

A level Chinese F2F training Event

9CN0/19IF01

Getting Ready to Teach Pearson's Chinese specification from 2017

This FREE full-day event will support you in delivering the Pearson Edexcel Chinese specification, for first teaching from September 2017.

Delegate Pack

Agenda

Programme for the day:

<i>9.30–10.00</i>	<i>Welcome, registration and coffee</i>
10.00–10.45	Session 1: Specification structure and content overview
10.45–11.30	Session 2: AS and A level paper 1
11:30-11:50	<i>Break</i>
11:50-12:50	Session 3: AS and A level paper 2
<i>12:50 – 1:50</i>	<i>Lunch</i>
1:50 – 3:00	Session 4: AS and A level paper 3
3:00 – 3:15	<i>Break</i>
3:15 – 4:00	Session 5: Plenary: Further questions and support

Aims and Objectives

During the day you will:

- Get an overview of the GCE course
- Explore the question papers and mark schemes and take part in activities
- Look at teaching and learning strategies for the course
- Find out more about the support available
- Have the opportunity to network, discuss best practice and share ideas with other teachers

Delegate Activity 1

Having looked at the themes, discuss with others which aspects you feel confident about teaching, and which aspects you are concerned about. Which textbooks or other resources, including online resources, might be useful for teaching this specification? Discuss in groups. There is some space for jotting down ideas below.

Delegate Activity 2

Discuss ideas for:

How to prepare candidates for the gist listening question

How to prepare candidates for the greater proportion of answers required in Chinese.

There is some space to jot down your ideas below.

Delegate activity 3

Discuss with those around you:

Which texts / films are you planning to teach and why?

What approaches have you tried / are you planning to try?

There is some space to make notes below.

Delegate activity 4

Discussion

Would you study the work chronologically or by themes / characters?

What are the advantages and disadvantages of both approaches?

There is some space to make notes below.

Delegate activity 5

Try one of the task 1s from the AS level SAMs.

You can choose any card you wish, but here is one if you want to try it.

STIMULUS CN4 Candidate card

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文，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。

STIMULUS CN4 Teacher card

The teacher must ask the following 4 questions.

- 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？

Task 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.

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.

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.

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.

Accuracy and range of language (AO3)

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.

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.

Delegate Activity 6

Try one of the task 2s from the AS level SAMs.

You can choose any card you wish, but here is one if you want to try it.

STIMULUS CN12

Candidate Card

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。

Teacher's Card

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？

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.

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.

Accuracy and range of language (AO3)

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.

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.

Delegate Activity 7

Try one of the task 1s from the A level SAMs.

You can choose any card you wish, but here is one if you want to try it.

STIMULUS CN8

Candidate Card

主题四：1978 年改革开放对中国的影响

次主题：中英关系

请根据下面的陈述准备你的讨论内容。

中国赴英留学人数逐年增加。

你必须考虑以下两点：

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

Teacher's Card

按以下顺序向考生提问：

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

Task 1 (discussion on a Theme)

Three mark grids are applied to Task 1:

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

Knowledge and understanding of society and culture

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

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

Accuracy and range of language

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

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

Interaction

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

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