

Pearson Edexcel GCSE

Chinese

Unit 4: Writing in Chinese

Controlled Assessment

Valid from September 2015 to May 2017

Paper Reference

5CN04/01

You do not need any other materials.

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

Centres must submit their tasks for external assessment 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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Controlled assessments for writing

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

Students can focus on **one** of the above themes for both writing (and speaking) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to create your own stimuli for the controlled assessment writing tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Pearson Edexcel Ask the Expert service.

Students must undertake two separate writing tasks, **one task** in each of the **two required controlled assessment sessions**. Each session should last up to one hour and the task must be completed in this time. The assessment must take place in controlled conditions and students must have access to notes and a dictionary as discussed in the specification. It is anticipated that students will produce at least 100 characters in each of the two assessment sessions. Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce between 100 and 150 characters for each task.

It may be more appropriate for some students to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

Students may undertake more than two controlled writing assessments but only the work from two sessions must be submitted to Pearson Edexcel for marking.

Adaptation of tasks

As stated in the specification, teachers may use or adapt these tasks and are free to create their own. Centre-devised tasks may result from students' ideas and suggestions or could be linked to other areas of the curriculum.

Teachers may amend and edit the Pearson Edexcel tasks in a number of ways:

- to introduce a different context that is more appropriate to the needs and/or interests of particular students (e.g. *an account of a **concert*** could be changed to *an account of a **film***)
- to alter the type of 'support' for individual students. Some students are reliant on bullet points that clearly spell out task requirements and provide some structure whereas others (possibly more confident or creative) prefer more open-ended tasks. To accommodate these different types of learner, teachers could, for example, remove or add bullets and alter the wording of the task rubrics (e.g. change '**must refer to**' to '**may refer to**' or vice versa)
- to change the nature of the task. Teachers may rewrite a task so that it takes on a different nature. For example, it may be more appropriate for certain students to produce a poster or complete a form rather than write an article or letter. Similarly, teachers may introduce a guide on the length of the task (e.g. number of words) either to ensure that the task is feasible or, for more able students, to promote extended writing. Teachers may also wish to change the content of the bullets so that a learner is able to focus on providing simple information rather than description and opinion. With revised simpler content and fewer and/or different bullets to cover, the nature and size of the task brief can change radically. This allows for some students who encounter difficulties when writing in the target language to undertake two separate shorter tasks rather than one in a controlled assessment session.

Clearly, the facility to modify task stimuli enables teachers to target activities to the level and needs of individual students. However, as all changes to tasks can impact significantly on their overall level of demand, it is imperative that teachers do not constrain or compromise the performance of their students through an inappropriate task stimulus.

Possible writing tasks for controlled assessment (Media and culture)

Task 1

The library in your area is going to be permanently closed. Write a blog for a Chinese website to show your support for the library.

You could mention:

- why the library is important for the local community
- how you and your friends have been using the library facilities
- suggestions to raise funds for the library
- how the library could attract more users.

Task 2

You are starting a new online magazine for young people. Write an email to your friend, in Chinese, about your magazine.

You could mention:

- details about your magazine
- other online magazines you have read previously
- how your magazine is different from other magazines
- your plans for the first issue.

Task 3

Your school has recently arranged a visit to a place of cultural interest (for example a museum, palace or castle). Write an email about your experiences to your friend in China.

You could mention:

- the purpose of the visit
- details about the place visited
- what you particularly liked and why
- where you would like to go for your next cultural trip and why.

Task 4

You run the Film Club in your school. Write a report in Chinese about the film you showed to members this month.

You could mention:

- details about the film
- your reasons for choosing this particular film
- members' opinions of the film
- what you plan to show next month and why.

Task 5

You have attended a cultural event (for example a concert or festival). Write a report in Chinese about the event for a friend.

You could mention:

- some details about the event
- what you liked most and why
- why cultural events are important
- what other cultural events you would like to attend and why.

Possible writing tasks for controlled assessment (Sport and leisure)

Task 1

You are writing a blog in Chinese about your lifestyle as you are trying to be fit and healthy.

You could mention:

- what you generally eat and drink
- how your eating habits have changed in recent years
- which sport you do
- why a healthy lifestyle is important
- whether you think you have a healthy lifestyle or not.

Task 2

You have just had the best weekend ever. Write an email to your Chinese friend about it.

You could mention:

- what you normally do at the weekend
- what you did on this particular weekend
- why it was the best weekend ever
- what you would like to do next weekend
- why free time is important.

Task 3

You are writing a report for a Chinese website on what you consider to be the most serious health issue in your country.

You could mention:

- details about the health issue
- the causes of the health issue
- consequences for the individual
- why you think this is the most serious health issue
- what schools should do about it.

Task 4

Your school is organising its annual sports day. You have been asked to write a brochure for the day in Chinese.

You could mention:

- the range of sports offered by your school
- recent school sporting achievements
- the activities planned for the day
- details about refreshments
- why it is important to take part in sports days.

Task 5

You have just been on an activity weekend. Write a review in Chinese for the organisers' website.

You could mention:

- details of the activity weekend
- why you decided to take part
- what you did
- what you liked and disliked about the weekend
- whether or not you would recommend this activity weekend.

Possible writing tasks for controlled assessment (Travel and tourism)

Task 1

During your last holiday you had a memorable evening in a local restaurant. Write an online review in Chinese about your experience.

You could mention:

- why you decided to visit that particular restaurant
- what the restaurant was like
- what you thought about the food you had and why
- what made the evening memorable in your opinion
- why you would or would not recommend this restaurant.

Task 2

You recently stayed for two nights in a luxury hotel, which was a prize you won in a magazine competition. Write an article in Chinese for the magazine about your experience.

You could mention:

- how you felt when you found out you had won the prize
- details about the hotel
- what you did while you were there
- why you thought the hotel was luxurious
- why you would or would not return to the hotel.

Task 3

You and your friends are hoping to go on holiday together after your exams this year. Write an email to your Chinese friend about your plans.

You could mention:

- details about your trip
- why you have chosen to go there
- what you hope to do on holiday
- what you did on holiday last year
- how you think this year's holiday will be different.

Task 4

The Tourist Information Office has asked you to write a leaflet for Chinese visitors advertising a walking tour through your local area.

You could mention:

- some details about the history of the area
- what visitors can see and do
- how the area changes throughout the year
- the most important place to visit and why
- some visitor feedback about the tour.

Task 5

You recently had a day out with your family. Write a post in Chinese for your blog about your experience.

You could mention:

- details about the day out
- why you decided to go where you went
- what you enjoyed most about the day and why
- what plans you have for your next day out
- why it is important to share a day out with family.

Possible writing tasks for controlled assessment (Business, work and employment)

Task 1

You have to make a speech to a group of Chinese visitors explaining the work experience programme in your school. Write the script for the speech in Chinese.

You could mention:

- how your school organises work experience placements
- what you thought before you did your work experience
- what your own work experience was like in reality
- why work experience is important for your future.

Task 2

You are blogging on a Chinese website about young people and part-time jobs.

You could mention:

- what part-time job you do and why
- why you value this job
- what your parents think of it
- the negative aspects of part-time jobs
- how your part-time job will help you in the future.

Task 3

You want to gain some experience working in a hotel in Hong Kong. Write to the manager, in Chinese, asking for some information.

You could mention:

- some information about yourself and your experience
- why you want to work in the hotel in Hong Kong
- what your future plans are for a career
- what you want to know about the job
- when you are available to work.

Task 4

A Chinese magazine asks young people to write about languages in the workplace with a prize for the best entry. Write a letter to the editor in Chinese.

You could mention:

- what languages you learn at school
- how you have used languages in the past
- why languages can be useful in the workplace
- what job you aim to do and why.

Task 5

You are doing work experience at the local job centre. The manager asks you to write the text for a brochure in Chinese to advertise local businesses.

You could mention:

- details of different businesses in your local area
- the benefits of working in your area
- some examples of positive experiences of workers from other countries
- what people should do if they want to find out more.