

**1CN0/19IF01**

**Getting Ready to Teach Pearson's GCSE Chinese specification from 2017**

This FREE full-day event will support you in delivering the Pearson Edexcel Chinese specification, for first teaching from September 2017.

**Delegate Pack**

## Agenda

Programme for the day:

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

## Aims and Objectives

During the day you will:

- Get an overview of the GCSE course (first exam June 2019)
- Explore the question papers and mark schemes and take part in activities
- Look at teaching and learning strategies for the GCSE
- Find out more about the support available to guide you through these changes
- Have the opportunity to network, discuss best practice and share ideas with other teachers

### **Delegate Activity 1**

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

There is some space for jotting down ideas below.

## **Delegate Activity 2: Roleplay part of Speaking Assessment**

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

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

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

Here is a potential task, but feel free to choose another one from the Sample Assessment Materials if you prefer.

## Foundation Roleplay Card 1

### Topic: Work

#### Instructions to candidates:

You are asking for a summer holiday job in a hotel in Guilin. The teacher will play the role of the hotel manager 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 hotel in Guilin. You are looking for a job for the summer holidays.***

1. Say what kind of work you are looking for.
2. Say why you want to work in Guilin.
3. !
4. Say how long you want to work in the hotel.
5. ? Ask when you can start work.

## 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 hotel in Guilin. You are looking for a job for the summer holidays.*

1	您好！我能幫你什麼忙嗎？ Allow the candidate to say what kind of job s/he is looking for.
2	您為什麼想在桂林找工作？ Allow the candidate to say why s/he wants to work in Guilin.
3	！  你今年多大了？ Allow the candidate to provide his/her age.
4	您想在這裏工作多長時間？ Allow the candidate to say how long s/he wants to work there. 好。你可以上班了。
5	？ Allow the candidate to ask about the start date. <i>Give an appropriate brief response.</i>

## Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. 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.

## Mark Descriptor

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> 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

### Higher Roleplay Card 6 Topic: Travel and Tourist Attractions Instructions to candidates

You are at the reception of a hotel in Shanghai. The teacher will play the role of the receptionist 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 at the reception of a hotel in Shanghai. You speak to the receptionist.***

1. Say you would like to go on a local tour.
2. !
3. Explain why you are on holiday in Shanghai.
4. ? Ask the receptionist to recommend a place to buy souvenirs.
5. ? Ask what time breakfast is.

## 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 at the reception of a hotel in Shanghai. You speak to the receptionist.*

1	您好！我能幫您什麼忙嗎？ Allow the candidate to explain s/he would like to go on a local tour.
2	！  到上海以後，您做了什麼？ Allow the candidate to say what s/he has done since his/her arrival in Shanghai. 很好。
3	您為什麼選擇到上海來度假呢？ Allow the candidate to say why s/he is on holiday in Shanghai. 好的，這些信息我會告訴導遊。他明天會給你打電話。
4	？ Allow the candidate to ask you to recommend a place to buy souvenirs. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask when breakfast is. <i>Give an appropriate brief response.</i>



### Role play – Higher tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. 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.

#### Mark Descriptor

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> 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 3 Picture Based Task Part of Speaking Assessment

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.

#### Foundation Picture Stimulus 4 Candidate Card

Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion of cities
- what you have done recently in your area • an area you would like to visit in the future
- your opinion of the countryside.

## Foundation Tier Picture Card 4 Instructions to Teachers



(Source: © Image Source / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢? ]
2. 我喜歡城市，你呢?  
[為什麼（不）呢? /還有呢? ]
3. 最近你在你住的地方做了什麼?  
[還有呢? ]
4. 將來你想到哪裡去旅遊?  
[為什麼呢? /還有呢? ]
5. 你喜歡鄉下嗎?  
[為什麼（不）呢? /還有呢? ]

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content •
- linguistic knowledge and accuracy.

### Picture-based task: communication and content – Foundation tier

#### Mark Descriptor

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers.</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.</li><li>• A straightforward opinion may be expressed but without justification.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed.</li><li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.</li><li>• Straightforward, brief opinions are given but without justification.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary.</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions with occasional, brief justification.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>

13–16	<ul style="list-style-type: none"> <li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</li> <li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</li> <li>• Expresses opinions and gives justification with some development.</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li> </ul>
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### Picture-based task: linguistic knowledge and accuracy – Foundation tier

#### Mark Descriptor

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>• Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.</li> <li>• Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</li> <li>• Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li> <li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li> <li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li> </ul>



## Higher Tier Picture Card 4 Candidate Card

Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- whether you prefer cities or the countryside
- a place you have visited recently
- where you would like to live in the future
- !

## Higher Tier Picture Card 4

## Instructions to Teachers



(Source: © Image Source / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 你喜歡城市還是農村?  
[為什麼(不)呢? /還有呢?]
3. 說說你最近去過的一個地方。  
[還有呢?]
4. 將來你想住在哪裡?  
[為什麼呢? /還有呢?]
5. 你願意住在一個大城市，還是一個小鎮? [為什麼(不)呢? /還有呢?]

**Assessment criteria for the Higher tier - Picture-based task – Higher tier (24 marks)**

There are two mark grids to be applied to this task:

- communication and content •
- linguistic knowledge and accuracy.

**Picture-based task: communication and content – Higher tier**

**Mark Descriptor**

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary.</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions with occasional, brief justification.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions and gives justification with some development.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.</li><li>• Expresses opinions effectively and gives justification which is mostly developed.</li><li>• Pronunciation and intonation are intelligible and predominantly accurate.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses.</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.</li><li>• Expresses opinions with ease and gives fully-developed justification.</li><li>• Pronunciation and intonation are consistently accurate and intelligible.</li></ul>



### Picture-based task: linguistic knowledge and accuracy – Higher tier

#### Mark Descriptor

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li><li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li><li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.</li><li>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.</li></ul>
7–8	<ul style="list-style-type: none"><li>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.</li><li>• Responses are coherent, any errors do not hinder the clarity of the communication.</li></ul>

#### Delegate Activity 4 Conversation part of Speaking Assessment

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.

There are no materials provided by Pearson for this task. The teacher should ask general questions and the candidate should try to answer them.

The assessors should use the marking grids below (only the Higher Tier ones have been supplied) to assess the candidate's response.

When the conversation has run for about 3 minutes, stop the conversation and discuss:

- (i) What sort of questions are “good” questions that the teacher should ask?
- (ii) How would you teach candidates to prepare for this task? In particular, how do you encourage spontaneous talk in the classroom?

## Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity •  
linguistic knowledge and  
accuracy.

### Conversation: communication and content – Higher tier Mark Descriptor

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.</li><li>• Pronunciation and intonation are intelligible and predominantly accurate.</li></ul>

10–12	<ul style="list-style-type: none"> <li>Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</li> <li>Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</li> <li>Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</li> <li>Pronunciation and intonation are consistently accurate and intelligible.</li> </ul>
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### **Conversation: interaction and spontaneity – Higher tier**

#### **Mark Descriptor**

0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</li> <li>Occasionally able to initiate and develop responses independently but regular prompting needed.</li> <li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Responds spontaneously to some questions, interacting naturally for parts of the conversation.</li> <li>Sometimes able to initiate and develop the conversation independently, some prompting needed.</li> <li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Responds to most questions spontaneously, resulting in mostly natural interaction.</li> <li>Mostly able to initiate and develop the conversation independently.</li> <li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Responds spontaneously and with ease to questions, resulting in natural interaction.</li> <li>Consistently able to initiate and develop the conversation independently.</li> <li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.</li> </ul>

## Conversation: linguistic knowledge and accuracy – Higher tier

### Mark Descriptor

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events.</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a variety of grammatical structures, some variety of complex structures.</li><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events.</li><li>• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates a wide variety of grammatical structures, frequent use of complex structures.</li><li>• Consistently accurate grammatical structures, consistently successful references to past, present and future events.</li><li>• Fully coherent speech; any errors do not hinder the clarity of the communication.</li></ul>

## Delegate Activity 5: Teaching Literature

### Simplified Version

春节是中国人最大的节日，每家都会有很多好吃的东西。春节前，每个人都要回家，和家人一起吃饭。北方人吃饺子，南方人吃汤圆。家家的饭桌上还要有鱼，因为要“年年有余”。中国人也吃年糕，因为要“一年比一年高”。中国人见面的时候还要说“过年好”。春节的时候有舞狮、舞龙表演，很热闹。

### Traditional Version

春節是中國人最大的節日，每家都會有很多好吃的東西。春節前，每個人都要回家，和家人一起吃飯。北方人吃餃子，南方人吃湯圓。家家的飯桌上還要有魚，因為要“年年有餘”。中國人也吃年糕，因為要“一年比一年高”。中國人見面的時候還要說“過年好”。春節的時候有舞獅、舞龍表演，很熱鬧。

### Find the expressions for:

- 1 The most important festival
- 2 Delicious food
- 3 Have dinner with all family members
- 4 People from Northern China
- 5 Have more than enough year after year
- 6 Happy New Year

### Read the text again. Select the four correct statements: 1

- Chinese people celebrate Spring Festival with friends.
- 2 Chinese people go home before Chinese New Year.
- 3 Chinese people eat fish at Chinese New Year.
- 4 People from Southern Chinese eat dumplings at Chinese New Year.
- 5 The symbolic meaning of rice cakes is ‘grow taller year after year’.
- 6 Chinese people don’t go out to celebrate New Year.
- 7 There is Lion Dance performance at Chinese New Year.
- 8 Chinese New Year celebration is nice and quiet.

This passage and these activities can be found in the Pearson “Guide – Using Literary Texts”

Topics for discussion:

- (i) What do you think of the above passage and tasks?
- (ii) What other tasks might you use?
- (iii) What other pieces of literature 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.

Here is some space for you to jot down any ideas you pick up from other teachers.



### **Delegate Activity 7: Teaching Translation**

Look at the translation tasks in the Sample Assessment Materials.

How would you go about teaching the skill of translation? Discuss with other delegates.  
Here is some space to write down your ideas.

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.

## **Delegate Activity 8: Teaching Writing**

What classroom strategies do you use to teach:

- (i) characters?
- (ii) writing?

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