

# Approaches to co-teaching AS and A level students

This guide sets out ways in which you can co-teach AS students and A level students in the same class.

## Outline of new AS and A level Chinese

New AS and A level qualifications have been decoupled, so AS results cannot be used towards A level results. The AS and A level qualifications are now linear, so students take the examinations at the end of the one-year course for AS and at the end of the two-year course for A level.

To ensure you have flexibility in delivery, we have designed our AS and A level Chinese qualifications to enable you to co-teach AS and first year A level students in the same class. You can use the same schemes of work and deliver the same lessons for both types of student. Your scheme of work needs to include examination time for the AS students and you could also offer your own internal examination for the A level students at the end their first year.

## Teaching separate AS and A level classes

You may wish to continue teaching the AS and A level classes separately. The benefits of the separate, linear A level course include:

- Greater flexibility in structuring an A level course. For example, you may wish to teach Theme 3 or 4 in Year 12
- More time for teaching and learning in Year 12 without the need to prepare for AS examinations.

## Why offer AS?

Many of you have told us that you want to continue to offer AS Chinese and A level Chinese as part of your Year 12 and 13 curriculum, recognising that AS no longer contributes to a full A level grade. You have told us that:

- **breadth is important to students:** some students may wish to supplement a three A level programme of study with an additional AS in Chinese due to their interest in the subject, even though they might not wish to take it further. They may well know this at the outset of their course.
- **some students may postpone decision-making:** some students may start a four A level programme knowing that they are likely to 'drop down' to three A levels at the start of their second year. They may wish to postpone making this decision until after they have taken one or more AS qualifications.
- **AS gives additional focus to Year 12 and allows you to track student progress:** some students may decide from the beginning that they want to follow a full A level course. AS may provide a useful way of tracking progress at the end of the first year.
- **AS gives universities visibility over a student's progress in a subject.**

## Co-teaching AS and A level qualifications

### Delivery

Timetabling separate AS and A level classes may not be a viable option and co-teaching may fit better with staffing and timetabling requirements.

Co-teaching provides students with an option to switch between AS and A level at the end of Year 12.

### Content

We have designed our qualifications so that the AS content maps entirely to the first year of the A level, so that you can teach the AS class together with the first year A level class in Year 12, using the same scheme of work and setting the same homework. At the end of Year 12, the AS students will sit their examinations and the A level students will continue to the second year of their programme and take their examinations at the end of Year 13.

The qualification content consists of two themes for AS and four themes for A level. Themes 1 and 2 are the same for both qualifications, and A level students additionally study themes 3 and 4.

### Skills

There are four skills which students acquire during AS and A level programmes, at different standards. These are the same skills in both qualifications, and they are weighted the same for AS and A level. However, in AO4, A level students are expected to additionally respond analytically:

- **AO1** Understand and respond in speech to spoken language including face-to-face interaction and in writing to spoken language drawn from a variety of sources – 20% of available marks
- **AO2** Understand and respond in speech and in writing to written language drawn from a variety of sources – 30% of available marks
- **AO3** Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure – 30% of available marks
- **AO4 (AS)** Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken – 20% of available marks
- **AO4 (A level)** Show knowledge and understanding of, and respond critically **and analytically** to, different aspects of the culture and society of countries/communities where the language is spoken – 20% of available marks

### Literary texts and films

AS students must study one literary text or one film and A level students must study either two literary texts or one literary text and one film. Some of the A level literary works and films are offered at AS so that teachers can choose a work suitable for both levels for co-teaching. Where a literary text or film can be studied at both AS and A level, the demand of the question and required standard of student response will be higher at A level.

### Weighting of papers

AS and A level are each assessed through three papers worth the same percentage of marks:

- Paper 1 – 40%
- Paper 2 – 30%
- Paper 3 – 30%

## Overview of themes and topics

### Themes and topics

<b>Year 1 (AS and first year of A level – taken in Year 12)</b>	
<b>Theme</b>	<b>Topics</b>
Changes in contemporary Chinese society	Family Education and work
Chinese culture	Traditions Cultural activities

<b>Year 2 (second year of A level – taken in Year 13)</b>	
<b>Theme</b>	<b>Topics</b>
Evolving Chinese society	Communications and technology Economy and environment
The impact of reform and opening up in 1978 on China	Reform China-United Kingdom relations

## Co-teaching papers

### Paper 1

For AS and A level, Paper 1 has 3 sections. The papers target the same skills, but at different standards.

The table below gives an overview of the structure of the assessments in Paper 1 at AS and A level.

AS	A level
Listening, reading and translation	Listening, reading and translation
8CN0/01	9CN0/01
40% of the qualification	40% of the qualification
1 hour 45 minutes	2 hours
64 marks in total	80 marks in total
Section A: Listening (24 marks) Students respond to comprehension questions based on a variety of contexts and sources within Themes 1 and 2. Question 4(b) assesses a student's ability to summarise in English.	Section A: Listening (30 marks) Students respond to comprehension questions based on a variety of contexts and sources within Themes 1, 2, 3 and 4. Question 4(b) assesses a student's ability to summarise in Chinese.
Section B: Reading (28 marks) Students respond to comprehension questions based on a variety of text types and genres within Themes 1 and 2.	Section B: Reading (30 marks) Students respond to comprehension questions based on a variety of text types and genres within Themes 1, 2, 3 and 4.
Section C: Translation into English (12 marks) Students translate an unseen passage from Chinese to English.	Section C: Translation into English (20 marks) Students translate an unseen passage from Chinese to English.

Differentiation between AS and A level in this paper is achieved through:

- amount of content, i.e. two themes at AS and four at A level
- summary in English at AS and summary in Chinese at A level
- differentiated mark schemes
- A level questions and texts contain more complex grammatical structures, a wider range of vocabulary and require more high-level thought processes such as analysis and evaluation.

### Paper 2

These papers target similar skills, but at different standards.

In the A level written response to works, students are required to demonstrate analysis. Here is an example of an AS question and an A level question on the same text, 城南舊事 by 林海音. As well as expecting skills of analysis in the A level question, the two questions are also differentiated by the AS question having more support in the form of structured bullet points, while the A level question puts the onus on the student to structure their ideas.

**AS (traditional/full character version)**

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？

**A level (traditional/full character version)**

分析在〈爸爸的花兒落了〉中，作者如何用比喻表現英子和父親的關係。

One literary text or film is assessed at AS and two are assessed at A level.

There are two ways the additional A level requirement for analysis for Paper 2 could be delivered:

- 1 It could be studied along with the content of AS Paper 2 in year 1 of the AS and A level course.
- 2 The set texts/text and film could be revisited in year 2 of the A level course with a focus on analysis.

For example, you may wish to teach a text or film in year 1. AS students would then be assessed on this work in the AS examination. A level students would then study an additional literary text (or film, if a text was studied in Year 1) in Year 2 and in the A level revision period would need to revisit the work studied at AS and ensure the analytical element of that work is covered.

The table below gives an overview of the structure of the assessments in Paper 2 at AS and A level.

<b>AS</b>	<b>A level</b>
Written response to works and translation	Written response to works and translation
8CN0/02	9CN0/02
30% of the qualification	30% of the qualification
1 hour 40 minutes	2 hours 40 minutes
60 marks in total	120 marks in total
Section A: Translation (20 marks) Students translate an unseen passage from English into Chinese.	Section A: Translation (20 marks) Students translate an unseen passage from English into Chinese.
Section B: Written response to works (literary texts) (40 marks) Students select <b>one</b> of two questions relating to the text they have studied. If a student answers a question in this	Section B: Written response to works (literary texts) (50 marks) Students select <b>one</b> of two questions relating to the text(s) they have studied. If a student answers questions on two literary texts then they <b>do not</b> complete Section C.

section then they <b>do not</b> complete Section C.	
Section C: Written response to works (films) (40 marks) Students select <b>one</b> of two questions relating to the film they have studied. If a student answers a question in this section then they <b>do not</b> complete Section B.	Section C: Written response to works (films) (50 marks) Students who answer only one question on a literary text in Section B must now select <b>one</b> of two questions relating to the film they have studied.

### Paper 3

For AS and A level, Paper 3 is assessed through two tasks.

At AS, Task 1 involves reading and discussing two texts based on Theme 1, followed by a wider discussion on the theme, and Task 2 is a discussion of a sub-theme drawn from Theme 2.

At A level, Task 1 is a discussion on a theme and Task 2 is a presentation and discussion on the student's independent research project. The papers target the same skills, but elicit different standards.

The table below gives an overview of the structure of the assessments in Paper 3 at AS and A level.

AS	A level
Speaking	Speaking
8CN0/03	9CN0/03
30% of the qualification	30% of the qualification
27–30 minutes: 72 marks in total	21–23 minutes: 72 marks in total
Task 1 (42 marks) Students are provided with two texts and respond to questions on these, followed by a wider discussion on Theme 1: 當代華人社會變遷。	Task 1 (30 marks) Students discuss one theme from the specification based on a stimulus containing two different statements.
Task 2 (30 marks) Students will choose to discuss one sub-theme drawn from the main theme: 中國文化。	Task 2 (42 marks) Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read. Students answer questions on their presentation and then have a wider discussion on their research.

Learn more at:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chinese-2017.html>