

AS and A level **Chinese** 2017



Launch event



Agenda

- Introducing our specification
- A level reforms and new requirements for MFL
- Our approach
- Overview of new specification content
- New assessment requirements
- Overview of AS assessment of Listening, Reading, Speaking and Writing
 - **Break**
- Overview of A level assessment of Listening, Reading, Speaking and Writing
- Co-teachability
- Support and resources



Languages for all

- Content that engages, inspires and motivates your students
- Manageable content and clear, structured assessment
- Assessments that enable all students to reach their potential
- Rich choice of popular and accessible works covering contemporary and classical titles from a range of directors and authors
- Straightforward and clear mark schemes
- Specification that builds transferable skills for progression to Language or other degrees



AS and A level reforms

- All new AS and A levels will be assessed at the same standard as they are currently.
- All new AS and A levels will be fully linear.
- AS levels will be stand-alone qualifications.
- The content of the AS level can be a sub-set of the A level content to allow co-teachability, but marks achieved in the AS will not count towards the A level.
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Timeline



	2016	2017	2018	2019
Current Spec	Summer series as normal	Summer series as normal	Final AS resit and A2 exams	
New 2016 Spec	Specs in centres	First teaching (AS level and 2-year A level)	First AS examinations and first teaching (1-year A level)	First A level exams

- The last available assessment for the current AS and A levels will be June 2018
- The reformed AS first assessment is 2018 and A level is 2019



Key changes from 2016

- Renewed focus on Culture with a specific assessment objective (AO4) to assess knowledge and understanding of the TL culture
- Compulsory literature at A level and either a literary work or film at AS
- Independent research project at A level assessed through the oral
- Translations at AS and A level
- Prescribed themes:
 - - Social issues and trends
 - - Political and/or Intellectual and/or Artistic culture



Our research

- Research carried out:
- Teachers, Heads of Depts across the country in face-to-face interviews, phone interviews, and surveys
- Subject advisory group, including representatives from the teaching community and universities



Teacher research – key findings

- Discrete listening and reading assessments at A level
- A greater focus on the cultural element of learning a language
- Reduce the volume of content at AS so more time can be spent on each topic and teaching the grammar
- Increase the word count for the writing paper
- Mark schemes with exemplification and that differentiate between abilities



Our approach

- All 4 skills assessed separately at AS and A level.
- Cultural content that engages, inspires and motivates your students.
- Rich choice of popular and accessible works covering contemporary and classical titles, linked to the topics and from a diverse range of directors and authors.
- Choice of questions on literature and film in the writing paper.
- Clear mark schemes that ensure differentiation across the ability ranges.
- A specification that supports progression from GCSE and though to university.



Our design principles

- Provide choice where possible in the writing paper
- Ensure contexts within reading and listening papers are set within the target language country/countries
- Provide scaffolding for essays at AS
- Mark schemes that encourage spontaneity



Our content principles

- A mix of familiar and new themes to support a wide range of interests
- Themes that relate directly to the culture of the target language countries
- Year 1 Themes should facilitate progression from KS4
- Themes that meet requirements of the subject criteria



Content – Year 1 A level/AS

Social issues and trends

Theme 1 - Changes in contemporary Chinese society

- **Family**

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

- **Education and work**

School life and student issues; work opportunities; work-life balance

Political and/or intellectual and/or artistic culture

Theme 2 - Chinese culture

- **Traditions**

Festivals (Spring Festival, Dragon Boat Festival, Mid-autumn Festival, Qing Ming Festival) and customs

- **Cultural activities**

Film, television, music and reading (in relation to Chinese culture)



Content – Year 2 (A level only)

Social issues and trends

Theme 3 - Evolving Chinese society

- **Communications and technology**
Internet and social media
- **Economy and environment**
Economic developments; environmental protection

Political and/or intellectual and/or artistic culture

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

- **Reform**
Rich-poor gap; super-cities; urban migration
- **China-United Kingdom relations**
Trade; cultural exchanges; educational exchanges



Discussion

Talk with the person next to you about the themes:

- Which do you feel confident teaching?
- Which do your learners enjoy?
- Which are you concerned about?



Literary works and films selection criteria

- Selection of works featuring both classical and contemporary titles
- Variety of literary styles, including novels and short stories
- Works that could be co-taught
- Works that link with the themes
- Works which have some existing teaching and learning support



Assessment Objectives

		Weighting
AO1	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.	20%
AO2	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.	30%
AO3	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%
AO4	AS: Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken. A level: 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.	20%



Teacher and internal research findings on assessment

- Mark schemes to be precise and clear for learners, teachers and examiners
- Tasks that encourage spontaneity and grammatical understanding
- Ensure comparability across languages
- Word counts in the writing papers should be recommended only



Overview of new specification – AS

	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening, reading and translation into English	15	25			40%
Paper 2: Written response to works and translation			20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for AS	20	30	30	20	100%



AS Paper 1 Listening, reading and translation into English - DfE Criteria

- Understand the main points, gist and detail from spoken and written material
- Infer meaning from complex spoken and written material, including factual and abstract content
- Assimilate and use information from spoken and written sources, including material from online media
- Summarise information from spoken and written sources, reporting key points and subject matter in speech and writing
- Read and respond to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary



AS Paper 1 – Listening, reading and translation into English

Section	Assessment 1 hour 45 minutes
Section A: Listening (24 marks)	<ul style="list-style-type: none">• Three questions made up of multiple-choice and open-response questions, including questions testing summary skills.• All questions, with the exception of Q3(b), are set in Chinese and must be answered in Chinese.• Q3(b) is set in English and must be answered in English.
Section B: Reading (28 marks)	<ul style="list-style-type: none">• Four questions comprising both multiple-choice and open-response questions on texts provided.• All questions are set in Chinese and must be answered in Chinese.
Section C: Translation into English (12 marks)	<ul style="list-style-type: none">• Students must translate one unseen text from Chinese into English.



AS Paper 2 Written response to works and translation - DfE Criteria

- Know, understand and be able to respond critically in writing, in the language of study, to the work, taken from the prescribed list provided in the specification
- At AS, knowledge and understanding of the work must include a critical response to aspects such as the structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied
- Candidates can choose either a literary work or film



AS Paper 2 – Written response to works and translation

Section	Assessment 1 hour 40 minutes
Section A: translation into Chinese (20 marks)	<ul style="list-style-type: none">• Students must translate one unseen text from English into Chinese.
Sections B and C: Written response to works (40 marks)	<ul style="list-style-type: none">• Students respond to one question on either a literary text (Section B) or a film (Section C)• It is recommended that students write between 225 - 300 Chinese characters.

AS Paper 3 Speaking – DfE criteria

- Use language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of the language
- Apply knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar at annex A for French, German and Spanish, and for other languages, the prescribed list provided in the relevant specification
- Use language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies

AS Paper 3 – Speaking

Assessment Time:

12-15 minutes (plus 15 minutes preparation time)

Marks:

72 Marks

- Task 1: stimulus card on a sub-theme from Theme 1
- 7-9 mins
- 42 marks

- Four compulsory questions.
- The teacher-examiner must ask follow-up questions for the remainder of the task on the same sub-theme. These questions should allow the candidate to: demonstrate their understanding of the cultural and social context by expressing relevant ideas / exemplification / information; and express their opinion on issues relating to the cultural and social context.

- Task 2: general discussion on a sub-theme from Theme 2
- 5-6 mins
- 30 marks

- Part 1 – the teacher-examiner asks three compulsory questions then develops the discussion by asking follow-up questions relating to the stimulus card subject matter.
- Part 2 – the teacher-examiner broadens the discussion by moving on to any other aspect (s) of the same sub-theme.

Overview of new specification – A level

	Assessment Objectives				
	AO1 %	AO2 %	AO3 %	AO4 %	Total for all Assessment Objectives
Paper 1: Listening, reading and translation into English	15	25			40%
Paper 2: Written response to works and translation			20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for A level	20	30	30	20	100%



A level Paper 1 – Listening, reading and translation into English – DfE criteria

- Understand the main points, gist and detail from spoken and written material
- Infer meaning from complex spoken and written material, including factual and abstract content
- Assimilate and use information from spoken and written sources, including material from online media
- Summarise information from spoken and written sources, reporting key points and subject matter in speech and writing
- Read and respond to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary



A level Paper 1- Listening, reading and translation into English

Section	Assessment 1 hour 50 minutes
Section A: Listening (30 marks)	<ul style="list-style-type: none">• Three questions made up of multiple-choice and open-response questions, including questions testing summary skills.• All questions are set in Chinese and must be answered in Chinese.• Q3(b) specifically assesses the student's ability to summarise in the target language.
Section B: Reading (30 marks)	<ul style="list-style-type: none">• Four questions comprising both multiple-choice and open-response questions based on the texts provided.• All questions are set in Chinese and must be answered in Chinese.
Section C: Translation into English (20 marks)	<ul style="list-style-type: none">• Students must translate one unseen text from Chinese into English.



A level Paper 2 – Written response to works and translation – DfE criteria

- At A level, specifications must require students to study two works, either a literary work and a film, or two literary works, in the language of study.
- Appreciate, analyse and be able to respond critically in writing, in the language of study, to the works, taken from the prescribed list provided in the specification.
- At A level, students must develop a more detailed understanding of the works, showing a critical appreciation of the concepts and issues covered, and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).
- Students are required to study two discrete works at A level i.e. students cannot be assessed on a film adapted from a literary work as well as on the original literary work itself.



A level Paper 2 – Written response to works and translation

Section	Assessment 2 hours 40 minutes
Section A: Translation into Chinese (20 marks)	<ul style="list-style-type: none">• Students must translate one unseen text from English into Chinese.
Sections B and C: Written response to works (100 marks)	<ul style="list-style-type: none">• Students respond to two questions about two works, either two selected from Section B (literary texts) or one selected from Section B (literary texts) and one from Section C (films).• It is recommended that students write between 250–350 Chinese characters for each essay• Candidates must respond to one literary work at A level.



A level Paper 3 – Speaking – DfE criteria

- Develop research skills in the language of study, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where the language is spoken
- Identify a key question or subject of interest and select relevant information in the language of study from a range of authentic sources, including the internet
- Use information to illustrate knowledge and understanding of the research subject
- Analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion

A level Paper 3 – Speaking

Assessment Time:

16-18 minutes (including preparation time for Task 1)

Marks:

72 Marks

- Task 1: Discussion on a theme (dictated by stimulus card)
- 30 marks
- 5 minutes' preparation time
- 6-7 minutes' discussion

- Students will choose one out of two sub-themes on the day.
- Students will be permitted five minutes' supervised preparation time to consider the stimulus card and may make notes for this task.

- Individual research presentation and follow-on questions
- 42 marks
- 10-11 minutes (including 2-minute presentation)

- Students select an area of interest that is related to the target language culture.
- Students complete a RP3 form and send to Pearson three weeks in advance of the assessment with 6-10 bullets about their chosen research.
- Students will be permitted to refer to their RP3 form for this task but may not make further notes for this task.
- Students must refer to at least two different written sources in the task in the original assessed language.



Co-teachability

- Year 1 A level content is the same as the AS content
- Same 'work' can be studied for AS and for A level
- 3 paper structure at AS and A level
- All 4 skills assessed at AS and A level



Discussion points

- Having listened to the changes:
 - Which aspects of the specification are you most looking forward to teaching?
 - What are the areas of concern?



Support for planning

- Course planner
- Scheme of work
- Matching charts
- Getting Started guide
- Student guide



ResultsPlus

- ResultsPlus provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of languages.



Teaching and learning support

- Support around literary works and films
- Support around independent research project

GCSE 2017

- First teaching 2017
- First assessment 2019
- Familiar content and defined, manageable topic areas.
- Specification designed to enable all students to reach their potential.
- Specification and Sample Assessment Materials full of cultural content that motivates, engages and brings languages to life.
- Plenty of guidance on the new assessments and support to teach the skills required.

Contact details



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