

# Pearson Edexcel GCSE

## Chinese

### Unit 2: Speaking in Chinese

Controlled Assessment

**Valid from September 2015 to May 2017**

Paper Reference

**5CN02/2A**

**5CN02/2B**

**You do not need any other materials.**

These possible controlled assessment tasks are valid from September 2015 to May 2017.

#### **5CN02/2A and 5CN02/2B**

- Centres must submit their task marks and moderation sample(s) by 15 May of the assessment year.

Please note that these controlled assessment tasks will be subject to review every two years.

Further guidance can be found on the Pearson Edexcel website  
<https://qualifications.pearson.com/en/home.html>.

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**PEARSON**

## Unit 2: Introduction to sample stimuli

This GCSE specification allows for maximum flexibility in the controlled assessment of speaking. The stimuli and tasks in this document are made available for you to use in a variety of ways, according to what will be best for your candidates.

NOTE: The examples of stimuli and tasks in this document relate exclusively to the **open interaction** task type. It is envisaged that the tasks for both picture-based discussions and presentations with follow-on questions and answers could be sourced or suggested by candidates directly or are generally more straightforward to set. Please consult the sample assessment materials on the Pearson Edexcel website for an indication of possible tasks.

**Centres are free to produce their own controlled assessment stimuli and tasks.**

### Open interactions

- 1 You may use any of these stimuli and tasks 'as they stand'. It is perfectly acceptable to make copies and use them without any adaptation or customisation.
- 2 You may want to customise them in one or more of the following ways:
  - (a) Simplify them so that the tasks are more readily accessible to less able candidates. For example, you could remove some of the bullet points or you could amend the rubrics so that what candidates have to prepare is less demanding.
  - (b) Make them more demanding so that they provide more opportunities for high attaining candidates to reach the highest mark bands. For example, you could add further bullet points or intensify the rubric so that it places a greater linguistic demand on candidates.
  - (c) Adapt a stimulus to your local context, or tailor it to the interests and aptitudes of your own candidates.
  - (d) Transfer a stimulus into the target language. The stimuli given here are all in English, so that they can be used for assessing any of Pearson Edexcel's modern foreign languages. However, it is quite in order for a candidate to be given a stimulus in the language to be assessed if this is appropriate to the task scenario and context (for example if set in a Chinese speaking country).
  - (e) Use a stimulus as a starting point on which to devise one of your own that is entirely tailored to your candidates' needs and interests.

## Customising tasks – Examples and points to consider

### (a) Simplifying tasks

#### Media and culture Stimulus 3

You could shorten the task by omitting some of the cultural activities or bullet points:  
e.g. remove 'China' and 'Germany'.

Remove 'professional demonstrations' and 'Have-a-go' activities.

Omit the bullet point 'Why it is important to experience other cultures'.

#### Sport and leisure Stimulus 2

You could simplify the brochure:

e.g. remove words such as 'Registration' and 'Swimathon'.

Shorten 'Exercise classes for all' to 'Exercise classes'.

#### Travel and tourism Stimulus 3

You could remove some of the details from the stimulus:

e.g. '20% discount coupons for Langston restaurants'.

You could simplify some of the information:

e.g. 'Our coaches have air conditioning, toilets and free Wi-Fi' to 'modern coaches'.

You could remove some of the more demanding bullet points:

e.g. remove 'Which package you would recommend and why'.

#### Business, work and employment Stimulus 3

You could simplify the advertisement:

e.g. remove 'Welcome pack for all delegates' and simplify 'Single and double rooms with bathroom ensuite' to 'Single and double rooms'.

You could remove some of the more demanding bullet points:

e.g. remove 'Why the venue would be ideal'.

It is quite acceptable for differentiated versions of the same stimulus and/or tasks to be given to different candidates. In simplifying the tasks it is important to remember that candidates should still have opportunities to 'show what they can do'.

Stimuli and tasks do not have to be in bullet point format. There is no prescribed minimum or maximum number of bullet points. Removing bullet points may simplify a task for some candidates but, paradoxically, it may make a task harder because it compels candidates to use their own initiative more. A long list of bullet points may give candidates the security of a 'framework' around which to build the interaction, which may be helpful to less able candidates. If, however, a candidate omits one or more of the bullet points, then this could impact on the total marks available. The best way around this in many situations is to phrase the rubric in such a way that the candidate is not compelled to include all of the bullet points or information.

### (b) Making new tasks more demanding

#### Media and culture Stimulus 1

You could add to the bullet points so that the candidate has to talk about a particular friend who is performing in the play, or whether the candidate him/herself has taken part in a school play and why/why not.

You could add to the bullet points to focus on what challenges young people face in making choices about how to use their time, for example, being involved in a school play versus spending more time studying.

## **Travel and tourism Stimulus 2**

You could add details about the cathedral, e.g. opening times, when it was built, one particular feature of interest. You could add bullet points asking candidates to give information about one (or more) of these extra details; to describe an experience they had of going to the local beach, or brief details about the match they watched in the sports stadium.

In making the tasks more demanding it is helpful to refer to the marking criteria. Look at the criteria for the highest mark bands and then think about how the task may encourage your most able candidates to reach these bands. For example, for a 'Range of Language' mark of 5, a candidate has to demonstrate 'unambiguous use of tenses'. You might want to ensure that the stimulus provides plenty of opportunities for them to do this. In the bullet points for any of the tasks you could make specific reference to time frames so that the candidate is steered towards demonstrating that they can handle different tenses. For a 'Range of Language' mark of 6, a candidate has to use a 'wide range of appropriate vocabulary including complex lexical items'. Again, you might want to ensure that the stimulus provides opportunities for candidates to do this.

Be aware that merely adding to the list of bullet points may appear to make a task more demanding, but in fact may not do so. If the bullet points cause candidates to use a 'limited and repetitive range of vocabulary and structures' for example, the candidate will not have the opportunity to score more than 2 marks for 'Range of Language'. For 'Accuracy', if they produce only 'simple, pre-learnt stereotypes' in response to the bullet points they will, again, not score more than 2 marks. Some of the best tasks for high attaining candidates are those that provide the least 'structure' and force candidates to tap into their own creativity and resourcefulness.

### **(c) Adapting a stimulus to your local context**

It is often more interesting and motivating for candidates if their stimulus is based on something familiar to them.

For example, Media and culture Stimulus 2 could be based on a fashion show in your own school or on a fund-raising fashion show organised by a local charity, or it could be based on a fashion show taking place in an area of the target language country that candidates have visited. Sport and leisure Stimulus 3 could be based on an advertisement from a local entertainment complex. Travel and tourism Stimulus 1 could be based on a brochure or home page of a local hotel. Business, work and employment Stimulus 3 could be based on, or simply be, the brochure for a local business conference centre. Be as imaginative as you wish, but bear in mind the vocabulary and linguistic structures with which the candidate is familiar.

### **(d) Transferring the stimulus to the target language**

It is perfectly acceptable for a candidate to use a target language stimulus. You could translate the stimuli given here into the relevant language. Bear in mind, though, that the 'context' still needs to be realistic. Is there a reason why a leaflet advertising a local keep fit festival weekend (Sport and leisure Stimulus 2), for example, should be in Chinese?

In deciding whether to use a target language or an English stimulus, there are views both ways. Using a target language stimulus may be supportive for less able candidates because much of the necessary vocabulary appears on the stimulus (assuming it is language they are familiar with) and they do not have to rely on their memory quite so much: they can work through the task and gain some marks.

However, candidates do not gain credit for language lifted from the stimulus or for language 'conceded' by the teacher-examiner, so for more able candidates using a target language stimulus may actually make it harder for them to score high marks. They need to make sure that they provide plenty of language of their own rather than relying on what is on the task sheet.

It should be noted that it is perfectly acceptable to simulate possible 'interactions' that could arise in target language countries (e.g. You are working as a tourist representative in China and consult the following information...).

**(e) Using a stimulus as a starting point to devise your own**

**Examples:**

**Media and culture Stimulus 3**

You could substitute some or all of the given clip art activities for ones of your own choosing.

You could remove or change the list of activities under 'includes'.

**Sport and leisure Stimulus 2**

You could substitute some or all of the activities and clip art to reflect sports and activities your pupils are interested in.

You could remove or change bullet points.

**Travel and tourism Stimulus 3**

You could change the destinations offered in the stimulus, for example by choosing trips that depart from a local bus station to local destinations, or by substituting trips that are actually offered to pupils during the school year and adapting the stimulus accordingly. You could also remove or change bullet points.

In writing your own stimuli and tasks you must ensure that if text is used this has a maximum of 70 words. The stimulus can feature visual prompts and additional language in the form of text, leaflets, posters, etc. to convey the scenario.

It is a regulation that the stimuli and tasks should be 'refreshed' at least every two years. The idea here is not that they need to be entirely rewritten from scratch, but that they should be tweaked, for example by changing the bullet points and altering some of the content of the 'text'. The intention is to prevent candidates from using a stimulus with which they might already be familiar. They should see their stimulus no more than two weeks ahead of taking the task.

**A: Media and culture**

**Stimulus 1**

**Charnwell School**

**School Play: BUGSY MALONE**

**Tickets: £10 (available from the School Office)**

**£8 when booked in advance**

**£5 for school students**



**Performances: Thursday, Friday and Saturday**

**School Hall**

**8pm**

## Information for candidates

### Situation

Your Chinese friend is staying with you and wants to watch the school play.

Your teacher will play the part of your Chinese friend and will start the conversation.

### Task

He/she may ask you about:

- details of the event
- prices and payment details
- whether you recommend seeing the play and why/why not
- the last time you went to the theatre or cinema
- why it is important to watch live performances.

Be prepared to ask questions during your discussion.

**A: Media and culture**

**Stimulus 2**

**Meadow View School**

**Fashion Show**

Meadow View School Hall

Friday 27th April 7.30pm

**Sportswear**



**Casual wear**



**Business suits**



**Evening wear**



**Accessories**



Entrance free – a collection will be made for the local children's hospital



## Information for candidates

### Situation

Your Chinese exchange partner is asking you about a fashion show organised by students at your school.

Your teacher will play the part of your Chinese exchange partner and will start the conversation.

### Task

He/she may ask you about:

- details of the event
- what you are raising money for
- why you recommend going to the fashion show
- which clothes you have bought recently and why
- whether following fashion is important.

Be prepared to ask questions during your discussion.

**A: Media and culture**

**Stimulus 3**

**Sitworth Town Hall**







**Saturday 25th & Sunday 26th**

**10am – 8pm**

**International Cultural Festival**

A weekend to experience different cultural activities

Entrance: £5 with all profits going to Save the Children

<p><b>China</b></p> 	<p><b>Spain</b></p> 
<p><b>France</b></p> 	<p><b>Germany</b></p> 
<p><b>Italy</b></p> 	<p><b>India</b></p> 

*Includes:*

Professional demonstrations

'Have-a-go' activities, food tasting and dancing

Recipe books, DVDs, CDs, posters, travel guides on sale

*and much, much more!*

## Information for candidates

### Situation

A Chinese student is staying with your family and wants to go to this event with you.

Your teacher will play the part of the Chinese student and will start the conversation.

### Task

He/she may ask you about:

- details of the event
- which activities interest you most and why
- what you might buy
- cultural activities you have already enjoyed
- why it is important to experience other cultures.

Be prepared to ask questions during your discussion.

**B: Sport and leisure**

**Stimulus 1**

**3rd International Schoolympics**

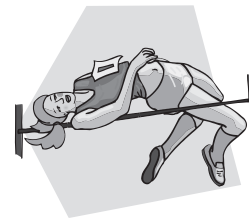
**Sunday 3rd – Friday 8th**

**Sunday**

11 am Athletes meet host families  
2 pm Welcome Parade  
6 pm Evening Barbecue



**Monday**  
Athletics Events



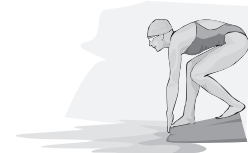
**Tuesday**  
5-a-side Football



**Wednesday**  
Coach Trip to Hampton Court  
OR  
Free time



**Thursday**  
Swimming Competition



**Friday**  
Finals Day  
&  
Grand Prize-giving  
7 pm Closing Disco



## Information for candidates

### Situation

Your town is hosting this year's International 'Schoolympics'. A Chinese-speaking teacher wants information about the event.

Your teacher will play the part of the Chinese-speaking teacher and will start the conversation.

### Task

He/she may ask you about:

- accommodation for visiting teams
- which events are on which days
- what other activities are planned
- what sports you have taken part in
- why it is important to have events like this.







Be prepared to ask questions during your discussion.

**B: Sport and leisure**

**Stimulus 2**

**Keep Fit Charity Festival Weekend**

**Craydown Leisure Centre**

Friday evening	Registration		£1
	Healthy cooking demonstration		Free
Saturday	Swimathon		£2 per adult £1 per child
	Exercise classes for all		£2 per adult £1 per child
Sunday	Fun Runs		£5 per team
	Under 16s martial arts demonstration		Free

## Information for candidates

### Situation

Your Chinese friend is staying with you and wants information about the 'Keep Fit Charity Festival'.

Your teacher will play the part of your Chinese friend and will start the conversation.

### Task

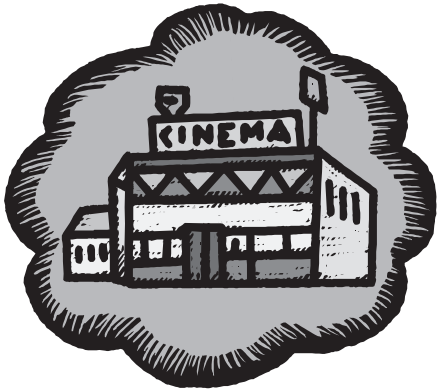
He/she may ask you about:

- details about the event
- which activities are available
- which activities you want to take part in and why
- what you have done recently to keep fit
- why it is good for people to keep fit and healthy.

Be prepared to ask questions during your discussion.

## B: Sport and leisure

### Stimulus 3



#### ABC Cinema

Showing Today

- Screen 1: Frozen 2
- Screen 2: Star Wars 7
- Screen 3: Shaun the Sheep
- Screen 4: The Mocking Jay

#### Entertainment Centre

10 am – 10 pm

Bowling

Skating

Pool/Snooker

Café



#### Our town

##### Bike Rental

1 Hour: £2

2 Hours: £3

4 Hours: £5

+ Deposit





## Information for candidates

### Situation

Your Chinese friend is staying with you and you are discussing plans for Saturday.

Your teacher will play the part of your Chinese friend and will start the conversation.

### Task

He/she may ask you about:

- details of what you could do on Saturday
- which activity you would most like to do and why
- what you did last weekend
- other things to do during his/her visit
- why it is important to have hobbies.

Be prepared to ask questions during your discussion.

## C: Travel and tourism

### Stimulus 1

## WELCOME TO THE HOTEL SPLENDIDE

### Rooms

Single/Double/Family

All rooms with a shower/bath and WC

Tea and coffee making facilities

TV and free Wi-Fi

Sea view or garden view



### Breakfast

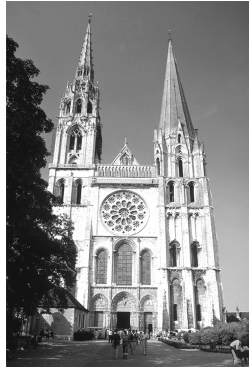
In the dining room

Monday–Friday: 6–9 am

Saturday–Sunday: 7–10 am



### Local places of interest



### Local restaurants



## Information for candidates

### Situation

You are working in the Hotel Splendide. The receptionist calls you to help a Chinese guest who has just arrived.

Your teacher will play the part of the Chinese guest and will start the conversation.

### Task

He/she may ask you about:

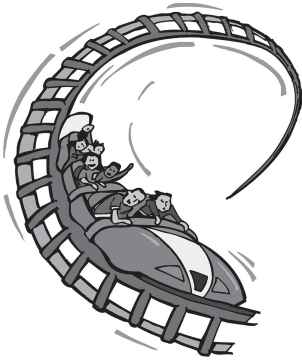
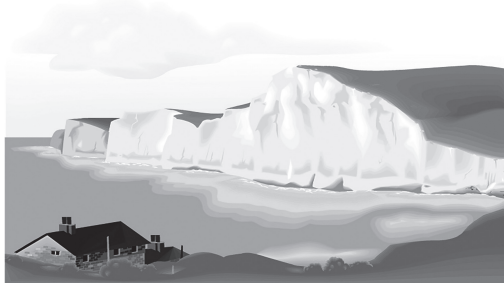
- details of the rooms
- breakfast arrangements
- what you have visited in the town
- which restaurants you recommend and why
- why it is interesting to visit other countries.

Be prepared to ask questions during your discussion.

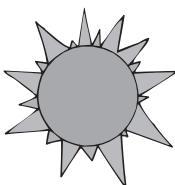
## C: Travel and tourism

### Stimulus 2

#### Welcoming exchange partners to the UK – next year



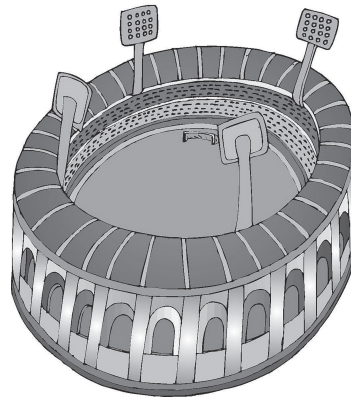
#### Weather in the UK



#### My exchange trip to China – June 2015

Remember what a great time we had!

😊 xx



## Information for candidates

### Situation

You are talking to your Chinese exchange partner on Skype about his/her planned visit to the UK.

Your teacher will play the part of your exchange partner and will start the conversation.

### Task

He/she may ask you about:

- details of what there is to visit in your area
- which activity you prefer and why
- what kind of weather to expect in the UK
- which outing you most enjoyed during your stay in China
- the advantages of school trips abroad.

Be prepared to ask questions during your discussion.

## C: Travel and tourism

### Stimulus 3

#### Short breaks from Millingham Bus Station

Our coaches have air conditioning, toilets and free Wi-Fi.  
For more info: [www.millinghamcoach.org](http://www.millinghamcoach.org)

#### Wittal



£345

1st Friday of each month

2 nights in 3\* hotel

bicycle hire

#### Talbot-on-Sea



£490

Wednesdays in August

4 nights B&B

sailing lessons

#### Langston



£275

Mondays in August

3 nights

20% discount coupons for  
Langston restaurants

## Information for candidates

### Situation

Your Chinese neighbour recently moved into the area and needs your help to understand this leaflet.

Your teacher will play the part of your Chinese neighbour and will start the conversation.

### Task

He/she may ask you about:

- details of the transport
- what is included in one of the short breaks
- whether you have visited any of these places
- which package you would recommend and why
- the advantages of going on short breaks.

Be prepared to ask questions during your discussion.

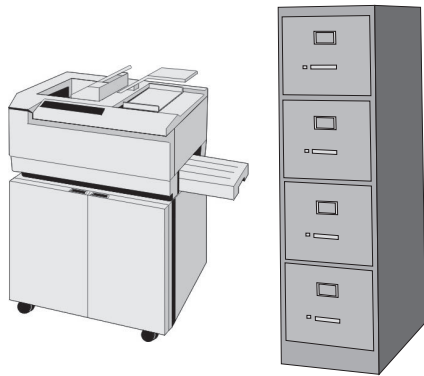
**D: Business, work and employment**

**Stimulus 1**

**Monday**

08.30–16.30

Working in office



**Tuesday**

08.30–16.30

Meeting other employees



**Wednesday**

09.00–17.00

Working in reception



**Thursday**

08.30–16.30

Visiting customers



**Friday**

09.00–12.00

Working in office





## Information for candidates

### Situation

You are talking to the manager of a Chinese company where you are completing your work experience.

Your teacher will play the part of the manager and will start the conversation.

### Task

He/she may ask you about:

- what you have done during the week
- your opinion of the work and why
- how you got on with your colleagues
- how the work experience will help you in the future
- why it is important to gain work experience.

Be prepared to ask questions during the discussion.

**D: Business, work and employment**

**Stimulus 2**

**Looking for work experience this summer in China?**

**Jobs available in many different regions**

**Junior Club leaders**



**Lifeguards**



**Restaurant staff**



**Chefs**



**Many more positions available**

**What skills do you have to offer?**

**Interviews are being held now**

**Come and talk to us**

## Information for candidates

### Situation

You are looking for a summer holiday job in China and are taking part in an interview.

Your teacher will play the part of the Chinese employer and will start the conversation.

### Task

He/she may ask you about:

- which job you want to do and why
- why you want to work in China
- why it is important to study languages
- your previous work experience
- what you want to do in the future.

Be prepared to ask questions during the interview.

## D: Business, Work and employment

### Stimulus 3

#### Forest Hall Business Conference Centre



#### Day Conference Facilities

Meeting rooms with free Wi-Fi  
Audiovisual equipment  
Welcome pack for all delegates  
Lunch and refreshments  
From only £60 per day

#### Conference and Accommodation

Single and double rooms with  
bathroom ensuite  
Full English breakfast, lunch and  
3-course dinner  
Evening bar and café  
From only £150 per night

#### Leisure facilities

- gym
- golf course
- indoor pool
- jacuzzi
- sauna



## Information for candidates

### Situation

You are working for a company that organises residential business conferences. A Chinese manager is planning a conference and requires some information.

Your teacher will play the part of the manager and will start the conversation.

### Task

He/she may ask you:

- about the accommodation
- about the business facilities at the centre
- what activities there are during the evening
- your experience of the venue
- why the venue would be ideal.

Be prepared to ask questions in your discussion.

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