

AS Chinese



Sample Assessment Materials

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese
(spoken Mandarin/spoken Cantonese) (8CN0)

First teaching from September 2017

First certification from 2018

Issue 1

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this sample assessment materials are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 4469 3399 2

All the material in this publication is copyright
© Pearson Education Limited 2017

Contents

Introduction	1
General marking guidance	3
Paper 1 – Transcript	5
Paper 1 – Question paper	15
Paper 1 – Mark scheme	51
Paper 2 – Question paper	69
Paper 2 – Mark scheme	93
Paper 3 – General instructions to the teacher-examiner	107
Paper 3 – Instructions to the candidate	113
Paper 3 – Instructions to the teacher-examiner	161
Paper 3 – Mark scheme	209

Introduction

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

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

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary Paper 1: Listening, Reading and Translation Transcript

Sample assessment material for first teaching
September 2017

Time: 1 hour 45 minutes

Paper Reference

8CN0/01

Do not return the transcript with the question paper.

Turn over ►

S57050A

©2017 Pearson Education Ltd.

1/1/



S 5 7 0 5 0 A



Pearson

Passage 1

龍舟比賽

- F1:** 今年夏天的世界運動會，增加了龍舟比賽，參加的國家很多。比賽在臺灣進行，一共是兩天。今天是比賽的第一天，天氣很好，是晴天，沒有風。我們有一個好消息，我們臺灣隊在比賽中得了第三名。
- M1:** 我是大明，我是來看比賽的。我們臺灣隊的隊員很年青，今天得了第三名，我非常開心。龍舟比賽是中國的傳統體育活動，看到有這麼多外國人喜歡這個運動，還來臺灣參加比賽，我們很高興。
- M2:** 我叫馬田，我和我的隊友第一次來臺灣，也是第一次代表德國參加龍舟比賽，我覺得非常有意思。
- F1:** 明天是比賽的第二天，因為是週末，我們相信會有更多人來看比賽。不能來的人，可以在電視上看。

Passage 2

做父母

F1: 王先生，你是教育專家。你在美國上過大學，是嗎？

M1: 是的。我以前在美國學習，畢業以後回中國，現在在北京工作。

F1: 你覺得做父母難嗎？

M1: 難。當爸爸媽媽一點都不容易。爸爸媽媽也要學習。

F1: 什麼時候最難啊？

M1: 都不容易。孩子小的時候，父母要照顧孩子的健康，關心他們吃什麼，穿什麼。父母最怕的就是孩子生病。

F1: 那麼，孩子上中學以後就輕鬆了，對嗎？

M1: 當然不是，應該說比以前更難。十三歲以後，孩子有自己的興趣和想法，很多事情願意告訴同學和朋友，而不願意和父母說。很多父母會很不習慣。

F1: 那父母應該怎麼辦？

M1: 父母需要改變，他們應該學着和孩子做朋友，瞭解孩子的想法。做父母是一輩子的事，就是孩子長大以後，他們工作、結婚，我們做父母的，還是會繼續關心孩子。

Passage 3(a)

考試

F1: 高山，你拿着那麼多東西，要去哪兒啊？

M1: 小美，是你呀！我現在去圖書館，我有兩本書要還。然後我去體育館健身。你去哪兒？

F1: 我上街買東西。考試的時候，我每天都在家裏學習，沒時間做別的事情。現在考試完了，我要去商場買衣服！

M1: 是啊！考試的時候，天天都要學習，沒有時間做運動，也沒有時間睡覺。現在好了，我可以運動，休息。今天晚上我還要去城裏和朋友吃晚飯呢！

Passage 3(b)

未來的計劃

F1: 我英語考試的時候最緊張，你知道我打算將來去外國上大學，我希望我能得到好成績。如果英文不好，就不能去外國了，所以英文對我來說非常重要。高山，你考試的時候緊張不緊張？

M1: 小美，考試的時候沒有人不緊張的。我沒有打算去外國，但是我也想學好英文，這樣可以看外國的足球比賽。外國球員的技術好，看比賽我可以學到很多。我從小就很喜歡踢足球，我的理想是將來可以做一名足球運動員，去參加國際比賽。

Passage 1

龙舟比赛

F1: 今年夏天的世界运动会，增加了龙舟比赛，参加的国家很多。比赛在台湾进行，一共是两天。今天是比赛的第一天，天气很好，是晴天，没有风。我们有一个好消息，我们台湾队在比赛中得了第三名。

M1: 我是大明，我是来看比赛的。我们台湾队的队员很年青，今天得了第三名，我非常开心。龙舟比赛是中国的传统体育活动，看到有这么多外国人喜欢这个运动，还来台湾参加比赛，我们很高兴。

M2: 我叫马田，我和我的队友第一次来台湾，也是第一次代表德国参加龙舟比赛，我觉得非常有意思。

F1: 明天是比赛的第二天，因为是周末，我们相信会有更多人来看比赛。不能来的人，可以在电视上看。

Passage 2

做父母

F1: 王先生，你是教育专家。你在美国上过大学，是吗？

M1: 是的。我以前在美国学习，毕业以后回中国，现在在北京工作。

F1: 你觉得做父母难吗？

M1: 难。当爸爸妈妈一点都不容易。爸爸妈妈也要学习。

F1: 什么时候最难啊？

M1: 都不容易。孩子小的时候，父母要照顾孩子的健康，关心他们吃什么，穿什么。父母最怕的就是孩子生病。

F1: 那么，孩子上中学以后就轻松了，对吗？

M1: 当然不是，应该说比以前更难。十三岁以后，孩子有自己的兴趣和想法，很多事情愿意告诉同学和朋友，而不愿意和父母说。很多父母会很不习惯。

F1: 那父母应该怎么办？

M1: 父母需要改变，他们应该学着和孩子做朋友，了解孩子的想法。做父母是一辈子的事，就是孩子长大以后，他们工作、结婚，我们做父母的，还是会继续关心孩子。

SIMPLIFIED CHARACTER VERSION

Passage 3(a)

考试

F1: 高山，你拿着那么多东西，要去哪儿啊？

M1: 小美，是你呀！我现在去图书馆，我有两本书要还。然后我去体育馆健身。你去哪儿？

F1: 我上街买东西。考试的时候，我每天都在家里学习，没时间做别的事情。现在考试完了，我要去商场买衣服！

M1: 是啊！考试的时候，天天都要学习，没有时间做运动，也没有时间睡觉。现在好了，我可以运动，休息。今天晚上我还要去城里和朋友吃晚饭呢！

Passage 3(b)

未来的计划

F1: 我英语考试的时候最紧张，你知道我打算将来去外国上大学，我希望我能得到好成绩。如果英文不好，就不能去外国了，所以英文对我来说非常重要。高山，你考试的时候紧张不紧张？

M1: 小美，考试的时候没有人不紧张的。我没有打算去外国，但是我也想学好英文，这样可以看外国的足球比赛。外国球员的技术好，看比赛我可以学到很多。我从小就很喜欢踢足球，我的理想是将来可以做一名足球运动员，去参加国际比赛。

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 1: Listening, Reading and Translation

Sample assessment material for first teaching
September 2017

Time: 1 hour 45 minutes

Paper Reference

8CN0/01

You must have:

Listening equipment
CD/MP3

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- On page xx indicate which set of questions you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Answer **all** questions in Sections A, B and C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Candidates are recommended to start with Section A: Listening, and work through each section as presented in the answer booklet.
- We recommend you spend 45 minutes on Section A: Listening, 45 minutes on Section B: Reading and 15 minutes on Section C: Translation into English.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

S57050A

©2017 Pearson Education Ltd.

1/1/



S 5 7 0 5 0 A 0 1 3 6


Pearson

Use of Chinese characters

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

Questions in traditional/full characters begin on page xx.

Questions in simplified characters begin on page xx.

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

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

繁體字

TRADITIONAL/FULL CHARACTER VERSION

(Simplified Character Version begins on page xx)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

TRADITIONAL/FULL CHARACTERS

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

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

SECTION A: LISTENING

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

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

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

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

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

Passage 1 = xx minutes xx seconds

Passage 2 = xx minutes xx seconds

Passage 3a = xx minutes xx seconds

Passage 3b = xx minutes xx seconds

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

龍舟比賽

1 收聽以下一段新聞，然後在正確的答案旁打☒。

(i) 龍舟比賽在什麼時候舉辦？

<input type="checkbox"/>	A 春天
<input type="checkbox"/>	B 夏天
<input type="checkbox"/>	C 秋天
<input type="checkbox"/>	D 冬天

(ii) 比賽一共進行幾天？

<input type="checkbox"/>	A 兩天
<input type="checkbox"/>	B 三天
<input type="checkbox"/>	C 四天
<input type="checkbox"/>	D 一個星期

(iii) 比賽的時候，天氣怎麼樣？

<input type="checkbox"/>	A 下雨
<input type="checkbox"/>	B 有太陽
<input type="checkbox"/>	C 風很大
<input type="checkbox"/>	D 有霧

TRADITIONAL/FULL CHARACTERS

(iv) 大明是什麼人？

<input type="checkbox"/>	A 運動員
<input type="checkbox"/>	B 教練
<input type="checkbox"/>	C 工作人員
<input type="checkbox"/>	D 觀眾

(v) 馬田是哪國人？

<input type="checkbox"/>	A 美國人
<input type="checkbox"/>	B 英國人
<input type="checkbox"/>	C 德國人
<input type="checkbox"/>	D 法國人

(vi) 為什麼第二天會有更多觀眾？

<input type="checkbox"/>	A 有外國人參加
<input type="checkbox"/>	B 是週末
<input type="checkbox"/>	C 不要門票
<input type="checkbox"/>	D 電視上看不到

(Total for Question 1 = 6 marks)

TRADITIONAL/FULL CHARACTERS

做父母

2 收聽以下一段訪問，然後用中文回答問題。

(a) 王先生在哪裏工作？

(1)

(b) 孩子小的時候，父母怎麼照顧他們？（寫出兩點）

(2)

(c) 十三歲以後，孩子有什麼改變？（寫出兩點）

(2)

(d) 這個時候，父母應該怎麼做？（寫出一點）

(1)

(Total for Question 2 = 6 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

考試

3(a) 聆聽以下一段對話，然後用中文回答問題。

(i) 高山要去哪兩個地方？

(2)

(ii) 為什麼小美有時間去買東西？

(1)

(iii) 小美要買什麼東西？

(1)

(iv) 考試的時候，高山的生活怎麼樣？（寫出兩點）

(2)

(v) 他今天晚上要做什麼？（寫出兩點）

(2)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

Future plans

Summarise the following conversation. You are not required to write in full sentences and you may respond using short phrases. You must give two details for Question 3(b)(i) and two details for 3(b)(ii).

3(b) Listen to this conversation between Xiaomei and Gaoshan. Respond in **English**.

- (i) Summarise what Xiaomei says about her future plans.

(2)

- (ii) Summarise what Gaoshan says about the nature of his dream job.

(2)

(Total for Question 3 = 12 marks)

TOTAL FOR SECTION A = 24 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

SECTION B: READING

We recommend you spend around 45 minutes on this section.

Multiple-choice questions must be answered with a cross in a box [x]. If you change your mind about an answer, put a line through the box [x] and then mark your new answer with a cross [x].

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

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

- 4 閱讀下面的文章，選出四個正確的句子，並在旁邊的空格內打 ☒。

娛 樂

中國的中學生，學習壓力很大，每天都忙於上學和做作業。除了周末以外，幾乎沒有空餘時間。如果有時間的話，他們大部分會用手機和朋友聊天，或者用電腦上網玩遊戲。

最近有教育專家說，學習和娛樂同樣重要。現在年青人的學習方法改變了，他們喜歡從網上學習，也喜歡跟老師以外的人學習。專家建議，應該研究新的教學方法，利用手機和網絡，讓年青人一邊玩，一邊學。

健康專家提醒說，年青人還在長身體，每天一定要有運動的時間。現在越來越多的孩子戴眼鏡，就是手機和電腦玩得太多了。

A	中學生周末才可以休息。	<input type="checkbox"/>
B	空餘時間，學生喜歡睡覺。	<input type="checkbox"/>
C	大部分學生上網玩遊戲。	<input type="checkbox"/>
D	很多學生喜歡用電腦做作業。	<input type="checkbox"/>
E	中學生很喜歡和朋友見面聊天。	<input type="checkbox"/>
F	專家說，娛樂對學生很重要。	<input type="checkbox"/>
G	年青人不喜歡跟老師學習。	<input type="checkbox"/>
H	上網可以幫助學生學習。	<input type="checkbox"/>
I	年青人不愛做運動，所以很多人戴眼鏡。	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

5 閱讀下面的報導，然後用中文回答問題。

書店和圖書館

在中國，喜歡看書的人一年比一年多，每年都有很多新書出版，而且書店也越開越多。大城市的書店，每天二十四小時營業，連週末也不休息。

年青人喜歡去書店，很多書店有咖啡店，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。

書店說，很高興能有這麼多顧客，但是只看不買的人很多，他們希望買書的人多一些。

可是，圖書館越來越冷清，有時候一天都沒有一個讀者。很多人不喜歡去圖書館，說那兒的書太舊了，書的種類很少。

家長說，圖書館離家比較近，他們願意去。不過，學校放學的時候圖書館就關門了，而且週末也不開門，很不方便。

(a) 大城市的書店什麼時候關門？

(1)

(b) 年青人為什麼去書店？（寫出兩點）

(2)

TRADITIONAL/FULL CHARACTERS

(c) 書店有什麼問題?

(1)

(d) 人們為什麼不去圖書館了? (寫出一點)

(1)

(e) 家長為什麼覺得不方便? (寫出一點)

(1)

(Total for Question 5 = 6 marks)

- 6 閱讀下面的文章，然後用中文回答問題。

人口老齡化

香港的人口老齡化，老人越來越多。香港政府每年花大量金錢為老人提供健康和社會服務。

以前，很多年青人結婚以後和父母住在一起，除了可以互相照顧，老人還可以幫助帶孩子。現在年青人更願意自己住，有了孩子以後，就找會說英文的人來照顧孩子。很多老人覺得子女不需要自己了，所以很難過。

一個慈善中心正在幫助老人，他們提供電腦課程，讓老人們可以學習新的技能，比方說，怎麼上網，怎麼用智能手機。中心也有其他健康課程，老人們可以學習太極拳，也有專人教游泳。每到節日，中心還會組織全家「同樂日」，讓老人的家人一起來慶祝節日。

- (a) 香港政府給老人的服務有哪些？（寫出兩點）

(2)

- (b) 年青人和老人一起住，有什麼好處？（寫出兩點）

(2)

- (c) 現在誰照顧孩子？

(1)

TRADITIONAL/FULL CHARACTERS

(d) 老人可以學習什麼新技能？（寫出一點）

(1)

(e) 老人可以參加什麼健康課程？（寫出一點）

(1)

(f) 「同樂日」的目的是什麼？

(1)

(Total for Question 6 = 8 marks)

7 閱讀下面的文章，然後用中文回答問題。

春節

一年一度的春節是中國人最重要的節日。過去，很多人提前一個月就開始準備過年了。現在，過節前的兩個星期，在外地工作的人都會趕回父母的家，一起慶祝春節。這個時候，交通非常繁忙，無論是飛機還是火車，買票都是問題。

春節前一定要打掃房子，還要在門上貼上春聯。春聯是紅色的，上面寫着吉祥的話。會寫毛筆字的人喜歡自己寫，街上也有賣春聯的，很多銀行會送免費的春聯。

以前過春節的時候，每個人都有新衣服穿，還有很多平時吃不到的食物，所以人人都愛過春節。現在生活都好了，對人們來說，春節是全家團圓，看望家人，孝敬父母的機會。

(a) 人們什麼時候開始準備過春節？

(1)

(b) 在外地工作的人會做什麼？

(1)

(c) 交通有什麼問題？（寫出兩點）

(2)

TRADITIONAL/FULL CHARACTERS

(d) 春聯貼在什麼地方？

(1)

(e) 怎麼可以得到春聯？（寫出兩點）

(2)

(f) 以前人們為什麼喜歡春節？（寫出一點）

(1)

(g) 現在過春節有什麼意義？（寫出兩點）

(2)

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 28 MARKS

TRADITIONAL/FULL CHARACTERS
SECTION C: TRANSLATION INTO ENGLISH

We recommend you spend around 15 minutes on this section.

- 8** Translate the following article about the Chinese language into **English**.

中國地方大，人口也多。每個地方都有特別的飲食，文化和傳統。也有許多不同的方言。不過所有的人都寫中文和看中文。人們說，漢字把中國人連在一起。

(Total for Question 8 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS

TOTAL FOR PAPER = 64 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

简体字

SIMPLIFIED CHARACTER VERSION

(Traditional/Full Character Version begins on page xx)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

SIMPLIFIED CHARACTERS

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

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

SECTION A: LISTENING

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

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

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

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

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

Passage 1 = xx minutes xx seconds

Passage 2 = xx minutes xx seconds

Passage 3a = xx minutes xx seconds

Passage 3b = xx minutes xx seconds

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

SIMPLIFIED CHARACTERS

龙舟比赛

1 收听以下一段新闻，然后在正确的答案旁打☒。

(i) 龙舟比赛在什么时候举办？

<input type="checkbox"/>	A 春天
<input type="checkbox"/>	B 夏天
<input type="checkbox"/>	C 秋天
<input type="checkbox"/>	D 冬天

(ii) 比赛一共进行几天？

<input type="checkbox"/>	A 两天
<input type="checkbox"/>	B 三天
<input type="checkbox"/>	C 四天
<input type="checkbox"/>	D 一个星期

(iii) 比赛的时候，天气怎么样？

<input type="checkbox"/>	A 下雨
<input type="checkbox"/>	B 有太阳
<input type="checkbox"/>	C 风很大
<input type="checkbox"/>	D 有雾

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

(iv) 大明是什么人?

<input type="checkbox"/>	A 运动员
<input type="checkbox"/>	B 教练
<input type="checkbox"/>	C 工作人员
<input type="checkbox"/>	D 观众

(v) 马田是哪国人?

<input type="checkbox"/>	A 美国人
<input type="checkbox"/>	B 英国人
<input type="checkbox"/>	C 德国人
<input type="checkbox"/>	D 法国人

(vi) 为什么第二天会有更多观众?

<input type="checkbox"/>	A 有外国人参加
<input type="checkbox"/>	B 是周末
<input type="checkbox"/>	C 不要门票
<input type="checkbox"/>	D 电视上看不到

(Total for Question 1 = 6 marks)

SIMPLIFIED CHARACTERS

做父母

2 收听以下一段访问，然后用中文回答问题。

(a) 王先生在哪里工作?

(1)

(b) 孩子小的时候，父母怎么照顾他们? (写出两点)

(2)

(c) 十三岁以后，孩子有什么改变? (写出两点)

(2)

(d) 这个时候，父母应该怎么做? (写出一点)

(1)

(Total for Question 2 = 6 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

考试

3(a) 聆听以下一段对话，然后用中文回答问题。

(i) 高山要去哪两个地方?

(2)

(ii) 为什么小美有时间去买东西?

(1)

(iii) 小美要买什么东西?

(1)

(iv) 考试的时候，高山的生活怎么样? (写出两点)

(2)

(v) 他今天晚上要做什么? (写出两点)

(2)

SIMPLIFIED CHARACTERS

Future plans

Summarise the following conversation. You are not required to write in full sentences and you may respond using short phrases. You must give two details for Question 3(b)(i) and two details for 3(b)(ii).

3(b) Listen to this conversation between Xiaomei and Gaoshan. Respond in **English**.

- (i) Summarise what Xiaomei says about her future plans.

(2)

- (ii) Summarise what Gaoshan says about the nature of his dream job.

(2)

(Total for Question 3 = 12 marks)

TOTAL FOR SECTION A = 24 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

SECTION B: READING

We recommend you spend around 45 minutes on this section.

Multiple-choice questions must be answered with a cross in a box [x]. If you change your mind about an answer, put a line through the box [x] and then mark your new answer with a cross [x].

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

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

- 4 阅读下面的文章，选出四个正确的句子，并在旁边的空格内打☒。

娱乐

中国的中学生，学习压力很大，每天都忙于上学和做作业。除了周末以外，几乎没有空余时间。如果有时间的话，他们大部分会用手机和朋友聊天，或者用电脑上网玩游戏。

最近有教育专家说，学习和娱乐同样重要。现在年青人的学习方法改变了，他们喜欢从网上学习，也喜欢跟老师以外的人学习。专家建议，应该研究新的教学方法，利用手机和网络，让年青人一边玩，一边学。

健康专家提醒说，年青人还在长身体，每天一定要有运动的时间。现在越来越多的孩子戴眼镜，就是手机和电脑玩得太多了。

A	中学生周末才可以休息。	<input type="checkbox"/>
B	空余时间，学生喜欢睡觉。	<input type="checkbox"/>
C	大部分学生上网玩游戏。	<input type="checkbox"/>
D	很多学生喜欢用电脑做作业。	<input type="checkbox"/>
E	中学生很喜欢和朋友见面聊天。	<input type="checkbox"/>
F	专家说，娱乐对学生很重要。	<input type="checkbox"/>
G	年青人不喜欢跟老师学习。	<input type="checkbox"/>
H	上网可以帮助学生学习。	<input type="checkbox"/>
I	年青人不爱做运动，所以很多人戴眼镜。	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

5 阅读下面的报导，然后用中文回答问题。

书店和图书馆

在中国，喜欢看书的人一年比一年多，每年都有很多新书出版，而且书店也越开越多。大城市的书店，每天二十四小时营业，连周末也不休息。

年青人喜欢去书店，很多书店有咖啡店，看书看累了，还可以喝喝东西。而且，夏天的时候书店都有空调，环境很舒适。

书店说，很高兴能有这么多顾客，但是只看不买的人很多，他们希望买书的人多一些。

可是，图书馆越来越冷清，有时候一天都没有一个读者。很多人不喜欢去图书馆，说那儿的书太旧了，书的种类很少。

家长说，图书馆离家比较近，他们愿意去。不过，学校放学的时候图书馆就关门了，而且周末也不开门，很不方便。

(a) 大城市的书店什么时候关门?

(1)

(b) 年青人为什么去书店? (写出两点)

(2)

SIMPLIFIED CHARACTERS

(c) 书店有什么问题?

(1)

(d) 人们为什么不去图书馆了? (写出一点)

(1)

(e) 家长为什么觉得不方便? (写出一点)

(1)

(Total for Question 5 = 6 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

6 阅读下面的文章，然后用中文回答问题。

人口老龄化

香港的人口老龄化，老人越来越多。香港政府每年花大量金钱为老人提供健康和社会服务。

以前，很多年青人结婚以后和父母住在一起，除了可以互相照顾，老人还可以帮助带孩子。现在年青人更愿意自己住，有了孩子以后，就找会说英文的人来照顾孩子。很多老人觉得子女不需要自己了，所以很难过。

一个慈善中心正在帮助老人，他们提供电脑课程，让老人们可以学习新的技能，比方说，怎么上网，怎么用智能手机。中心也有其他健康课程，老人们可以学习太极拳，也有专人教游泳。每到节日，中心还会组织全家“同乐日”，让老人的家人一起来庆祝节日。

(a) 香港政府给老人的服务有哪些? (写出两点)

(2)

(b) 年青人和老人一起住，有什么好处? (写出两点)

(2)

(c) 现在谁照顾孩子?

(1)

SIMPLIFIED CHARACTERS

(d) 老人可以学习什么新技能? (写出一点)

(1)

(e) 老人可以参加什么健康课程? (写出一点)

(1)

(f) “同乐日”的目的是什么?

(1)

(Total for Question 6 = 8 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

7 阅读下面的文章，然后用中文回答问题。

春节

一年一度的春节是中国人最重要的节日。过去，很多人提前一个月就开始准备过年了。现在，过节前的两个星期，在外地工作的人都会赶回父母的家，一起庆祝春节。这个时候，交通非常繁忙，无论是飞机还是火车，买票都是问题。

春节前一定要打扫房子，还要在门上贴上春联。春联是红色的，上面写着吉祥的话。会写毛笔字的人喜欢自己写，街上也有卖春联的，很多银行会送免费的春联。

以前过春节的时候，每个人都有新衣服穿，还有很多平时吃不到的食物，所以人人都爱过春节。现在生活都好了，对人们来说，春节是全家团圆，看望家人，孝敬父母的机会。

(a) 人们什么时候开始准备过春节?

(1)

(b) 在外地工作的人会做什么?

(1)

(c) 交通有什么问题? (写出两点)

(2)

SIMPLIFIED CHARACTERS

(d) 春联贴在什么地方?

(1)

(e) 怎么可以得到春联? (写出两点)

(2)

(f) 以前人们为什么喜欢春节? (写出一点)

(1)

(g) 现在过春节有什么意义? (写出两点)

(2)

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 28 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

SECTION C: TRANSLATION INTO ENGLISH

We recommend you spend around 15 minutes on this section.

- 8** Translate the following article about the Chinese language into **English**.

中国地方大，人口也多。每个地方都有特别的饮食，文化和传统，也有许多不同的方言。不过所有的人都写中文和看中文。人们说，汉字把中国人连在一起。

(Total for Question 8 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS

TOTAL FOR PAPER = 64 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Source information**龍舟比賽**

© www.youtube.com/watch?v=-hrHL_DjnHs&playnext=1&list=PLD46717CE5F797B60%20PTS%20%E5%8F%B0%E7%81%A3%E5%85%AC%E5%85%B1%E9%9B%BB%E8%A6%96

做父母

© www.youtube.com/watch?v=BjYj-wuV1mY

考試

© www.bbc.com/zhongwen/simp/multimedia

娛樂

© www.coy.gov.hk/tc/research/archives/media.html

書店和圖書館

© www.news.gov.hk/tc/record/html/2016/02/20160228_112414.shtml

人口老齡化

© www.lls.idv.tw/cause.htm

Translation text

© www.dili360.com/cng/article/p5350c3d7eaea252.htm

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

Paper 1 marking principles for Sections A and B

Candidate responses

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

For example:

Question: 人们什么时候开始准备过春节?

Acceptable answer (full sentence): 人们提前一个月开始准备过春节。

Acceptable answer (phrase): 提前一个月。

Question: 他坐什么交通工具上班?

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

Acceptable answer (single word): 船。

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

Example:

Text: 年青人喜欢去书店, 很多书店有咖啡店, 看书看累了, 还可以喝喝东西。而且, 夏天的时候书店都有空调, 环境很舒适。

Question: 年青人为什么去书店?

Rewardable answer: 有咖啡店和有空调

Non-rewardable answer: 年青人喜欢去书店, 很多书店有咖啡店, 看书看累了, 还可以喝喝东西。而且, 夏天的时候书店都有空调, 环境很舒适。

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

(i.e. 有咖啡店和有空调) **from the text**. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

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

Guidance to examiners on understanding and applying the mark scheme

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

中国/北京

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

图书馆 AND 体育馆

书太旧了 OR 书的种类很少

Any parts of an answer that are not essential are bracketed, for example:

(赶)回父母的家 (一起庆祝春节)

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

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

SECTION A

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

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

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

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

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

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

Question number	Answer	Reject	Mark
2(a)	中國/北京		(1)

Question number	Answer	Reject	Mark
2(b)	Any two of: 照顧孩子的健康 (1) 關心他們吃什麼 (1) 穿什麼 (1) 怕孩子生病 (1)	吃什麼, 穿什麼; 孩子生病	(2)

Question number	Answer	Reject	Mark
2(c)	<p>有自己的興趣/想法 (1)</p> <p>AND one of:</p> <p>很多事情願意告訴同學和朋友 (1)</p> <p>很多事情不願意和父母說 (1)</p>	告訴同學和朋友; 和父母說; 很多父母會很不習慣	(2)

Question number	Answer	Reject	Mark
2(d)	<p>(應該學着) 和孩子做朋友</p> <p>OR</p> <p>瞭解孩子的想法</p>	繼續關心孩子	(1)

Question number	Answer	Reject	Mark
3(a)(i)	<p>圖書館 (1)</p> <p>AND</p> <p>體育館 (1)</p>	還書 ; 健身	(2)

Question number	Answer	Reject	Mark
3(a)(ii)	考試完了	沒時間買東西	(1)

Question number	Answer	Reject	Mark
3(a)(iii)	衣服	東西	(1)

Question number	Answer	Reject	Mark
3(a)(iv)	沒有時間做運動 (1) AND 沒有時間睡覺 (1)		(2)

Question number	Answer	Reject	Mark
3(a)(v)	Any two of: 去城裏 (1) 見朋友 (1) 吃晚飯 (1)		(2)

Question number	Answer	Reject	Mark
3(b)(i)	study abroad / go abroad / study overseas (1) AND for university (1)	abroad; overseas	(2)

Question number	Answer	Reject	Mark
3(b)(ii)	<u>become</u> / <u>be</u> a footballer / a football player (1) AND take part in <u>international matches</u> (1)	footballer/ football player	(2)

SECTION B

Question number	Answer	Mark
4	1 mark each; only four answers are required. 1 mark will be deducted for each additional answer. A, C, F, H	(4)

Question number	Answer	Reject	Mark
5(a)	每天二十四小時營業, 連週末也不休息		(1)

Question number	Answer	Reject	Mark
5(b)	有咖啡店 (1) AND (夏天) 有空調 (1)	環境很舒適	(2)

Question number	Answer	Reject	Mark
5(c)	只看不買的人很多	很高興有這麼多顧客	(1)

Question number	Answer	Reject	Mark
5(d)	書太舊了 (1) OR 書的種類很少 (1)	圖書館越來越冷清; 有時候一天都沒有有一個讀者。	(1)

Question number	Answer	Reject	Mark
5(e)	放學的時候圖書館就關門了 (1) OR 週末也不開門 (1)	關門; 不開門	(1)

Question number	Answer	Reject	Mark
6(a)	健康(服務) (1) AND 社會服務 (1)		(2)

Question number	Answer	Reject	Mark
6(b)	互相照顧 (1) AND 老人幫助帶孩子 (1)		(2)

Question number	Answer	Reject	Mark
6(c)	會說英文的人	找會說英文的人	(1)

Question number	Answer	Reject	Mark
6(d)	怎麼上網 (1) OR 怎麼用智能手機 (1)	電腦課程	(1)

Question number	Answer	Reject	Mark
6(e)	學習太極拳 (1) OR 學習游泳 (1)	也有專人教游泳	(1)

Question number	Answer	Reject	Mark
6(f)	讓老人的家人一起來慶祝節日		(1)

Question number	Answer	Reject	Mark
7(a)	提前一個月	一個月	(1)

Question number	Answer	Reject	Mark
7(b)	(趕)回父母的家(一起慶祝春節)	一起慶祝春節	(1)

Question number	Answer	Reject	Mark
7(c)	交通(非常)繁忙 ⁽¹⁾ AND 買飛機/火車票都是問題 ⁽¹⁾	飛機;火車	(2)

Question number	Answer	Reject	Mark
7(d)	門上	房子	(1)

Question number	Answer	Reject	Mark
7(e)	Any two of: 自己寫 ⁽¹⁾ 街上也有賣春聯的 ⁽¹⁾ 免費的春聯 ⁽¹⁾		(2)

Question number	Answer	Reject	Mark
7(f)	有新衣服穿 ⁽¹⁾ OR 很多平時吃不到的食物 ⁽¹⁾	生活好	(1)

Question number	Answer	Reject	Mark
7(g)	Any two of: 全家團圓 (1) 看望家人 (1) 孝敬父母 (1)		(2)

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

SECTION A

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

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

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

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

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

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

Question number	Answer	Reject	Mark
2(a)	中国/北京		(1)

Question number	Answer	Reject	Mark
2(b)	Any two of: 照顾孩子的健康 (1) 关心他们吃什么 (1) 穿什么 (1) 怕孩子生病 (1)	吃什么, 穿什 么; 孩子生病	(2)

Question number	Answer	Reject	Mark
2(c)	<p>有自己的兴趣/想法 (1)</p> <p>AND one of:</p> <p>很多事情愿意告诉同学和朋友 (1)</p> <p>很多事情不愿意和父母说 (1)</p>	告诉同学和朋友; 和父母说; 很多父母会很习惯	(2)

Question number	Answer	Reject	Mark
2(d)	<p>(应该学着) 和孩子做朋友 (1)</p> <p>OR</p> <p>了解孩子的想法 (1)</p>	继续关心孩子	(1)

Question number	Answer	Reject	Mark
3(a)(i)	<p>图书馆 (1)</p> <p>AND</p> <p>体育馆 (1)</p>	还书 ; 健身	(2)

Question number	Answer	Reject	Mark
3(a)(ii)	考试完了	没时间买东西	(1)

Question number	Answer	Reject	Mark
3(a)(iii)	衣服	东西	(1)

Question number	Answer	Reject	Mark
3(a)(iv)	<p>没有时间做运动 (1)</p> <p>AND</p> <p>没有时间睡觉 (1)</p>		(2)

Question number	Answer	Reject	Mark
3(a)(v)	Any two of: 去城里 (1) 见朋友 (1) 吃晚饭 (1)		(2)

Question number	Answer	Reject	Mark
3(b)(i)	study abroad / go abroad / study overseas (1) AND for university (1)	abroad; overseas	(2)

Question number	Answer	Reject	Mark
3(b)(ii)	<u>become/be</u> a footballer / a football player (1) AND take part in <u>international matches</u> (1)	footballer/ football player	(2)

SECTION B

Question number	Answer	Mark
4	1 mark each; only four answers are required. 1 mark will be deducted for each additional answer. A, C, F, H	(4)

Question number	Answer	Reject	Mark
5(a)	每天二十四小时营业, 连周末也不休息		(1)

Question number	Answer	Reject	Mark
5(b)	有咖啡店 (1) AND (夏天) 有空调 (1)	环境很舒适	(2)

Question number	Answer	Reject	Mark
5(c)	只看不买的人很多	很高兴有这么多 顾客	(1)

Question number	Answer	Reject	Mark
5(d)	书太旧了 (1) OR 书的种类很少 (1)	图书馆越来越冷 清; 有时候一天 都没有一个读 者。	(1)

Question number	Answer	Reject	Mark
5(e)	放学的时候图书馆就关门了 (1) OR 周末也不开门 (1)	关门;不开门	(1)

Question number	Answer	Reject	Mark
6(a)	健康(服务) (1) AND 社会服务 (1)		(2)

Question number	Answer	Reject	Mark
6(b)	互相照顾 (1) AND 老人帮助带孩子 (1)		(2)

Question number	Answer	Reject	Mark
6(c)	会说英文的人	找会说英文的人	(1)

Question number	Answer	Reject	Mark
6(d)	怎么上网 (1) OR 怎么用智能手机 (1)	电脑课程	(1)

Question number	Answer	Reject	Mark
6(e)	学习太极拳 (1) OR 学习游泳 (1)	也有专人教游泳	(1)

Question number	Answer	Reject	Mark
6(f)	让老人的家人一起来庆祝节日		(1)

Question number	Answer	Reject	Mark
7(a)	提前一个月	一个月	(1)

Question number	Answer	Reject	Mark
7(b)	(赶)回父母的家(一起庆祝春节)	一起庆祝春节	(1)

Question number	Answer	Reject	Mark
7(c)	交通 (非常) 繁忙 (1) AND 买飞机/火车票都是问题 (1)	飞机; 火车	(2)

Question number	Answer	Reject	Mark
7(d)	门上	房子	(1)

Question number	Answer	Reject	Mark
7(e)	Any two of: 自己写 (1) 街上也有卖春联的 (1) 免费的春联 (1)		(2)

Question number	Answer	Reject	Mark
7(f)	有新衣服穿 (1) OR 很多平时吃不到的食物(1)	生活好	(1)

Question number	Answer	Reject	Mark
7(g)	Any two of: 全家团圆 (1) 看望家人 (1) 孝敬父母 (1)		(2)

Paper 1 mark scheme: Section C

Marking principles

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

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

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

Question number	Acceptable answers	Mark
8	China is big	(1)
	and its population is large.	(1)
	Every area	(1)
	has special	(1)
	food and drink,	(1)
	culture and traditions.	(1)
	There are also many different dialects	(1)
	but everyone	(1)
	reads and writes	(1)
	in Chinese.	(1)
	People say that Chinese characters	(1)
	unite Chinese people.	(1)

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 2: Written response to works and translation

Sample assessment material for first teaching
September 2017

Time: 1 hour 40 minutes

Paper Reference

8CN0/02

You do not need any other materials

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- On page xx indicate which set of questions you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Answer Question 1 in Section A and **one** question from **either** Section B or Section C. Write between 225 and 300 Chinese characters in total for questions in Section B and Section C.
- We recommend you spend 25 minutes on Section A: Translation.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Dictionaries are **not allowed** in this examination.
- Copies of works are **not allowed** in this examination.

Information

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

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

S57051A

©2017 Pearson Education Ltd.

1/1/



S 5 7 0 5 1 A 0 1 2 4


Pearson

Use of Chinese characters

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

Questions in traditional/full characters begin on page xx.

Questions in simplified characters begin on page xx.

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

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

繁體字

TRADITIONAL/FULL CHARACTER VERSION

(Simplified Character Version begins on page xx)

TRADITIONAL/FULL CHARACTERS

SECTION A: TRANSLATION

- 1 把下面的一段文字翻譯成中文。

Chinese people of all ages like reading books and watching television and dramas.

In Chinese films, well-known traditional stories have always been very popular.

Now there is a lot of influence from the west. At the same time, more and more foreigners are interested in Chinese media.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 20 marks)

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

TRADITIONAL/FULL CHARACTERS

下面共設B、C兩部分，考生只須回答一題。

考生必須在B部分選答一題或在C部分選答一題。

用中文回答，字數為225–300字。

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

2 《一隻叫鳳的鴿子》(作者 曹文軒)

說明作品如何表達「鳳」對秋虎的特別意義。

可以考慮以下幾點：

- 秋虎的家庭情況。
- 秋虎最初是怎麼得到「鳳」的？
- 秋虎得到「鳳」以後生活有哪些變化？

(40)

(Total for Question 2 = 40 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

3 《城南舊事》(作者 林海音)

探討〈爸爸的花兒落了〉如何使用回憶往事的寫作手法描述父親對英子成長的影響。

可以考慮以下幾點：

- 父親為什麼不能出席英子的畢業禮？
- 哪些往事表達出父親對英子成長的影響？
- 你認為哪一件往事是最感人的描述？

(40)

(Total for Question 3 = 40 marks)

TOTAL FOR SECTION B = 40 MARKS

TRADITIONAL/FULL CHARACTERS

SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

4 《請投我一票》(導演 陳為軍)

探討成成父母在電影中的作用。

可以考慮以下幾點：

- 成成在班長選舉中表現如何？
- 成成父母怎樣影響班長選舉？
- 電影反映成成父母的什麼心態？

(40)

(Total for Question 4 = 40 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

5 《天水圍的日與夜》(導演 許鞍華)

探討電影如何通過生活細節表達貴姐和婆婆的友情。

可以考慮以下幾點：

- 貴姐和婆婆的性格和背景。
- 她們是怎麼認識的?
- 她們的友情是怎麼發展的?

(40)

(Total for Question 5 = 40 marks)

TOTAL FOR SECTION C = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

[illegible]

TRADITIONAL/FULL CHARACTERS

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

TOTAL FOR PAPER = 60 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

繁體字

SIMPLIFIED CHARACTER VERSION

(Traditional/Full Character Version begins on page xx)

SIMPLIFIED CHARACTERS

SECTION A: TRANSLATION

1 把下面的一段文字翻译成中文。

Chinese people of all ages like reading books and watching television and dramas.

In Chinese films, well-known traditional stories have always been very popular.

Now there is a lot of influence from the west. At the same time, more and more foreigners are interested in Chinese media.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

[illegible]

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SIMPLIFIED CHARACTERS

下面共设B、C两部分，考生只须回答一题。

考生必须在B部分选答一题或在C部分选答一题。

用中文回答, 字数为225–300字。

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

2 《一只叫凤的鸽子》(作者 曹文轩)

说明作品如何表达“凤”对秋虎的特别意义。

可以考虑以下几点：

- 秋虎的家庭情况。
- 秋虎最初是怎么得到“凤”的？
- 秋虎得到“凤”以后生活有哪些变化？

(40)

(Total for Question 2 = 40 marks)

SIMPLIFIED CHARACTERS

3 《城南旧事》(作者 林海音)

探讨〈爸爸的花儿落了〉如何使用回忆往事的写作手法描述父亲对英子成长的影响。

可以考虑以下几点:

- 父亲为什么不能出席英子的毕业礼?
- 哪些往事表达出父亲对英子成长的影响?
- 你认为哪一件往事是最感人的描述?

(40)

(Total for Question 3 = 40 marks)

TOTAL FOR SECTION B = 40 MARKS

SIMPLIFIED CHARACTERS

SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

4 《请投我一票》(导演 陈为军)

探讨成成父母在电影中的作用。

可以考虑以下几点：

- 成成在班长选举中表现如何？
- 成成父母怎样影响班长选举？
- 电影反映成成父母的什么心态？

(40)

(Total for Question 4 = 40 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

5 《天水围的日与夜》(导演 许鞍华)

探讨电影如何通过生活细节表达贵姐和婆婆的友情。

可以考虑以下几点：

- 贵姐和婆婆的性格和背景。
- 她们是怎么认识的?
- 她们的友情是怎么发展的?

(40)

(Total for Question 5 = 40 marks)

TOTAL FOR SECTION C = 40 MARKS

SIMPLIFIED CHARACTERS

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

Chosen question number:

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

															15
															30
															45
															60
															75
															90
															105
															120
															135
															150
															165
															180
															195
															210
															225
															240
															255

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR PAPER = 60 MARKS

Source information**Translation text**

Lik Suen, © Pearson 2016

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

Paper 2 mark scheme

Section A – Question 1 (translation into Chinese)

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

Marking principles

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

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

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

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

Traditional characters

	Text	Correct Answer	Acceptable Answers	Reject	Mark
1	Chinese people	中國人			(1)
2	of all ages	不同年齡的 (In Chinese word order, box 2 should be in front of box 1.)	不分年紀的； 不分老少的； 各個年齡的； 無論老少的		(1)
3	like	喜歡	愛； 愛好	熱愛	(1)
4	reading books	看書	閱讀	看報	(1)
5	and watching television	看電視			(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
6	and dramas.	和戲劇		和電視劇	(1)
7	In Chinese films,	在中國電影中，	在中國電影裏； 在中文電影裏； 在華語電影裏； 在漢語電影裏		(1)
8	well-known	著名的	有名的； 出名的； 家喻戶曉的； 大家都知道的	熟悉的	(1)
9	traditional	傳統	古老		(1)
10	stories	故事	傳說	小說； 作文	(1)
11	have always been	一直	從來	常常	(1)
12	very popular.	很受歡迎	很流行	很時髦	(1)
13	Now there is	現在 (<i>"there is" can be omitted when "a lot of influence" is translated as 影响很大</i>)	如今； 現今	今天	(1)
14	a lot of influence	影響很大	影響巨大	影響很多	(1)
15	from the west.	來自西方的 (<i>In Chinese word order, box 15 should be in front of box 14.</i>)	來自歐美的	來自西邊的； 來自西部的	(1)
16	At the same time,	同時，			(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
17	more and more	越來越多/ 愈來愈多		更多; 很多	(1)
18	foreigners	外國人		西方人	(1)
19	are interested in	對……感 興趣。		喜歡	(1)
20	Chinese media.	中國媒體/ 中國傳媒		中國電 影	(1)

Simplified characters

	Text	Correct Answer	Acceptable Answers	Reject	Mark
1	Chinese people	中国人			(1)
2	of all ages	不同年龄的 (In Chinese word order, box 2 should be in front of box 1.)	不分年纪的； 不分老少的； 各个年龄的； 无论老少的		(1)
3	like	喜欢	爱； 爱好	热爱	(1)
4	reading books	看书	阅读	看报	(1)
5	and watching television	看电视			(1)
6	and dramas.	和戏剧		和电视 剧	(1)
7	In Chinese films,	在中国电影中，	在中国电影里； 在中文电影里； 在华语电影里； 在汉语电影里		(1)
8	well-known	著名的	有名的； 出名的； 家喻户晓的； 大家都知道的	熟悉的	(1)
9	traditional	传统	古老		(1)
10	stories	故事	传说	小说； 作文	(1)
11	have always been	一直	从来	常常	(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
12	very popular.	很受欢迎	很流行	很时髦	(1)
13	Now there is	现在 (<i>"there is" can be omitted when "a lot of influence" is translated as 影响很大</i>)	如今; 現今	今天	(1)
14	a lot of influence	影响很大	影响巨大	影响很多	(1)
15	from the west.	来自西方的 (<i>In Chinese word order, box 15 should be in front of box 14.</i>)	来自欧美的	来自西边的; 来自西部的	(1)
16	At the same time,	同时,			(1)
17	more and more	越来越多/ 愈来愈多		更多; 很多	(1)
18	foreigners	外国人		西方人	(1)
19	are interested in	对……感兴趣。		喜欢	(1)
20	Chinese media.	中国媒体/ 中国传媒		中国电影	(1)

Sections B and C, Questions 2 to 5 (written response to works)

There are two levels-based mark grids to be applied to the written response to a work. The mark grids are:

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

General guidance on using levels-based mark schemes

Step 1: Decide on a band

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

Step 2: Decide on a mark

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

Critical response (AO4)

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

Marks	Description
0	No rewardable work.
1–4	<ul style="list-style-type: none"> • Response relates to the work but has limited focus on the question. • Points of view are made but any evidence from the work is descriptive; statements are mostly unjustified or show misunderstanding or confusion. • Limited ability to form arguments or arguments break down with frequent inconsistencies; any conclusions rarely link to the argument.
5–8	<ul style="list-style-type: none"> • Response relates to the work but often loses focus on the question. • Points of view are made but evidence from the work used for justification is often descriptive; statements are often made in isolation without justification or they show misunderstanding or confusion. • Arguments are made but with some inconsistencies; conclusions are sometimes unclear or do not link to the argument.
9–12	<ul style="list-style-type: none"> • Response is relevant to particular aspects of the question, occasional loss of focus. • Points of view sometimes show a critical response to the question through some justification with appropriate evidence from the work; occasionally statements are made that are not justified or that show misunderstanding or confusion. • Arguments are made with the occasional inconsistency; some conclusions are drawn but are occasionally unclear or do not relate to the arguments.
13–16	<ul style="list-style-type: none"> • Predominantly relevant response to the question. • Points of view show a critical response to the question through frequent justification with appropriate evidence from the work. • Arguments are made that mostly link with valid conclusions.
17–20	<ul style="list-style-type: none"> • Relevant response to the question throughout. • Points of view show a critical response to the question through consistent justification with appropriate evidence from the work. • Arguments are made that link with valid conclusions.

Accuracy and range of grammatical structures and vocabulary (A03)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately in order to produce articulate written communication.

Marks	Description
0	No rewardable language.
1–4	<ul style="list-style-type: none">• Limited variation of straightforward grammatical structures and vocabulary with much repetition, communication is restricted because of lack of range.• Limited use of terminology appropriate for critical response to the literary or cinematic work.• Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
5–8	<ul style="list-style-type: none">• Occasional variation of vocabulary and grammatical structures; mostly straightforward language with the occasional complex structure, often repetitive and stilted.• Occasional use of terminology appropriate for critical response to the literary or cinematic work.• Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
9–12	<ul style="list-style-type: none">• Some variation in vocabulary and grammatical structures, evidence of some recurrent complex structures, producing sections of articulate writing with occasionally stilted phrasing.• Some use of terminology appropriate for critical response to the literary or cinematic work.• Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
13–16	<ul style="list-style-type: none">• Frequent variation of vocabulary and grammatical structures, including some examples of complex language, resulting in sequences of articulate writing.• Frequent use of terminology appropriate for critical response to the literary or cinematic work.• Accurate use of language throughout most of the essay, resulting in generally coherent writing; errors occur that rarely hinder clarity of communication.
17–20	<ul style="list-style-type: none">• Consistent variation of vocabulary and grammatical structures, including different types of complex language, expressing ideas in a variety of ways to produce articulate writing.• Consistent use of terminology appropriate for critical response to the literary or cinematic work.• Accurate use of language throughout, resulting in coherent writing; any errors do not hinder clarity of communication.

Additional guidance

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

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

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

Complex language: considered to include the following.

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

Straightforward language: considered to be:

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

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character' and figures of speech such as 'metaphor'.

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of arguments or examples.

Question number	Indicative content
2	<p><i>The work shows profoundly how the pigeon gives a lonely, neglected boy something to care for and helps him to mature, in a constant process of disappointment and hope.</i></p> <ul style="list-style-type: none">• Qiu Hu has a difficult home life: his mother has left his gambling father and taken his younger sister, Feng, with her. Qiu Hu is left behind as it is deemed that he can look after himself.• Qiu Hu finds the injured parent racing pigeon. His uncle takes it away but gives Qiu Hu a pair of eggs to hatch. Qiu Hu raises and trains the pigeon from birth.• Raising his own special racing pigeon gives him hope, purpose in life and confidence.• Owning the pigeon brings significant changes to Qiu Hu's life, for example it gives him status among his peers, including his former rival Xia Wang.

Question number	Indicative content
3	<p><i>The work uses the method of "reminiscences" to vividly show that the father loves his daughter, Yingzi, and wants to instil in her a sense of responsibility and maturity.</i></p> <ul style="list-style-type: none"> • Yingzi is nervous when selected to represent her class at the graduation ceremony. Her father is too ill to attend the ceremony yet his support and encouragement enable her to face the difficult situation. • One day Yingzi wakes up late and is embarrassed to arrive late at school, so asks if she can skip school that day. Although her father loves her, he scolds her and sends her to school. • Her father comes to school to confirm her attendance. His strictness shows that he cares about her future success. He wants her to grow up as a morally aware person. • Her father sends Yingzi to the bank to send money to Japan because he wants her, as the eldest daughter, to be responsible, to grow in maturity and help her mother.

Question number	Indicative content
4	<p><i>In the film, Chengcheng's parents play a decisive role in his victory, and they offer different approaches in securing his success.</i></p> <ul style="list-style-type: none"> • Chengcheng is bright and enjoys addressing his peers during the election campaign. • His mother, a TV producer, is rigorous and organised and is therefore able to train Chengcheng in public speaking and presentation. • The father takes a different approach from the mother, showing Chengcheng the benefits of being able to control others, for example he bribes the rest of the class with mooncakes. • His parents are both actively involved in Chengcheng's election, preparing him in different ways and showing how being a class representative will give him power over his peers.

Question number	Indicative content
5	<p data-bbox="373 300 1422 383"><i>The film shows the development of friendship between Guijie and the elderly woman, two people in need of companionship in different ways.</i></p> <ul data-bbox="373 443 1422 1099" style="list-style-type: none"> <li data-bbox="373 443 1422 526">• Guijie is a warm-hearted widow who lives with her son. The elderly woman is lonely and in need of support. <li data-bbox="373 562 1422 600">• They meet in a supermarket when the elderly woman is looking for a job. <li data-bbox="373 636 1422 808">• The film shows how at first the elderly woman is reserved and too proud to accept Guijie's offer of help, a sign of the elderly woman's poverty and low esteem. However, due to Guijie's encouragement the friendship develops. <li data-bbox="373 844 1422 981">• Guijie helps the elderly woman with a range of daily tasks, for example taking a TV set to her flat. The elderly woman gives Guijie and her son a bag of expensive mushrooms in return for their kindness. <li data-bbox="373 1016 1422 1099">• The expensive gift of mushrooms is a significant precious offering, and it cements their friendship.

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary Paper 3: Speaking

General instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A



Pearson

General instructions to the teacher conducting the assessment

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment (recommended):
 - Task 1: 7 to 9 minutes
 - Task 2: 5 to 6 minutes
 - Total assessment time: 27 to 30 minutes (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).

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

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

Task 1

- Task 1 is recommended to last 7 to 9 minutes.
- The candidate is provided with a stimulus card, following the sequence outlined by Pearson (see sequencing grid overleaf), with two texts based on Theme 1.
- During this time you must:
 - ask the four compulsory questions in the order they are written. Questions may be repeated, but rephrasing is not allowed.
 - ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task. These questions should allow the candidate to demonstrate understanding of the cultural and social context by expressing relevant ideas and opinions, and providing relevant exemplification/information. To support the teacher-examiner in this part of the task, optional generic questions are given below.

Task 2

- Task 2 is recommended to last from 5 to 6 minutes.
- The candidate is provided with a stimulus card, following the sequence outlined by Pearson (see sequencing grid overleaf), with an aspect of the sub-theme highlighted and three associated bullet points for discussion.

Task 2 part 1

- You must:
 - ask the three compulsory questions in the order they are written; questions may be repeated but rephrasing is not allowed.
 - develop the discussion by asking appropriate follow-up questions relating to the subject matter of the stimulus.

Task 2 part 2

- You must broaden the discussion by moving on to any other aspect(s) of the same sub-theme. Questions asked should allow the candidate 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. To support you in this part of the task, optional generic questions are provided by Pearson (see overleaf).

Optional generic questions to promote discussion

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

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

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

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

To ensure that the candidate is able to access the maximum amount of marks available, it is your responsibility to cover all parts of each task and to ask appropriate questions. You should contribute only brief opinions in response to the candidate's questions, in order to give candidates the maximum length of assessment time.

The speaking assessment should last between 12 to 15 minutes in total and you must ensure that the timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Sequence of stimulus cards for speaking examination

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day (for example in the morning, afternoon and evening sessions), after the 12th candidate start at the beginning of the sequence again.

If you have a break in the examination schedule (for example morning break or lunchtime), start the next candidate in the next order of the sequence. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

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

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A



Pearson

STIMULUS CN1

Task 1

主題一：當代華人社會變遷

次主題：家庭

短文

中國現在是老齡化的社會，老年人越來越多。很多年輕人開始工作的時候會和父母一起住，不過因為工作忙，他們沒有太多時間照顧父母。這些年輕人結婚以後就會有自己的家，會搬走。所以，現在有不少老年人自己住，身邊沒人照顧。他們常常覺得孤單，也擔心自己的身體健康。

論點

父母老了，子女應該照顧父母。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A



Pearson

STIMULUS CN2

Task 1

主題一：當代華人社會變遷

次主題：家庭

短文

在中國大城市，大部分男女結婚以後，倆人都出去工作。下班回家以後，男性常常會休息，但是女性要花很多時間做家務，比如打掃房間，買菜做飯，照顧孩子。專家說，如果丈夫和太太都上過大學，他們會比較平等，更願意共同分擔家務，而且做得很開心。專家還說，這樣的家庭，更幸福。

論點

男人和女人一樣，也應該做家務。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN3

Task 1

主題一：當代華人社會變遷

次主題：家庭

短文

在香港，青少年和父母之間的代溝越來越嚴重。調查發現，父母從早到晚工作，子女忙於學習，大家談話的時間很少。父母希望子女聽話，努力讀書。子女希望有自由，做自己喜歡的事情。專家說，家人一起做簡單的事情，如運動，會使大家更加親近。專家還說，子女大了，父母應該讓他們學會做決定。

論點

父母應該把子女當作朋友。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN4

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

短文

在中國，學生從小學開始學習英文，一直到大學。他們不僅在學校學習，週末和假期也要上英文課。父母都覺得英文有用，希望孩子能說流利的英文。可是，很多人雖然學了英文十幾年，還是沒有信心和外國人說話。有些老師說，英文雖然很重要，但是他們擔心學生忙於學英文，會影響中文學習。

論點

中國學生應該學好中文。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN5

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

短文

一項調查發現，香港是全世界工作時間最長的城市，人們平均每星期工作超過50個小時。工作時間太長會影響人們的身體和心理健康，也會影響家庭生活。因為工作忙，很多父母沒有時間陪孩子。很多人說，香港政府應該規定每週的工作時間，讓人們有足夠的時間休息和享受生活。

論點

錢多的人，生活更快樂。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN6

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

短文

在臺灣，不少年輕人開始工作以後，很快會因為各種各樣的原因辭職。有的是因為工資低，有的是覺得工作壓力大，還有的不喜歡他們的同事。可是，一些人辭職以後很難找到新工作。還有些人找不到喜歡的工作，就決定給自己放一段時間的假，去外國旅遊。

論點

年輕人應該熱愛自己的工作，工資多少不重要。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN1

Task 1

主题一：当代华人社会变迁

次主题：家庭

短文

中国现在是老龄化的社会，老年人越来越多。很多年轻人开始工作的时候会和父母一起住，不过因为工作忙，他们没有太多时间照顾父母。这些年轻人结婚以后就会有自己的家，会搬走。所以，现在有不少老年人自己住，身边没人照顾。他们常常觉得孤单，也担心自己的身体健康。

论点

父母老了，子女应该照顾父母。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/




Pearson

STIMULUS CN2

Task 1

主题一：当代华人社会变迁

次主题：家庭

短文

在中国大城市，大部分男女结婚以后，俩人都出去工作。下班回家以后，男性常常会休息，但是女性要花很多时间做家务，比如打扫房间，买菜做饭，照顾孩子。专家说，如果丈夫和太太都上过大学，他们会比较平等，更愿意共同分担家务，而且做得很开心。专家还说，这样的家庭，更幸福。

论点

男人和女人一样，也应该做家务。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN3

Task 1

主题一：当代华人社会变迁

次主题：家庭

短文

在香港，青少年和父母之间的代沟越来越严重。调查发现，父母从早到晚工作，子女忙于学习，大家谈话的时间很少。父母希望子女听话，努力读书。子女希望有自由，做自己喜欢的事情。专家说，家人一起做简单的事情，如运动，会使大家更加亲近。专家还说，子女大了，父母应该让他们学会做决定。

论点

父母应该把子女当作朋友。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN4

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

短文

在中国，学生从小学开始学习英语，一直到大學。他们不仅在学校学习，周末和假期也要上英文课。父母都觉得英文有用，希望孩子能说流利的英文。可是，很多人虽然学了英文十几年，还是没有信心和外国人说话。有些老师说，英文虽然很重要，但是他们担心学生忙于学英文，会影响中文学习。

论点

中国学生应该学好中文。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Pearson

STIMULUS CN5

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

短文

一项调查发现，香港是全世界工作时间最长的城市，人们平均每星期工作超过50个小时。工作时间太长会影响人们的身体和心理健康，也会影响家庭生活。因为工作忙，很多父母没有时间陪孩子。很多人说，香港政府应该规定每周的工作时间，让人们有足够的时间休息和享受生活。

论点

钱多的人，生活更快乐。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimulus cards.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for Task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/




Pearson

STIMULUS CN6

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

短文

在台湾，不少年轻人开始工作以后，很快会因为各种各样的原因辞职。有的是因为工资低，有的是觉得工作压力大，还有的不喜欢他们的同事。可是，一些人辞职以后很难找到新工作。还有一些人找不到喜欢的工作，就决定给自己放一段时间的假，去外国旅游。

论点

年轻人应该热爱自己的工作，工资多少不重要。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A



Pearson

STIMULUS CN7

Task 2

主題二：中國文化

次主題：傳統

春節

你必須考慮以下幾點：

- 常見的春節活動。
- 什麼人會慶祝春節？
- 中國人為什麼覺得春節重要？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN8

Task 2

主題二：中國文化

次主題：傳統

端午節

你必須考慮以下幾點：

- 端午節的活動。
- 端午節的傳說。
- 現代中國人慶祝端午節的原因。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN9

Task 2

主題二：中國文化

次主題：傳統

中國傳統習俗

你必須考慮以下幾點：

- 介紹一個中國傳統習俗。
- 現代中國人為什麼覺得這個習俗重要？
- 怎麼保存中國的傳統習俗？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN10

Task 2

主題二：中國文化

次主題：文化活動

中國電影

你必須考慮以下幾點：

- 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。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN11

Task 2

主題二：中國文化

次主題：文化活動

中國傳統音樂

你必須考慮以下幾點：

- 介紹一首中國傳統音樂作品。
- 中國傳統音樂與瞭解中國文化的關係。
- 中國年輕人喜歡外國音樂的原因。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN12

Task 2

主題二：中國文化

次主題：文化活動

中國文學

你必須考慮以下幾點：

- 介紹一個中國文學作品。
- 閱讀中國文學作品的好處。
- 中國年輕人喜歡在手機上讀文學作品的原因。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN7

Task 2

主题二：中国文化

次主题：传统

春节

你必须考虑以下几点：

- 常见的春节活动。
- 什么人会庆祝春节？
- 中国人为什么觉得春节重要？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN8

Task 2

主题二：中国文化

次主题：传统

端午节

你必须考虑以下几点：

- 端午节的活动。
- 端午节的传说。
- 现代中国人庆祝端午节的原因。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN9

Task 2

主题二：中国文化

次主题：传统

中国传统习俗

你必须考虑以下几点：

- 介绍一个中国传统习俗。
- 现代中国人为什么觉得这个习俗重要？
- 怎么保存中国的传统习俗？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN10

Task 2

主题二：中国文化

次主题：文化活动

中国电影

你必须考虑以下几点：

- 介绍一个主要类型的中国电影。
- 中国年轻人为什么喜欢这个类型的中国电影？
- 中国电影对外国观众的吸引力。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN11

Task 2

主题二：中国文化

次主题：文化活动

中国传统音乐

你必须考虑以下几点：

- 介绍一首中国传统音乐作品。
- 中国传统音乐与了解中国文化的关系。
- 中国年轻人喜欢外国音乐的原因。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- You have approximately 5 to 6 minutes discussion time for Task 2.
- During this time you must answer:
 - **three** questions posed by the teacher-examiner about the content of the stimulus card.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You will **not** receive any marks for speaking about the literary work or film that you have studied for Paper 2.
- You must **not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN12

Task 2

主题二：中国文化

次主题：文化活动

中国文学

你必须考虑以下几点：

- 介绍一个中国文学作品。
- 阅读中国文学作品的好处。
- 中国年轻人喜欢在手机上读文学作品的原因。

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A



Pearson

STIMULUS CN1

Task 1

主題一：當代華人社會變遷

次主題：家庭

短文

中國現在是老齡化的社會，老年人越來越多。很多年輕人開始工作的時候會和父母一起住，不過因為工作忙，他們沒有太多時間照顧父母。這些年輕人結婚以後就會有自己的家，會搬走。所以，現在有不少老年人自己住，身邊沒人照顧。他們常常覺得孤單，也擔心自己的身體健康。

論點

父母老了，子女應該照顧父母。

- 1 短文的主要意思是什麼？
- 2 根據短文，為什麼老年人不和子女一起住？
- 3 「父母老了，子女應該照顧父母。」你同意這個論點嗎？為什麼？
- 4 怎麼解決中國的人口老齡化問題？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN2

Task 1

主題一：當代華人社會變遷

次主題：家庭

短文

在中國大城市，大部分男女結婚以後，倆人都出去工作。下班回家以後，男性常常會休息，但是女性要花很多時間做家務，比如打掃房間，買菜做飯，照顧孩子。專家說，如果丈夫和太太都上過大學，他們會比較平等，更願意共同分擔家務，而且做得很開心。專家還說，這樣的家庭，更幸福。

論點

男人和女人一樣，也應該做家務。

- 1 短文的主要意思是什麼？
- 2 根據短文，丈夫和太太分擔家務有什麼好處？
- 3 「男人和女人一樣，也應該做家務。」你同意這個論點嗎？為什麼？
- 4 現在中國女性結婚以後繼續工作，你覺得這樣好嗎？為什麼？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN3

Task 1

主題一：當代華人社會變遷

次主題：家庭

短文

在香港，青少年和父母之間的代溝越來越嚴重。調查發現，父母從早到晚工作，子女忙於學習，大家談話的時間很少。父母希望子女聽話，努力讀書。子女希望有自由，做自己喜歡的事情。專家說，家人一起做簡單的事情，如運動，會使大家更加親近。專家還說，子女大了，父母應該讓他們學會做決定。

論點

父母應該把子女當作朋友。

- 1 短文的主要意思是什麼？
- 2 根據短文，為什麼父母和子女很少談話？
- 3 「父母應該把子女當作朋友。」你同意這個論點嗎？為什麼？
- 4 中國人認為子女應該服從父母，你同意嗎？為什麼？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN4

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

短文

在中國，學生從小學開始學習英文，一直到大學。他們不僅在學校學習，週末和假期也要上英文課。父母都覺得英文有用，希望孩子能說流利的英文。可是，很多人雖然學了英文十幾年，還是沒有信心和外國人說話。有些老師說，英文雖然很重要，但是他們擔心學生忙於學英文，會影響中文學習。

論點

中國學生應該學好中文。

- 1 短文的主要意思是什麼？
- 2 根據短文，老師擔心什麼？
- 3 「中國學生應該學好中文。」你同意這個論點嗎？為什麼？
- 4 中國學生和家長認為學英文非常重要，你怎麼看？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN5

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

短文

一項調查發現，香港是全世界工作時間最長的城市，人們平均每星期工作超過50個小時。工作時間太長會影響人們的身體和心理健
康，也會影響家庭生活。因為工作忙，很多父母沒有時間陪孩子。
很多人說，香港政府應該規定每週的工作時間，讓人們有足夠的時
間休息和享受生活。

論點

錢多的人，生活更快樂。

- 1 短文的主要意思是什麼？
- 2 根據短文，父母有什麼問題？
- 3 「錢多的人，生活更快樂。」你同意這個論點嗎？為什麼？
- 4 一些中國人覺得工作比生活重要，你同意嗎？為什麼？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN6

Task 1

主題一：當代華人社會變遷

次主題：教育與工作

短文

在臺灣，不少年輕人開始工作以後，很快會因為各種各樣的原因辭職。有的是因為工資低，有的是覺得工作壓力大，還有的不喜歡他們的同事。可是，一些人辭職以後很難找到新工作。還有些人找不到喜歡的工作，就決定給自己放一段時間的假，去外國旅遊。

論點

年輕人應該熱愛自己的工作，工資多少不重要。

- 1 短文的主要意思是什麼？
- 2 根據短文，年輕人辭職有哪些原因？
- 3 「年輕人應該熱愛自己的工作，工資多少不重要。」你同意這個論點嗎？為什麼？
- 4 中國年輕人找工作的時候，覺得興趣是最重要的。你同意嗎？為什麼？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN1

Task 1

主题一：当代华人社会变迁

次主题：家庭

短文

中国现在是老龄化的社会，老年人越来越多。很多年轻人开始工作的时候会和父母一起住，不过因为工作忙，他们没有太多时间照顾父母。这些年轻人结婚以后就会有自己的家，会搬走。所以，现在有不少老年人自己住，身边没人照顾。他们常常觉得孤单，也担心自己的身体健康。

论点

父母老了，子女应该照顾父母。

- 1 短文的主要意思是什么？
- 2 根据短文，为什么老年人不和子女一起住？
- 3 “父母老了，子女应该照顾父母。”你同意这个论点吗？为什么？
- 4 怎么解决中国的人口老龄化问题？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN2

Task 1

主题一：当代华人社会变迁

次主题：家庭

短文

在中国大城市，大部分男女结婚以后，俩人都出去工作。下班回家以后，男性常常会休息，但是女性要花很多时间做家务，比如打扫房间，买菜做饭，照顾孩子。专家说，如果丈夫和太太都上过大学，他们会比较平等，更愿意共同分担家务，而且做得很开心。专家还说，这样的家庭，更幸福。

论点

男人和女人一样，也应该做家务。

- 1 短文的主要意思是什么？
- 2 根据短文，丈夫和太太分担家务有什么好处？
- 3 “男人和女人一样，也应该做家务。”你同意这个论点吗？为什么？
- 4 现在中国女性结婚以后继续工作，你觉得这样好吗？为什么？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN3

Task 1

主题一：当代华人社会变迁

次主题：家庭

短文

在香港，青少年和父母之间的代沟越来越严重。调查发现，父母从早到晚工作，子女忙于学习，大家谈话的时间很少。父母希望子女听话，努力读书。子女希望有自由，做自己喜欢的事情。专家说，家人一起做简单的事情，如运动，会使大家更加亲近。专家还说，子女大了，父母应该让他们学会做决定。

论点

父母应该把子女当作朋友。

- 1 短文的主要意思是什么？
- 2 根据短文，为什么父母和子女很少谈话？
- 3 “父母应该把子女当作朋友。”你同意这个论点吗？为什么？
- 4 中国人认为子女应该服从父母，你同意吗？为什么？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN4

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

短文

在中国，学生从小学开始学习英语，一直到大學。他们不仅在学校学习，周末和假期也要上英文课。父母都觉得英文有用，希望孩子能说流利的英文。可是，很多人虽然学了英文十几年，还是没有信心和外国人说话。有些老师说，英文虽然很重要，但是他们担心学生忙于学英文，会影响中文学习。

论点

中国学生应该学好中文。

- 1 短文的主要意思是什么？
- 2 根据短文，老师担心什么？
- 3 “中国学生应该学好中文。”你同意这个论点吗？为什么？
- 4 中国学生和家长认为学英文非常重要，你怎么看？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A

Turn over ►



Pearson

STIMULUS CN5

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

短文

一项调查发现，香港是全世界工作时间最长的城市，人们平均每星期工作超过50个小时。工作时间太长会影响人们的身体和心理健康，也会影响家庭生活。因为工作忙，很多父母没有时间陪孩子。很多人说，香港政府应该规定每周的工作时间，让人们有足够的时间休息和享受生活。

论点

钱多的人，生活更快乐。

- 1 短文的主要意思是什么？
- 2 根据短文，父母有什么问题？
- 3 “钱多的人，生活更快乐。”你同意这个论点吗？为什么？
- 4 一些中国人觉得工作比生活重要，你同意吗？为什么？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 1

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN6

Task 1

主题一：当代华人社会变迁

次主题：教育与工作

短文

在台湾，不少年轻人开始工作以后，很快会因为各种各样的原因辞职。有的是因为工资低，有的是觉得工作压力大，还有的不喜欢他们的同事。可是，一些人辞职以后很难找到新工作。还有些人找不到喜欢的工作，就决定给自己放一段时间的假，去外国旅游。

论点

年轻人应该热爱自己的工作，工资多少不重要。

- 1 短文的主要意思是什么？
- 2 根据短文，年轻人辞职有哪些原因？
- 3 “年轻人应该热爱自己的工作，工资多少不重要。”你同意这个论点吗？为什么？
- 4 中国年轻人找工作的时候，觉得兴趣是最重要的。你同意吗？为什么？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

Turn over ►

S57052A

©2017 Pearson Education Ltd.

1/1/1/



S 5 7 0 5 2 A



Pearson

STIMULUS CN7

Task 2

主題二：中國文化

次主題：傳統

春節

按以下順序向考生提問：

- 春節有哪些常見的慶祝活動？
- 什麼人會慶祝春節？
- 為什麼中國人覺得春節是一個重要的節日？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN8

Task 2

主題二：中國文化

次主題：傳統

端午節

按以下順序向考生提問：

- 端午節有什麼特別的活動？
- 端午節有哪些傳說？
- 現代中國人為什麼要慶祝端午節？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN9

Task 2

主題二：中國文化

次主題：傳統

中國傳統習俗

按以下順序向考生提問：

- 請你介紹一個中國傳統習俗。
- 現代中國人為什麼覺得這個習俗重要？
- 你覺得應該怎麼保存中國的傳統習俗？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN10

Task 2

主題二：中國文化

次主題：文化活動

中國電影

按以下順序向考生提問：

- 請你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？
- 你覺得外國觀眾會喜歡中國電影嗎？為什麼？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN11

Task 2

主題二：中國文化

次主題：文化活動

中國傳統音樂

按以下順序向考生提問：

- 請你介紹一首中國傳統音樂作品。
- 中國傳統音樂與瞭解中國文化有什麼關係？
- 中國年輕人喜歡外國音樂，你覺得是什麼原因？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (traditional characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►


Pearson

STIMULUS CN12

Task 2

主題二：中國文化

次主題：文化活動

中國文學

按以下順序向考生提問：

- 請你介紹一個中國文學作品。
- 閱讀中國文學作品有什麼好處？
- 中國年輕人為什麼喜歡在手機上讀文學作品？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN7

Task 2

主题二：中国文化

次主题：传统

春节

按以下顺序向考生提问：

- 春节有哪些常见的庆祝活动？
- 什么人会庆祝春节？
- 为什么中国人觉得春节是一个重要的节日？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►


Pearson

STIMULUS CN8

Task 2

主题二：中国文化

次主题：传统

端午节

按以下顺序向考生提问：

- 端午节有什么特别的活动？
- 端午节有哪些传说？
- 现代中国人为什么要庆祝端午节？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN9

Task 2

主题二：中国文化

次主题：传统

中国传统习俗

按以下顺序向考生提问：

- 请你介绍一个中国传统习俗。
- 现代中国人为什么觉得这个习俗重要？
- 你觉得应该怎么保存中国的传统习俗？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN10

Task 2

主题二：中国文化

次主题：文化活动

中国电影

按以下顺序向考生提问：

- 请你介绍一个主要类型的中国电影。
- 中国年轻人为什么喜欢这个类型的中国电影？
- 你觉得外国观众会喜欢中国电影吗？为什么？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►


Pearson

STIMULUS CN11

Task 2

主题二：中国文化

次主题：文化活动

中国传统音乐

按以下顺序向考生提问：

- 请你介绍一首中国传统音乐作品。
- 中国传统音乐与了解中国文化有什么关系？
- 中国年轻人喜欢外国音乐，你觉得是什么原因？

Pearson Edexcel Level 3 GCE

Chinese

(spoken Mandarin/spoken Cantonese)

Advanced Subsidiary

Paper 3: Speaking (simplified characters)

Instructions to the teacher-examiner for Task 2

Sample assessment material for first teaching
September 2017

**Time: 27 to 30 minutes (total), which
includes 15 minutes' preparation time**

Paper Reference

8CN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

S57052A

©2017 Pearson Education Ltd.

1/1/1/



Turn over ►



Pearson

STIMULUS CN12

Task 2

主题二：中国文化

次主题：文化活动

中国文学

按以下顺序向考生提问：

- 请你介绍一个中国文学作品。
- 阅读中国文学作品有什么好处？
- 中国年轻人为什么喜欢在手机上读文学作品？

Marking guidance for Paper 3: Speaking

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

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

General guidance for examiners on using levels-based mark schemes

Step 1: Decide on a band

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

Step 2: Decide on a mark

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

Guidance on timing of the speaking assessment

It is the responsibility of the teacher-examiner to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 12 to 15 minutes in total and the teacher-examiner must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Task 1: (responding to written language and discussion based on Theme 1)

Four mark grids are applied to Task 1:

- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Responding to written language in speech (AO2)

This mark grid assesses the student's response to the first three questions **only**. It is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the **AS speaking Task 1: indicative content** grid for **Questions 1-3**. This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)*. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">• Limited ability to summarise; over-reliance on indiscriminate repetition of source material.• Limited relevant response to questions on the texts, little evidence of understanding of texts.
4-6	<ul style="list-style-type: none">• Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material.• Partially relevant responses to questions on the texts, some misunderstanding of text or texts evident.
7-9	<ul style="list-style-type: none">• Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material.• Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.
10-12	<ul style="list-style-type: none">• Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material.• Relevant responses to questions on the texts, showing a clear understanding of the texts.

Task 1: (responding to written language and discussion based on Theme 1 continued)

Knowledge and understanding of society and culture (A04)

This mark grid assesses candidates' ability to communicate information about, and demonstrate appreciation of, different aspects of culture and society related to the Chinese-speaking world. Candidates are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking Task 1: indicative content** grid for **Question 4**. This can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (spoken Mandarin/spoken Cantonese)*

Sample Assessment Materials (SAMs) document. Indicative content contains points that candidates are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the cultural and social context.Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	<ul style="list-style-type: none">Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance.Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusions.
7–9	<ul style="list-style-type: none">Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references.Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10–12	<ul style="list-style-type: none">Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references.Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

Additional guidance

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

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas are considered to be thoughts and opinions that give the standard, predictable responses.

Task 1: (responding to written language and discussion based on Theme 1 continued)

Accuracy and range of language (A03)

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

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none">Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained.Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	<ul style="list-style-type: none">Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication.Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Complex language: considered to include the following:

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

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

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, aspect markers, adjectives, vocabulary and complex language (see above for definition of 'complex language') for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

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

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

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example the misuse of measure words or speaking Chinese with a foreign accent provided that this does not block communication
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Task 1: (responding to written language and discussion based on Theme 1 continued)

Interaction (AO1)

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

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	<ul style="list-style-type: none">Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation.Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

Additional guidance

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

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

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

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

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

Task 2 (discussion on Theme 2)

Three mark grids are applied to this task:

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

Knowledge and understanding of society and culture (AO4)

This mark grid assesses candidates' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the **Chinese-speaking** world. Candidates are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AS speaking task 2: indicative content** which is associated with each question. This can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document. Indicative content contains points that candidates are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the cultural and social context.• Viewpoints expressed with limited justification; arguments and conclusions limited and may be contradictory; response relies on general description.
4-6	<ul style="list-style-type: none">• Relevant, straightforward ideas supported by information/examples/references; loses focus on the cultural and social context in places; occasional irrelevance.• Viewpoints expressed with straightforward justification; occasional arguments briefly developed, leading to straightforward conclusions.
7-9	<ul style="list-style-type: none">• Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references.• Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10-12	<ul style="list-style-type: none">• Relevant ideas, some of which are perceptive; consistently focused on the cultural and social context and supported by information/examples/references.• Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

Additional guidance

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

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas are considered to be thoughts and opinions that give the standard, predictable responses.

Task 2 (discussion on Theme 2 continued)

Accuracy and range of language (A03)

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

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none">Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained.Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	<ul style="list-style-type: none">Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication.Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Complex language: considered to include the following:

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

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

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, aspect markers, adjectives, vocabulary and complex language (see above for definition of 'complex language') for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

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

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

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example the misuse of measure words or speaking Chinese with a foreign accent provided that this does not block communication
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Task 2 (discussion on Theme 2 continued)

Interaction (AO1)

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

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.• Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.• Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to questions and statements able to sustain conversation, using communication strategies if necessary; minimal hesitation.• Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

Additional guidance

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

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

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

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

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

Task 1: Indicative content

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

Task 1 stimulus CN1

Question number	Indicative content
1	<ul style="list-style-type: none">Many young people are too busy to take care of their ageing parents.Many old people live alone and worry about their own health.
2	<ul style="list-style-type: none">Children start their own families and move out.
3	<ul style="list-style-type: none">Yes: the elderly brought the children up. This shows how Chinese people care for the elderly, in line with the Confucian concept of filial piety.No: it is the government's role to provide support as some elderly people do not have children. Some children work to make a living, or may live in other cities or countries, and therefore cannot care for their elderly relatives.
4	<ul style="list-style-type: none">Further easing the one-child policy may resolve the ageing problem.Improvements to the Chinese health care system would allow older relatives to take care of grandchildren, for example.Improvements to the social security system would relieve both the young and older generations of the financial pressures that many Chinese people feel.

Task 1 stimulus CN2

Question number	Indicative content
1	<ul style="list-style-type: none">Women do more housework than men.The husband and wife share the housework if they are well educated and support gender equality.
2	<ul style="list-style-type: none">The families are happier.
3	<ul style="list-style-type: none">Yes, the precedent has already been set in China, as prior to 1978, men and women were equal and it was the norm for women to go out to work.No, since 1978 in China there has been a cultural shift, and women tend to stay at home and do the housework.
4	<ul style="list-style-type: none">The family can have two incomes if women continue working.Women can develop their own career if they continue working.Women can look after their children better if they stay at home.

Task 1 stimulus CN3

Question number	Indicative content
1	<ul style="list-style-type: none"> • The generation gap in Hong Kong is widening because parents and children are too busy to talk and they have different expectations. • Families can improve the relationship such as doing something together and children are allowed to make decisions.
2	<ul style="list-style-type: none"> • Parents work from morning to evening and children are busy studying.
3	<ul style="list-style-type: none"> • Yes: Children might be more willing to share their feelings with their parents. • No: Chinese children need to be guided and taught by their parents, in line with Confucian values.
4	<ul style="list-style-type: none"> • Children should obey their parents, who have wisdom and experience in life. This is in line with Confucian teachings, which are important for many people in modern-day Chinese-speaking communities. • Parents should convince their children with sound reasons rather than forcing children to obey them. • Children should be encouraged to have autonomy and independence as they grow up.

Task 1 stimulus CN4

Question number	Indicative content
1	<ul style="list-style-type: none"> • Chinese people spend years learning English from primary school level, but many are not confident in speaking. • Parents find English useful but teachers are concerned about the effects on their Chinese learning.
2	<ul style="list-style-type: none"> • Students are busy learning English and this will affect their Chinese learning.
3	<ul style="list-style-type: none"> • Yes: Since Chinese is their mother tongue and in light of China's growth as a world power, Chinese students should realise the importance and benefits of mastering their language. • No: Since English is still the most important world language, Chinese students should spend more time and effort on this language.
4	<ul style="list-style-type: none"> • For many Chinese people, a good mastery of English is a symbol of elevated social status. • Many Chinese people, particularly teenagers, are attracted to Western culture, for example music and films, and good knowledge of English ensures swift access to these cultural dimensions. • Increasingly Chinese students look for opportunities to study abroad, and having a good grasp of English facilitates this.

Task 1 stimulus CN5

Question number	Indicative content
1	<ul style="list-style-type: none"> Hong Kong has the world's longest working hours and this has a negative impact. The government should stipulate the working hours.
2	<ul style="list-style-type: none"> They are too busy to spend time with their children.
3	<ul style="list-style-type: none"> Yes: The more money you have, the fewer financial worries you have. Chinese people tend to save and invest rather than spend, as the national security system is weaker than in some Western countries, for example. No: Health rather than money may bring happiness.
4	<ul style="list-style-type: none"> Many Chinese people uphold the traditional values of diligence, perseverance and frugality and this can be seen in modern attitudes towards working hard. For many Chinese people, working hard and being rewarded, for example by promotions, is welcomed as it can bring honour to their family. Many Chinese people place too much emphasis on work, but they should uphold the importance of family life and try to achieve more of a balance.

Task 1 stimulus CN6

Question number	Indicative content
1	<ul style="list-style-type: none"> Young people leave their jobs quickly for various reasons. Some find it hard to get a new job after they leave, and some decide to take a holiday.
2	<ul style="list-style-type: none"> Low salary, huge work pressure, and they do not like their colleagues.
3	<ul style="list-style-type: none"> Yes: It is more important to gain work experience, and show loyalty to your company, in line with Confucian values. No: We work for money to support our livelihood and should not be exploited by employers.
4	<ul style="list-style-type: none"> In a thriving economy there is a greater range of job roles and opportunities, so Chinese young people are not obliged to remain in a job that they dislike. For some Chinese young people from middle class families there is less parental and financial pressure to secure a good salary so job satisfaction comes first. For some Chinese young people, the main motivating factor is a good salary, even if they do not like their job, as this provides autonomy and status.

Task 2: Indicative content

Task 2 stimulus CN7

Indicative content

- On the whole, Chinese New Year celebrations are family gatherings. This important time of year is a chance for a family reunion as Chinese people working or living far can travel to their hometown. Visiting each other and giving children money in a red envelope are also essential Chinese New Year activities.
- Many businesses host parties and celebrations. In the public domain there are organised events, for example Chinese New Year shows and fireworks.
- The festival is celebrated by Chinese people both at home and those living abroad. The popularity of the festival has spread overseas and is celebrated among in other countries such as Japan, Vietnam and Thailand.
- It is an old festival steeped in tradition, symbolic of the seasonal change. It signals renewal, and gives a chance to reflect on the past year and reflect on the coming year. It also gives new hope to Chinese people who wish that the new lunar year may bring them good fortune.

Task 2 stimulus CN8

Indicative content

- Dragon boat races are held and people prepare and eat special food, for example rice dumplings (粽子). Children wear special adornments to bring protection for a safe and healthy future.
- There are many different stories, for example a key one is the Legend of Qu Yuan. He criticised the king and was out of favour with the court, and he committed suicide by drowning. The local people went out into the town making lots of noise, which is how the tradition of the dragon boat thumping arose. Others started throwing rice dumplings into the river so that the fish would eat their dumplings instead of Qu Yuan's body.
- It is a tradition and a source of great fun to participants. It is one of the few festivals where the focus is on teamwork and communal activities. It has the benefit of being outdoors, and is associated with delicious food. By following this tradition, Chinese people believe that they can protect themselves from evil spirits and bring their families health and well-being.
- It has become an international sporting event, and attracts many foreign tourists.

Task 2 stimulus CN9

Indicative content

- Candidates will talk about a Chinese custom of their choice. For example, if talking about Chinese-style wedding customs they may highlight the importance of choosing an auspicious date from the Chinese calendar and ensuring that the main colour of the wedding is red and banquet tables are round.
- Chinese people nowadays value family and marriage. They think that wedding is a significant event in one's life.
- The colour red represents joy and auspiciousness in the Chinese culture. Round tables indicates being complete and full. All these customs may bring happiness and lasting love to the bride and bridegroom.
- Traditions and customs are part of the Chinese culture and should be protected and valued. Some complicated customs may be simplified to suit the needs of modern lifestyle. For example, the rules and regulations involved in a Chinese-style wedding can be streamlined as an incentive for working couples.

Task 2 stimulus CN10

Indicative content

- Major types of Chinese films include, but are not limited to kung-fu, action, historical, romance and comedy.
- Chinese young people may like a particular type of Chinese film for various reasons. For example, many may connect with the specific Chinese culture and identity, and others may enjoy watching films in their mother tongue.
- For example, kung-fu films are popular among Chinese young people because they are unique to Chinese films in terms of acting, costumes, martial arts, and music.
- Not all foreigners like Chinese films – the way of telling stories is generally quite slow paced, and there are cultural differences. There are various traditional elements, for example Chinese philosophical thoughts shown in some Chinese films which most foreigners will not understand. There are very few Chinese films which have mainstream international success.

Task 2 stimulus CN11

Indicative content

- Examples of Chinese traditional music pieces include 高山流水 and 二泉映月. They are performed with Chinese musical instruments such as erhu 二胡, Chinese pipe 笛子, Chinese zither 古琴.
- Chinese traditional music, which has a long history, is part of Chinese civilisation. Much of Chinese traditional music is peaceful and representative of China's landscape and peoples. Understanding Chinese traditional music can enhance our knowledge of Chinese culture, history and aesthetic development.
- Foreign music is deemed fashionable and attractive to many Chinese young people. It opens the door for many Chinese young people who want to learn about cultures and ways of living.
- Listening to foreign music is a way of labelling oneself 'international', and often western music is deemed more expressive than Chinese music.

Task 2 stimulus CN12

Indicative content

- Candidates may choose to speak about any literary work including Chinese poetry or prose. *They must not speak about the specific work which they have chosen for Paper 2.*
- Reading Chinese literary works can enhance the knowledge of Chinese culture, Chinese writing skills and give us the pleasure of reading. They can help learners understand more about Chinese peoples and their perspectives of life.
- Chinese technology is sophisticated and always evolving. Therefore it has become commonplace and convenient to access reading material on a mobile phone.
- Being able to write and share through mobile phone technology allows much more amateur writing (網絡文學 internet literature) to flourish.

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121