

INTERNATIONAL GCSE

Chinese (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Chinese (4CN1)

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This guide is Issue 1. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com/ial

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A	Getting started for teachers	2
	<u>Introduction</u>	2
	<u>Key Features of the qualification</u>	3
	<u>What's new?</u>	4
	<u>Content guidance</u>	7
	<u>Topic Guidance and suggested activities</u>	28
	<u>Delivery of the qualification – transferable skills</u>	39
	<u>Suggested Resources</u>	40
B	Getting started for students	42

Introduction

This getting started guide provides an overview of the new Pearson Edexcel International GCSE in Chinese qualification, to help you to get to grips with the changes to content and assessment, and to help you understand what this means for you and your students.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In addition to the relevant section in this guide, we will provide a course planner and an editable scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard – Sample assessment material will be provided.

Tracking student progress – ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help identify topics and skills where students could benefit from further learning. We will also offer examWizard, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiner reports for a range of GCSE and International GCSE subjects.

Support – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: TeachingLanguages@pearson.com

Key features of the qualification

- Engaging topics suitable for all students

The new specification is based closely on the legacy specification with only necessary changes made to reflect trends in Modern Foreign Language assessment. The content is culturally relevant and sensitive.

- Clear and straightforward question papers

These include realistic and contextualised tasks based on authentic texts, including the introduction of a text from a literary source. Tasks types will be recognisable from series to series. Clear mark schemes will allow teachers and students to understand the assessment.

- Broad and deep development of skills

Students will be able to develop skills acquired at Key Stage 3. The new 9-1 system of grading will cater for a wide ability range whilst giving the most able students a realistic challenge.

- Enables progression

Students can progress from the International GCSE to Level 3 qualifications including the International A Level.

What's new?

This new specification draws on the successful aspects of the legacy specification whilst introducing changes based on trends in modern foreign language testing in the UK and feedback from all parts of the international school, UK independent school and language teaching community.

The three papers of the legacy specification are maintained with equal weighting given to all four skills of listening, reading, writing and speaking. Assessment is linear with the first examination series in the summer of 2019.

Assessment is based on the five main Topic Areas listed in the specification. These are largely similar to the legacy specification. Whilst the Topic Areas of *Home and abroad* (A), *Education and employment* (B) and *Social activities, fitness and health* (E) are maintained, Topic Areas C and D have been renamed *Personal life and relationships* and *The world around us*. In essence, however, much of the content of the Topic Areas remains the same.

Detailed changes are as follows:

- Some sub-topics have been moved. *Weather and climate* and *Travel and transport* are now tested as part of Topic Area D; *Childhood* is now tested as part of Topic Area C; *Food and drink* is now tested as part of Topic Area E.
- Some sub-topics have been removed. *Religion* no longer features in Topic Area A, leaving *Customs* as a stand-alone sub-topic. *Current affairs and social issues* no longer features in Topic Area D.
- Some new sub-topics have been introduced. Topic Area B now includes *School rules and pressures*, *School trips, events and exchanges* and *Volunteering*. Topic Area C now includes *Role models* and *Relationships with family and friends*.

Rubrics in the listening, reading and writing examinations will be given only in the target language.

Multiple-choice questions in the listening and reading examinations will have four rather than three options from which to choose the correct answer.

Changes to the assessment structure for each skill are as follows:

Listening

Weighting: 25%

Examination: 30 minutes, plus 5 minutes' reading time

Marks: 40

There is no change to the assessment aims for this paper. However, the paper is now based on a reduced number of recorded extracts with fewer marks. Candidates will hear each of seven extracts twice. As before, these will include monologues, dialogues or conversations between three speakers. The recording will be available in both Mandarin and Cantonese.

There will be an incline of demand within the listening examination. It will begin with shorter statements which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.

Reading

Weighting: 25%

Examination: c. 52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification.

The five reading passages placed together in Section A of Paper 2 (Reading and writing) will come from a range of authentic sources and will include task types which demand a variety of input from students, including multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

One text will be taken from a literary source with questions requiring note-taking from the text. Teachers should note that the text is simply a vehicle for testing language from a different genre than has been tested in the legacy specification. Literary knowledge will not be tested.

Writing and grammar

Weighting: 25%

Examination: c.52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification with the addition of “understand grammatical structures and functions, in context”.

The three writing and grammar questions in Section B are very similar to the two writing questions in the legacy specification with the following differences:

The writing tasks are now placed together in the paper, rather than separately as they were in the legacy specification.

Question 6 requires candidates to write 60 – 75 characters in Chinese. This question is no longer based on a reading passage and the words given in boxes below the question are prescriptive rather than optional.

There continues to be a choice of three more challenging questions at Question 7 with 125 to 150 characters being required.

Question 8 is a translation task in which candidates translate four short sentences into Chinese.

Candidates may write in traditional (full form) characters or simplified characters.

Speaking

Weighting: 25%

Examination: 8-10 minutes, plus 10 minutes' preparation time

Marks: 40 marks

The assessment aims for this paper are:

- describe the contents of a picture
- describe possible past or future events related to people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics.

In Section A students respond to questions on a picture of their own choice. Candidates will no longer give a presentation. They may select a picture from any sub-topic area excluding sub-topics A3 (*Services*), C3 (*Role models*), C5 (*Childhood*), D2 (*Weather and climate*) and E4 (*Accidents, injuries, common ailments and health issues*). These will not be assessed in Task A.

In Sections B and C candidates take part in a spontaneous discussion. The teacher/examiner will use the randomisation grid provided by Pearson to determine which topic is to be examined in Task B and Task C.

The timing of the tasks has changed to the following pattern:

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Candidates may speak in Mandarin or Cantonese.

Content guidance

AO1 – Understand and respond, in writing, to spoken language

This Assessment Objective is tested in Paper 1, Listening, by means of seven recorded extracts of spoken Chinese. The paper begins with short recorded extracts which students match to a picture. There is an incline of difficulty throughout the paper. Candidates are not required to write in Chinese (pinyin or characters) in this paper.

Example from Sample Assessment Material

Transcript (Traditional characters):

Reading habits

Question 7

M1: 芳芳，你喜歡看報紙嗎？

F1: 喜歡，每天都看。我喜歡看新聞，看報紙可以學習英文，不過，報紙要用很多紙，對環境不好。

M1: 除了看報紙，你還喜歡做什麼？

F1: 閱讀是我的愛好，我每天都看書。做完作業以後，我會花幾個小時看書。

M1: 那你是不是要買很多書？

F1: 我很少買書，我會去圖書館借書，那裏有很多書適合學生看。不過，只能借兩個星期，不太方便。還有，圖書館週末不開門，不能借書。

M1: 現在很多人喜歡上網看書，你呢？

F1: 我也常常上網。網上有很多書，可以下載。我覺得網上的詞典非常有用。

M1: 上網的好處這麼多，那麼有沒有什麼問題？

F1: 上網多了當然有問題。電腦用多了，對眼睛很不好。媽媽說我應該讓眼睛休息休息。

Transcript (Simplified characters):

Reading habits

Question 7

M1: 芳芳，你喜欢看报纸吗？

F1: 喜欢，每天都看。我喜欢看新闻，看报纸可以学习英文，不过，报纸要用很多纸，对环境不好。

M1: 除了看报纸，你还喜欢做什么？

F1: 阅读是我的爱好，我每天都看书。做完作业以后，我会花几个小时看书。

- M1:** 那你是不是要买很多书?
- F1:** 我很少买书, 我会去图书馆借书, 那里有很多书适合学生看。不过, 只能借两个星期, 不太方便。还有, 图书馆周末不开门, 不能借书。
- M1:** 现在很多人喜欢上网看书, 你呢?
- F1:** 我也常常上网。网上有很多书, 可以下载。我觉得网上的词典非常有用。
- M1:** 上网的好处这么多, 那么有没有什么问题?
- F1:** 上网多了当然有问题。电脑用多了, 对眼睛很不好。妈妈说我应该让眼睛休息休息。

Question paper:

Reading habits

- 7 Listen to the interview about Fangfang’s reading habits. Answer the questions **in English**. You do not need to write full sentences.

	Advantages	Disadvantages
Example: Newspapers	can help with learning English	not environmentally friendly
Library books	(a)	(b) (c)
Online materials	(d) (e)	(f)

(Total for Question 7 = 6 marks)

This question, the most demanding in the paper, requires candidates to extract information from an extended piece of recorded Chinese. The challenges lie in selecting the correct information as an advantage or a disadvantage and putting it into the correct place in the table.

It should be noted that students do not need to answer in full sentences. So an advantage for the internet may be given as ‘can download many books’; or a disadvantage for library books as ‘can only borrow for two weeks’.

This question tests all the strands of listening which are listed for AO1:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

Teachers should encourage students at this level to listen for detail. Thus a disadvantage for library books would be 'can only borrow for two weeks' rather than 'borrow for two weeks'.

Listening practice activity 1

Food and Drink

Tape transcript:

Text in traditional characters:

Bob: 小紅，你好！你有什麼？

小紅： 三明治。

Bob: 在哪兒吃？

小紅： 現在下雨了，我想去咖啡店，買一杯咖啡。 Bob, 你呢？

Bob: 我還沒吃午飯，我也來，吃一碗麵條。啊，美麗，生日快樂！

美麗： 謝謝。

Bob: 跟我們一起來咖啡店吧，我買給你蛋糕和咖啡。

美麗： 謝謝。我太餓了，我先吃漢堡包。 Bob, 你也要咖啡嗎？

Bob: 我點一瓶汽水。

Text in simplified characters:

Bob: 小红，你好！你有什么？

小红： 三明治。

Bob: 在哪儿吃？

小红： 现在下雨了，我想去咖啡店，买一杯咖啡。 Bob, 你呢？

Bob: 我还没吃午饭，我也来，吃一碗面条。啊，美丽，生日快乐！

美丽： 谢谢。

Bob: 跟我们一起来咖啡店吧，我买给你蛋糕和咖啡。

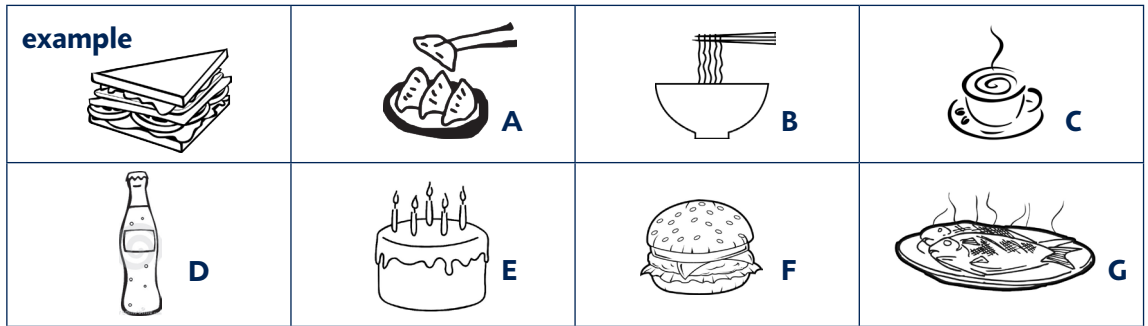
美丽： 谢谢。我太饿了，我先吃汉堡包。 Bob, 你也要咖啡吗？

Bob: 我点一瓶汽水。

Question paper

Food and Drink

What will they be enjoying today? Put a cross in the 6 correct boxes. Caution! Some rows may be left empty. Some rows may have more than one correct answer.



	Xiaohong	Meili	Bob
Example	X		
A			
B			
C			
D			
E			
F			
G			

In this sort of question, some foods and drinks are mentioned twice or three times and students must be able to determine to whom the conversation applies at that point.

Listening practice activity 2

On the train

Transcript:

Traditional characters:

我每天跟朋友一起坐火車上課。我的朋友看他的手機，但是我看小卡片複習漢字。老人常常看書或看報紙。火車裏也有很多商人，他們常常用電腦工作。有時候有旅遊客，我住的地方不太漂亮，但是他們看外邊，看風景。有時候也有小孩，他們一邊聊天一邊笑，太吵鬧了。

Simplified characters:

我每天跟朋友一起坐火车上课。我的朋友看他的手机，但是我看小卡片复习汉字。老人常常看书或看报纸。火车里也有很多商人，他们常常用电脑工作。有时候有旅游者，我住的地方不太漂亮，但是他们看外边，看风景。有时候也有小孩，他们一边聊天一边笑，太吵闹了。

Question Paper

On the train

On the train, his friend.....

A	reads books
B	studies
C	gets his mobile phone out
D	sleeps

(b) The speaker uses flash cards to learn

A	Chinese characters
B	English vocabulary
C	maths formulae
D	dates for history

(c) The old people on the train....

A	read
B	sleep
C	chat
D	relax

(d) The people using their computers on the train are....

A	students
B	children
C	teenagers
D	business people

(e) The area where the speaker lives....

A	has convenient trains
B	is very scenic
C	receives crowds of tourists every day
D	is not very pretty

(f) The children are

A	too noisy
B	not allowed on the train alone
C	on their way to school
D	on the train on rainy days

Teachers should prepare students for this question type by encouraging them to listen for gist and to consider the options carefully before choosing the correct answer.

Suggested additional activity: In groups, pupils conduct a “brainstorm” activity, where each group has to identify/suggest one way (with an example) of how to pin down options within a response e.g. Listening for a target verb, use of negative or adverb. They should already be largely familiar with this process by the start of KS4, but refreshing this process in advance of a listening/reading task is productive and helps to avoid pitfalls.

Listening practice activity 3

Transcript:

Traditional Characters:

學生： 老師，你什麼時候開始學鋼琴？

古老師： 我六歲的時候開始學拉小提琴，但不太喜歡，所以我開始了彈鋼琴。你現在不喜歡練習鋼琴嗎？

學生： 我小時候喜歡練習，但是現在我想開始彈吉他。

古老師： 我也喜歡吉他；小時候有一次跟媽媽一起去了流行音樂會，我覺得彈吉他的人非常酷！

學生： 我小時候跟家人一起去了動物園，我很喜歡大熊貓，決定了長大以後當獸醫。但是，現在我對人感興趣，我想上大學學醫。

Simplified characters:

學生： 老師，你什麼時候開始學鋼琴？

古老師： 我六歲的時候開始學拉小提琴，但不太喜歡，所以我開始了彈鋼琴。你現在不喜歡練習鋼琴嗎？

學生： 我小時候喜歡練習，但是現在我想開始彈吉他。

古老師： 我也喜歡吉他；小時候有一次跟媽媽一起去了流行音樂會，我覺得彈吉他的人非常酷！

學生： 我小時候跟家人一起去了動物園，我很喜歡大熊貓，決定了長大以後當獸醫。但是，現在我對人感興趣，我想上大學學醫學。

Question paper:

When I was young

A teacher and student are talking. Choose the correct letter.

A a doctor	B a concert	C the drums	D the guitar
E a hospital	F a teacher	G the piano	H a vet
I a pop star	J a zoo	K the violin	L a play

Example	The teacher started out playing....	K
A	The student is learning....	
B	The student would prefer to learn....	
C	The teacher's mother took him to	
D	The student went with his parents to....	
E	The student previously wanted to be....	
F	Now the student wants to be	

Teachers should encourage students to listen to the whole recording first before choosing the correct answers. In this sort of question, some activities are mentioned twice or three times and students must be able to determine, for example, who actually did the activity, or who mentions the activity but has now ceased doing it.

AO2 – Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately

This Assessment Objective is tested in Section B of Paper 2. Question 6 requires a short piece of writing on a familiar topic of between 60 and 75 characters. Students must respond to the four ideas given in boxes below the title, although other ideas may be introduced. Question 7 is an extended piece of writing from a choice of three questions requiring 125 to 150 characters in Chinese. Four bullet points are given to help structure the response; these must be addressed in the answer. Question 8 is a translation task in which candidates have to translate four short sentences into Chinese.

Candidates may write in traditional (full form) characters or simplified characters.

Example from Sample Assessment Material

6. My friend

Describe a friend of yours. Write 60 – 75 characters **in Chinese**. You **must** use the Chinese characters given in all four boxes below.

- | | | |
|-------------|-----------|-----------------|
| • 他/她是..... | 他/她是..... | He/She is.... |
| • 他/她有..... | 他/她有..... | He/She has.... |
| • 爱好 | 愛好 | Hobby / hobbies |
| • 认识 | 認識 | We met... |

This example of an extended writing task is based on Topic Area C, Personal life and relationships. The bullet points will help students to structure their essay and to access the full range of marks by including a range of vocabulary, sentence structures and opinions.

When preparing candidates for this task, teachers should guide them towards the main focus of each bullet points. For example in this task, the bullet points suggest:

- 他/她是.....; 他/她是.....: a description of the person: name, age, physical description, character
- 他/她有.....; 他/她有.....: a description either their family and pets. The same sentence pattern can be used to describe possessions.
- 爱好; 愛好: A description of the friend's hobbies: lots of different sentence patterns could be used in this section.
- 认识; 認識: this could lead to a very simple narrative in the past.

Teachers should advise students to avoid repetition of content and language within their response.

Suggested additional activity: A differentiated writing activity, followed by a marking activity and a marking task.

A) A total of 15 (5 green, 5 amber, 5 red) envelopes of between 6 and 15 words are distributed around the classroom – Designated teams of e.g. 4 students need to construct as many sentences as possible with the words in their envelope and jot them down, with a view to having a maximum of 12 sentences to support the subsequent completion of a written task.

B) The subsequent activity would involve the 4 students writing up the 5 GREEN phrases on small whiteboards and having to stand in a line, with the simplest sentence holder on the left of the line and the most difficult sentence holder on the right. Students must give justifications and these could be challenged perhaps. The same approach is then carried out with amber and red sentences, with more confident pupils being asked towards the end of the process.

C) The teacher devises a writing task, linking the bullet points to the assessment criteria, so that students may determine what is required for a given mark. This could be preceded by a task where pupils must place cut up grids in the correct ascending mark order.

Writing practice activity 1

My school

6. Describe your school. Write 60 – 75 characters **in Chinese**. You **must** use the Chinese characters given in all four boxes below.

(Traditional character version)

<p>我的學校……</p> <p>My school</p>

<p>在學校……</p> <p>At / in school</p>
--

<p>老師</p> <p>teacher(s)</p>

<p>我最喜歡……</p> <p>I like the best.....</p>

(Simplified character version)

<p>我的学校……</p> <p>My school</p>

<p>在学校……</p> <p>At / in school</p>
--

<p>老师</p> <p>teacher(s)</p>

<p>我最喜欢……</p> <p>I like the best.....</p>

This shorter writing task is based in Topic Area B, education and employment. The words in boxes could lead towards a response such as:

(Traditional character version)

我的學校在倫敦北部。在學校我參加很多課外活動。每個星期一我跟同學踢足球。我的漢語老師又漂亮又聰明。我最喜歡我的數學老師，因為他對學生很友好。

(Simplified character version)

我的学校在伦敦北部。在学校我参加很多课外活动。每个星期一我跟同学踢足球。我的汉语老师又漂亮又聪明。我最喜欢我的数学老师，因为他对学生很友好。

Writing practice activity 2

This example is from the specimen papers.

Traditional character version:

7 (a) 寫一封電子郵件給你的筆友，說說你住的地方。你必須包括以下幾點：

Write an email to your penfriend about where you live. You **MUST** include the following points:

- 你覺得你的房子怎麼樣

What you think about your house or apartment

- 你住了多久了

How long you have lived there

- 說說你住的地方

Your opinion on the local area

- 下個假期你會在你家附近做什麼

What you plan to do in the local area during your next holidays

Simplified character version:

7 (a) 写一封电子邮件给你的笔友，说说你住的地方。你必须包括以下几点：

Write an email to your penfriend about where you live. You **MUST** include the following points:

- 你觉得你的房子怎么样

What you think about your house or apartment

- 你住了多久了

How long you have lived there

- 说说你住的地方

Your opinion on the local area

- 下个假期你会在你家附近做什么

What you plan to do in the local area during your next holidays

This extended writing task is based on Topic Area C, sub-topic *house and home*. Students can use their knowledge of the familiar topic to answer the question, but must adapt learned language to address the demands of the bullet points as they are worded.

Teachers should ensure that students are aware of the need in this question to write more complex Chinese. They should be prepared to use the widest range of structures they can, focusing on a range of complex sentences and variety of good vocabulary. In addition they should be prepared to use good linking words and phrases to help the essay flow and give a variety of opinions and justifications.

Writing practice activity 3

In order to support the above writing task, teachers could produce a differentiated work sheet along the following lines. The strongest students could be given simply the words to start the sentences; the medium ability students the words with the English prompts under the gaps and the weakest students the whole page with the supporting vocabulary at the bottom.

Traditional character version:

我住在.....。

我的家有..... 和.....。
(types of room)

我（沒）有自己的臥室。

我的臥室..... 又.....。
(description)

我（不）喜歡我家，因為.....。

我住了這個地方..... 年了。

附近有..... 和.....。

從我家裏學校.....。
(distance)

我覺得我住的地方.....，因為.....。

我常常跟家人一起在.....。
(place, followed by activity)

下個星期六我跟朋友一起打算去.....

Here are some words which may help you:

很漂亮	很遠	飯館	客廳
電影院	農村	公園	不太遠
廚房	倫敦	方便	花園
博物館	城市	很大	游泳池

Simplified character version:

我住在

我的家有..... 和.....
(types of room)

我（没）有自己的卧室。

我的卧室又 又.....
(description)

我（不）喜欢我家，因为.....

我住了这个地方 年了。

附近有..... 和.....

从我家里学校.....
(distance)

我觉得我住的地方, 因为.....

我常常跟家人一起在.....
(place, followed by activity)

下个星期六我跟朋友一起打算去.....

Here are some words which may help you:

很漂亮	很远	饭馆	客厅
电影院	农村	公园	不太远
厨房	伦敦	方便	花园
博物馆	城市	很大	游泳池

Question 8 Translation

In question 8, candidates are required to translate 4 short sentences into Chinese.

Example from specimen paper:

- 8** Translate the following sentences into **Chinese**.
- (a) My younger brother loves sport. (2)
 - (b) We both like playing football. (2)
 - (c) We played in the park yesterday. (3)
 - (d) Today I should study because I have an exam. (3)

The above example is based on topic area E, sub-topic E2, hobbies, interests, sports and exercise.

Here is another example based on topic area C, sub-topic C4, relationships with family and friends.

- (a) I have many friends. (2)
- (b) Every day we play computer games together. (2)
- (c) Yesterday we bought a new game. (3)
- (d) Today I want to play it again because it is fun. (3).

AO3 – Understand and respond, in writing, to written language

This Assessment Objective is tested in Section A of Paper 2, Reading and Writing, by means of five reading passages in Chinese with varied task types. Whilst the paper begins with a relatively straightforward passage followed by multiple choice questions, it moves towards more challenging questions which require a written response in English in Question 5. One question is based on a literary text but requires no prior knowledge of the text or indeed any literary knowledge or vocabulary.

Example from Sample Assessment Materials

Chinese Summer Camp

Text in traditional characters:

去年，大衛和一些英國中學生去了北京兩個星期，參加中國文化夏令營。

第一個星期，他們看有名的地方，也學中文歌。第二個星期，星期一到星期五上漢語課，晚上學中國歷史，大衛覺得不容易。

星期六休息，跟中國朋友學做菜。星期天和老師去市場買東西，很開心。

大衛覺得這個夏令營非常有意思。

Text in simplified characters:

去年，大卫和一些英国中学生去了北京两个星期，参加中国文化夏令营。

第一个星期，他们看有名的地方，也学中文歌。第二个星期，星期一到星期五上汉语课，晚上学中国历史，大卫觉得不容易。

星期六休息，跟中国朋友学做菜。星期天和老师去市场买东西，很开心。

大卫觉得这个夏令营非常有意思。

A tiring	B danced	C tour guides	D sang songs
E friends	F exciting	G learnt history	H classmates
I interesting	J difficult	K teachers	L British students
M learnt to cook			

Example:	The people who went to China with David were...	L
(a)	During the first week, they...	
(b)	In the second week, on the weekdays they...	
(c)	David found the evening lessons...	
(d)	The people who taught cooking were...	
(e)	They went shopping with...	
(f)	David found the summer camp...	

Example from Sample Assessment Materials

Read the following text about my new friend Lili.

Text in traditional characters

《陶奇的暑期日記》 by Bing Xin

麗麗半年前從北方來廣州，因為她的爸爸在這兒當老師。現在麗麗是我最好的朋友。

我們每天一起走路上學。下雨的時候，我們也不坐車，只是早一點出門。媽媽開始不放心，後來也就高興了。她說：“這樣很好，上學不會晚，對身體也好。”

有一天，我和麗麗聊天，她說，南方和北方不同。北方的冬天會下雪，而廣州的冬天可以穿裙子，還可以在海裏游泳，所以，她最喜歡廣州的冬天。不過，我打算去北方看看，體驗一下那裏的生活

Text in simplified characters

《陶奇的暑期日记》 by Bing Xin

丽丽半年前从北方来广州，因为她的爸爸在这儿当老师。现在丽丽是我最好的朋友。

我们每天一起走路上学。下雨的时候，我们也不坐车，只是早一点出门。妈妈开始不放心，后来也就高兴了。她说：“这样很好，上学不会晚，对身体也好。”

有一天，我和丽丽聊天，她说，南方和北方不同。北方的冬天会下雪，而广州的冬天可以穿裙子，还可以在海里游泳，所以，她最喜欢广州的冬天。不过，我打算去北方看看，体验一下那里的生活。

Make notes on the text. Write **in English** or using numbers.

Example: My best friend's name:Lili.....

- (a) The time Lili came to Guangzhou: (1)
- (b) The reason Lili came to Guangzhou: (1)
- (c) How Lili went to school: (1)
- (d) What we did on rainy days: (1)
- (e) Why my mother was happy: (2)
- (f) The weather in North China in winter: (1)
- (g) An activity people do in Guangzhou: (1)
- (h) Lili's favourite season: (1)
- (i) My reason for going to North China: (1)

Teachers should note that this question based on an extract from a literary text requires no prior knowledge of the text and is not based on literary understanding. It is merely a vehicle for testing the skill of reading and understanding of language, in this example based on Topic Area C, sub-topic *Relationships with family and friends*.

Students are required to write short notes in English, usually a short phrase or simply one word.

Suggested additional activity:

Inference may be required at this point within the examination. This is quite a complex skill in itself which will have been developed in mother tongue lessons at an earlier stage. For those students needing to review this skill, the following activity may be helpful:

- 1) Ask students to define inference, as they may not know. It is helpful to be ready with a student-friendly definition, plus lots of exemplification.

- 2) Once students know/recall the meaning of inference, the actual task may be considered away from the context of the examination by asking students to match up definitions + terms in their mother tongue, then proceeding with Chinese versions e.g. Determined – Nothing ever stood in his way. The teacher may wish to **split** the above into easier steps, as this is one of the more difficult principles at International GCSE.

Reading practice activity 1

Text in traditional characters

Holidays

Daming

去年我跟家人去了美國。爸爸媽媽都喜歡滑雪，所以我們去了山邊。我以前沒有去過美國，但是很喜歡美國人。我覺得他們很友好。

Meimei

我去了日本，因為我在學校學習日語。我參加了學校的旅遊，去了東京的學校。東京的交通很方便。地鐵又快又便宜。我喜歡日本的商店，買了很多新衣服。但是我覺得東京人太多了。

Laura

我去了海邊。天氣非常好，每天都可以散步，游泳。附近有一個麵包店。我每天起床就去那裏買麵包。

Text in simplified characters.

Holidays

Daming

去年我跟家人去了美国。爸爸妈妈都喜欢滑雪，所以我们去了山边。我以前没有去过美国，但是很喜欢美国人。我觉得他们很友好。

Meimei

我去了日本，因为我在学校学习日语。我参加了学校的旅游，去了东京的学校。东京的交通很方便。地铁又快又便宜。我喜欢日本的商店，买了很多新衣服。但是我觉得东京人太多了。

Laura

我去了海边。天气非常好，每天都可以散步，游泳。附近有一个面包店。我每天起床就去那里买面包。

A Getting started for teachers

Put a cross in the **8** correct boxes. Caution! Some statements/rows may be left empty. Some statements/rows may have more than one correct answer.

		Daming	Meimei	Laura
Example	...went to America.	X		
(a)	...liked the local people.			
(b)	... went on a school trip.			
(c)	... approved of the local transport.			
(d)	... went to a new country.			
(e)	... thought the place was too crowded.			
(f)	... went shopping.			
(g)	... enjoyed swimming.			

Teachers should prepare students for different registers of reading text, whether based upon factual or fictional texts. This factual text is based on the familiar topic of holidays, but students have to read carefully for the details.

Reading practice activity 2

Text in traditional characters

A role model

我喜歡李老師。她教我們物理。她教書教得非常好。我們在家做作業的時候，一邊讀課本，一邊看李老師做的電影。上課的時候，我們練習很多問題，李老師幫助我們。

李老師有兩個小狗，非常可愛。星期六我們在學校運動的時候，她帶小狗上班；我們可以跟小狗跑步。

她在法國長大，所以會說法語，漢語和英語。她告訴我們法國的生活方式，她特別喜歡歐洲的咖啡店文化。人們跟朋友一起聊天，很放鬆。

Text in simplified characters

A role model

我喜欢李老师。她教我们物理。她教书教得非常好。我们在家做作业的时候，一边读课本，一边看李老师做的电影。上课的时候，我们练习很多问题，李老师帮助我们。

李老师有两个小狗，非常可爱。星期六我们在学校运动的时候，她带小狗上班；我们可以跟小狗跑步。

她在法国长大，所以会说法语，汉语和英语。她告诉我们法国的生活方式，她特别喜欢欧洲的咖啡店文化。人们跟朋友一起聊天，很放松。

(a) Miss Li teaches....

A	biology
B	chemistry
C	physics
D	geography

(b) In Miss Li's lessons the students.....

A	read the textbook
B	watch films
C	write lots of notes
D	do exercises

(c) Miss Li has....

A	two large dogs
B	two small dogs
C	a large dog
D	a small dog

(d) On Saturdays, the students take the Miss Li's dog(s)

A	jogging
B	for a walk
C	to classes
D	to the park

(e) Miss Li can speak....

A	English, French and Chinese
B	English, Japanese and Chinese
C	French, Japanese and Chinese
D	English, French and Japanese

(d) Miss Li likes European

A	food
B	films
C	literature
D	café culture

AO4 – Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

This Assessment Objective is tested in Paper 3. It is important that teachers familiarise themselves with the format of the assessment. Task A is a picture based-discussion about a picture which the student has chosen. Tasks B and C test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C. Information about the suitability of pictures is given separately in this guide; the importance of spontaneity in student response is reflected in the mark scheme.

Example from Sample Assessment Materials

Topic A – exemplar picture 1



(Source: © Hero Images Inc./Alamy Stock Photo)

Sub-topic 1 – Life in the town and rural life

Questions in traditional characters

1. 說一說圖片上有什麼。
2. 這個老人在做什麼？
3. 你覺得他們是怎麼來這裏的？
4. 你想不想去這樣的地方玩？為什麼？
5. 你住的地方，週末可以做什麼？

Questions in simplified characters

1. 说一说图片上有什么。
2. 这个老人在做什么？
3. 你觉得他们是怎么来这里的？
4. 你想不想去这样的地方玩？为什么？
5. 你住的地方，周末可以做什么？

The five questions to be asked about the picture are determined by the teacher and must not be shared with students in advance of the examination. They require different levels of response. In the example above, the questions are aimed to elicit:

- description of what is shown in the picture (1),
- specific factual information about the picture (2),
- past or future hypothesis (3),
- a more general question requiring an opinion (4)
- a more general question on the wider topic area (5).

All questions can elicit extended responses. If a student has not said enough, the teacher can prompt with:

Traditional characters:

為什麼（不）呢？ – Why (not)?

還有嗎？ – Anything else?

你還有時間，請繼續。 – You still have time, please continue.

Simplified characters:

为什么（不）呢？ – Why (not)?

还有吗？ – Anything else?

你还有时间，请继续。 – You still have time, please continue.

Note that these are the only supplementary questions the teacher is allowed to ask.

Further examples are given in the Sample Assessment Materials and in the following three examples.

Topic guidance

It is important to note that all topic areas can be assessed at any level. Teachers should guard against limiting their students to simple descriptive language, ensuring at all times that they are given the opportunity to access and produce abstract language. This involves moving on from the more concrete language of description learned at Key Stage 3 towards the language of justification required at a higher level. For example, students may be able to describe fitness activities, but at a higher level should also be able to explain why they are important, express their opinions about a variety of activities and justify their ideas.

Teachers should refer to the GCSE 'how to' guides available on our website for support with how to approach the content. These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- answering questions in the target language
- classroom talk strategies
- incorporating culture into the MFL classroom
- vocabulary learning strategies.

Ideas on how to approach the themes and for activities within these themes are provided below. Note that these are suggestions only and are not prescriptive.

Topic Area A – Home and abroad

- Sub-topics:
1. Life in the town and rural life
 2. Holidays, tourist information and directions
 3. Services (e.g. bank, post office)*
 4. Customs
 5. Everyday life, traditions and communities

*Sub-topic A3 will not be assessed in Paper 3: Speaking.

As well as students describing their own past or future holidays, teachers could approach this theme as a group task where students have to research the type of holiday they would like to go on. This could be confined to a Chinese-speaking country which would then allow them to report back on travel costs, accommodation available and activities on offer in the chosen destination.

Authentic resources from websites such as TripAdvisor provide a wealth of information in the target language about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases, and finally students could write their own reports on a restaurant or hotel.

Students could also collect literature about their own area and from that produce a website or brochure for Chinese-speaking tourists to encourage them to visit. Research can be conducted into traditional customs and traditions in the Chinese-speaking world.

Activity ideas:

- Research a Chinese-speaking holiday destination and plan travel, accommodation and activities for a visit.
- Photographs of holiday destinations can be used to practise the picture-based oral task.
- Read reports on TripAdvisor, etc. and students write their own report.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a romantic holiday, a single traveller.
- Spontaneous discussion about preferred types of holidays and/or accommodation.
- Advantages/disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements/preferences.
- Read postcards and match them with locations or pictures of holidaymakers.
- Watch videos from Chinese-speaking areas or cities to extend vocabulary and listening skills. Students could then produce their own voiceover commentary to photos of a Chinese-speaking area/city or their own area.
- Students are allocated a traditional custom or festival to research in groups, presenting their findings to the class.
- Photographs of traditional festivals can be used to practise the picture-based oral task.

Topic Area B – Education and employment

- Sub-topics:
1. School life and routine
 2. School rules and pressures
 3. School trips, events and exchanges
 4. Work, careers and volunteering
 5. Future plans.

Again students will have met many of the basic ideas from this topic in Key Stage 3 and should be able to converse about the different school subjects and their likes and dislikes.

When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Chinese-speaking school websites may provide a resource for authentic material.

Particular features of schools in Chinese-speaking countries such as length of the school day, uniform and the examination pressure could also be opportunities for discussion.

Teachers may want to approach the topic of future plans through students' own aspirations but could also look at relevant webpages to find resources describing others' experiences, which will provide models for students to use in their own work.

Activity ideas:

- Authentic resources in the form of blogs or letters discussing aspects of the school system in Chinese-speaking countries could be used as reading comprehension and stimuli for discussion purposes.
- Research on school websites can produce timetables to compare the school day.
- Setting up links with Chinese-speaking schools for students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school.
- Students could draw up their ideal school rules – giving an opportunity for a spontaneous discussion in which they have to justify their chosen rules.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- A group of students could carry out a research project of which areas of school life give the most pressure. They could present this as a wall display or as a mini-lecture.
- Students could choose a picture of a class trip to practise the picture-based oral task, making as many statements as they can about the picture in pairs.
- Students could research possible volunteering projects in a Chinese speaking country or community and write imaginary letters of application explaining why they wish to volunteer in a certain area.
- Brainstorming positive and negative aspects of travelling during a gap year, going to university or undertaking work experience.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job. The text is broken up into lines which they have to reassemble to make a coherent paragraph.
- Ask Chinese-speaking students about their career/future aspirations and report back.

Topic Area C – Personal life and relationships

- Sub-topics:
1. House and home
 2. Daily routines and helping at home
 3. Role models*
 4. Relationships with family and friends
 5. Childhood*

*Sub-topics C3 and C5 will not be assessed in Paper 3: Speaking.

Much of the language for this topic will have been introduced at Key Stage 3. However, it is important to move the level of demand forward to embrace more abstract language and more complex structures. For example, teachers should lead students away from simple descriptions of family members towards discussions about relationships within the family.

The topics of *Role models* and *Childhood* can be explored through reading and research online.

Activity ideas:

- Writing two diaries – one for this week and an imaginary one when the student was much younger.
- Problem page letters dealing with family relationships – these can be used as reading practice and then developed into students writing their own examples.
- Researching how students in the group help at home and giving their opinions about this; then holding a class debate about whether or not young people should help at home and whether there should be rewards or not.
- Creating a power point with pictures and written language to explain how a student's house has changed since it was built.
- Practising interrogatives through role-play. Students adopt the persona of their favourite contemporary personality and the others formulate questions to ask about their life. This is then followed up with a written account of a role model.

Topic Area D – The world around us

- Sub-topics:
1. Environmental issues
 2. Weather and climate*
 3. Travel and transport
 4. The media
 5. Information and communication technology

*Sub-topic D2 will not be assessed in Paper 3: Speaking.

Teachers may again wish to access material on the internet to support their teaching of this theme. Posters and adverts for environmental groups or for new technological developments could be useful resources, as could blogs and newspaper reports.

Carefully chosen Chinese language films are a useful resource for creating a teaching module about media consumption. Similarly, many Chinese language television programmes are available online.

Activity ideas:

- Watching/reading weather forecasts online.
- Writing an imaginary weather report for 50 years from now, drawing together the sub-topics of *Weather and climate* and *Environmental issues*.
- Reading comprehension using publications from Chinese-speaking material about the environment.
- Writing about how environmentally friendly (or unfriendly) their home town is.
- Using links with a Chinese-speaking partner school to compare their town and the Chinese town with regard to the protection of the environment.

- A comparative study of public transport in a Chinese city and a city in the student's own country, weighing up the pros and cons of various means of transport.
- Watching a Chinese language film and writing a review.
- Discussion about preferred TV programmes or music through a diamond nine activity to encourage spontaneous talk: (http://www.classtools.net/_SEARCH/index.php?template=diamond9)
- Researching trends in the group about reading habits (e.g. traditional versus e-books, differences between male and female reading habits) and presenting the findings as a wall display or as a speech.
- A debate about the pros and cons of using social media in schools with two groups of students preparing either the pros or the cons.
- Students write an article about the importance of information technology in their life and how they envisage it changing in the future.
- Students take their own pictures of others using IT at school and present it to the group to practise the picture-based oral task. The others in the group consider which questions to ask for further information.

Topic Area E – Social activities, fitness and health

- Sub-topics:
1. Special occasions
 2. Hobbies, interests, sports and exercise
 3. Shopping and money matters
 4. Accidents, injuries, common ailments and health issues*
 5. Food and drink

*Sub-topics E4 will not be assessed in Paper 3: Speaking.

Again it is important with this Topic Area to develop language learned in previous years. The sub-topic of *Food and drink* for example should not be limited to descriptions of what students like to eat and drink, but may include details about the pros and cons of fast food or the merits of a healthy life style with plenty of exercise.

Students should be encouraged to think carefully about what sort of picture could be chosen as a basis for the picture-based oral task and may benefit from links with other students in Chinese-speaking schools who may be able to provide useful resources.

Online blogs and videos can give useful information about special occasions in Chinese-speaking countries and communities. There are many websites advertising shopping centres, restaurants and sports venues.

Activity ideas:

- Selecting a picture of a special occasion to practise the picture-based oral task.
- Designing a questionnaire for students in their own or a partner school to compare how birthdays etc are celebrated at home and in a Chinese-speaking country.
- Creating a short video blog about sporting interests in the group.
- Group activity discussing the cost of attending music or sporting events.
- Watching a sporting event in the target language as a listening comprehension.
- Writing a voiceover to a sporting event video extract.
- Comparing a UK shopping centre with a Chinese one.
- Writing an advertisement for a new shop or shopping centre.
- Creating a poll to determine the nature of shopping habits within the school and presenting the results orally to the class, highlighting differences between age groups, boys and girls etc.
- Designing a poster in Chinese to prevent injuries at school.
- Writing an article or pamphlet about the value of a healthy lifestyle.
- Comparing food and drink in their own country with a Chinese-speaking country.
- Selecting a picture of a family meal or picnic to use as a basis for the picture-based oral task.

Speaking guidance**General information**

- The speaking assessment is conducted internally and is externally assessed.
- It is worth 40 marks and comprises 25% of the qualification.
- The assessment must be conducted entirely in Chinese. Mandarin or Cantonese may be used.
- Students must complete all three tasks in consecutive order.
- The assessment must be conducted in one continuous session.
- All tests must be recorded. Further instructions are given in the specification.

Use of notes

Students must **not** take notes with them into the examination. However, they should bring their picture for Task A.

Timings of the tasks

The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

In Task A students will answer questions on a picture. They will also discuss in Task B and Task C two further **different** topics, chosen at random by Pearson from the following.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper.

Task A

Students must choose their own picture for the test. Teachers should not allow all students in the centre to choose the same picture.

Teachers must prepare five questions to ask each student about their chosen picture, but must not share these questions with students before the test. The pattern of these five questions should follow the examples in the Sample Assessment Materials and the advice given in the specification:

Question type 1: A description of what you can see in the picture

Question type 2: Specific factual information about the picture

For example, select a person or persons in the picture and state what they are doing.

Question type 3: Past or future hypothesis

This question must ask the candidate to imagine a possible past or potential future event relating to the picture. This is the opportunity to support the candidate in using different time frames.

Question type 4: Opinions about the picture

This question elicits the candidate's opinions on the picture and the topic.

Question type 5: Evaluation

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

Teachers must ensure they ask each student one question from each of these five types. They should ask the questions in the order they are given above. The questions may be repeated if needed but they may not be rephrased.

Each question should normally be asked only once. However, questions may be repeated, but not rephrased. In order to enable candidates to develop their responses teacher/examiners are allowed to use prompts for questions. Only the following three prompts may be used.

Traditional characters:

為什麼（不）呢？ – Why (not)?

還有嗎？ – Anything else?

你還有時間，請繼續。 – You still have time, please continue.

Simplified characters:

为什么（不）呢？ – Why (not)?

还有吗？ – Anything else?

你还有时间，请继续。 – You still have time, please continue.

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.

Marks are awarded using the Assessment Grids for Task A given in the specification. Up to 8 marks are awarded for Communication and content; up to 4 marks are awarded for Linguistic knowledge and accuracy.

Tasks B and C

For **each** conversation (Tasks B and C) teachers/examiners should:

- ask open questions
- ask questions at an appropriate level of the candidate's ability
- link the questions to the previous response as far as possible
- elicit a range of grammatical structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

Marks are awarded using the Assessment Grids for Tasks B and C given in the specification. The marks are awarded globally over Tasks B and C. Up to 12 marks are awarded for Communication and content; up to 8 marks are awarded for Interaction and spontaneity; up to 8 marks are awarded for Linguistic knowledge and accuracy.

Examples of open questions which allow students the freedom to expand answers are:

Traditional characters

- 你周末做什麼樣的活動？
- 你住的地方怎麼樣？
- 你為什麼喜歡你的地理老師？

Simplified characters

- 你周末做什麼樣的活動？
- 你住的地方怎麼樣？
- 你為什麼喜歡你的地理老師？

Examples of questions which are not suitable except for the weakest students or to enable the conversation to move on are:

Traditional characters

- 你踢足球嗎？
- 你有沒有寵物？
- 你想上大學還是開始工作？

Simplified characters

- 你踢足球嗎？
- 你有沒有寵物？
- 你想上大學還是開始工作？

Teacher-examiners will be aware of the linguistic level of their students and can prepare how best to begin each discussion. For example, for a very able student, the discussion on school may be initiated with a wide ranging question such as 你對你的學校有什麼看法？ / 你对你的学校有什么看法？ A less confident student may need more support: the opening question might be 你現在學習什麼科目？ / 你现在学习什么科目？ Only the least able should be asked questions such as 你喜歡你的學校嗎？ / 你喜欢你的学校吗？

Most importantly, teachers must allow the discussion to flow, responding to students' answers as naturally as possible whilst keeping in mind the requirements of the test. At no stage should a list of prepared questions be asked.

For further examples of appropriate questions, please see the *Sample Assessment Materials* document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Interaction and spontaneity

Teachers should prepare their students to interact naturally in Chinese rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks even for the best students. To encourage this the following types of activities could be used in the classroom:

- Give each student in the group some questions or vocabulary which they can use, but encourage them to think of their own questions and answers.
- Present groups of students with a series of pictures on varied topics. Encourage each group to come up with at least 3 things to say about each picture.

Photo Selection Guidance

The instructions in the Sample Assessment Materials are as follows:

Candidates will provide a picture that fulfils the criteria in the specification. The picture must contain the following elements:

- people
- objects
- interactions.

Students should take care selecting a suitable picture which will allow for a variety of different approaches to be taken in the test and which relates directly to the chosen Topic Area. Students should be given the following advice:

What to do when selecting a picture	What <u>not</u> to do when selecting a picture
<ul style="list-style-type: none"> • Ensure there is more than one person • Ensure you can describe the people in the picture and what they are doing • Ensure there are objects (e.g. luggage, books, phones) that you can relate to activities • Select a picture in which the people are interacting (e.g. eating together, opening presents, playing in a team) • Think about what has happened beforehand and what might happen later • Make links with the picture and the wider Topic Area 	<ul style="list-style-type: none"> • Don't select a picture with no people (e.g. a house on its own) • Don't select a picture with little happening (e.g. a picture of a face) • Don't select a picture in which the people are not interacting (e.g. a group of unrelated individuals in an advertisement) • Don't select a picture of an object (e.g. a laptop) • Don't select a picture just because you like it • Don't select a picture which does not relate to the Topic Areas listed in the Specification or which comes from one of the "banned" sub-topics in the speaking test (e.g. <i>Role models</i> or <i>Weather and climate</i>)

Example of an unsuitable picture



480842651 © ViewStock/Getty Images (great wall image)

Whilst this picture is culturally appropriate, there are no people in the picture and no interactions taking place. It will be difficult for the teacher to ask questions and the candidate to sustain a suitable conversation.

Example of a suitable picture



590483145 - © Yiu Yu Ho/Getty Images

This photo has people who are doing an activity and background scenery which the candidate can describe. The candidate can also have opinions e.g. about the use of mobile phones by teenagers, or young people sitting together but not communicating with each other and so on.

Delivery of the qualification – transferable skills

Why transferable skills?

Ensuring that International GCSE qualifications will help improve student outcomes through the acquisition of transferable skills, as well as subject content and skills, is a key aim for Pearson.

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Through our teaching materials and support offered we want to:

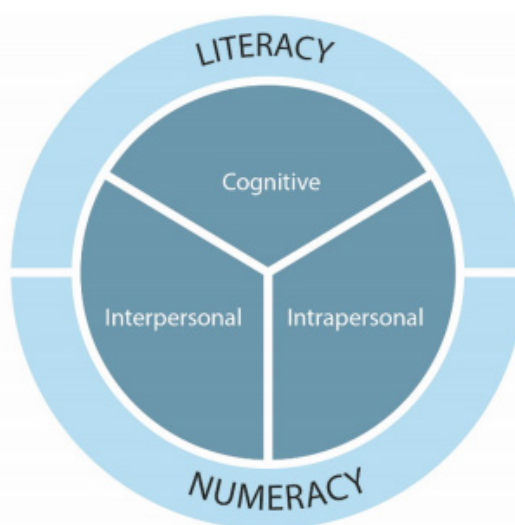
1. increase awareness of transferable skills that are already being assessed (for both students and teachers)
2. indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to students.

What are transferable skills?

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning¹.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework² as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



[1] (OECD (2012), Better Skills, Better Jobs, Better Lives (2012):<http://skills.oecd.org/documents/OECDskillsStrategyFINALENG.pdf>)

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council)

Suggested Resources

Textbooks

At the time of writing, publishers have not yet published textbooks for this specification. However, textbooks for GCSE Chinese may be useful.

Edexcel GCSE Chinese textbook by Ian Hua Yan, Linying Liu, Michelle Tate, Lisa Wang, Yu Bin and Xiaoming Zhu

<http://www.pearsonschoolsandfecolleges.co.uk/Secondary/ModernLanguages/Chinese/EdexcelGCSEChinese/ISBN/Studentbooks/EdexcelGCSEChineseStudentBook.aspx>

Chinese for GCSE by the British Council

Bookshops

The following bookshops may be able to help with book orders and further information.

Heath Educational Books

<http://www.heathbooks.co.uk/TBP.Commercial/CustomAccessControl/Home.aspx?d=heathbooks&s=C&r=10001066&ui=0&bc=0&collection=11791512>

Cypress Books

<http://www.cypressbooks.com/>

Sources of advice

The British Council

<https://www.britishcouncil.org/voices-magazine/ideas-uk-schools-teach-mandarin-chinese>

Institute of Education Confucius Institute for Schools

<https://ciforschools.wordpress.com/>

The Chinese Staffroom

<http://www.thechinesestaffroom.com/>

Websites

The Chairman's Bao – reading resources
<https://www.thechairmansbao.com/about-us/>

Du Chinese – reading practice
<https://www.duchinese.net/>

Memrise – vocabulary learning
<https://www.memrise.com/>

Quizlet – vocabulary learning
<https://quizlet.com/en-gb>

Duolingo – various learning activities
<https://www.duolingo.com/>

Chinese tools – various learning activities
<http://www.chinese-tools.com/>

B Student guide

Why study the Pearson Edexcel International GCSE in Chinese

This course will enable you to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- suitable foundation for further study of the target language, or another language.

What do I need to know, or be able to do, before taking this course?

There are no prior learning requirements for this qualification.

Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com, to discuss any outstanding questions you might have? You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed?

This course is assessed through 100% examination, including a written, oral and listening assessment testing reading, writing, speaking and listening skills.

What can I do after I've completed the course?

You can progress onto further study of language subjects at A Level, and then onto Higher Education.

What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-foryou/students.html#>

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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