

Chinese GCSE Mocks marking training

18OAL09





Aims and objectives

During the event you will:

- understand the assessment requirements of the speaking and writing components of the new specification
- review student responses to questions in the speaking and writing papers and understand how to accurately apply the mark schemes
- understand how you can access further support
- be able to ask questions and share good practice.

Paper 2 speaking





Speaking

Foundation	Higher
7–9 mins +12 mins supervised prep times	10–12 mins + 12 mins supervised prep time
Notes are allowed in the examination room from the prep times but candidates should not read from these.	Notes are allowed in the examination room from the prep times but candidates should not read from these.
No dictionaries	No dictionaries
Role play based on one topic from themes 1 to 4 (selected by Pearson).	Role play based on one topic from themes 1 to 4 (selected by Pearson).
Questions based on a picture stimulus based on one topic. This is selected by Pearson.	Questions based on a picture stimulus based on one topic. This is selected by Pearson.
Conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by Pearson.	Conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by Pearson.



Speaking: Structure of oral

- Task 1 Role play
Five bullet points eliciting five utterances.
- Task 2 Picture-based task
Teacher asks five compulsory questions set by the exam board.
At HL one of the questions will be unpredictable.
- Task 3 Conversation
Teacher asks questions and the candidate answers.



Speaking: Timing of oral

- 12 minutes' preparation time, immediately prior to oral. (Students may make notes which they refer to during tasks 1 and 2 but not task 3.)
- Task 1 Role play
(FT 1–1.5 mins; HT 2–2.5 mins)
- Task 2 Picture-based task
(FT 2.5–3 mins; HT 3–3.5 mins)
- Task 3 Conversation
(FT 3.5–4.5 mins; HT 5–6 mins)



Note

These exemplars:

- were produced as part of a mock examination series
- do not fully follow the instructions given in the specification.

Teacher-examiners must:

- ensure they follow the sequencing grid when arranging and conducting assessments
- should conduct the whole test in Chinese
- ensure the conversation starts with the candidate's chosen topic which s/he can outline for up to a minute.
- The whole conversation (i.e. both themes/topics) should last between 3½ and 4½ minutes, with equal time spent on each of the two topics.
- The marks given here, particularly for the conversation, reflect the quality of the candidate's responses rather than the length of the examination.

Foundation tier speaking





Foundation role play marking

We will now listen to a foundation role play.

Whilst listening to the role play, mark the candidate's utterances according to the mark grid.

The mark grid is in your delegate booklet.



Foundation role play marking

STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates

You are going to eat at a restaurant in Chinatown in London with your friend. The teacher will play the part of the waiter/waitress and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

You are in a restaurant in Chinatown in London with a friend. You speak to the waiter/waitress.

1. Say you would like a table for a certain number of people.
2. Say where you would like to sit.
3. **!**
4. Give your opinion of Chinese cuisine.
5. **?** Ask if there is Wi-Fi in the restaurant.



Foundation role play 3 Teacher card

STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You are in a restaurant in Chinatown in London with a friend. You speak to the waiter/waitress.

1	兩位好！歡迎！ Allow the candidate to ask for a table for... (number of) people.
2	你們想坐在哪兒？ Allow the candidate to say where they want to sit.
3	！ 你們喜歡吃什麼樣的菜？ Allow the candidate to say what kind of food they would like to eat.
4	您覺得中國菜怎麼樣？ Allow the candidate to give his/her opinion of Chinese cuisine. Give an appropriate brief response.
5	？ Allow the candidate to ask about wireless internet availability in the restaurant. Give an appropriate brief response.



Assessment of role play

Role play (10 marks)

The mark grid is applied once to **each individual response to the prompts**.
There is a maximum of two marks for each of the five prompts on the role play cards.

0 – No rewardable communication; highly ambiguous OR pronunciation prevents communication.

1 – Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication.

2 – Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.



Picture-based task

The picture-based task is marked according to two criteria:

- Communication and content (16 marks)
- Linguistic knowledge and accuracy (8 marks)

Encourage candidates to say as much as they can, and develop their answers as fully as they can.



Foundation picture-based task

We will now listen to a foundation picture-based task.

Whilst listening to the task, mark the candidate utterances according to the mark grid.

The mark grid is in your delegate booklet.



Foundation picture-based task

STIMULUS FP6

Topic: What school is like



(Source: © Photoshot)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on eating lunch in the school canteen
- what you did during the lunch break yesterday
- your plans for the end of the school year
- your favourite extracurricular activity at school.



Foundation role play 6 Teacher card

STIMULUS FP6

Topic: What school is like



(Source: © Photoshot)

1. 描述這張照片。
[還有呢?]
2. 我認為在學校餐廳吃午飯很好。你覺得呢?
[為什麼(不)呢?/還有呢?]
3. 昨天中午休息的時候你做了什麼?
[還有呢?]
4. 今年夏天你要做什麼?
[為什麼呢?/還有呢?]
5. 你最喜歡的課外活動是什麼?
[為什麼(不)呢?/還有呢?]



Speaking: Conversation

Conversation is broken into 2 parts:

Part 1

- Students will choose one topic from one of the five themes in advance of the assessment.
- Each student is allowed to present up to one minute on their chosen topic. The teacher/examiner will continue the conversation on the chosen topic and other topics within the same theme.

Part 2

- The second theme will be allocated by Pearson and will require the teacher/examiner to choose from two themes, ensuring that the second conversation theme is different to the first.



Assessment of conversation: Speaking

The two conversations are assessed together, using the following three marking criteria:

- Communication and content (12 marks)
- Interaction and spontaneity (12 marks)
- Linguistic knowledge and accuracy (12 marks)



Foundation conversation

We will now listen to both parts of a foundation conversation.

As you listen to the conversation, decide on what marks you would give this candidate for each of the three criteria.

The marking criteria are in your delegate booklet.

Higher tier speaking





Higher role play

We will now mark a higher level role play.

Using the appropriate mark grids, decide what mark you would give to the candidate for each section and why.

The mark grid is in your delegate booklet.



Higher role play

STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about friends and family with your Chinese penfriend. The teacher will play the part of your penfriend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

You speak about your friends and family with your Chinese penfriend.

1. Talk about which family member you get on with best.
2. Describe your best friend.
3. !
4. ? Ask your penfriend if s/he prefers spending time with family or friends.
5. ? Ask your penfriend about the importance of friends.



Higher role play 1 Teacher card

STIMULUS HR1

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You speak about your friends and family with your Chinese penfriend.

1	你和哪個家人的關係最好？ Allow the candidate to say which family member s/he gets on with best.
2	說說你最好的朋友。 Allow the candidate to describe his/her best friend.
3	！ 你最近和朋友一起做了什麼？ Allow the candidate to say what s/he has recently done with his/her friends. 很好。
4	？ Allow the candidate to ask if you prefer spending time with family or friends. Give an appropriate brief response.
5	？ Allow the candidate to ask you about the importance of friends. Give an appropriate brief response.



Higher picture-based task

We will now listen to a higher picture-based task.

Using the appropriate mark grids, decide what mark you would give to the candidate for each section and why.

The mark grids are in your delegate booklet.



Higher picture-based task

STIMULUS HP3

Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on holidaying in the countryside
- an interesting holiday you have been on
- your next holiday
- !



Higher picture task 3 Teacher card

STIMULUS HP3

Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述這張照片。
[還有呢?]
2. 我認為到農村玩很有意思，你覺得呢？
[為什麼（不）呢？/還有呢？]
3. 你有過什麼特別有趣的假期？給我說說。
[還有呢？]
4. 下個假期，你打算去哪兒？
[為什麼呢？/還有呢？]
5. 你是願意和朋友還是和家人一起度假呢？
[為什麼呢？/還有呢？]



Higher conversation

We will now listen to both parts of a higher conversation.

Using the appropriate mark grids, decide what mark you would give to the candidate for each section and why.

The mark grids are in your delegate booklet.



Conversation questions

What makes a good oral question?

- Answer questions freely
- Produce extended sequences of speech
- Develop conversations and discussions
- Give and justify own thoughts and opinions
- Use a range of time frames (past/present/future)

Paper 4

Writing





Writing

Foundation	Higher
1 hour 15 mins	1 hour 25 mins
Assessment consists of <ul style="list-style-type: none">• three open response questions• one translation question.	Assessment consists of: <ul style="list-style-type: none">• two open response questions• one translation question.
For one open response question, students choose one of two writing tasks. This question is common to the higher tier.	For each of the two open response questions, students choose one of two writing tasks. One of these questions is common to the foundation tier.
The length of each open response required and complexity of language increases across the paper.	Students must produce open responses of extended length following written stimuli provided.
Students will be required to translate sentences from English into Chinese. They will be ordered by increasing level of difficulty	Students will be required to translate a short paragraph from English into Chinese. The individual sentences will be ordered by increasing level of difficulty.



Writing

- Note that there is a choice of questions.
- Dictionaries are not allowed.
- This paper now includes a translation into Chinese.
- Candidates may write in simplified or traditional characters.



Assessment of writing

- Mark grids in specification:
P 41–51 for foundation tier
P 52–61 for higher tier
- Communication and content
- Linguistic knowledge and accuracy

Foundation tier writing





Foundation writing question 1

Please mark the foundation tier writing question 1 in your delegate booklet.

What marks would you award and why?

The mark grids are in your delegate booklet.



Foundation writing question 1

The question was:

You are attending a concert in Beijing. You post this photo on social media for your friends.

Describe the photo and give your opinion on music.

Write approximately 20–30 characters in Chinese.

(The photo was of a band and can be seen on page 229 of the SAMs.)



Foundation writing question 1

昨	天	我	跟	我	的	父	母	-	起	去	了	看	这	↑	15
表	演	。	我	对	流	行	音	乐	有	兴	趣	,	我	觉	30
得	很	好	听	。	三	个	男	唱	歌	了	.				45

(Total for Question 1 = 12 marks)



Foundation writing question 2

Please mark the foundation tier writing question 2 in your delegate booklet.

What marks would you award and why?

The mark grids are in your delegate booklet.



Foundation writing question 2

The question to which the candidates are responding is:

You are going to China on a school exchange trip. Write an email to the principal of the school in China.

Write an email with the following information:

- When you want to go to China
- Where you want to stay
- Your favourite subject(s)
- Why you want to go to China

Write approximately 40–50 characters **in Chinese**.

Use appropriate language for a **formal** email.



Foundation writing question 2

尊	敬	的	校	长																15	
		您	好	!																	30
上	星	期	我	要	去	中	国	我	要	跟	家	人	住								45
我	最	喜	欢	的	科	目	是	中	文	课	因	为	很								60
有	意	思	我	要	去	中	国	因	为	很	漂	亮									75
																					90
		祝	好																		105
					X	X	X														120

(Total for Question 2 = 16 marks)



Foundation writing question 3

Please mark the foundation tier writing question 3 in your delegate booklet.

What marks would you award and why?

The mark grids are in your delegate booklet.



Foundation writing question 3

The question was:

Your school magazine seeks your opinions on your plans for the future.

Write an article for the school magazine.

You **must** refer to the following points:

- your main interest
- which subject you enjoyed the most
- why young people should or should not go to university
- your ideal job in the future.

Write approximately 80–110 characters **in Chinese**.

Use appropriate language for an **informal** article.



Foundation writing question 3

的

我	对	学	习	有	兴	趣	。	我	最	喜	欢	科	目	是	15
数	学	也	外	语	课	因	为	我	的	老	师	很	好	。	30
我	觉	得	都	青	年	人	应	该	上	大	学	因	为	他	45
们	应	该	是	聪	明	。	在	将	来	我	想	成	为	-	60
个	医	生	因	为	我	的	父	亲	在	医	院	工	作	,	75
他	是	很	好	的	医	生	。	他	每	天	都	给	病	人	90
看	病	,	也	每	天	穿	自	己	的	衣	服	。			105
															120



Foundation translation

Please mark the foundation tier translation in your delegate booklet.

What marks would you award and why?

The mark grids are in your delegate booklet.

Higher tier writing





Higher tier question 1

Please mark the higher tier question 1 in your delegate booklet.

What marks would you award and why?

The mark grid is in your delegate booklet.



Higher tier question 1

The question was:

Mingming, your Chinese friend, has sent you an email about what he did last summer.

Write a reply to Mingming. You **must** refer to the following points:

- how you spent your best-ever holiday
- how you usually spend your free time
- why schools should or should not have long holidays
- your plans for this summer.

Write approximately 80–110 characters **in Chinese**.

Use appropriate language for an **informal** email.



Higher tier question 1

亲	爱	的	明	明	你	好	北	京	是	我	最	喜	欢	的	15
地	万	因	为	北	京	天	气	常	常	热	和	晴	天	。	30
当	我	有	空	的	时	候	我	总	是	打	乒	乓	球	我	45
特	别	喜	欢	乒	乓	球	今	年	暑	假	我	计	划		60
坐	飞	机	去	意	大	利	因	为	不	仅	有	多	博	物	75
馆	而	且	又	大	又	美	丽								90
															105
															120



Higher tier question 2

Please mark the higher tier question 2 in your delegate booklet.

What marks would you award and why?

The mark grids are in your delegate booklet.



Higher tier question 2

The question was:

A Chinese website is looking for articles about sport.
Write an article to interest readers.

You **must** refer to the following points:

- details of a sports event you experienced recently
- a popular sport in your country
- whether sport is an important part of young people's lives
- a sport activity in the future you want to take part in.

Justify your ideas and opinions.

Write approximately 130–180 characters in Chinese.

Use appropriate language for a **formal** article.



Higher tier translation

Please mark the higher tier translation in your delegate booklet.

What marks would you award and why?

The mark grids are in your delegate booklet.



Higher tier translation

Translate the following passage into Chinese.

Meimei goes to school in Beijing. She enjoys Asian history, but found maths difficult last year. She will start Chinese lessons next term. She thinks learning Chinese is important, because she likes living in China.



Higher tier translation

美美在北京上学. 伍喜亚洲的历足, 但
去年是数学难. ~~下~~下学期开始中文课. 伍
认为学习中文重要 因为伍喜在~~在~~在中
国.

Plenary





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