

A level Chinese

Paper 3 Exemplars





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Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the productive tasks of the A Level in Chinese. The example responses are based on real student answers from assessment in 2024 and we have shown their original responses.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for each task of Paper 3, which assesses productive speaking skills.

If you have any queries regarding this document, please contact teachinglanguages@pearson.com.



Paper 3 Mark scheme: Task 1

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 16 to 18 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 their last sentence.



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.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **A Level speaking task 1: indicative content** at the end of the mark scheme, which is 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.



Knowledge and understanding of society and culture (AO4)

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.

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, arguments, conclusions are deemed to be those that give the standard, predictable responses.



Task 1 (discussion on a Theme continued)

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.

Accuracy and range of language (AO3)

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.



Additional guidance

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 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
- the 把 construction, for example 他把车修好了。
- use of interrogative sentences in which 吗 is used
- using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns
- using synonyms and a variety of expressions
- any grammar and structures included in the grammar list that are specific to A Level.

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 the misuse of measure words
- speaking Chinese with an accent which does not lead to misunderstanding
- 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 which 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 (discussion on a Theme continued)

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.

Interaction (AO1)

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.

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.



Elicits 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？

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



Task 1 (Discussion on a theme): Exemplar A

Total marks: 26 out of 30 marks		
AO1: Interaction	AO3: Accuracy and range of language	AO4: Knowledge and understanding of society and culture
6 out of 6 marks	10 out of 12 marks	10 out of 12 marks
<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. 	<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. Examples: 低俗, 价值观, 暴力, 正面和负面影响 and 推动. • Accurate language throughout resulting in coherent speech that is immediately understandable. Any errors (e.g. 春联, 家人, 亲戚 and 明) do not hinder clarity of the communication. • Pronunciation and intonation are intelligible and easy to understand. 	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. Examples include the detailed discussion on the impacts caused by the development of technology. The response to the first question was relatively brief and could have been developed further. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.
This student responds to the questions spontaneously and initiates communication and at different points in the conversation. A best fit mark of 6 is appropriate for interaction.	A wide range of language is used to produce articulate communication with a good range of expression. Some errors were evident, and a best fit mark of 10 is therefore appropriate for accuracy and range of language.	This student responds very well to most of the questions, but could improve on the first question. A best fit mark of 10 is appropriate for knowledge and understanding of society and culture.



Task 1 (Discussion on a theme): Exemplar B

Total marks: 26 out of 30 marks		
AO1: Interaction	AO3: Accuracy and range of language	AO4: Knowledge and understanding of society and culture
5 out of 6 marks	10 out of 12 marks	11 out of 12 marks
<ul style="list-style-type: none"> Interacts spontaneously throughout, responding with assurance to questions and statements. They are able to sustain conversation throughout, using communication strategies with minimal hesitation. Initiates communications 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. 	<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. Examples include 有三个原因：第一.....第二.....第三.....; 一方面.....另一方面.....; 难以应付, 就业机会, 人口和人才流失 and 缓解.....压力. Accurate language throughout, resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. Pronunciation and intonation are intelligible and mostly accurate. 	<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.
This student responds spontaneously and initiates communication except some minor hesitation when responding to the second question. A best fit mark of 5 is appropriate for interaction.	Appropriate language was used to form coherent speech. Although correct pronunciation and intonation are at times difficult, their speech is understood. A best fit mark of 10 is appropriate for accuracy and range of language.	There was a good response to both questions, with consistently relevant viewpoints. There was a little loss of focus on the subtheme, therefore a best fit mark of 11 is appropriate for knowledge and understanding of society and culture.



Task 1 (Discussion on a theme): Exemplar C

Total marks: 25 out of 30 marks		
AO1: Interaction	AO3: Accuracy and range of language	AO4: Knowledge and understanding of society and culture
6 out of 6 marks	9 out of 12 marks	10 out of 12 marks
<ul style="list-style-type: none"> Interacts spontaneously throughout, responding with assurance to questions and statements. They are able to sustain conversation throughout, using communication strategies if necessary with minimal hesitation. Initiates communications by consistently taking the lead to develop the conversation. The student elicits points of view/checks for understanding naturally and appropriately at different points in the conversation. 	<ul style="list-style-type: none"> Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, such as 随着.....的发展, 因此.....总的来说, 一方面.....不过, 另一方面..... 博大精深的美食文化和 世代相传. 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. Some inaccurate pronunciation and tones exist, e.g. 乐器, 告诉, 怪兽, 现在, 告诉 and 归属感, but most are intelligible. 	<ul style="list-style-type: none"> Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. Relevant examples are given, in particular to the first question, but the second could have been elaborated further. Analysis of cultural and social context is demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. Responses to the follow up questions are consistently developed.
This student responds spontaneously and initiates communication. They also elicit points of view from the teacher-examiner. A best fit mark of 6 is appropriate for interaction.	It is evident that the student is able to use a range of language to communicate articulately. A best-fit mark of 9 is appropriate for accuracy and range of language.	This student's analyses are appropriate and consistently supported with relevant information and examples. A best fit mark of 10 is appropriate for knowledge and understanding of society and culture.



Task 1 (Discussion on a theme): Exemplar D

Total marks: 19 out of 30 marks		
AO1: Interaction	AO3: Accuracy and range of language	AO4: Knowledge and understanding of society and culture
5 out of 6 marks	6 out of 12 marks	8 out of 12 marks
<ul style="list-style-type: none"> • Interacts spontaneously, responding with assurance to questions and statements. The student is able to sustain conversation throughout, using communication strategies if necessary. There is some minimal hesitation in the second question. • Initiates communications 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. 	<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. Examples include 为了, 而且 and 因为...所以.... • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. Examples: 他们看庆祝, 他们为了明白这些的庆祝, 得到更高公司的工作, uses 政治 in place of 政策 and 所以放置在学校附近很贵. • Pronunciation and intonation are intelligible though sometimes cause ambiguity. Examples: 开始, 例如, 开分行, 而且 and 期望. 	<ul style="list-style-type: none"> • Relevant, occasionally perceptive, ideas frequently supported by pertinent information and/or references. The response is predominantly focused on the cultural and social context, rather than the second question. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
This student responds spontaneously, initiating communication at different points in the conversation. A best fit mark of 5 is appropriate for interaction.	The student is able to use a range of language to express their ideas, but there are some errors and lack of clarity. A best fit mark of 6 is appropriate for accuracy and range of language.	The student responds well overall, but more focus on the second question was needed. A best fit mark of 8 is appropriate for knowledge and understanding of society and culture.



Paper 3 Mark scheme: Task 2 (Independent research)

Task 2, Part 1 (independent research presentation)

One mark grid is applied to this part of the task: responding to written language in speech (AO2).

Responding to written language in speech

This mark grid is used to assess the student's two-minute presentation **only**. It is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for Task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4–6	<ul style="list-style-type: none">Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	<ul style="list-style-type: none">Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.Gives a relevant personal response to the written sources supported with some justification.
10–12	<ul style="list-style-type: none">Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.



Task 2, Part 2 (discussion on independent research)

Three mark grids are applied to this part of the task:

- 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 the language 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.

Knowledge and understanding of society and culture (AO4)

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 which 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 that 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 focussed on the cultural and social context.• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing 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, conclusions, arguments are deemed to be those that give the standard, predictable response.



Task 2, Part 2 (discussion on independent research continued)

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.

Accuracy and range of language (A03)

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.



Additional guidance

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 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
- the 把 construction, for example 他把车修好了。
- use of interrogative sentences in which 吗 is used
- using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns
- using synonyms and a variety of expressions
any grammar and structures included in the grammar list that are specific to A Level.

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 the misuse of measure words
- speaking Chinese with an accent which does not lead to misunderstanding
- 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 which 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, Part 2 (discussion on independent research continued)

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.

Interaction (A01)

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.

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.



Elicits 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？

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



Task 2: (Independent research) Exemplar E

Part 1	10 out of 12 marks
Part 2	25 out of 30 marks
Total	35 out of 42 marks

Part 1

Total marks: 10 out of 12 marks
AO2: Responding to written language in speech
<ul style="list-style-type: none">• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.• Gives a relevant personal response to the written sources supported with some justification.
<p>This presentation lasts just over two minutes. It begins with the research title and follows with a clear summary of two named written sources. While they respond to the first article with convincing justification, they could have given a clearer personal viewpoint when responding to the second one. A best fit mark of 10 is appropriate for responding to written language in speech.</p>



Part 2

Total marks: 25 out of 30 marks		
AO1: Interaction	AO3: Accuracy and range of language	AO4: Knowledge and understanding of society and culture
6 out of 6 marks	9 out of 12 marks	10 out of 12 marks
<ul style="list-style-type: none"> • Interacts spontaneously throughout, responding with assurance to questions and statements. The student is able to sustain conversation throughout, using communication strategies if necessary, with minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation. They elicit points of view and check for understanding naturally and appropriately at different points in the conversation. 	<ul style="list-style-type: none"> • Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, for example: 但实际上, 更, 首先从政府的角度来看.....而且从国民角度来看..... and 这样, 就会让. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. Examples: 现状, 合配 and 中年人比年青人照顾老年人的时候, 对我来说更好, 因为他们更丰富经验.... • Pronunciation and intonation are intelligible and mostly accurate. Inaccurate pronunciation includes 招聘, 限制, 面临, 解雇, and 医疗. 	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information and/or references. The response is consistently focussed on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.
Points of view are elicited from the teacher-examiner well. A best fit mark of 6 is appropriate for interaction.	A good ability in manipulating the language is shown though there are some errors. A best fit mark of 9 is appropriate for accuracy of language.	A high level of understanding on different aspects of the Chinese society is demonstrated. A best fit mark of 10 is appropriate for knowledge and understanding of society and culture.



Task 2: (Independent research) Exemplar F

Part 1	7 out of 12 marks
Part 2	25 out of 30 marks
Total	32 out of 42 marks

Part 1

Total marks: 7 out of 12 marks
AO2: Responding to written language in speech
<ul style="list-style-type: none">• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.
This presentation lasts just under two minutes, begins with the research title and introduces the two named written sources, following with the main viewpoints of each of the articles, and ending with their conclusion. There is little justification about why they have their standpoint. A best fit mark of 7 is appropriate for responding to written language in speech.



Part 2

Total marks: 25 out of 30 marks		
AO1: Interaction	AO3: Accuracy and range of language	AO4: Knowledge and understanding of society and culture
6 out of 6 marks	9 out of 12 marks	10 out of 12 marks
<ul style="list-style-type: none"> • Interacts spontaneously throughout, responding with assurance to questions and statements. The student is able to sustain conversation throughout, using communication strategies if necessary with 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. 	<ul style="list-style-type: none"> • Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, such as 以中国来说, 创造.....机会. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. Examples: 可以卖他们的产品卖得比较便宜给其他国家, 所以可以非常帮助他们的经济, 中国投资非常多钱在加勒比地区, and 这些东西. • Pronunciation and intonation are intelligible and mostly accurate. 	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information and examples. The response is consistently focused on the cultural and social context. • Analysis of cultural and social context is demonstrated by consistently developed and justified arguments and viewpoints, drawing very convincing conclusions.
This student responds to the teacher-examiner's question well and they elicit points of view from the teacher-examiner. A best fit mark of 6 is appropriate for interaction.	A good ability in manipulating the language is shown. Errors and inaccurate pronunciation do not prevent their meaning being conveyed. A best fit mark of 9 is appropriate for accuracy of language.	There is a very good knowledge and understanding on different aspects of the research topic, but a little loss of focus on the cultural and social context. A best fit mark of 10 is appropriate for knowledge and understanding of society and culture.



Task 2: (Independent research) Exemplar G

Part 1	7 out of 12 marks
Part 2	20 out of 30 marks
Total	27 out of 42 marks

Part 1

Total marks: 7 out of 12 marks
AO2: Responding to written language in speech
<ul style="list-style-type: none">• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
<p>This student uses just under two minutes for their presentation, begins with an introduction to their research topic, and follows with very clear summaries of two Chinese written resources. However, they only give their response to the second author and their justification is paraphrasing the author's viewpoints, with no response to the first one. A best fit mark of 7 is appropriate for responding to written language in speech.</p>



Part 2

Total marks: 20 out of 30 marks		
AO1: Interaction	AO3: Accuracy and range of language	AO4: Knowledge and understanding of society and culture
4 out of 6 marks	7 out of 12 marks	9 out of 12 marks
<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. There is occasional hesitation. • Initiates communication by consistently taking the lead to develop the conversation. They elicit points of view and check for understanding naturally and appropriately at different points in the conversation. 	<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 the clarity of communication. Examples include: 经济的问题, 父母子女的关系提高了 and 父母觉得望子成龙, 望女成凤.... • Pronunciation and intonation are intelligible though sometimes inaccurate, for example 经济, 好处, 政策, 差距 and 教育. 	<ul style="list-style-type: none"> • Relevant, perceptive ideas are consistently supported by pertinent information/examples/references; consistently focused 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. At times however, viewpoints are not fully developed, which impacts the clarity of conclusion. For example, they could have provided some justification for why the policy could improve parent-child relationships.
This student interacts with the teacher-examiner naturally with occasional hesitation. A best fit mark of 4 is appropriate for interaction.	This student generally speaks with accurate sentence structure, though there are some inaccuracies. A best fit mark of 7 is appropriate for accuracy of language.	This student's analyses are relevant and their arguments are generally justified, but could be further developed. A best fit mark of 9 is appropriate for knowledge and understanding of society and culture.