

# Pearson Edexcel GCSE

## Chinese

### Unit 2: Speaking in Chinese

Controlled Assessment

**Valid from September 2013 to May 2015**

Paper Reference

**5CN02/2A  
5CN02/2B**

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

These possible controlled assessment tasks are valid from September 2013 to May 2015.

#### **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 Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

*Turn over* ►

W43738A

©2013 Pearson Education Ltd.

1/1/1



**PEARSON**

## Unit 2: Introduction to sample stimuli

The new 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 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 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 (e.g. if set in a French/German/Spanish/Italian/Urdu/Chinese language country).
  - (e) Use a stimulus as a starting point upon which to devise one of your own which is entirely tailored to your candidates' needs and interests.

## Customising tasks – Examples and points to consider

### (a) Simplifying tasks:

#### Media and culture Stimulus 2

You could shorten the task by omitting some of the programmes or bullet points:

e.g. remove 'The One Show' and 'Planet Earth'

Omit the bullet point "To what extent you think TV can be educational"

#### Sport and leisure Stimulus 2

You could simplify the advertisement:

e.g. remove phrases such as 'Free admission'

Shorten 'Carnival Procession & "Those Four" in Concert' to 'Concert'

#### Travel and tourism Stimulus 2

You could remove some of the detail from the stimulus:

e.g. '£140 – includes coach trip and ticket for the game'

You could simplify some of the information:

e.g. 'Commentary in English, French or Spanish' to 'with Spanish speaking guide'

You could remove some of the more demanding bullet points:

e.g. remove 'Why a particular excursion might be of interest to the family'

#### Business, work and employment Stimulus 2

You could simplify the advertisement:

e.g. remove 'New weekly user card', and simplify 'Use Skype for free phone calls to your loved ones abroad' to 'Use Skype for free phone calls'

You could remove some of the more demanding bullet points:

e.g. remove 'about your previous experience of work'

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

It is possible that subsequent Edexcel-produced stimuli and tasks may feature some that are not 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 weaker 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 under compulsion to include them all.

## **(b) Making new tasks more demanding:**

### **Sport and leisure Stimulus 3**

You could add to the bullet points so that the candidate has to talk about a particular aspect of a healthy lifestyle (e.g. exercise, food) rather than just 'a healthy lifestyle' in general.

You could add to the bullet points to focus on what challenges young people face in making healthy lifestyle choices in both their own country and, for example, in France, China, Italy etc.

### **Travel and tourism Stimulus 3**

You could add local dishes to the menu, or give further details, e.g. of what omelettes/soup/ice creams are available. You could add bullet points asking candidates to give full details of one (or more) of these; to give details of the local ingredients, or a simple explanation of how a dish is prepared.

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 a 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 candidates will not have the opportunity to score more than 2 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 which 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 1 could be based on an actual cinema or film festival in your locality, or it could be based on an arts (film) festival in an area of the target language country which candidates have visited. Travel and tourism Stimulus 3 could be based on, or indeed simply be, a menu from a local restaurant. Business, work and employment Stimulus 3 could be based on an actual job fair or careers conference which your candidates have experienced. 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 carnival week (Sport and leisure Stimulus 2), for example, should be in French, Spanish, German, Italian, Urdu or 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 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 Spain and consult the following information ...)

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

##### **Examples:**

##### **Sport and leisure Stimulus 1**

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

You could remove or change bullet points.

##### **Media and culture Stimulus 3**

You could substitute some or all of the clip art (of various sections of the magazine) to reflect the sections that your own school's magazine has.

You could remove or change bullet points.

##### **Travel and tourism Stimulus 2**

You could change the destinations offered in the stimulus, for example by choosing trips that depart from a local travel agency 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 there is text up to a maximum of 70 words. The stimulus can feature visual prompts and additional language in the form of a text, leaflet, poster, etc, to convey the scenario etc.

It is a regulation that stimuli and tasks should be 'refreshed' at least every two years. The idea here is not that they need to be entirely re-written from scratch, but that they should be tweaked, for example by changing bullet points and altering some of the content of the 'text', etc. 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



## Cinenglish

### British Film Festival

14 May – Skyfall (James Bond)

15 May – Harry Potter and the Deathly Hallows

16 May – Les Misérables

17 May – The Pirates

18 May – Robin Hood

19 May – The Hobbit

## Information for candidates

### Situation

Whilst staying at your Chinese friend's house, you both go and watch one of the above films, dubbed in Chinese. Afterwards you discuss what you have seen.

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

### Task

He/she may ask you:

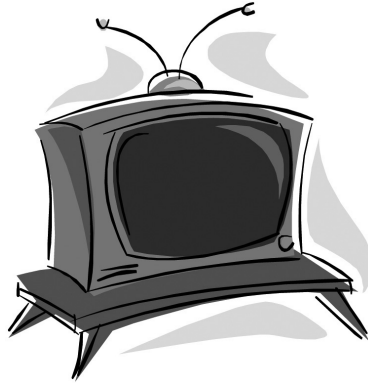
- what you thought about this film
- how you felt about seeing it in its dubbed version
- what your opinion is regarding dubbed or subtitled foreign films
- which other film you want to see and why
- how cinema helps us learn about other cultures.

Be prepared to ask questions during your discussion.

**A: Media and culture**

**Stimulus 2**

**Television**



**Pick of the day**

Top Gear

Sportscene

Planet Earth

Eastenders

Agatha Christie's Poirot

The X Factor

The One Show

## Information for candidates

### Situation

Your Chinese-speaking friend is staying with you. As the weather is miserable, you look through the TV schedule.

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

### Task

He/she may ask you:

- about one of these programmes you have seen before
- why you prefer certain types of programmes
- to what extent you think TV can be educational
- if you have any suggestions about what to watch tonight
- what else you could do apart from watching TV.

Be prepared to ask questions during your discussion.

**A: Media and culture**

**Stimulus 3**

**Charnbury School Magazine**

**Autumn term special: A foreigner's view of the UK**



## Information for candidates

### Situation

Your Chinese neighbour has seen your school/college magazine and is interested in making a contribution to one of its features: 'A foreigner's view of the UK'.

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

### Task

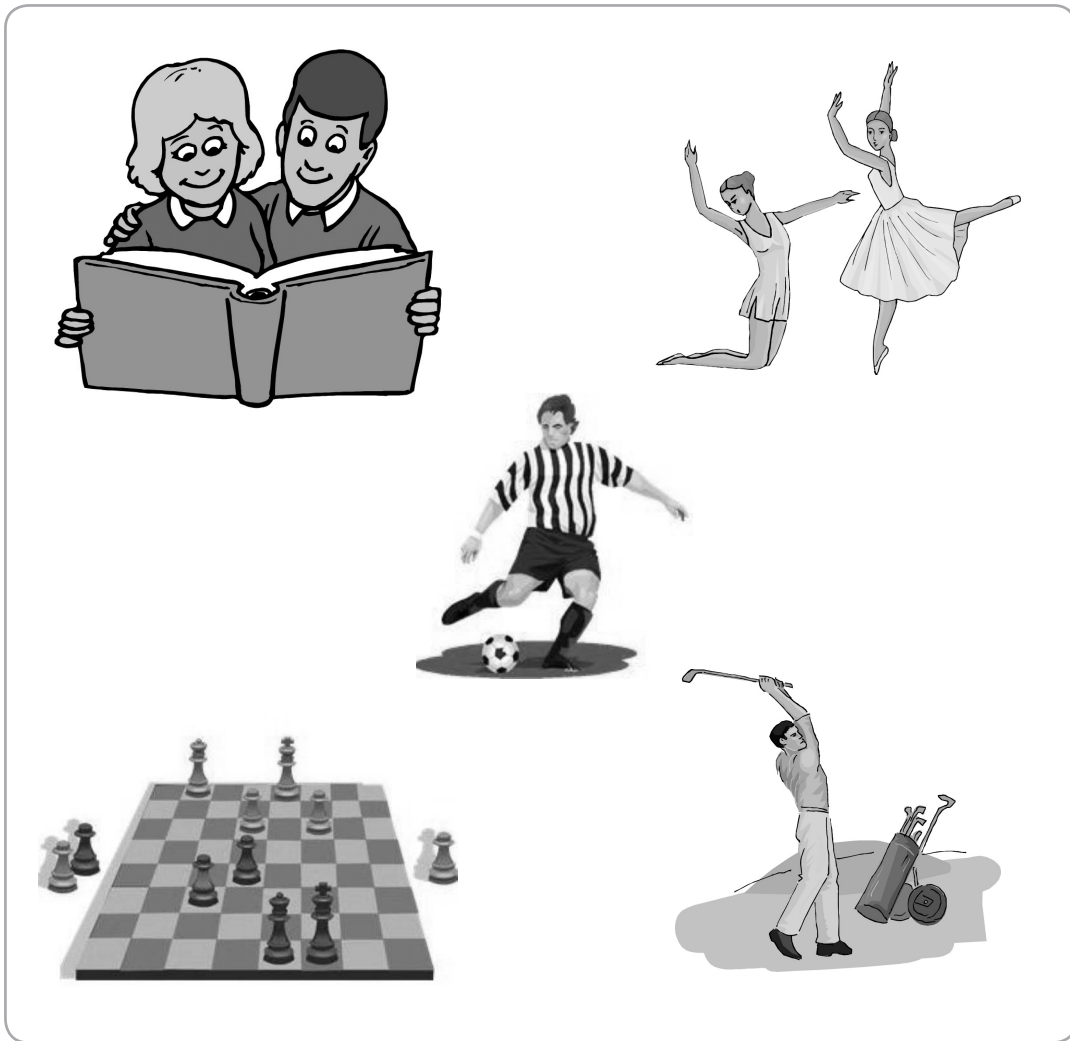
He/she may ask you:

- details about the magazine
- what articles have been popular in the past
- how he/she could contribute to the feature
- what you think about British culture.

Be prepared to ask questions during your discussion.

## B: Sport and leisure

### Stimulus 1



## Information for candidates

### Situation

You are visiting your pen friend in China and are discussing what you are going to do together this weekend.

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

### Task

He/she may ask you:

- what your interests are
- when you normally take part in these activities
- what other activities you used to do when you were younger
- what else you would like to do whilst in China
- how you benefit from your leisure activities.

Be prepared to ask questions in your discussion.

## B: Sport and leisure

### Stimulus 2

3rd Balton Carnival Week		21 – 27 June
Monday 21st Free Admission	Carnival Queen Competition Town Hall	19.30
Tuesday 22nd	Sports Tournament Leisure Centre	10.00
Wednesday 23rd Charity Performance	A Night at the Musicals Balton Theatre	20.00
Friday 25th £10 per team	Carnival Quiz and Meal Town Hall	19.30
Saturday 26th	Balton FC v Burgh FC	15.00
Sunday 27th	Carnival Procession & "Those Four" in Concert Racecourse	18.00 21.00

## Information for candidates

### Situation

Your Chinese-speaking friend is staying with you and you show him/her the programme of events for the local carnival.

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

### Task

He/she may ask you about:

- which events you would like to visit together
- your opinion of the programme
- what you did at last year's carnival
- other activities in the area
- why it is important to have an active social life.

Be prepared to ask questions in your discussion.

**B: Sport and leisure**

**Stimulus 3**

**Festival of Health and Lifestyle**

**Bradwell-on-Sea Leisure Centre**

**10 June – 15 June**

**10.00 – 17.00 daily**

**Professional Advice  
Exhibitions and Seminars**

Alcohol and  
Drug Issues



Dietary  
Advice



Weight Loss  
Programmes



Stop  
Smoking



All  
sessions  
£10



## Information for candidates

### Situation

You are talking to your Chinese neighbour about the Festival of Health and Lifestyle at the leisure centre.

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

### Task

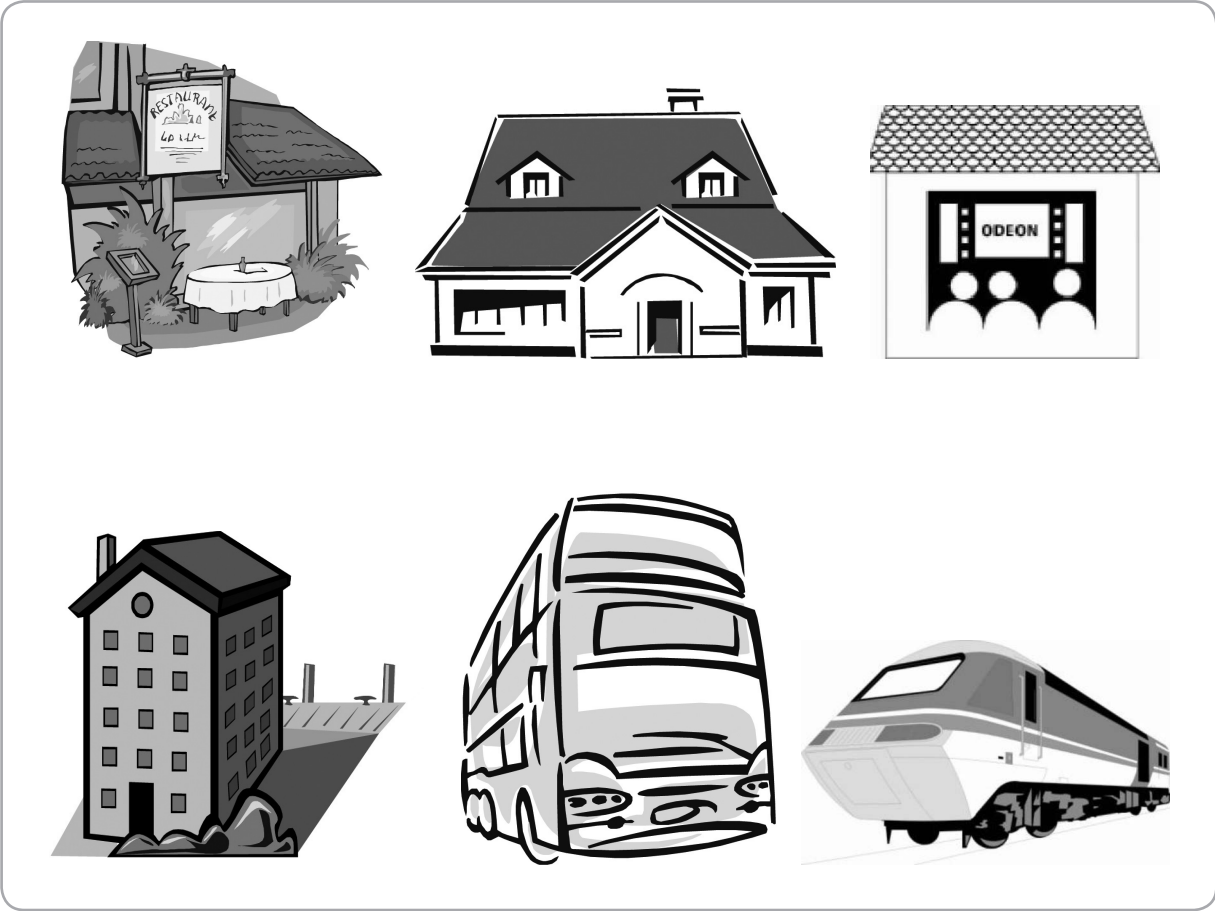
He/she may ask you about:

- the advice available
- which sessions interest you most and why
- your opinion on the ticket price
- what you have done to improve your lifestyle
- why it is important to follow a healthy lifestyle.

Be prepared to ask questions in your discussion.

C: Travel and tourism

Stimulus 1



## Information for candidates

### Situation

You are doing work experience at an estate agency when a Chinese family comes in. The mother/father will be working in the area and needs information.

Your teacher will play the part of the mother/father and will start the conversation.

### Task

He/she may ask you about:

- accommodation in the area
- local transport
- ideas for places of interest to visit in the area
- your opinion of the area
- activities that you have experienced locally.

Be prepared to ask questions during the discussion.

## C: Travel and tourism

### Stimulus 2

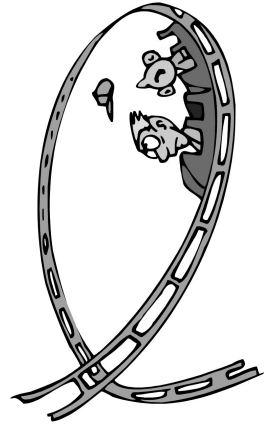
#### SEASIDE EXCURSION TO BLACKPOOL



One-day coach trip to the coast  
Lunch and evening meal included  
£120 per person

#### ALTON TOWERS

All the fun of the fair  
Coach departs 08.00  
£90 – includes admission

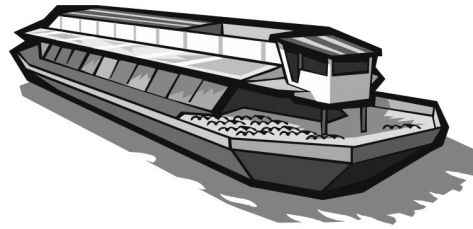


#### RUGBY AT TWICKENHAM



See the international match  
England v France  
£140 – includes coach trip and ticket  
for the game

#### RIVER CRUISE



Boat trip on the Thames  
Commentary in English, French or Spanish  
£80 per person including coach trip

## Information for candidates

### Situation

You are doing work experience at a coach company that offers a variety of excursions. A Chinese family - father, mother and two teenage children - comes in to request information.

Your teacher will play the part of the father/mother and will begin the conversation.

### Task

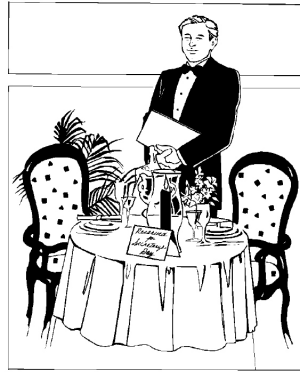
He/she may ask you about:

- what excursions are available
- why a particular excursion might be of interest to the family
- what you enjoyed about any of the excursions
- arrangements for refreshments and meals during the trip
- other suggestions for activities in the area.

Be prepared to ask questions during the discussion.

## C: Travel and tourism

### Stimulus 3



#### **MENU**

##### **STARTERS**

Soup  
Mixed salad

##### **MAIN COURSE**

Roast chicken  
Fish and chips  
Grilled steak  
Omelettes to order

##### **DESSERT**

Fruit  
Ice cream  
Cheese

##### **DRINKS**

Wine  
Beer  
Soft drinks  
Mineral water

## Information for candidates

### Situation

You are working part-time as a waiter/waitress in the restaurant of a local hotel where a Chinese family is on holiday.

Your teacher will play the part of the father/mother and will begin the conversation.

### Task

He/she may ask you about:

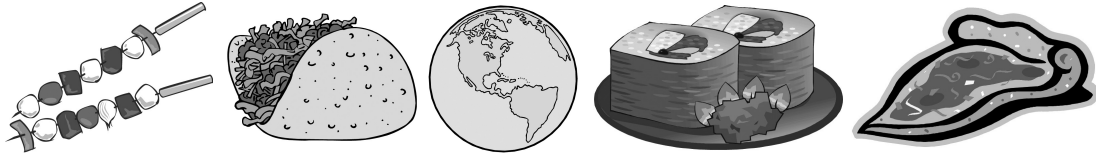
- your recommendations for the evening meal and drinks
- your opinions and experience of working in the restaurant
- where and why you have learnt Chinese
- suggestions of things to do for an evening out.

Be prepared to ask questions during the discussion.

**D: Business, work and employment**

**Stimulus 1**

**Eastern College International Food Festival**



**Main hall  
Ground floor**

India  
Spain  
Pakistan  
Germany  
Thailand

**Today's guest chefs**

12.30pm  
Raymond Blanc

3.30pm  
Madhur Jaffrey

**Main hall  
2nd floor**

France  
Italy  
Bangladesh  
China  
Japan

**WILL ALL GUESTS PLEASE  
SIGN IN AT RECEPTION  
ON THE GROUND FLOOR**

## Information for candidates

### Situation

As part of your work experience you are helping your teachers set up an International Food Festival at your school/college. You are looking after a Chinese guest who has come to demonstrate Chinese food.

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

### Task

He/she may ask you about:

- today's special event
- details of other exhibitors
- how you have helped to set up this event
- your experience of other work
- why work experience is important.

Be prepared to ask questions during your discussion.

**D: Business, work and employment**

**Stimulus 2**

**EXPRESSO INTERNET CAFÉ**

**SURF THE NET – TALK TO THE WORLD**

**BEST RATES IN TOWN**

½ hour £1.00

1 hour £1.50

2 hours £2.50

**SPECIAL OFFER!**

New weekly user card

£40.00 unlimited access

**OPENING HOURS**

Tue-Sun: 8:30am -11.00pm

Monday: Closed

**NEW TO THE NET?**

New beginners course

2-day course –  
one-to-one tuition

Only £50



Use Skype for free  
phone calls to your  
loved ones abroad

FREE coffee with every  
2 hours internet!

**NO SMOKING**



## Information for candidates

### Situation

You are on work experience in an internet café helping a Chinese customer to email, surf the web and write letters.

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

### Task

He/she is going to ask you:

- what is available for beginners
- what other services are available
- about your work
- your opinion of the work
- about your previous experience of work.

Be prepared to ask questions in your discussion.

## D: Business, work and employment

### Stimulus 3

#### WORLD YOUTH JOB FAIR

#### NEC BIRMINGHAM

#### Employment opportunities

##### GRAND HOTEL

Vacancies for:

- Trainee managers
- Cleaners
- Receptionists

##### FRASER'S RESTAURANT

Seeks:

- Waiters/waitresses
- Kitchen staff

##### GUIDED COACH TOURS

to various UK attractions

Vacancies for:

- Multilingual guides
- Activity organisers
- Office staff

**GO ANYWHERE IN BIRMINGHAM WITH A ONE DAY TRAVEL PASS £6**

## Information for candidates

### Situation

You are working in Birmingham at the World Youth Job Fair.

Some visitors from China want to know about employment opportunities in the local area.

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

### Task

He/she may ask you about:

- why you are working at the Job Fair
- how you got this job
- what work is available in the area
- getting around Birmingham
- your plans for future employment.

Be prepared to ask questions during your discussion.