to prepare. The teacher must not share information about the material with anyone in advance of the assessment. Edexcel will provide the centre with a grid detailing the different cards that each candidate will be allocated (an example can be found on page 111 of the Sample Assessment Materials). The teacher can use this grid to plan for the assessment, but must not share details with students.

The assessment

Each student is given 15 minutes' preparation time for the whole of the assessment. This must be in a secure area and students must be invigilated. Students are allowed to make notes on both tasks (maximum of one side of A4 paper), and they can bring these notes into the examination room. The student will be given the stimulus material for Tasks 1 and 2 to prepare within this time.

Task 1: This is to last between 7 and 9 minutes.

This relates to **Theme 1 only**: Social issues and trends. There is no choice of card and the student must be given the card in accordance with the sequencing grid supplied in the assessment pack.

The student card features two texts without prompts.

The examiner card has the four questions which must be asked of the student in the order given. Questions must not be rephrased but can be repeated.

- Question 1 asks students to outline the main ideas of the **first text**.
- Question 2 asks students about a specific detail in the **first text**.
- Question 3 asks students to say whether they agree or disagree with the material highlighted in the **second text, and give reasons**.
- Question 4 is an open question about the subject matter of the card and requires the students to give their opinion. For example: *Do you think the education system in China puts too much pressure on young people?*

After these four initial questions, the examiner must then ask follow-up questions on any other aspect(s) of the same sub-theme for the remainder of the task. Some optional generic questions are provided in the Sample Assessment Materials, but the questions need to enable the student to demonstrate understanding of the Chinese-speaking cultural and social context by expressing relevant ideas and opinions, and providing relevant exemplification/information. For example, 你可以舉例說明.....嗎？

Task 2: This is to last between 5 and 6 minutes.

The card relates to **Theme 2 only**: Artistic culture in Chinese-speaking countries.

The student will have been given one card out of six for Theme 2 (following the sequence outlined by Edexcel) just before the start of the 15 minutes' preparation time. Students do not have a choice of cards for this task.

Each card has three prompts for the student to consider. For example:

Sub-theme: 文化活動

中國電影

Prompts: 你必須考慮下面幾點：

- 介紹一個主要類型的中國電影。
- 中國年輕人為什麼喜歡這個類型的中國電影？
- 中國電影對外國觀眾的吸引力。

The examiner must first ask the three compulsory questions in the order in which they appear on the examiner card. Questions may be repeated, but rephrasing is not allowed.

The examiner then develops the discussion by asking appropriate follow-up questions relating to the subject matter of the stimulus. In the example above, the examiner could ask:

- 你可以舉例來支持這個看法嗎？
- 為什麼這很重要？

After this, the examiner must broaden the discussion by moving on to any other aspect(s) of the same sub-theme. In the example above, this means the examiner can then ask questions on 電視 or 音樂 or 閱讀.

Questions asked should allow students to demonstrate understanding of the cultural and social context by expressing and justifying relevant ideas and opinions, providing relevant exemplification/information, and developing arguments and drawing conclusions.

In both Tasks 1 and 2, students should ask questions which elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. For example: 你明白我的意思嗎？

The examiner must ensure that he or she keeps within the time limit and that students spend the appropriate time on each section. However, students will not be penalised for small variations in timings.

After the assessment:

- Students must sign a declaration form
- Forms and recordings are then submitted to Edexcel for marking.

Frequently-asked questions on AS speaking

How much time do you spend on the compulsory questions?

Examiners must ensure they adhere to the timings as closely as possible for each task. Within the tasks, the examiner should allow as much time as necessary for students to access the full mark range. However, if students are obviously struggling on a question, then the examiner should move on.

Can you repeat questions, even if students do not ask you to?

It is not necessary to repeat questions. However, if the student has not answered the question correctly, you may wish to ask the question again (note, however, that this could also prove confusing for the student).

Questioning by students: can Edexcel provide a list of typical questions which students are expected to ask?

There are examples of questions which students could ask on page 110 of the Sample Assessment Materials.

Further support is available on the Edexcel website and through training – see the Training for Pearson website.

A level

The total assessment time will be between 21 and 23 minutes, including five minutes' preparation time.

Task 1

Before the assessment

The centre will inform Edexcel of the date(s) on which it intends to conduct the speaking assessment. Three days before the centre's assessment window, the teacher-examiner will be able to download the secure material in order to ensure smooth running of the examination. The teacher must not share information about the material with anyone in advance of the assessment. Edexcel will provide the centre with a grid detailing the different cards that each candidate will be allocated (an example can be found on page 125 of the Sample Assessment Materials). The teacher can use this grid to plan for the assessment, but must not share details with students.

On the day

Part 1 (discussion on a Theme): Students have approximately 6 to 7 minutes' discussion time for this task.

Content for this task will be based on any of the **8 sub-themes** from one of the four overall themes listed on pages 9–10 of the specification. For example, 家庭, 經濟與環境, 變革, etc.

The invigilator offers the student a choice of two cards just before the preparation time begins. The invigilator will ask the student, for example, whether he or she wants the card on *Traditions* or the card on *Communications and technology*. N.B. the student must **not** see the card until the choice has been made.

On each card is one statement.

The student is then given five minutes to prepare.

After the five minutes' preparation time, the assessment begins:

- The examiner will start by asking which card the student has chosen.
- The examiner will then ask the two compulsory questions relating to the statement.
- The examiner will then ask follow-up questions relating to the subject matter on the card.

For example, student 1 is given the choice of *Traditions* or *Communications and technology*. The student chooses *Traditions*. There is one statement on the card with prompts:

年輕人對中國傳統節日失去興趣。

你必須考慮下面兩點：

- 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？

The examiner will then ask the two questions on the card:

年輕人對中國傳統節日失去興趣。

- 1 為什麼年輕人對中國傳統節日失去興趣？
- 2 怎樣去改變這種情況？

The examiner will then follow up with additional questions relating to the statement on the stimulus card.

Part 2

The examiner must then broaden the discussion to cover other aspects of the overall theme. In the example above, this would mean the examiner could ask questions on other aspects of traditions, customs or cultural activities.

The questions must enable the student 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. The examiner may use some of the generic questions as provided in the Sample Assessment Materials. For example: 你可以舉例說明.....嗎？

Frequently-asked questions

In Part 1 do students need to adopt a 'for/against' position on the statement?

No, this is not necessary, as the statement might not necessarily allow them to do this. However, they must be able to justify their opinions.

How much factual knowledge do students need to have?

Teachers should consult the *Knowledge and understanding mark grid* in the specification or the Sample Assessment Materials, as this provides detail on how students are rewarded. There is no requirement for students to be able to list facts. However, they do need to provide examples and justify these examples.

Note also that Task 1 is marked as a whole, so it might be possible for students to provide fuller detail in the follow-up questions.

In the speaking assessment, can the examiner change the formal question to the informal form, or is that considered to be rephrasing?

Questions should be asked as they are written on the card.

If a student says "Do you mean ...?" after the examiner asks the question, can you answer "Yes" or "No"?

We would encourage the examiner to repeat the question as phrased on the card. However, if the student is struggling, then we would expect there to be some additional support, though this may affect the mark the student is ultimately awarded.

Can you ask the invigilator which cards students have chosen, or do you have to wait until the students tell you?

It is fine for the invigilator to tell you which card students have chosen.

Task 2: Independent research project (IRP)

Students have approximately 10 to 11 minutes for this task.

Prior to the exam

Choosing the project

The independent research project (IRP) allows students to conduct in-depth research into an aspect of Chinese-speaking culture or life in which they are particularly interested. Students should be encouraged to think carefully about what they want to research, as the subject must allow them not only to showcase what they have learned about the subject, but also to analyse the subject in some depth.

The IRP may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the Chinese-speaking cultural and social context. Should students choose a subject relating to one of the specification themes, it is possible that the same theme could come up in Task 1. Students should therefore go beyond the specification sub-themes and should ensure they have conducted wider reading on their chosen subject.

The IRP must **not** be based on one of the literary works or films studied for Paper 2. Students will receive a mark of zero for Task 2 if their IRP focuses on a work studied for Paper 2. However, an IRP could focus on a wider exploration of the author or film-maker of those works studied. For example, if studying a novel by a particular author for Paper 2, the IRP must not focus on that novel, as this would be a duplication of content. However, the independent research could focus on the life of the author, or the aspects of society which motivated the author in the broader sense.

Once students have chosen the subject which they wish to research, they will need to decide upon a question or statement which they will then investigate individually. This might also help students to narrow down their choice of subject.

When to start the independent research project (IRP)

The IRP can be started at any point within the two-year course. However, the IRP form must be submitted to Edexcel at least three weeks before the start of the assessment. This form requires students to note down key findings, as well as sources. This is to allow examiners the time to prepare their questions.

Sources

As part of the assessment, students must refer to at least two **written** Chinese-speaking sources and the student's declaration form provides space for up to four. These could, of course, be from newspaper articles, perhaps found on the internet. We advise students to keep a record of all the sources they have used, and teachers to give some support in how to use sources. There are many websites to which students can be directed, and it is also advisable that teachers help students locate resources.

The assessment

Part 1: Students give a presentation of a maximum of two minutes. This presentation must include:

- a summary of at least two of the written Chinese-speaking sources they have used as part of their research
- the authors' main points/ideas
- a personal response.

Part 2: Following on from the presentation, the examiner then moves on to a discussion of the student's research, including a wider exploration of the content of the student's presentation and of the research as a whole. The examiner should use the *RP3 form*, completed by the student, to identify questions in advance, in order to ensure that the discussion remains focused on the research.

In **both** tasks, students are expected to ask questions which elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. A list of suggested questions has been provided in the specification and should be shared with students.

Examiners should not give lengthy answers, but acknowledge the question and move on. If the student does not ask a question, this can be prompted by the examiner.

Frequently-asked questions

Can students make comparisons with the home country?

There may, of course, be instances where it is necessary or interesting to bring in examples or comparisons with the home country. For example, this could be used to strengthen an argument. However, the assessment criteria for *Knowledge and understanding of society and culture* (AO4) clearly rewards students who focus on Chinese-speaking cultural and social contexts, so we would recommend that comparison with the home country is limited.

Can students refer to their literary works/films as evidence to support their argument?

Quotations from the literary works or close reference to the films may be applicable for use as evidence to support an argument. However, students must refer to two other written Chinese-speaking sources in order to access marks from the grid *Responding to written language in speech* (AO2)

Can all my students cover the same topic?

It is envisaged, especially in large centres, that some students might have similar interests and might therefore wish to cover the same topic. This is acceptable and encourages teamwork. However, the statement or question for each student's project **must** be different, as well as the angle from which they are approaching it.

What can teachers help their students with?

Below is a list of what teachers must and must not do. Further clarification can also be sought from the assessment team and the FAQs on Conducting the AS/A level speaking exam.

What sources should my students use?

Teachers should help their students in identifying suitable sources, and also help them analyse sources. Students should be encouraged to use a variety of sources, including (but not limited to):

- newspaper articles
- videos from the period in time (such as news reports or speeches)
- academic articles
- critical reviews for books and films.

Independent research – Advice for teachers in supporting students

Teachers **can**:

- give guidance on developing research skills (including methodology and analytical tools)
- give guidance on selecting a subject and question or statement for the student's IRP
- explain what independence means (see definition in *Guidance on the independent research project* in the specification)
- comment on the suitability of the area of research (availability of resources, time constraints)
- give guidance and advice on completing *Form RP3*
- advise on and direct students to the Assessment Objectives
- provide a selection of resources for student access.

Teachers **must**:

- confirm that the question or statement has the potential to meet the requirements of the assessment criteria, and offer general guidance on any necessary amendments
- ensure that the question or statement does **not** correspond with one of the literary works or films which the student has studied for Paper 2: teachers will be able to identify this from the information given on *Form RP3*; students will receive a mark of zero for Task 2 if their IRP focuses on a work studied for Paper 2
- review each student's *Form RP3*; teachers should ensure that the research can suitably fulfil the specification requirements and should give general guidance on the methodology and analytical tools which the student could use
- promote good practice, such as referencing and using a bibliography system
- sign the student's *Form RP3* before the examination to declare that the IRP is wholly the student's work
- monitor the different research projects being undertaken in a centre to ensure that independence is being maintained; if more than one student chooses to research the same topic, the teacher must ensure that each student has a different question or statement and, therefore, an independent focus.

Teachers **must not**:

- give students a choice of questions or statements from which they then choose, including a group question or statement for whole-class research
- give detailed feedback or guidance to individual students about how to improve their work to meet the requirements of the assessment criteria; the guidance provided should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made; this could include:
 - suggesting additional sources to consult
 - broadening or narrowing their topic of research
- rehearse or provisionally assess the student's presentation
- provide access to, or rehearse, questions which will be used in the assessment of the student's independent research.

Examining technique checklist

The following guidelines will be helpful for teacher-examiners in preparing to administer the speaking assessments.

- The examiner's opening should put the student at ease.
- The examiner should remain friendly and encouraging throughout.
- The examiner should keep input to a minimum.
- There should be a predominance of open questions and encouragement.
- The examiner should refrain from proffering anecdotes, opinions, advice or information.
- The conversation/discussion should flow naturally.
- The examiner should take the student beyond learned or prepared material.
- The examiner should interrupt any pre-rehearsed sections.
- The examiner's interventions should be sufficiently demanding.
- The examiner should take the student to his/her linguistic ceiling.
- The closing should be upbeat, but not effusive.
- The examiner should keep to time for all elements of the assessments.

