

GCSE Chinese 2017





Getting Ready to Teach 2017 GCSE Chinese specification

Face to Face Event
1CN0/19IF01



Agenda

9.30-10.00	Welcome, registration and coffee
10.00-10.30	Session 1: Specification structure and content overview
10.30-11.45	Session 2: Speaking
11:45-12:00	Break
12:00-12:45	Session 3: Teaching literary texts, culture and translation
12:45-1.30	Lunch
1.30-2.15	Session 4: Writing
2.15-2.30	Break
2.30-3.30	Session 5: Listening and Reading
3.30-4.00	Session 6: Support



Session 1

Key information



Objectives

- Gain an overview of the GCSE course
- Explore the question papers and mark schemes
- Look at teaching and learning strategies for the GCSE
- Find out more about the support available
- Have the opportunity to network, discuss best practice, share ideas with others and ask questions

Content





The Themes

Five main themes:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

All GCSE assessment is based around these themes. Topics are in bold on the following pages.



Identity and Culture

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television



Local area, holiday and travel

- **Holidays:** preferences, experiences and destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do



School

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips, events and exchanges



Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs, careers and professions



International and global dimension

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources



Delegate Activity 1

Having looked at the new themes, which textbooks or other resources, including online resources, might be useful for teaching this specification?

Overview of the specification





Overview of new specification

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding in Chinese	F = 35 minutes including 5 minutes' reading time	Multiple-response and short-answer open response questions. All questions will be set in English and require responses in English. Mandarin and Cantonese recordings provided.
		H = 45 minutes including 5 minutes' reading time	
Paper 2 25% 70 marks	Speaking in Chinese	F = 7–9 minutes; (12 minutes' preparation time)	Students will be assessed through 3 tasks: <ul style="list-style-type: none">• a role play,• questions based on a picture stimulus• a conversation. Cantonese or Mandarin may be used.
		H = 10–12 minutes; (12 minutes' preparation time)	



Overview of new specification

Paper	Title	Length of assessment	Summary of assessment
Paper 3 25% 50 marks	Reading and understanding in Chinese	F = 50 minutes	Question types will comprise both multiple-response and short-answer open response questions, and one translation question. All questions in English
		H = 1 hour 5 minutes	
Paper 4 25% 60 marks	Writing in Chinese	F = 1 hour 15 minutes	3 open response tasks (includes 1 cross over task) and 1 translation.
		H = 1 hour 25 minutes	
			1 cross over task; 1 extended writing and 1 translation All questions in English. No dictionaries allowed for any paper.



Assessment Objectives

AO1	Listening – understand and respond to different types of spoken language	25%
AO2	Speaking – communicate and interact effectively in speech	25%
AO3	Reading – understand and respond to different types of written language	25%
AO4	Writing – communicate in writing	25%

The Papers





Session 2

Speaking (Paper 2)



Speaking

Foundation	Higher
7–9 minutes +12 minutes' supervised preparation.	10–12 mins + 12 minutes' supervised preparation.
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 allowed.	No dictionaries allowed.
Role play based on one topic.	Role play based on one topic.
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
 - 5 bullet points eliciting 5 utterances
- Task 2 Picture–based task
 - Teacher asks 5 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 FT; 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)



Speaking skills

- Convey information and narrate events coherently and confidently, using and adapting language for different purposes
- Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker.



Looking at Sample Assessment Materials:

Speaking

Role plays



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 2 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



Delegate Activity 2

Work in groups of three, with one candidate, one teacher and one (or more) assessors.

Try out a role play, and try out the marking grids to mark it.

If you have time, ideally try one role play from foundation tier and one roleplay from higher tier.



Looking at Sample Assessment Materials:

Speaking

Picture-based task



Assessment of Speaking

Picture-based task

- 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.



Delegate Activity 3

Work in groups of three, with one candidate, one teacher and one (or more) assessors.

Try out a picture-based task, and try out the marking grids to mark it.

If you have time, ideally try one picture based task from foundation tier and one from higher tier.

Note how much the candidate can say in the allocated time.



Speaking: Conversation

Conversation 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.



Conversation Questions

These must allow candidates to

- answer questions freely
- produce extended sequences of speech
- develop conversations & discussions
- give and justify own thoughts & opinions
- use a range of time frames (past/present/future)



Assessment of Conversation: Speaking

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



Delegate Activity 4

Work in groups of three, with one candidate, one teacher and one (or more) assessors.

Try out a conversation, with the teacher generating questions to the candidate, and the candidate answering them.

Try out the marking grids to mark the conversation.



Delegate Activity 4 (Discussion)

What are good examples of teacher questions?

Spontaneity is important – how can you encourage spontaneity in the classroom?



Session 3

Literary texts, culture and translation
(Paper 3, translation in Paper 4)



Using literary texts

- Very short extracts are fine.
- Texts may be adapted to make the level of the language accessible. A good example is the way texts have been adapted for the Sample Assessment Materials.
- Teach such extracts throughout the time a pupil is learning Chinese so that they will become familiar with them



Support for the use of literary texts

- There is a guide on the Pearson Edexcel website which you can download, called “Using literary texts”. Also in delegate pack.
- Remember that the literary text questions are essentially testing reading comprehension, the same as any other text extract.



Delegate Activity 5

Look at the literary text and associated questions given in the Pearson Guide.

Discuss

- What do you think of the passage and tasks?
- What other tasks might you use?
- What other short literary text extracts might you use?



Delegate Activity 6

Teaching culture

Think of 3 activities you have done with your classes which led to a discussion about culture – try to think of unusual examples.

Share your most unusual idea with the group.



Delegate Activity 7

Choose one of the Sample Assessment Material translations (English into Chinese *or* Chinese into English; higher tier *or* foundation tier).

Working in pairs, write a similar task for your own classroom use.



Session 4

Writing (Paper 4)



Writing

Foundation	Higher
1 hour 15 minutes	1 hour 25 minutes
Assessment consists of <ul style="list-style-type: none">• one translation question• three open response questions.	Assessment consists of : <ul style="list-style-type: none">• one translation question• two open response questions.
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.



Writing

- Students will need to make accurate use of a variety of vocabulary and grammatical structures and reference to past, present and future events
- In addition, students at the Higher tier will need to:
 - use and adapt a variety of structures and vocabulary with accuracy and fluency, including using appropriate style and register
 - make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view in order to interest, inform or convince



Delegate Activity 8

What classroom strategies do you use to teach

(i) characters?

(ii) writing?

Discuss with others and make a note of the best ideas.



Looking at Sample Assessment Materials: Writing



Assessment of Writing

- Marking grids in specification.
 - P 41–51 for Foundation tier
 - P 52–61 for Higher tier
- Communication and Content
- Linguistic Knowledge and Accuracy



Session 5

Listening and Reading (Papers 1 and 3)



Listening and understanding

Foundation	Higher
35 minutes including 5 minutes' reading time.	45 minutes including 5 minutes' reading time.
Mandarin and Cantonese recordings provided.	Mandarin and Cantonese recordings provided.
Multiple-response questions and open response.	Multiple-response questions and open response.
There will be four questions common to the Higher tier.	There will be four questions common to the Foundation tier.



Listening skills

- Identify the overall message, key points, details and opinions
- Deduce meaning from a variety of spoken texts
- Recognise the relationship between past, present and future events
- Recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- Be able to answer questions, extract information, evaluate and draw conclusions.



Looking at the Sample Assessment Materials: Listening



Reading

Foundation	Higher
The assessment is 50 minutes	The assessment is 1 hour 05 minutes
A variety of multiple response and short-answer open response questions. All instructions and questions in English.	A variety of multiple response and short-answer open response questions. All instructions and questions in English.
All reading tasks produced in both simplified and traditional characters.	All reading tasks produced in both simplified and traditional characters.
1 short passage to be translated from Chinese into English.	1 short passage to be translated from Chinese into English.
2 questions based on literary texts.	2 questions based on literary texts.
There will be four questions common to the Higher tier.	There will be four questions common to the Foundation tier.



Reading skills

- Identify the overall message of text, key points, details and opinions
- Deduce meaning from a variety of written texts
- Recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.



Reading Skills

- Prediction (a few words presented first + questions)
- Skimming – matching phrases to paragraph
- Scanning – cognates / known vocabulary / word families



Looking at the Sample Assessment Materials: Reading

Section 6: Support





Planning: impact on KS3

- GCSE develops skills introduced in the new national curriculum including:
 - using authentic texts including extracts from literary texts
 - translation
 - spontaneity in speaking



Free support for planning

- Course planner
- Scheme of work for 2 year KS4
- Mapping documents
- Getting Started guide
- Student guide
- Guide for using literary texts
- Guide for incorporating culture into the classroom
- These can be found [here](#)



Published resources

- We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.
- To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, provided by a range of publishers.
- However, it is not necessary to purchase endorsed resources to deliver our qualifications.
- The resources can be found on this [page](#) of the Pearson website



Published resources

Edexcel GCSE (9-1) Chinese Student Book New Edition provides:

- materials to develop listening, speaking, reading and writing skills which now include a focus on translation, understanding authentic texts and spontaneous speaking
- new end-of-chapter exam preparation sections which help to prepare students for the GCSE Chinese (9-1) examination
- cultural content and a focus on 'learning something new' to help give students a sense of purpose and bring language learning to life
- easy-to-use word lists to help students with ongoing vocabulary learning and revision.





9-1 Grading

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div><div><div>4 = C</div><div>and above and above</div></div><div><ul style="list-style-type: none">Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.The bottom of grade 1 will be aligned with the bottom of grade G.</div></div>									
CURRENT GCSE GRADING STRUCTURE									
A*	A	B	C	D	E	F	G	U	

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- Broadly the same proportion of students will achieve a **grade 4** and above as currently achieve a **grade C** and above.
- Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve an **A** and above.
- The bottom of **grade 1** will be aligned with the bottom of **grade G**
- **Please see the support available on the website [here](#)**



- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:
<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



Other Useful Links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

3. [Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

4. [Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.



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Next steps

- Please complete your evaluation form for today's event – in your pack
- Visit the website to download further copies of the specification and support materials:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/chinese-2017.html>

Thank you for attending!