Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world’s leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your students at qualifications.pearson.com

Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification’s development.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

ISBN 978 1 446 94451 6

All the material in this publication is copyright © Pearson Education Limited 2019
Summary of changes made between previous issue and this current issue

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference to speaking test preparation time has been removed from the specification.</td>
<td>9</td>
</tr>
</tbody>
</table>

In section 3.3 Preparation for the speaking test, explanations in parentheses have been added to the following bullet points for further guidance:

The picture MUST contain the following elements:

- people (at least two people)
- objects (in the background)
- interactions (showing what people are doing).

In section 3.4 Conduct of the speaking test, the following sentence has been added to the specification:

Speaking assessments must take place on consecutive days unless there are extenuating circumstances communicated in advance and approved by the International GCSE Modern Foreign Languages team at Pearson at languagesassessment@pearson.com

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
## Contents

**About this specification** 2
- Why choose Pearson Edexcel qualifications? 4
- Why choose the Pearson Edexcel International GCSE in Chinese? 5
- Supporting you in planning and implementing this qualification 6
- Qualification at a glance 7

**Detailed content** 10
- Topics 11
- Paper 1: Listening 12
- Paper 2: Reading and Writing 14
- Paper 3: Speaking 23

**Assessment information** 36

**Administration and general information** 39
- Entries 39
- Access arrangements, reasonable adjustments, special consideration and malpractice 39
- Awarding and reporting 41
- Student recruitment and progression 41

**Appendices** 43
- Appendix 1: Codes 44
- Appendix 2: Pearson World Class Qualification design principles 45
- Appendix 3: Transferable skills 47
- Appendix 4: Glossary 49
- Appendix 5: Grammar list 50
- Appendix 6: Minimum core vocabulary list 58
- Appendix 7: Candidate cover sheet (Paper 3: Speaking) 127
About this specification

The Pearson Edexcel International GCSE in Chinese is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not part of the UK Regulated Qualifications Framework (RQF).

Key features

This specification includes the following key features.

Structure

The Pearson Edexcel International GCSE in Chinese is a linear qualification.

All papers must be taken at the end of the course of study.

Content

The content is relevant, engaging and up to date. It covers five topics: Home and abroad; Education and employment; Personal life and relationships; The world around us; and Social activities, fitness and health. Each topic has a number of sub-topic areas.

Assessment

100% external assessment.

Approach

A foundation for students wishing to progress to further study of Chinese at schools and colleges.

- Listening skills are assessed separately in Paper 1.
- Reading and writing skills are tested in separate exercises in Paper 2.
- Speaking communication skills are assessed separately in Paper 3.
- Assessment is in the June examination series.
- For the purpose of communication, topics relate to student interests related to studying Chinese, for example study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example at school or in the media.
- Culturally sensitive and authentic texts are used throughout.
- Tests will measure achievement against many of the benchmarks of Levels A2 and B1 of the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Specification updates

This specification is Issue 2 and is valid for first teaching from September 2017, with first assessment from June 2019 and first certification from August 2019.

If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com.
Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

**Compulsory content**: as a minimum, all of the bullet points in the content must be taught.

**Assessments**: use a range of material. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

**Depth and breadth of content**: teachers should use the full range of content and all the assessment objectives given in the subject content section.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students 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 writing, 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
- knowledge and understanding of the target language grammar and its practical application
- knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.
Why choose Pearson Edexcel qualifications?

Pearson – the world’s largest education company
Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Pearson Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust
The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Pearson Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

Results you can trust
Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Pearson Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards
Pearson’s world-class standards mean that all Pearson Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Pearson Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the World Class Qualification process and principles please go to Appendix 2 or visit our website: uk.pearson.com/world-class-qualifications.
Why choose the Pearson Edexcel International GCSE in Chinese?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international students and give them skills that will support progression to further study of Chinese and a wide range of other subjects. The qualification will also enhance future educational or employment prospects.

Topics – the topics (and related texts) used in the Reading and Writing paper are engaging and suitable for all students. They are based on contexts that students are likely to encounter and are diverse in their content. Culturally sensitive and authentic reading and listening texts are used throughout.

Student selected picture – students will select their own picture as part of the speaking examination. This empowers the students to confidently prepare for a topic of their choice, and personalise one element of their examination.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges. Assessment objectives are assessed discretely, with one paper assessing Listening, one paper assessing Reading and Writing, and the third paper assessing Speaking. Our mark schemes are straightforward, so that assessment requirements are clear.

Broad and deep development of skills – the design of the revised International GCSE aims to extend students’ knowledge by broadening and deepening skills, for example students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinions
- participate in extended discussion.

Progression – International GCSE qualifications enable successful progression to Level 3 study and beyond. Through our world-class qualification development process we have consulted with International A Level and GCE A Level teachers, as well as university teaching staff to validate the appropriateness of this qualification, including content, skills and assessment structure.

More information about the qualifications can be found on our website (qualifications.pearson.com) on the Pearson Edexcel International GCSE pages.
Supporting you in planning and implementing this qualification

Planning

• Our Getting Started Guide gives you an overview of the Pearson Edexcel International GCSE in Chinese to help you understand the changes to content and assessment, and what these changes mean for you and your students.

• We will provide you with an editable course planner and schemes of work.

• Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

• Our skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.

• A range of teaching and learning resources that promote any time, any place learning to improve student motivation and encourage new ways of learning.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

• specimen papers to support formative assessments and mock exams

• examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit them.

Training events

In addition to online training, for teachers to deepen their understanding of our qualifications, we host a series of training events each year.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Pearson Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com.
Qualification at a glance

Qualification overview

The Pearson Edexcel International GCSE in Chinese consists of three externally-examined papers.

The Pearson Edexcel International GCSE in Chinese is a linear qualification. All papers must be taken at the end of the course of study.

Content and assessment overview

<table>
<thead>
<tr>
<th>Paper 1: Listening</th>
<th>*Paper code: 4CN1/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
<td>25% of the qualification</td>
</tr>
<tr>
<td>Written examination: 30 minutes, plus 5 minutes’ reading time</td>
<td></td>
</tr>
<tr>
<td>Availability: June</td>
<td></td>
</tr>
<tr>
<td>40 marks</td>
<td></td>
</tr>
</tbody>
</table>

Content overview

This paper assesses listening skills across five topic areas:

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

Assessment overview

Seven questions, which are a combination of multiple-choice, multiple-matching, note-taking and gap-fill questions. All five topic areas are assessed.

The listening audio files are available on our website. Recordings of spoken Chinese will be available in Mandarin and Cantonese.
## Paper 2: Reading and Writing

<table>
<thead>
<tr>
<th><em>Paper code:</em> 4CN1/02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
</tr>
<tr>
<td>Written examination: 1 hour 45 minutes</td>
</tr>
<tr>
<td>Availability: June</td>
</tr>
<tr>
<td>80 marks</td>
</tr>
</tbody>
</table>

### Content overview

This paper assesses reading and writing skills in separate sections across five topic areas:

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

### Assessment overview

**Section A: Reading**

Five questions, which are a combination of multiple-choice, note-taking, gap-fill and short-answer questions.

**Section B: Writing**

There are two open-response writing tasks, each linked to a topic area. There is also a question involving translation of four sentences into Chinese. All four sentences are linked to one topic area.

The assessment will be available in traditional and simplified characters. All questions and texts are printed twice, once in English and traditional/full characters, and once in English and simplified characters. Students may work from whichever version they wish.
Paper 3: Speaking

<table>
<thead>
<tr>
<th>Paper code: 4CN1/03M and 03C</th>
<th>25% of the qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally conducted and externally assessed</td>
<td></td>
</tr>
<tr>
<td>Spoken examination: 8–10 minutes</td>
<td></td>
</tr>
<tr>
<td>Availability: March–May</td>
<td></td>
</tr>
<tr>
<td>40 marks</td>
<td></td>
</tr>
</tbody>
</table>

**Content overview**

This paper assesses speaking skills across five topic areas:
- 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 (see Topics section for the list of sub-topics).

**Assessment overview**

The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture that is related to one of the topic areas. They will also discuss two different topics, chosen at random by Pearson.

The assessment will be available in Mandarin and Cantonese. The option chosen for each student is indicated by its entry code:
- Mandarin – 4CN1/03M
- Cantonese – 4CN1/03C.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

*See Appendix 1: Codes for a description of this code and all other codes relevant to this qualification.*
## Detailed content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>11</td>
</tr>
<tr>
<td>Paper 1: Listening</td>
<td>12</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
<td>14</td>
</tr>
<tr>
<td>Paper 3: Speaking</td>
<td>23</td>
</tr>
</tbody>
</table>
### Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Home and abroad</strong></td>
<td>A1 Life in the town and rural life</td>
</tr>
<tr>
<td></td>
<td>A2 Holidays, tourist information and directions</td>
</tr>
<tr>
<td></td>
<td>A3 Services (e.g. bank, post office)*</td>
</tr>
<tr>
<td></td>
<td>A4 Customs</td>
</tr>
<tr>
<td></td>
<td>A5 Everyday life, traditions and communities</td>
</tr>
<tr>
<td><strong>B. Education and employment</strong></td>
<td>B1 School life and routine</td>
</tr>
<tr>
<td></td>
<td>B2 School rules and pressures</td>
</tr>
<tr>
<td></td>
<td>B3 School trips, events and exchanges</td>
</tr>
<tr>
<td></td>
<td>B4 Work, careers and volunteering</td>
</tr>
<tr>
<td></td>
<td>B5 Future plans</td>
</tr>
<tr>
<td><strong>C. Personal life and relationships</strong></td>
<td>C1 House and home</td>
</tr>
<tr>
<td></td>
<td>C2 Daily routines and helping at home</td>
</tr>
<tr>
<td></td>
<td>C3 Role models*</td>
</tr>
<tr>
<td></td>
<td>C4 Relationships with family and friends</td>
</tr>
<tr>
<td></td>
<td>C5 Childhood*</td>
</tr>
<tr>
<td><strong>D. The world around us</strong></td>
<td>D1 Environmental issues</td>
</tr>
<tr>
<td></td>
<td>D2 Weather and climate*</td>
</tr>
<tr>
<td></td>
<td>D3 Travel and transport</td>
</tr>
<tr>
<td></td>
<td>D4 The media</td>
</tr>
<tr>
<td></td>
<td>D5 Information and communication technology</td>
</tr>
<tr>
<td><strong>E. Social activities, fitness and health</strong></td>
<td>E1 Special occasions</td>
</tr>
<tr>
<td></td>
<td>E2 Hobbies, interests, sports and exercise</td>
</tr>
<tr>
<td></td>
<td>E3 Shopping and money matters</td>
</tr>
<tr>
<td></td>
<td>E4 Accidents, injuries, common ailments and health issues*</td>
</tr>
<tr>
<td></td>
<td>E5 Food and drink</td>
</tr>
</tbody>
</table>

*These sub-topics will not be assessed in Paper 3: Speaking.*
1.1 Content description

Listening

Students are required to convey their understanding of spoken Chinese through a series of listening tasks.

Students must be able to:

- 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.

This paper will feature questions drawn from a variety of sources, which all relate to the topics. These sources should be considered as different contexts in which students can write and understand Chinese. Specialist and/or technical Chinese vocabulary or detailed specialist knowledge of the topics are not required.
1.2 Assessment information

Listening

The listening examination lasts 30 minutes. It consists of 40 marks.

This paper will consist of seven tasks, each based on a single recorded text.

Students will be given five minutes to read the questions before the paper begins and will be expected to respond to the questions as they listen.

**Students will hear each text twice.**

Recorded texts may be in the form of short statements, monologues and dialogues between two or more speakers. Where there is more than one speaker, the identity of each speaker will be clearly signposted.

Recordings and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified. Recorded material features both male and female voices and represents different age groups.

The topics of the listening texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. One task type will be used with each listening text.

The examination 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 and gap-fill questions.

All questions and instructions to students are in English. Students are required to produce written responses in English. Correct spelling and grammatical accuracy will not be a requirement as long as the student’s response is comprehensible.
Paper 2: Reading and Writing

Externally assessed

2.1 Content description

Reading

Students are required to convey their understanding of written Chinese through a series of reading tasks.

Students must be able to:

- 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.

This section will feature questions drawn from a variety of sources that all relate to the topics. The sources should be considered as different contexts in which students can write and understand Chinese. Specialist and/or technical Chinese vocabulary or detailed specialist knowledge of the topics are not required.

Writing

Students need to draw on their knowledge of Chinese language, grammar and lexis in selecting appropriate forms of words to complete sentences, and demonstrate an ability to manipulate Chinese language in continuous writing. As part of their International GCSE, students should undertake regular writing activities.

This section will require students to:

- write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies
- write using a wide range of grammatical forms and structures
- write using a wide range of relevant and appropriate vocabulary
- translate sentences from English into Chinese to convey key messages accurately and to apply grammatical knowledge of language and structures in context.
2.2 Assessment information

**Reading**

Students should spend half of the examination time on this section. It consists of 40 marks.

This section will consist of five tasks, each based around a collection of short texts or a longer, single text.

The literary text consists of a short extract from a text that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, essays, novels or plays to contemporary and historical sources.

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, emails, website pages, newspaper and magazine articles and literary texts.

Stimuli and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the stimulus texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. A different task type may be used with each stimulus text.

In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details.

Task types demand a variety of input from students and include multiple-choice, note-taking, gap-fill and short-answer questions.

All questions and instructions to students are in English. Students are required to produce written responses in English. Correct spelling and grammatical accuracy will not be a requirement in this section of the paper as long as the student’s response is comprehensible.

**Writing**

Students should spend half of the examination time on this section. It consists of 40 marks.

This section will consist of two writing tasks and a translation of four sentences into Chinese.

The first writing task is short and the student will be asked to write 60–75 characters, including four prescribed words or short phrases.

The second writing task is longer than the first and contains an element of choice. The student will be able to choose from three questions drawn from different topics and they will need to write up to 150 characters in response to the question, addressing four bullet points.
Questions and instructions to students in the writing tasks are set in English and Chinese. Questions and instructions to students in the translation question are set in English. Students are required to produce all written responses in this section of the paper in Chinese. Grammatical accuracy, punctuation and character formation will be assessed.
### 2.3 Assessment criteria for Writing

For questions 6 to 8, students' work is marked using the assessment criteria provided in the mark grids of the following pages.

**Question 6 (writing task 1)**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of relevant information.  
      • Only isolated words and phrases are communicated, as appropriate to the task.  
      • Only isolated items are comprehensible. |
| 2    | • The response contains little relevant information, with limited use of detail. There may be repetition.  
      • Expresses simple ideas and opinions, as appropriate to the task.  
      • Just about comprehensible overall but with sentences that are mostly unconnected. |
| 3    | • The response contains some relevant information with occasional use of detail.  
      • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.  
      • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity. |
| 4    | • Some detail and mostly relevant response to the task.  
      • Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.  
      • Coherent with logical flow and sequence of ideas, though there may be some lapses. |
| 5    | • Detailed and fully relevant response to the task.  
      • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.  
      • Coherent with logical flow and sequence of ideas. |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of target language vocabulary and structures.  
• Uses very basic language to write words and phrases.  
• Isolated examples of accurate language. |
| 2    | • Uses very familiar and predictable vocabulary and structures, often repetitive.  
• Uses simple, familiar and predictable language to write short sentences or phrases.  
• Occasional correct phrases but more complex characters may be missing, frequent errors in character formation even for easier characters; frequent errors in word order. |
| 3    | • Uses familiar and predictable vocabulary and structures.  
• Some evidence of manipulation of language to produce sentences but this is not sustained.  
• Sometimes accurate in using straightforward language but some errors in character formation and some significant errors in word order. |
| 4    | • Tends towards use of familiar and predictable vocabulary and structures.  
• Some evidence of manipulation of language to produce sentences.  
• Mostly accurate with some minor errors, e.g. errors in character formation and measure words. Occasional errors in word order. |
| 5    | • Uses a range of vocabulary and grammatical structures.  
• Language manipulated to produce fluent sentences.  
• Very accurate with only isolated minor errors, e.g. errors in character formation and measure words. |
### Question 7 (writing task 2)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.  
      • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured. |
| 3–4  | • The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence.  
      • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear. |
| 5–6  | • The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence.  
      • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear. |
| 7–8  | • The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence.  
      • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response. |
| 9–10 | • The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker.  
      • The response is entirely coherent and, while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful. |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1–2  | • Very limited range and variety of vocabulary and grammatical structures, use of only one timeframe, with a high degree of repetition.  
            • Very little evidence of correct character formation and word order. |
| 3–4  | • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second timeframe, though with a significant amount of repetition.  
            • Occasional evidence of correct character formation and word order. |
| 5–6  | • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two timeframes, though with some noticeable repetition.  
            • Some evidence of correct character formation and word order. |
| 7–8  | • Good range of vocabulary and grammatical structures, and secure use of at least two timeframes, with little noticeable repetition.  
            • Significant evidence of correct character formation and word order. |
| 9–10 | • Excellent range of vocabulary and grammatical structures, and secure use of at least three timeframes, including some complex lexical items and no noticeable repetition.  
            • Very strong evidence of correct character formation and word order. |

**Additional guidance**

*Complex lexical items* are considered to be:

- lexical items that express abstract ideas/convey justified arguments
- conceptually more challenging language.
Question 8 (translation)

Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed.</td>
</tr>
<tr>
<td>2</td>
<td>• Meaning fully communicated with occasional errors that do not hinder clarity.</td>
</tr>
</tbody>
</table>

Mark grid for sentences (c) and (d), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1</td>
<td>• Some words are communicated but the overall meaning of the sentence is not communicated.</td>
</tr>
</tbody>
</table>
| 2    | • The meaning of the sentence is partially communicated.  
   • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed. |
| 3    | • The meaning of the sentence is fully communicated.  
   • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity. |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a mis-formed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.
Errors that prevent **meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Paper 3: Speaking

Externally assessed

3.1 Content description

**Speaking**

Students are required to convey their understanding of spoken Chinese through three speaking tasks. Students must be able to:

- 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 each conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.

3.2 Assessment information

**Task A (picture-based discussion)**

The intention of this task is to enable students to speak about a situation or scenario with which they have some familiarity. Students will have to select a picture before the exam. Students will select a picture from any sub-topic area, excluding sub-topics A3, C3, C5, D2 and E4. These will not be assessed in Task A.

**Tasks B and C (conversations on topics)**

The intention of Tasks B and C is to test students on two topics that have not been prepared specifically, 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 Task B and Task C.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Tasks B and C.

Three distinct topics **must** be examined across Tasks A, B and C. The topic chosen for Task A must be different from the topic selected at random for Task B. The topic for Task C, also selected at random, will be different from both of the previous topics in Tasks A and B. If any topics are the same, the task(s) will be discounted and the student will receive zero marks for that task(s).
3.3 Preparation for the speaking test

Picture selection in Task A

To ensure that students have access to the full range of assessment criteria and the opportunity to score well in Task A, it is essential they select a picture that follows the guidelines below.

The picture **MUST** contain the following elements:

- people (at least two people)
- objects (in the background)
- interactions (showing what people are doing).

The picture must not contain any text that could support students in their responses. For examples of pictures, please see the *Sample Assessment Materials* document, available on our website.

Teachers/examiners must not practise Task A with their students using the picture they will be using in the test. They may use other pictures on the same topic but they may not practise or rehearse using the student’s chosen picture.

**Notification of Task A focus**

Students must provide a copy of the picture for the teacher/examiner in advance of the test.

3.4 Conduct of the speaking test

**General information**

The assessment must be conducted entirely in Chinese.

Students must complete all three tasks in consecutive order.

The assessment for the three tasks must be conducted in one continuous session.

Speaking assessments must take place on consecutive days unless there are extenuating circumstances communicated in advance and approved by the International GCSE Modern Foreign Languages team at Pearson at languagesassessment@pearson.com

**Use of notes**

Candidates 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.

Tasks B and C should not exceed 7 minutes.

If the assessment time exceeds ten minutes, only the first ten minutes will be assessed.
Randomisation grid

In order to avoid misconduct in centres, teachers will receive randomisation grids three days in advance of the window for the speaking assessment from Pearson.

Based on the topic chosen for the picture-based discussion task, the teacher/examiner will use a randomisation grid to select the discussion topics for the first and second conversation (Tasks B and C).

If conducting more than five tests in a day, return to the beginning of the sequence after the 5th candidate. If conducting tests on more than one day, start each new day at the beginning of the sequence.

Instructions for Task A

Teachers/examiners must ask each student five questions in total (plus the allowed prompts – see below). There are five types of questioning which teachers/examiners must cover in the discussion. Each question type must be asked once.

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 student to imagine a possible past or potential future event relating to the picture.

This is the opportunity to support the student in using additional timeframes.

Question type 4: Opinions about the picture

This question elicits the student’s opinions on the picture and/or the topic.

Question type 5: Evaluation

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

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

Prompts

In order to enable students to develop their responses, teachers/examiners are allowed to use prompts for questions. Only the following three prompts may be used:

- 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 teachers/examiners must not deviate from these prompts.
Instructions for Tasks B and C

For each conversation teachers/examiners should:

- ask open questions
- ask questions at an appropriate level for the student's ability
- link the questions to the previous response as far as possible
- elicit a range of timeframes (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide students with an opportunity to expand
- respect timings.

For examples of these 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.

Recording of candidates’ speaking tests

All candidates’ speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, you must re-examine as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly, and recording is taking place
- the position of the microphone favours the student and not the examiner
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and examiner’s name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate’s name and number are announced at the start of each test
- the timing starts when the candidate answers the first assessment question
- the topic area is announced at the beginning of each task.

Interruption of recordings

The recording must not be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for Chinese at Pearson. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Authentication of student responses

The teacher/examiner and the candidate must sign the declaration of authentication on the candidate cover sheet (see Appendix 7: Candidate cover sheet (Paper 3: Speaking)), confirming that the work is the candidate’s own. Any candidate unable to provide an authentication statement will receive zero marks for the component.
3.5 Assessment criteria for speaking

For the speaking assessment, students' language is marked using the assessment criteria provided in the mark grids of the following pages.

**Task A (picture-based discussion)**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Responds briefly to questions, some responses may consist of single-word answers, much hesitation, continuous prompting needed.  
     | • Limited success in adapting language to describe, narrate, inform in response to questions; sometimes unable to respond.  
     | • Straightforward opinions may be expressed but generally without justification.  
     | • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication. |
| 3–4  | • Responds to questions with some development, some hesitation and some prompting necessary.  
     | • Some effective adaptation of language to describe, narrate and inform in response to the questions.  
     | • Expresses opinions with occasional, brief justification.  
     | • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 5–6  | • Responds to questions with frequently-developed responses, only occasional hesitation, and only occasional prompting necessary.  
     | • Frequently effective adaptation of language to describe, narrate and inform in response to questions.  
     | • Expresses opinions effectively and gives justification with some development.  
     | • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 7–8  | • Responds to questions with consistently fluent and developed responses  
     | • Consistently effective adaptation of language to describe, narrate and inform, in response to questions.  
     | • Expresses opinions with ease and gives fully-developed justification.  
     | • Pronunciation and intonation are consistently accurate and intelligible. |
Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Intonation: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, intonation encompasses both intonation and tones.

Inaccuracies in intonation specifically in relation to tones:

Inaccuracies in tones that have no impact on clarity of communication:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the student is saying.

Inaccuracies in tones that affect clarity of communication:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in tones that lead to impairment in communication:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | • Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events.  
   • Occasional coherent phrases and short sentences in responses to questions; regular instance of errors, which sometimes prevent meaning being conveyed. |
| 2    | • Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity.  
   • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 3    | • Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity.  
   • Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |
| 4    | • Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions.  
   • Responses are fully coherent, any errors do not hinder the clarity of the communication. |

**Additional guidance**

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example misuse of measure words
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example missing subject, incorrect word order
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
### Tasks B and C (conversations)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates brief information relevant to the topics and questions.  
     |     • Uses language to express straightforward ideas and opinions but generally without justification.  
     |     • Repetitive use of familiar vocabulary and expression; communication is disjointed and sometimes breaks down because of restricted range of vocabulary.  
     |     • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication. |
| 4–6  | • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.  
     |     • Uses language to produce straightforward ideas, thoughts and opinions, with occasional justification.  
     |     • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.  
     |     • Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication. |
| 7–9  | • Communicates information relevant to the topics and questions, usually with extended sequences of speech.  
     |     • Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions.  
     |     • Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.  
     |     • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 10–12| • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.  
     |     • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.  
     |     • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.  
     |     • Pronunciation and intonation are consistently accurate and intelligible. |
Additional guidance

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

**Intonation**: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

**Inaccuracies** in intonation specifically in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the student is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in tones that lead to impairment in communication:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Interaction and spontaneity (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • Basic exchange in which answers rely on rehearsed language, which is occasionally irrelevant to the question.  
• Short responses, some incomplete, any development depends on examiner prompting.  
• Limited ability to sustain communication, pace is mostly slow and hesitant. |
| 4–6  | • Able to respond spontaneously to some questions, some examples of natural interaction although often stilted.  
• Sometimes able to initiate and develop responses independently but regular prompting needed.  
• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 7–9  | • Responds spontaneously to most questions, interacting naturally for parts of the conversation.  
• Mostly able to initiate and develop the conversation independently, occasional prompting needed.  
• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation. |
| 10–12| • Responds spontaneously and with ease to questions, resulting in natural interaction.  
• Consistently able to initiate and develop the conversation independently.  
• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow. |

**Additional guidance**

**Rephrasing/repair strategies**: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously**: gives a relevant, impromptu response based on what they have heard.

**Rehearsed language**: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | • Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation.  
     | • Occasionally accurate use of structures, occasional success when referring to past, present and future events, much ambiguity.  
     | • Occasional coherent phrases and short sentences; regular instance of errors, which sometimes prevent meaning being conveyed. |
| 2    | • Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures.  
     | • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.  
     | • Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed. |
| 3    | • Manipulates grammatical structures with occasional variation, complex structures used but repetitive.  
     | • Generally accurate grammatical structures, generally successful references to past, present and future events.  
     | • Generally coherent speech although errors occur that occasionally hinder clarity of communication. |
| 4    | • Manipulates a wide variety of grammatical structures, frequent use of complex structures.  
     | • Consistently accurate grammatical structures, consistently successful references to past, present and future events.  
     | • Fully coherent speech; any errors do not hinder the clarity of the communication. |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.
**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example misuse of measure words
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example missing subject, incorrect word order
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
3.6 Advice for examiners during Task A discussion and Tasks B and C conversations

- Do not point at anything (people, objects or interactions) in the picture for Task A.
- Avoid yes/no questions, except as a lead-in to something more challenging. Ensure that questions allow students to achieve their maximum potential, for example by covering a range of timeframes and opinions as appropriate within the prescribed time for the conversation. Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher/examiner should enable students to: (1) answer questions freely, in turn allowing them to produce extended sequences of speech, (2) develop conversations and discussions, (3) give and justify own thoughts and opinions, (4) refer to past, present and future events.
- Never correct a student’s language, however inaccurate, during a test.
- Avoid finishing sentences for students except where it would be in their interest to move on to something else.
- Try to stimulate students to produce their best performance, taking them to their ‘linguistic ceiling’ but being careful not to press on with questions of a certain difficulty if it becomes clear that a student cannot cope at that level.
- Interventions (questions, brief statements, instructions, comments, etc.) should always flexibly develop and build logically on what students have said.
- Students should be encouraged to speak independently and spontaneously and must not be allowed to produce rehearsed speeches – students who repeat pre-learned or memorised material should be encouraged to produce more spontaneous discourse.
Assessment information

Assessment requirements

The Pearson Edexcel International GCSE in Chinese consists of three externally-examined papers.

Students must complete all assessments and these must be taken in the terminal series at the end of the course of study.

All papers will be available for assessment from June 2019.
<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening</td>
<td>The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks. This paper will consist of seven tasks, each based around a single recorded text. Students must <strong>not</strong> bring a dictionary into the examination room.</td>
<td>40 marks</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
<td>The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks. The paper is divided into two sections: reading, and writing and translation. The first section will consist of five tasks, each based around a collection of short texts or a longer, single text. The second section will consist of two writing tasks and a translation task.</td>
<td>80 marks</td>
</tr>
</tbody>
</table>
| Paper 3: Speaking      | The examination is made up of three tasks (A, B and C). The tasks must be conducted in consecutive order. 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. Tasks B and C should not exceed 7 minutes. Excess candidate material will **not** be assessed. | 40 marks                                  |

**Sample assessment materials**

Sample papers and mark schemes can be found in the *Pearson Edexcel International GCSE in Chinese Sample Assessment Materials (SAMs)* document.
### Assessment objectives and weightings

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
<th>% in International GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and respond, in writing, to spoken language</td>
<td>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</td>
<td>Understand and respond, in writing, to written language</td>
<td>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</td>
<td>25</td>
</tr>
</tbody>
</table>

### Relationship of assessment objectives to components/papers

<table>
<thead>
<tr>
<th>Paper</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total for International GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Administration and general information

Entries
Details of how to enter students for the examinations for this qualification can be found in our International Information Manual. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE/International GCSE qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice
Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

• students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
• all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment
Assessment of this qualification will be available in English only. For speaking and writing assessments, all student work must be in Chinese. For the speaking assessment, students have a choice between speaking in Mandarin or Cantonese. For listening and reading, all student work must be in English.

Access arrangements
Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

• access the assessment
• show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.
**Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

**Special consideration**

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

**Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

**Candidate malpractice**

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.
Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.


Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in Chinese will be in August 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

• they must be available to anyone who is capable of reaching the required standard
• they must be free from barriers that restrict access and progression
• equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students will develop the skills they need to progress successfully onto further study at Level 3, for example International A Levels in comparable subjects.
# Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Codes</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>Pearson World Class Qualification design principles</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Transferable skills</td>
<td>47</td>
</tr>
<tr>
<td>4</td>
<td>Glossary</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>Grammar list</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Minimum core vocabulary list</td>
<td>58</td>
</tr>
<tr>
<td>7</td>
<td>Candidate cover sheet (Paper 3: Speaking)</td>
<td>127</td>
</tr>
</tbody>
</table>
## Appendix 1: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to cash-in the entry for a qualification.</td>
<td>International GCSE – 4CN1</td>
</tr>
<tr>
<td>Paper codes</td>
<td>These codes are provided for information.</td>
<td>Paper 1: 4CN1/01</td>
</tr>
<tr>
<td></td>
<td>For Paper 3, entries must be made for either Mandarin or Cantonese.</td>
<td>Paper 2: 4CN1/02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper 3: 4CN1/03M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4CN1/03C</td>
</tr>
</tbody>
</table>
Appendix 2: Pearson World Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.

We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.
Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International GCSE development process

May 2014

“We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

• extensive international comparability of subject content against the highest-performing jurisdictions in the world
• benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
• establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Dean and Managing Director, National Institute of Education International, Singapore

Dr Peter Hill
Former Chief Executive ACARA

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

Professor Janice Kay
Provost, University of Exeter

Jane Beine
Head of Partner Development, John Lewis Partnership

Jason Holt
CEO, Holts Group

All titles correct as at May 2014
Appendix 3: Transferable skills

The need for transferable skills

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.

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 learning.’[1]

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) framework [2] 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.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in the International GCSE in Chinese and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

---

<table>
<thead>
<tr>
<th>Cognitive skills</th>
<th>Creativity</th>
<th>Intellectual openness</th>
<th>Work ethic/conscientiousness</th>
<th>Positive core self-evaluation</th>
<th>Interpersonal skills</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive processes and strategies</td>
<td>• Critical thinking</td>
<td>• Adaptability</td>
<td>• Initiative</td>
<td>• Self-monitoring/self-evaluation/self-reinforcement</td>
<td>• Communication</td>
<td>• Responsibility</td>
</tr>
<tr>
<td></td>
<td>• Problem solving</td>
<td>• Personal and social responsibility</td>
<td>• Self-direction</td>
<td></td>
<td>• Collaboration</td>
<td>• Assertive communication</td>
</tr>
<tr>
<td></td>
<td>• Analysis</td>
<td>• Continuous learning</td>
<td>• Responsibility</td>
<td></td>
<td>• Teamwork</td>
<td>• Self-presentation</td>
</tr>
<tr>
<td></td>
<td>• Reasoning/argumentation</td>
<td></td>
<td>• Perseverance</td>
<td></td>
<td>• Cooperation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interpretation</td>
<td></td>
<td>• Productivity</td>
<td></td>
<td>• Empathy/perspective taking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Decision making</td>
<td></td>
<td>• Self-regulation</td>
<td></td>
<td>• Negotiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adaptive learning</td>
<td></td>
<td>(metacognition, forethought, reflection)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Executive function</td>
<td></td>
<td>• Ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.

Writing continuously, fluently and relevantly to a high standard.

Undertaking a speaking task involving dialogue or undertaking a writing task; or when a student responds to prompts from another student.
## Appendix 4: Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment objectives</td>
<td>The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework/non-examined assessment. Assessment objectives may be assessed individually or in combination.</td>
</tr>
<tr>
<td>External assessment</td>
<td>An examination that is held at the same time and place in a global region.</td>
</tr>
<tr>
<td>Linear</td>
<td>Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.</td>
</tr>
</tbody>
</table>
# Appendix 5: Grammar list

Students are expected to have acquired knowledge and understanding of Chinese grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.  
*The examples in brackets are indicative, not exclusive.*

<table>
<thead>
<tr>
<th>Full/traditional characters</th>
<th>Simplified characters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stative verb</strong></td>
<td><strong>Stative verb</strong></td>
</tr>
<tr>
<td>今天冷。</td>
<td>今天冷。</td>
</tr>
<tr>
<td>我冷。</td>
<td>我冷。</td>
</tr>
<tr>
<td>他不冷。</td>
<td>他不冷。</td>
</tr>
<tr>
<td><strong>Verb to be</strong></td>
<td><strong>Verb to be</strong></td>
</tr>
<tr>
<td>我是中國人。</td>
<td>我是中国人。</td>
</tr>
<tr>
<td>我不是中國人。</td>
<td>我不是中国人。</td>
</tr>
<tr>
<td><strong>Question words</strong></td>
<td><strong>Question words</strong></td>
</tr>
<tr>
<td>他是誰？</td>
<td>他是谁？</td>
</tr>
<tr>
<td>這是什麼？</td>
<td>这是什么？</td>
</tr>
<tr>
<td>他在哪兒？</td>
<td>他在哪儿？</td>
</tr>
<tr>
<td>誰去？</td>
<td>谁去？</td>
</tr>
<tr>
<td>哪個好？</td>
<td>哪个好？</td>
</tr>
<tr>
<td>你為什麼學中文？</td>
<td>你为什么学中文？</td>
</tr>
<tr>
<td>你每天怎麼去學校？</td>
<td>你每天怎么去学校？</td>
</tr>
<tr>
<td>這本書多少錢？</td>
<td>这本书多少钱？</td>
</tr>
<tr>
<td>你什麼時候吃飯？</td>
<td>你什么时候吃饭？</td>
</tr>
<tr>
<td>你會不會說法語？</td>
<td>你会不会说法语？</td>
</tr>
</tbody>
</table>
Subject and object
他喝茶。
他不喝茶。

Adverb
他常常喝茶。
他特别爱吃水果。
我非常喜欢听音乐。

Modal verb
他會說普通話。
我們應該做作業。

Coordinated subjects/topics + dou
小明和小英都喜歡看書。
小明和小英都不喜歡看書。

Indirect questions
他問我去哪兒。

Pivotal construction
他請我喝茶。

Modification of nouns
With and without de
我有一個小電視。
我有一個很小的電視。

Choice type questions
你冷不冷？
你是不是英國人？
你喜不喜歡吃魚？
你冷嗎？
你冷吗？
你是英國人嗎？
你是英国人吗？
你喜歡吃魚嗎？
你喜欢吃鱼吗？

**Measure words**
他三歲。
多少天？十四天。

**Quantifying**
多少人？十個。
幾本書？三本。

**Specifying**
哪個人？那個人。
哪本書？這本書。
每個人都喝茶。

**Number, measurement, currency**
多少錢？
多高？
有幾本書？
他幾歲？

**Prices**
三十塊錢。
三十元。
三十鎊。

**Prices for items (asking)**
蘋果多少錢一斤？
Prices for items (answering)
十块一斤。

Reduplication of measure words (every)
他天天都去看電影。

Use of modal particle le
a) to indicate that limits have been passed
他太高興了。
b) to indicate a new situation or progression
他累了。
我不想打球了。
c) to express an imminent action
北京快到了。
快要下雨了。
d) to express a completed action
中学毕业后，他就上了大学。
e) to express an accomplished fact
他已經到北京了嗎？
早就到了。

Conjunctions
和
雖然……，但是……
要是……，就……
因為……，所以……
也……，也……
除了……以外，……都/也……
一…… 就……
越…… 越……
如果…… 就……
不但…… 而且……

Expression of location
你家在哪兒？
在市中心。

Stative verbs as adverbs
好吃，好看，容易找，
難學等

Coverbs zai, yong, gei, etc.
他在小學教書。
請你用普通話說。
我給他寫信。
我替他做飯。

Extended usage of question words
a) used in indefinite sense
我不買什麼。
不怎麼清楚。

b) used to express inclusiveness and exclusiveness
我什麼都吃。
誰都不認識他。

除了……以外，……都/也……
一…… 就……
越…… 越……
如果…… 就……
不但…… 而且……

Expression of location
你家在哪儿？
在市中心。

Stative verbs as adverbs
好吃，好看，容易找，
难学等

Coverbs zai, yong, gei, etc.
他在小学教书。
请你用普通话说。
我给他写信。
我替他做饭。

Extended usage of question words
a) used in indefinite sense
我不买什么。
不怎么清楚。

b) used to express inclusiveness and exclusiveness
我什么都吃。
谁都不认识他。
Verbs of movement

coming and going
我從家裏來。
他要從法國去德國。

means of travel
從倫敦到北京坐飛機要多少錢?

purpose in coming and going
我去郵局買郵票。
他去朋友家聽音樂。

Time expressions

a) asking the time
幾點 (鐘) ?
你甚麼時候去?

b) word order in time expressions year, month, day: 年月日
time of day, hour: 早上, 點, 分

b) word order in time expressions year, month, day: 年月日
time of day, hour: 早上, 点, 分

c) time expressions placed before verb
火車幾點鐘開?

火車几点钟开?

d) expression of length of time
從你家到學校要幾個小時?

从你家到学校要几个小时?

e) Use of jiù and cǎi with time expressions
他早上七點就來了, 太早了。
我十一點才到, 太晚了。

Verbs of movement

coming and going
我从家里来。
他要从法国去德国。

means of travel
从伦敦到北京坐飞机要多少钱?

purpose in coming and going
我去邮局买邮票。
他去朋友家听音乐。

Time expressions

a) asking the time
几点 (钟) ?
你什么时候去?

b) word order in time expressions 年月日
time of day, hour: 早上, 点, 分

c) time expressions placed before verb
火车几点钟开?

d) expression of length of time
从你家到学校要几个小时?

e) Use of jiù and cǎi with time expressions
他早上七点就来了，太早了。
我十一点才到，太晚了。
### Experiential suffix  **guo**

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>你去過中國嗎?</td>
<td>你去过中国吗?</td>
</tr>
<tr>
<td>我沒去過。</td>
<td>我没去过。</td>
</tr>
</tbody>
</table>

### Comparison

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>上海比南京大。</td>
<td>上海比南京大。</td>
</tr>
<tr>
<td>他的自行車跟我的一樣。</td>
<td>他的自行车跟我的一样。</td>
</tr>
<tr>
<td>他的自行車跟我的一樣好。</td>
<td>他的自行车跟我的一样好。</td>
</tr>
</tbody>
</table>

### Degree of comparison

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>他比他哥哥更高。</td>
<td>他比他哥哥更高。</td>
</tr>
<tr>
<td>他比他哥哥高一點兒。</td>
<td>他比他哥哥高一点儿。</td>
</tr>
<tr>
<td>她比他哥哥高得多。</td>
<td>她比他哥哥高得多。</td>
</tr>
</tbody>
</table>

### Comparison of verb phrases

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>他打球打得比我好。</td>
<td>他打球打得比我好。</td>
</tr>
<tr>
<td>他打球比我打得好。</td>
<td>他打球比我打得好。</td>
</tr>
<tr>
<td>他球打得比我好。</td>
<td>他球打得比我好。</td>
</tr>
</tbody>
</table>

### Verb complements

#### Resultative and potential complements

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>看見</td>
<td>看不见</td>
</tr>
<tr>
<td>看得見</td>
<td>看得见</td>
</tr>
<tr>
<td>買到</td>
<td>買不到</td>
</tr>
<tr>
<td>買得到</td>
<td>买得到</td>
</tr>
</tbody>
</table>

#### Directional complements

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>跑上去</td>
<td>走下来</td>
</tr>
<tr>
<td>站起來</td>
<td>站起来</td>
</tr>
</tbody>
</table>

#### Intensifying complements

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>冷得很</td>
<td>冷极了</td>
</tr>
<tr>
<td>冷得不得了</td>
<td>冷得不得了</td>
</tr>
<tr>
<td>美得很</td>
<td>美极了</td>
</tr>
<tr>
<td>美得不得了</td>
<td>美得不得了</td>
</tr>
</tbody>
</table>
Distance
火車站離這兒多遠？
火車站離這兒很近/遠。

Distance
火車站离这儿多远？
火車站离这儿很近/远。

Ba construction
他把我的自行車騎走了。
我把你的書放在桌子上了。

Ba construction
他把我的自行车骑走了。
我把你的书放在桌子上了。

Adverbial de
他生氣地走了。
她高興地跑過來。

Adverbial de
他生气地走了。
她高兴地跑过来。
Appendix 6: Minimum core vocabulary list

The following vocabulary list is intended to help you plan work in relation to your programmes of study. Assessment tasks targeted at grades 1 to 5 will be based on this vocabulary list, although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. As well as specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months, etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. Many of the vocabulary items included under ‘High Frequency Language’ are covered in the specification (please also see Appendix 5: Grammar list).
Traditional characters

High Frequency Language

Pronouns

我  
you

你  
he, him

他

她

我們

你們

他們，她們

這

他們，她們

那

Countries/nationalities/languages

中國  
China

英國  
United Kingdom

法國  
France

美國  
United States

國家  
country

國籍  
nationality

漢語/普通話  
Modern Standard Chinese/Mandarin

中國話  
Chinese language

法文  
French language

英語  
English language

外語  
foreign language

語言  
language
Numbers

一, 二, 三, 四, 五, 六, 七, 八, 九, 十

1 – 10

(For quantity) two + measure word + noun

百

hundred

千

thousand

多

many, how (+ adjectives)

少

few

幾個

several

Quantities

個

the most common measure word

本

measure word for books

只

measure word for animals

件

an item of (clothing)

張

measure word for table, picture, map, etc.

t(omething narrow and long)

片

measure word denoting 'slice', 'strip'

Colours

顏色

colour

白

white

黑

black

紅

red

黃

yellow

藍

blue

綠

green

金

gold

銀

silver
### Time expressions

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>現在</td>
<td>now</td>
</tr>
<tr>
<td>点</td>
<td>o’clock</td>
</tr>
<tr>
<td>半</td>
<td>half</td>
</tr>
<tr>
<td>時間</td>
<td>time</td>
</tr>
<tr>
<td>月</td>
<td>month</td>
</tr>
<tr>
<td>號/日</td>
<td>date</td>
</tr>
<tr>
<td>昨天</td>
<td>yesterday</td>
</tr>
<tr>
<td>今天</td>
<td>today</td>
</tr>
<tr>
<td>明天</td>
<td>tomorrow</td>
</tr>
<tr>
<td>每天，天天</td>
<td>every day</td>
</tr>
<tr>
<td>去年</td>
<td>last year</td>
</tr>
<tr>
<td>今年</td>
<td>this year</td>
</tr>
<tr>
<td>明年</td>
<td>next year</td>
</tr>
<tr>
<td>早上</td>
<td>morning</td>
</tr>
<tr>
<td>上午</td>
<td>morning, forenoon</td>
</tr>
<tr>
<td>中午</td>
<td>midday</td>
</tr>
<tr>
<td>下午</td>
<td>afternoon</td>
</tr>
<tr>
<td>晚上</td>
<td>evening</td>
</tr>
<tr>
<td>星期</td>
<td>week</td>
</tr>
<tr>
<td>週末</td>
<td>weekend</td>
</tr>
<tr>
<td>上(個)星期</td>
<td>last week</td>
</tr>
<tr>
<td>這個星期</td>
<td>this week</td>
</tr>
<tr>
<td>下(個)星期</td>
<td>next week</td>
</tr>
<tr>
<td>上個月</td>
<td>last month</td>
</tr>
<tr>
<td>這個月</td>
<td>this month</td>
</tr>
<tr>
<td>下個月</td>
<td>next month</td>
</tr>
<tr>
<td>小時/鐘頭</td>
<td>hour</td>
</tr>
<tr>
<td>分，分鐘</td>
<td>minute</td>
</tr>
</tbody>
</table>
從......到...... from... to...
將來 future, in the future
......以前 before...
......以後 after...
......的時候 when, at the time of...
總是 always
有時候 sometimes
常常 often
已經 already
馬上 immediately
很久 (for a) long time

Days of the week
星期一, 二, 三, 四, 五, 六
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
星期日, 星期天 Saturday
Sunday

Months of the year
一, 二, 三, ......十二月 January, February, March... December

Verbs
是 to be
有 to have
在 to be in, at, on
call to call, to be named
說 to say, speak, talk
借 borrow
吃 to eat
喝 to drink
學（習） to learn, to study
打 to play (ball game), make (phone call), to beat
| 上       | (to ascend) to be on board, to begin (a lesson) |
| 下       | (to descend) to have alighted (from a vehicle), to finish (a lesson) |
| 做       | to do, to be/become (occupation) |
| 問       | to ask |
| 懂       | to understand |
| 聽       | to listen/hear |
| 寫       | to write |
| 畫（圖） | to draw/paint (picture) |
| 練習     | Practice/practice |
| 看       | to see, read, watch, look at |
| 見/見面 | to see, to meet |
| 住       | to live |
| 請       | to invite, to ask, please |
| 讓       | to let, to allow, to make |
| 進       | to enter |
| 出       | to go out |
| 坐       | to sit, to travel by |
| 唱       | to sing |
| 踢       | to play (football), kick |
| 跳       | to jump |
| 玩       | to play |
| 買       | to buy |
| 卖       | to sell |
| 穿       | to wear, to put on |
| 用       | to use |
| 來       | to come |
| 去       | to go |
| 回       | to return |
到 to arrive, to get to
試 to try
停 to stop
等 to wait for
放 to put, to set free
給 to give
記 to remember, to write down
忘 to forget
笑 to laugh, smile
洗 to wash
找 to find, to look for
過 to cross (road, bridge, river, etc.), to celebrate
騎（馬/自行車） to ride (a horse, bicycle)
租 to rent
訂 to book, to reserve
開車 to drive a car
開（燈/電視/門 etc.） to open, switch on, turn on
關（燈/電視/門 etc.） to close, to switch off, to turn off
換（錢/車/衣服 etc.） to change (money/car/clothes)
花（時間/錢） to spend (time/money)
送（禮物） to give (present), to deliver, to say goodbye to someone
發（電子郵件） to send (an email)
寄（信） to send (a letter)
接 to answer a phone call, to pick up someone
睡覺 to sleep
告訴 to tell
知道 to know
認識 to know (be familiar with)
希望

to hope

開始

to begin

覺得

to think, to feel

参加

to take part in

參觀

to visit (places)

幫助

to help

回答

to answer, to reply

對……有興趣

to be interested in

愛

to love

喜歡

to like

Modal verbs

會

can, to be able to

想

to plan to, to want

要
>would like to, to want, to need

能

can, be able to, to be allowed to

可以

may, can

應該

should

Adjectives

大

big

小

small

早

early

晚

late

好

good

壞

bad

老/舊

old

新

new

忙

busy

累

tired
快  
fast, quick
慢  
slow
饿  
hungry
饱  
full up with food
渴  
thirsty
髒  
dirty
冷  
cold
熱  
hot
對  
correct, right
错  
incorrect, wrong
遠  
far
近  
near, close
胖, 肥  
fat
瘦  
thin
高  
high, tall
长  
long
短  
short
难  
hard, difficult
容易  
easy
努力  
hardworking
舒服  
comfortable
高興  
pleased, happy, glad
快乐  
happy
開心  
happy
好玩兒  
interesting, amusing, cute
好吃  
delicious
生氣  
angry
安靜  
quiet
漂亮  
beautiful
<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>可愛</td>
<td>lovely, loveable</td>
</tr>
<tr>
<td>健康</td>
<td>healthy, health</td>
</tr>
<tr>
<td>乾淨</td>
<td>clean</td>
</tr>
<tr>
<td>有趣</td>
<td>funny, interesting</td>
</tr>
<tr>
<td>有意思</td>
<td>interesting</td>
</tr>
<tr>
<td>沒意思</td>
<td>boring</td>
</tr>
<tr>
<td>有用</td>
<td>useful</td>
</tr>
<tr>
<td>有錢</td>
<td>rich</td>
</tr>
<tr>
<td>一樣</td>
<td>same</td>
</tr>
</tbody>
</table>

### Adverbs

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>不</td>
<td>not</td>
</tr>
<tr>
<td>沒（有）</td>
<td>not (have)</td>
</tr>
<tr>
<td>很</td>
<td>very</td>
</tr>
<tr>
<td>也</td>
<td>also, too</td>
</tr>
<tr>
<td>都</td>
<td>both, all</td>
</tr>
<tr>
<td>再</td>
<td>again</td>
</tr>
<tr>
<td>还</td>
<td>still, yet, also, furthermore</td>
</tr>
<tr>
<td>更</td>
<td>even more</td>
</tr>
<tr>
<td>當然</td>
<td>certainly/of course</td>
</tr>
</tbody>
</table>

### Question words

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>嗎</td>
<td>a question particle</td>
</tr>
<tr>
<td>呢</td>
<td>a modal particle</td>
</tr>
<tr>
<td>吧</td>
<td>a modal particle</td>
</tr>
<tr>
<td>還是.......?</td>
<td>or...?</td>
</tr>
<tr>
<td>什麼</td>
<td>what</td>
</tr>
<tr>
<td>誰</td>
<td>who</td>
</tr>
<tr>
<td>哪</td>
<td>which</td>
</tr>
<tr>
<td>哪兒</td>
<td>where</td>
</tr>
<tr>
<td>原文</td>
<td>翻译</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>為什麼</td>
<td>why</td>
</tr>
<tr>
<td>什麼時候</td>
<td>when</td>
</tr>
<tr>
<td>幾，多少</td>
<td>how many/how much</td>
</tr>
<tr>
<td>幾點</td>
<td>what time (o’clock)</td>
</tr>
<tr>
<td>怎麼</td>
<td>how?, how to...</td>
</tr>
<tr>
<td>怎麼樣</td>
<td>what is... like?, how is...</td>
</tr>
</tbody>
</table>

**Locations**

<table>
<thead>
<tr>
<th>原文</th>
<th>翻译</th>
</tr>
</thead>
<tbody>
<tr>
<td>這裡，這兒</td>
<td>here</td>
</tr>
<tr>
<td>那裡，那兒</td>
<td>there</td>
</tr>
<tr>
<td>左</td>
<td>left</td>
</tr>
<tr>
<td>右</td>
<td>right</td>
</tr>
<tr>
<td>前（邊）</td>
<td>in front of</td>
</tr>
<tr>
<td>後（邊）</td>
<td>behind</td>
</tr>
<tr>
<td>中間（兒）</td>
<td>middle</td>
</tr>
<tr>
<td>對面</td>
<td>opposite</td>
</tr>
<tr>
<td>附近</td>
<td>nearby</td>
</tr>
<tr>
<td>在……之間</td>
<td>in between...</td>
</tr>
<tr>
<td>離</td>
<td>away from, distant/far from</td>
</tr>
<tr>
<td>往</td>
<td>towards</td>
</tr>
</tbody>
</table>

**Connecting words**

<table>
<thead>
<tr>
<th>原文</th>
<th>翻译</th>
</tr>
</thead>
<tbody>
<tr>
<td>和</td>
<td>and</td>
</tr>
<tr>
<td>然後</td>
<td>then, afterwards</td>
</tr>
<tr>
<td>因為</td>
<td>because</td>
</tr>
<tr>
<td>所以</td>
<td>so, therefore</td>
</tr>
<tr>
<td>雖然</td>
<td>although</td>
</tr>
<tr>
<td>可是/但是</td>
<td>but, however</td>
</tr>
<tr>
<td>一邊（兒）……一邊（兒）......</td>
<td>while... (at the same time)...</td>
</tr>
</tbody>
</table>
比 (comparative) than
越……越…… the more... the more...
越來越…… more and more...
又……又…… not only... but also...

Social conventions
你好 hello
大家好 hello everyone
晚上好 good evening
晚安 good night
再見 goodbye
明天見 see you tomorrow
請問 excuse me
謝謝 thank you
對不起 sorry
沒關係 it doesn’t matter

Useful abbreviations
中學會考 GCSE
高等程度會考 A Levels
CD CD
DVD DVD
MP3 (pronounced as san) MP3
iPad iPad
U盤 USB
### Other high frequency words & expressions

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>的</td>
<td>a structure particle for noun phrases</td>
</tr>
<tr>
<td>地</td>
<td>adverbial marker, used before a verb</td>
</tr>
<tr>
<td>得</td>
<td>complement of degree, used after a verb</td>
</tr>
<tr>
<td>最</td>
<td>the most</td>
</tr>
<tr>
<td>每</td>
<td>every</td>
</tr>
<tr>
<td>第</td>
<td>prefix (for ordinal numbers)</td>
</tr>
<tr>
<td>太太</td>
<td>Mrs</td>
</tr>
<tr>
<td>小姐</td>
<td>Miss</td>
</tr>
<tr>
<td>先生</td>
<td>Mr, Sir</td>
</tr>
<tr>
<td>一点儿</td>
<td>a bit</td>
</tr>
<tr>
<td>些/一些</td>
<td>some</td>
</tr>
<tr>
<td>号码</td>
<td>number</td>
</tr>
<tr>
<td>東西</td>
<td>thing</td>
</tr>
<tr>
<td>事情</td>
<td>matter</td>
</tr>
<tr>
<td>一直走</td>
<td>go straight on</td>
</tr>
<tr>
<td>下一個</td>
<td>the next</td>
</tr>
<tr>
<td>還可以</td>
<td>Okay, alright</td>
</tr>
<tr>
<td>差不多</td>
<td>almost</td>
</tr>
<tr>
<td>不錯</td>
<td>quite good</td>
</tr>
<tr>
<td>非常</td>
<td>extremely</td>
</tr>
<tr>
<td>太......了</td>
<td>too...</td>
</tr>
<tr>
<td>......極了</td>
<td>extremely...</td>
</tr>
<tr>
<td>先......再......</td>
<td>first... then...</td>
</tr>
<tr>
<td>跟/和......一起</td>
<td>together with...</td>
</tr>
<tr>
<td>快要......了</td>
<td>to be about to...</td>
</tr>
<tr>
<td>可能</td>
<td>perhaps, possibly</td>
</tr>
<tr>
<td>正在</td>
<td>to be in the process of</td>
</tr>
</tbody>
</table>
為了...... for, in order to...
我認為 in my opinion
我覺得 I think, I feel, in my opinion
# Topic-related vocabulary

## Topic area A — Home and abroad

### 1 Life in the town and rural life

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>地方</td>
<td>place</td>
</tr>
<tr>
<td>城市</td>
<td>city</td>
</tr>
<tr>
<td>市中心</td>
<td>city centre</td>
</tr>
<tr>
<td>郊區</td>
<td>suburb</td>
</tr>
<tr>
<td>路</td>
<td>road, line/route, bus number</td>
</tr>
<tr>
<td>北京</td>
<td>Beijing</td>
</tr>
<tr>
<td>上海</td>
<td>Shanghai</td>
</tr>
<tr>
<td>廣州</td>
<td>Guangzhou</td>
</tr>
<tr>
<td>香港</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>臺灣</td>
<td>Taiwan</td>
</tr>
<tr>
<td>倫敦</td>
<td>London</td>
</tr>
<tr>
<td>工廠</td>
<td>factory</td>
</tr>
<tr>
<td>橋</td>
<td>bridge</td>
</tr>
<tr>
<td>方便</td>
<td>convenient</td>
</tr>
</tbody>
</table>

### 2 Holidays, tourist information and directions

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>放假</td>
<td>to be on holiday, to have a holiday</td>
</tr>
<tr>
<td>假期</td>
<td>holiday</td>
</tr>
<tr>
<td>旅遊</td>
<td>to travel, tour, tourism</td>
</tr>
<tr>
<td>訂（房, 票）</td>
<td>book (tickets/hotel, etc.)</td>
</tr>
<tr>
<td>飯店/酒店</td>
<td>hotel</td>
</tr>
<tr>
<td>服務員</td>
<td>attendant</td>
</tr>
<tr>
<td>問題</td>
<td>question, problem</td>
</tr>
<tr>
<td>空調</td>
<td>air-conditioning</td>
</tr>
</tbody>
</table>
房間  
廁所/洗手間  
電視（機）  
游泳池  
廣場  
入口  
出口  
地圖  
送  
行李  
照相機  
護照  
紀念品  
明信片  
風景  
禮物  

3 Services (e.g. bank, post office)

銀行  
圖書館  
博物館  
體育館  
醫院  
電影院  
表演  
警察局  
郵局  
郵票  
小吃店  

room  
toilet  
TV, television (set)  
swimming pool  
square  
entrance  
ext  
map  
to see someone off, to give something to someone as a present  
luggage  
camera  
passport  
souvenir  
postcard  
scenery  
present, gift  

bank  
library  
museum  
gym, gymnasium  
hospital  
cinema  
perform, performance  
police station  
post office  
stamp  

snack bar
快餐店
park
動物園
zoo

4 Customs
廟
temple
大教堂
cathedral
教堂
church
禮物
present, gift
生日
birthday
聖誕快樂
happy Christmas
慶祝
to celebrate
復活節
Easter
耶誕節
Christmas
節日
Festival
紅包
red pocket
傳統的
traditional
宗教
religion
習慣
habit

5 Everyday life, traditions and communities
長城
the Great Wall
天安門廣場
Tiananmen Square
熊貓
panda
風箏
kite
筷子
chopsticks
書法
calligraphy
國畫
Chinese painting
毛筆
Chinese brush
春節/中國新年  
Spring Festival/Chinese New Year

端午節/龍舟節  
the Dragon Boat Festival

龍舟  
dragon boat

中秋節  
the Mid-Autumn Festival

舞龍  
dragon dance

舞獅  
lion dance
Topic area B — Education and employment

1 School life and routine

學生

student

小學

primary school

中學

secondary school

大學

university

同學

schoolmate, classmate

學校

school

學期

school term

起床

get up

睡覺

sleep

上學

to go to school (as a student)

上課

to attend class, to go to class

作業

homework

課本

textbook

考試

examination

科目

school subject

數學

maths

科學

science

體育

P.E. (physical education)

歷史

history

地理

geography

音樂

music

美術/藝術

art

戲劇

drama

教室

classroom

禮堂

assembly hall

運動場

sports ground
圖書館
book
書
pen

2 School rules and pressures

書
book
教室
classroom
字典
dictionary
考試
examination
交換
exchange
外語
foreign languages
地理
geography
上學
go to school (as a student)
上課
have a lesson
校長
head teacher
歷史
history
作業
homework
數學
maths
音樂
music
筆
pen
壓力
pressure
小學
primary school
成績
results, marks, achievement
規則
rule
學校
school
學校的一天
school day
學期
school term
校服
school uniform
同學
schoolmate, classmate
3 School trips, events and exchanges

校際交換  school exchange
學校活動  school events/school activities
留學生  student studying abroad
（上課）時間表  timetable
集中/用心  to pay attention
暑假  summer holiday
打算  plan, intention
學校類型  type of school
大學  university
高考  GCE equivalent
中學會考  GCSE equivalent
計畫  plan, to plan
4 Work, careers and volunteering

工作 job
兼職 part-time
工資 salary
校長 headteacher
老師 teacher (title)
廚師 cook, chef
司機 driver
記者 journalist
演員 actor/actress
歌星 singer
經理 manager
科學家 scientist
工程師 engineer
作家 writer, author
商人 businessman
工人 worker
做生意 do business/trade
醫生/大夫 doctor
護士 nurse
訪問/採訪 interview
上班/下班 go to work/ finish work
申請 to apply, application
訓練/培訓 training
兼職 part time
全職 full time
志願者/義工 volunteer
志願服務/義工服務 volunteering
5 Future plans

將來 the future
賺錢 to earn money
工作 work, job
工資 salary, wages
公司 company
休息 break, rest
打算 plan, intention
畢業 graduate
申請 to apply, application
零用錢 pocket money
Topic area C — Personal life and relationships

1 House and home

房子  house
樓  floor/storey, building
花園  garden
廚房  kitchen
飯廳  dining room
臥室  bedroom
客廳  sitting room
沙發  sofa
冰箱  fridge
桌子  table
椅子  chair
衣櫃  wardrobe
書架  bookshelf
燈  light, lamp
門  door
鐘  clock

2 Daily routines and helping at home

貓  cat
鳥  bird
寵物  pet
家務  housework
做飯  to cook, prepare a meal
打掃  clean
3 Role models

演員  actor/actress
廣告  adverts
歌星  singer
偶像  idol
歌  song
有名/著名  famous
足球運動員  footballer
榜樣  role model
報紙  newspaper
雜誌  magazine
明星  celebrities

4 Relationships with family and friends

媽媽  mother
哥哥  elder brother
姐姐  elder sister
弟弟  younger brother
妹妹  younger sister
兄弟姐妹  sibling(s)
男  male
女  female
先生  Mr., husband
太太  Mrs., wife
父母  parents
自己  self, oneself
介紹  introduce
名字  first name, family name
姓名  
full name

年齡  
age

......歲  
...years old

生日  
birthday

年  
year

出生  
birth, to be born

出生日期  
date of birth

地點  
venue, place

朋友  
friend

年輕人  
young people

老年人  
elderly people

頭髮  
hair

眼睛  
eye

眼鏡  
glasses

個子  
height

衣服  
clothes

校服  
school uniform

鞋  
shoe(s)

運動鞋  
trainer(s)

裙子  
skirt

褲子  
trousers

毛衣  
sweater/jumper

手錶  
watch

5 Childhood

童年/小時候  
childhood

兒童/孩子  
child/kid

長大  
to grow up

成人  
grown-up/adult
<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>讲故事</td>
<td>to tell (a story)</td>
</tr>
<tr>
<td>更喜欢</td>
<td>to prefer</td>
</tr>
<tr>
<td>玩具</td>
<td>toy</td>
</tr>
<tr>
<td>年轻人</td>
<td>young person</td>
</tr>
</tbody>
</table>
Topic area D — The modern world

1 Environmental issues

山
河/江
湖
（大）海
土地
花
草
樹
森林
天空
空氣
新鮮
太陽
月亮
地球
污染
紙
保護
環境

mountain, hill
river
lake
sea
land/earth
flower
grass
tree
forest
sky
air
fresh
sun
moon
earth
Pollution
paper
protection
environment

2 Weather and climate

春天
夏天
秋天
冬天
晴天
多雲

spring
summer
autumn
winter
sunny
cloud
風
wind
颳風
being windy
雨
rain
下雨
to rain
雪
snow
霧
fog
太陽
sun
月亮
moon

3 Travel and transport
東
east
南
south
西
west
北
north
歡迎
to welcome
火車
train
汽車
car
公共汽車
public bus
計程車/的士
taxi
校車
school bus
馬
horse
站
a station, a stop, to stand
地鐵
underground
飛機
plane
飛機場
airport
（坐）船
(travel by) boat
自行車，單車
bicycle
走路
on foot, to walk
行人
pedestrian
人行道  
pavement
票  
ticket
免費  
free (of charge)
到（達）  
arrive

4 The media
新聞  
news
節目  
programme
有名  
famous, well known
名人  
celebrities
電臺  
radio station
報紙  
newspaper
雜誌  
magazine
電影  
film
電視劇  
soap
音樂會  
concert
表演  
performance
歌  
song
舞  
dance
廣告  
Advertisement
國際  
international
國內  
domestic
世界  
world
本地  
local
有錢人  
wealthy/rich people
5 Information and communication technology

電話 telephone
手機 mobile
電腦 computer
電腦遊戲 computer game
電子郵件 email
上網 to be online, surf the web
網友 e-pal
網站 website
網頁 webpage
網址 email address
下載 download
詞典 dictionary
電子產品 electronic gadgets
（發）短信 (to send) a text message
平板電腦 iPad
Topic area E — Social activities, fitness and health

1 Special occasions

生日  
祝  
新年好  
耶誕節  
餐廳/飯館  
外賣  
菜單  
點菜  
空閒時間

birthday  
to wish  
Happy New Year  
Christmas  
restaurant  
takeaway  
menu  
to order (from a menu)  
free time

2 Hobbies, interests, sports and exercise

愛好  
興趣  
小說  
散步  
爬山  
（做）運動  
（踢）足球  
網球  
乒乓球  
籃球  
羽毛球  
游泳  
跑步  
滑雪  
看書  
隊

hobby  
interest  
novel  
to take a walk, go for a stroll  
climbing hills or mountains  
(to do) sport, exercise  
(to play) football  
tennis  
table tennis  
basketball  
badminton  
swimming  
running, jogging  
skiing  
read/reading  
team
3 Shopping and money matters

隊員

隊員

運動員

運動員

比賽

比賽

看報

看報 (紙)

隊員

運動員

比賽

看報 (紙)

team member, player

athlete, sportsman/woman

match, competition

to read a newspaper

隊員

運動員

比賽

看報 (紙)

買

買

賣

賣

買東西

買東西

便宜

便宜

貴

貴

錢

錢

錢包

錢包

付錢

付錢

信用卡

信用卡

零花錢/零用錢

零花錢/零用錢

（大）減價

（大）減價

多少錢

多少錢

商店

商店

關門

關門

購物中心

購物中心

超級市場

超級市場

百貨公司

百貨公司

（英）鎊

（英）鎊

元/塊

元/塊

歐元

歐元

號（大號，中號，小號）

號（大號，中號，小號）

buy

sell

shopping

cheap

expensive

money

wallet, purse

to pay

credit card

pocket money

(big) sale, discount, reduction

how much?

shop

close

shopping centre

supermarket

department store

pound sterling

yuan

Euro

size (large, medium, small)
4 Accidents, injuries, common ailments and health issues

身體  body
病  ill
酒  wine, alcohol
吸煙  smoking, to smoke
疼/痛  ache, hurt, pain, sore
發燒  to have a fever
感冒  have a cold, flu
咳嗽  cough
頭  head
牙  teeth, tooth
耳  ear
心  heart
肚子  stomach
手  hand
腳  foot

5 Food and drink

米飯  (cooked/boiled) rice
早飯/早餐  breakfast
午飯/午餐  lunch
晚飯/晚餐  dinner
麵包  bread
面/麵條  noodles
魚  fish
雞  chicken
鴨  duck
蛋  egg(s)
炒  to fry, fried
炒飯/面  fried rice/noodles
烤  roast
肉  meat
豬肉  pork
牛肉  beef
點心  snack
青菜  vegetable
水  water
開水  boiled water
水果  fruit
果汁  fruit juice
牛奶  milk
湯  soup
汽水  fizzy drinks
茶  tea
咖啡  coffee
酒  wine, alcohol
餃子  dumpling
粽子  rice dumpling
月餅  moon cake
### Simplified characters

#### High Frequency Language

**Pronouns**

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>我</td>
<td>I, me</td>
</tr>
<tr>
<td>你</td>
<td>you</td>
</tr>
<tr>
<td>他</td>
<td>he, him</td>
</tr>
<tr>
<td>她</td>
<td>she, her, it</td>
</tr>
<tr>
<td>我们</td>
<td>we, us</td>
</tr>
<tr>
<td>你们</td>
<td>you (plural)</td>
</tr>
<tr>
<td>他们，她们</td>
<td>they, them</td>
</tr>
<tr>
<td>这</td>
<td>this</td>
</tr>
<tr>
<td>那</td>
<td>that</td>
</tr>
</tbody>
</table>

#### Countries/nationalities/languages

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>中国</td>
<td>China</td>
</tr>
<tr>
<td>英国</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>法国</td>
<td>France</td>
</tr>
<tr>
<td>美国</td>
<td>United States</td>
</tr>
<tr>
<td>国家</td>
<td>country</td>
</tr>
<tr>
<td>国籍</td>
<td>nationality</td>
</tr>
<tr>
<td>汉语/普通话</td>
<td>Modern Standard Chinese/Mandarin</td>
</tr>
<tr>
<td>中国话</td>
<td>Chinese language</td>
</tr>
<tr>
<td>法文</td>
<td>French language</td>
</tr>
<tr>
<td>英语</td>
<td>English language</td>
</tr>
<tr>
<td>外语</td>
<td>foreign language</td>
</tr>
<tr>
<td>语言</td>
<td>language</td>
</tr>
</tbody>
</table>
Numbers

一, 二, 三, 四, 五, 六, 七, 八, 九, 十
1 – 10
两 (for quantity) two + measure word + noun
百
hundred
千
thousand
多
many, how (+ adjectives)
少
few
几个
several

Quantities

个
the most common measure word
本
measure word for books
只
measure word for animals
件
an item of (clothing)
张
measure word for table, picture, map, etc.
条
a measure word for fish, rivers, boats, tie etc.
(something narrow and long)
片
measure word denoting ‘slice’, ‘strip’

Colours

颜色
colour
白
white
黑
black
红
red
黄
yellow
蓝
blue
绿
green
金
gold
银
silver
Time expressions

现在  now
点  o’clock
半  half
时间  time
月  month
号/日  date
昨天  yesterday
今天  today
明天  tomorrow
每天，天天  every day
去年  last year
今年  this year
明年  next year
早上  morning
上午  morning, forenoon
中午  midday
下午  afternoon
晚上  evening
星期  week
周末  weekend
上（个）星期  last week
这个星期  this week
下（个）星期  next week
上个月  last month
这个月  this month
下个月  next month
小时/钟头  hour
分，分钟  minute
从......到......
将来
......以前
......以后
......的时候
总是
有时候
常常
已经
马上
很久

from... to...
future, in the future
before...
after...
when, at the time of...
always
sometimes
often
already
immediately
(for a) long time

Days of the week
星期一，二，三，四，五，六
星期日，星期天
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Sunday

Months of the year
一，二，三...... 十二月
January, February, March... December

Verbs
是
有
在
call
说
借
吃
喝
学（习）
打

to be
to have
to be in, at, on
to call, to be named
to say, speak, talk
borrow
to eat
to drink
to learn, to study
to play (ball game), make (phone call), to beat
上 (to ascend) to be on board, to begin (a lesson)
下 (to descend) to have alighted (from a vehicle), to finish (a lesson)
做 to do, to be/become (occupation)
问 to ask
懂 to understand
听 to listen/hear
写 to write
画（图） to draw/paint (picture)
练习 Practice/practice
看 to see, read, watch, look at
见/见面 to see, to meet
住 to live
请 to invite, to ask, please
让 to let, to allow, to make
进 to enter
出 to go out
坐 to sit. to travel by
唱 to sing
踢 to play (football), kick
跳 to jump
玩 to play
买 to buy
卖 to sell
穿 to wear, to put on
用 to use
来 to come
去 to go
回 to return
to arrive, to get to  
to try  
to stop  
to wait for  
to put, to set free  
to give  
to remember, to write down  
to forget  
to laugh, smile  
to wash  
to find, to look for  
to cross (road, bridge, river, etc.), to celebrate  
to ride (a horse, bicycle)  
to rent  
to book, to reserve  
to drive a car  
to open, switch on, turn on  
to close, to switch off, to turn off  
to change (money/car/clothes)  
to spend (time/money)  
to give (present), to deliver, to say goodbye to someone  
to send (an email)  
to send (a letter)  
to answer a phone call, to pick up someone  
to sleep  
to tell  
to know  
to know (be familiar with)
希望 to hope
开始 to begin
觉得 to think, to feel
参加 to take part in
参观 to visit (places)
帮助 to help
回答 to answer, to reply
对……有兴趣 to be interested in...
爱 to love
喜欢 to like

Modal verbs
会 can, to be able to
想 to plan to, to want
要 would like to, to want, to need
能 can, be able to, to be allowed to
可以 may, can
应该 should

Adjectives
大 big
小 small
早 early
晚 late
好 good
坏 bad
老/旧 old
新 new
忙 busy
累 tired
快  
慢  
饿  
饱  
渴  
脏  
冷  
热  
对  
错  
远  
近  
胖，肥  
瘦  
高  
长  
短  
难  
容易  
努力  
舒服  
高兴  
快乐  
开心  
好玩儿  
好吃  
生气  
安静  

fast, quick  
slow  
hungry  
full up with food  
thirsty  
dirty  
cold  
hot  
correct, right  
incorrect, wrong  
far  
near, close  
fat  
thin  
high, tall  
long  
short  
hard, difficult  
easy  
hardworking  
comfortable  
pleased, happy, glad  
happy  
happy  
interesting, amusing, cute  
delicious  
angry  
quiet
漂亮  beautiful  
可爱  lovely, loveable  
健康  healthy, health  
干净  clean  
有趣  funny, interesting  
有意思  interesting  
没意思  boring  
有用  useful  
有钱  rich  
一样  same  

Adverbs  
不  not  
没(有)  not (have)  
很  very  
也  also, too  
都  both, all  
再  again  
还  still, yet, also, furthermore  
更  even more  
当然  certainly/of course  

Question words  
吗  a question particle  
呢  a modal particle  
吧  a modal particle  
还是……?  or...?  
什么  what  
谁  who
哪  which
哪儿  where
为什么  why
什么时候  when
几，多少  how many/how much
几点  what time (o'clock)
怎么  how?, how to...
怎么样  what is... like?, how is...

Locations
这里，这儿  here
那里，那儿  there
左  left
右  right
前（边）  in front of
后（边）  behind
中间（儿）  middle
对面  opposite
附近  nearby
在……之间  in between...
离  away from, distant/far from
往  towards

Connecting words
和  and
然后  then, afterwards
因为  because
所以  so, therefore
虽然  although
可是/但是  but, however
一边（儿）……一边（儿）……

while... (at the same time)...

比

(comparative) than

越……越……

the more... the more...

越来越……

more and more...

又……又……

not only... but also...

Social conventions

你好

hello

大家好

hello everyone

晚上好

good evening

晚安

good night

再见

goodbye

明天见

see you tomorrow

请问

excuse me

谢谢

thank you

对不起

sorry

没关系

it doesn’t matter

Useful abbreviations

中学会考

GCSE

高等程度会考

A Levels

CD

CD

DVD

DVD

MP3 (pronounced as “san”) - MP3

iPad

iPod

U盘

USB
Other high frequency words & expressions

的  
a structure particle for noun phrases

地  
adverbial marker, used before a verb

得  
complement of degree, used after a verb

最  
the most

每  
every

第  
prefix (for ordinal numbers)

太太  
Mrs

小姐  
Miss

先生  
Mr, Sir

一点儿  
a bit

些/一些  
some

号码  
number

东西  
thing

事情  
matter

一直走  
go straight on

下一个  
the next

还可以  
Okay, alright

差不多  
almost

不错  
quite good

非常  
extremely

太……了  
too...

……极了  
extremely...

先……再……  
first... then...

跟/和……一起  
together with...

快要……了  
to be about to...

可能  
perhaps, possibly

正在  
to be in the process of
为了...... for, in order to...
我认为 in my opinion
我觉得 I think, I feel, in my opinion
Topic-related vocabulary

Topic area A — Home and abroad

1  Life in the town and rural life

地方  place
城市  city
市中心  city centre
郊区  suburb
路  road, line/route, bus number
北京  Beijing
上海  Shanghai
广州  Guangzhou
香港  Hong Kong
台湾  Taiwan
伦敦  London
工厂  factory
桥  bridge
方便  convenient

2  Holidays, tourist information and directions

放假  to be on holiday, to have a holiday
假期  holiday
旅游  to travel, tour, tourism
订（房，票）  book (tickets/hotel, etc.)
饭店/酒店  hotel
服务员  attendant
问题  question, problem
空调  air-conditioning
房间  room
厕所/洗手间\hspace{5cm} toilet
电视（机）\hspace{5cm} TV, television (set)
游泳池\hspace{5cm} swimming pool
广场\hspace{5cm} square
入口\hspace{5cm} entrance
出口\hspace{5cm} exit
地图\hspace{5cm} map
送\hspace{5cm} to see someone off, to give something to someone as a present
行李\hspace{5cm} luggage
照相机\hspace{5cm} camera
护照\hspace{5cm} passport
纪念品\hspace{5cm} souvenir
明信片\hspace{5cm} postcard
风景\hspace{5cm} scenery
礼物\hspace{5cm} present, gift

3 Services (e.g. bank, post office)
银行\hspace{5cm} bank
图书馆\hspace{5cm} library
博物馆\hspace{5cm} museum
体育馆\hspace{5cm} gym, gymnasium
医院\hspace{5cm} hospital
电影院\hspace{5cm} cinema
表演\hspace{5cm} perform, performance
警察局\hspace{5cm} police station
邮局\hspace{5cm} post office
邮票\hspace{5cm} stamp
小吃店\hspace{5cm} snack bar
快餐店\hspace{5cm} fast food restaurant
公园  
动物园

4 Customs
庙  
大教堂  
教堂  
礼物  
生日  
圣诞快乐  
庆祝  
复活节  
圣诞节  
节日  
红包  
传统的  
宗教  
习惯

happy Christmas
Easter  
Christmas  
Festival  
red pocket  
traditional  
religion  
habit

5 Everyday life, traditions and communities
长城  
天安门广场  
熊猫  
风筝  
筷子  
书法  
国画  
毛笔  
春节/中国新年  
端午节/龙舟节

the Great Wall  
Tiananmen Square  
panda  
kite  
chopsticks  
calligraphy  
Chinese painting  
Chinese brush  
Spring Festival/Chinese New Year  
the Dragon Boat Festival
龙舟  dragon boat
中秋节  the Mid-Autumn Festival
舞龙  dragon dance
舞狮  lion dance
Topic area B — Education and employment

1 School life and routine

学生 studen
小学 primary school
中学 secondary school
大学 university
同学 schoolmate, classmate
学校 school
学期 school term
起床 get up
睡觉 sleep
上学 to go to school (as a student)
上课 to attend class, to go to class
作业 homework
课本 textbook
考试 examination
科目 school subject
数学 maths
科学 science
体育 P.E. (physical education)
历史 history
地理 geography
音乐 music
美术/艺术 art
戏剧 drama
教室 classroom
礼堂 assembly hall
## 2 School rules and pressures

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>运动场</td>
<td>sports ground</td>
</tr>
<tr>
<td>图书馆</td>
<td>library</td>
</tr>
<tr>
<td>书</td>
<td>book</td>
</tr>
<tr>
<td>笔</td>
<td>pen</td>
</tr>
<tr>
<td>书</td>
<td>book</td>
</tr>
<tr>
<td>教室</td>
<td>classroom</td>
</tr>
<tr>
<td>字典</td>
<td>dictionary</td>
</tr>
<tr>
<td>考试</td>
<td>examination</td>
</tr>
<tr>
<td>交换</td>
<td>exchange</td>
</tr>
<tr>
<td>外语</td>
<td>foreign languages</td>
</tr>
<tr>
<td>地理</td>
<td>geography</td>
</tr>
<tr>
<td>上学</td>
<td>go to school (as a student)</td>
</tr>
<tr>
<td>上课</td>
<td>have a lesson</td>
</tr>
<tr>
<td>校长</td>
<td>head teacher</td>
</tr>
<tr>
<td>历史</td>
<td>history</td>
</tr>
<tr>
<td>作业</td>
<td>homework</td>
</tr>
<tr>
<td>数学</td>
<td>maths</td>
</tr>
<tr>
<td>音乐</td>
<td>music</td>
</tr>
<tr>
<td>笔</td>
<td>pen</td>
</tr>
<tr>
<td>压力</td>
<td>pressure</td>
</tr>
<tr>
<td>小学</td>
<td>primary school</td>
</tr>
<tr>
<td>成绩</td>
<td>results, marks, achievement</td>
</tr>
<tr>
<td>规则</td>
<td>rule</td>
</tr>
<tr>
<td>学校</td>
<td>school</td>
</tr>
<tr>
<td>学校的一天</td>
<td>school day</td>
</tr>
<tr>
<td>学期</td>
<td>school term</td>
</tr>
<tr>
<td>校服</td>
<td>school uniform</td>
</tr>
</tbody>
</table>
### 3 School trips, events and exchanges

校际交换  
学校活动
留学生
（上课）时间表
集中/用心
暑假
打算
学校类型
大学
高考
中学会考
计划

school exchange  
school events/school activities  
student studying abroad  
timetable  
to pay attention  
summer holiday  
plan, intention  
type of school  
university  
GCE equivalent  
GCSE equivalent  
plan, to plan
4 Work, careers and volunteering

- 工作 (job)
- 兼职 (part-time)
- 工资 (salary)
- 校长 (headteacher)
- 老师 (teacher (title))
- 厨师 (cook, chef)
- 司机 (driver)
- 记者 (journalist)
- 演员 (actor/actress)
- 歌星 (singer)
- 经理 (manager)
- 科学家 (scientist)
- 工程师 (engineer)
- 作家 (writer, author)
- 商人 (businessman)
- 工人 (worker)
- 做生意 (do business/trade)
- 医生/大夫 (doctor)
- 护士 (nurse)
- 访问/采访 (interview)
- 上班/下班 (go to work/ finish work)
- 申请 (to apply, application)
- 训练/培训 (training)
- 兼职 (part time)
- 全职 (full time)
- 志愿者/义工 (volunteer)
- 志愿服务/义工服务 (volunteering)
## 5 Future plans

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>将来</td>
<td>the future</td>
</tr>
<tr>
<td>赚钱</td>
<td>to earn money</td>
</tr>
<tr>
<td>工作</td>
<td>work, job</td>
</tr>
<tr>
<td>工资</td>
<td>salary, wages</td>
</tr>
<tr>
<td>公司</td>
<td>company</td>
</tr>
<tr>
<td>休息</td>
<td>break, rest</td>
</tr>
<tr>
<td>打算</td>
<td>plan, intention</td>
</tr>
<tr>
<td>毕业</td>
<td>graduate</td>
</tr>
<tr>
<td>申请</td>
<td>to apply, application</td>
</tr>
<tr>
<td>零用錢</td>
<td>pocket money</td>
</tr>
</tbody>
</table>
Topic area C — Personal life and relationships

1 House and home

房子  house
楼  floor/storey, building
花园  garden
厨房  kitchen
饭厅  dining room
卧室  bedroom
客厅  sitting room
沙发  sofa
冰箱  fridge
桌子  table
椅子  chair
衣柜  wardrobe
书架  bookshelf
灯  light, lamp
门  door
钟  clock

2 Daily routines and helping at home

猫  cat
鸟  bird
宠物  pet
家务  housework
做饭  to cook, prepare a meal
打扫  clean
3 Role models

演员
广告
歌星
偶像
歌
有名/著名
足球运动员
榜样
报纸
杂志
明星

actor/actress
adverts
singer
idol
song
famous
footballer
role model
newspaper
magazine
celebrities

4 Relationships with family and friends

妈妈
哥哥
姐姐
弟弟
妹妹
兄弟姐妹
男
女
先生
太太
父母
自己
介绍
名字
姓名

mother
elder brother
elder sister
younger brother
younger sister
sibling(s)
male
female
Mr., husband
Mrs., wife
parents
self, oneself
introduce
first name, family name
full name
年龄  
......岁  
生日  
年  
出生  
出生日期  
地点  
朋友  
年轻人  
老年人  
头发  
眼睛  
眼镜  
个子  
衣服  
校服  
鞋  
运动鞋  
裙子  
裤子  
毛衣  
手表  

5 Childhood  
童年/小时候  
儿童/孩子  
长大  
成人  
讲故事
更喜欢
to prefer
玩具
toy
年轻人
young person
### Topic area D — The modern world

#### 1 Environmental issues

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>山</td>
<td>mountain, hill</td>
</tr>
<tr>
<td>河/江</td>
<td>river</td>
</tr>
<tr>
<td>湖</td>
<td>lake</td>
</tr>
<tr>
<td>（大）海</td>
<td>sea</td>
</tr>
<tr>
<td>土地</td>
<td>land/earth</td>
</tr>
<tr>
<td>花</td>
<td>flower</td>
</tr>
<tr>
<td>草</td>
<td>grass</td>
</tr>
<tr>
<td>树</td>
<td>tree</td>
</tr>
<tr>
<td>森林</td>
<td>forest</td>
</tr>
<tr>
<td>天空</td>
<td>sky</td>
</tr>
<tr>
<td>空气</td>
<td>air</td>
</tr>
<tr>
<td>新鲜</td>
<td>fresh</td>
</tr>
<tr>
<td>太阳</td>
<td>sun</td>
</tr>
<tr>
<td>月亮</td>
<td>moon</td>
</tr>
<tr>
<td>地球</td>
<td>earth</td>
</tr>
<tr>
<td>污染</td>
<td>Pollution</td>
</tr>
<tr>
<td>纸</td>
<td>paper</td>
</tr>
<tr>
<td>保护</td>
<td>protection</td>
</tr>
<tr>
<td>环境</td>
<td>environment</td>
</tr>
</tbody>
</table>

#### 2 Weather and climate

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>春天</td>
<td>spring</td>
</tr>
<tr>
<td>夏天</td>
<td>summer</td>
</tr>
<tr>
<td>秋天</td>
<td>autumn</td>
</tr>
<tr>
<td>冬天</td>
<td>winter</td>
</tr>
<tr>
<td>晴天</td>
<td>sunny</td>
</tr>
<tr>
<td>多云</td>
<td>cloud</td>
</tr>
</tbody>
</table>
风  wind
刮风  being windy
雨  rain
下雨  to rain
雪  snow
雾  fog
太阳  sun
月亮  moon

3 Travel and transport
东  east
南  south
西  west
北  north
欢迎  to welcome
火车  train
汽车  car
公共汽车  public bus
出租汽车/的士  taxi
校车  school bus
马  horse
站  a station, a stop, to stand
地铁  underground
飞机  plane
飞机场  airport
（坐）船  (travel by) boat
自行车，单车  bicycle
走路  on foot, to walk
4 The media

新闻 news
节目 programme
有名 famous, well known
名人 celebrities
电台 radio station
报纸 newspaper
杂志 magazine
电影 film
电视剧 soap
音乐会 concert
表演 performance
歌 song
舞 dance
广告 Advertisement
国际 international
国内 domestic
世界 world
本地 local
有钱人 wealthy/rich people
### 5 Information and communication technology

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>电话</td>
<td>telephone</td>
</tr>
<tr>
<td>手机</td>
<td>mobile</td>
</tr>
<tr>
<td>电脑</td>
<td>computer</td>
</tr>
<tr>
<td>电脑游戏</td>
<td>computer game</td>
</tr>
<tr>
<td>电子邮件</td>
<td>email</td>
</tr>
<tr>
<td>上网</td>
<td>to be online, surf the web</td>
</tr>
<tr>
<td>网友</td>
<td>e-pal</td>
</tr>
<tr>
<td>网站</td>
<td>website</td>
</tr>
<tr>
<td>网页</td>
<td>webpage</td>
</tr>
<tr>
<td>网址</td>
<td>email address</td>
</tr>
<tr>
<td>下载</td>
<td>download</td>
</tr>
<tr>
<td>词典</td>
<td>dictionary</td>
</tr>
<tr>
<td>电子产品</td>
<td>electronic gadgets</td>
</tr>
<tr>
<td>（发）短信</td>
<td>(to send) a text message</td>
</tr>
<tr>
<td>平板电脑</td>
<td>iPad</td>
</tr>
</tbody>
</table>
Topic area E — Social activities, fitness and health

1 Special occasions

生日  
祝  
新年好  
圣诞节  
餐厅/饭馆  
外卖  
菜单  
点菜  
空闲时间

birthday  
to wish  
Happy New Year  
Christmas  
restaurant  
takeaway  
menu  
to order (from a menu)  
free time

2 Hobbies, interests, sports and exercise

爱好  
兴趣  
小说  
散步  
爬山  
（做）运动  
（踢）足球  
网球  
乒乓球  
篮球  
羽毛球  
游泳  
跑步  
滑雪  
看书  
队

hobby  
interest  
novel  
to take a walk, go for a stroll  
climbing hills or mountains  
(to do) sport, exercise  
(to play) football  
tennis  
table tennis  
basketball  
badminton  
swimming  
running, jogging  
skiing  
read/reading  
team
3 Shopping and money matters

买  
卖
买东西
便宜
贵
钱
钱包
付钱
信用卡
零花钱/零用钱
（大）减价
多少钱
商店
关门
购物中心
超级市场
百货公司
（英）镑
元/块
欧元
号（大号，中号，小号）
4 Accidents, injuries, common ailments and health issues

身体 body
病 ill
酒 wine, alcohol
吸烟 smoking, to smoke
疼/痛 ache, hurt, pain, sore
发烧 to have a fever
感冒 have a cold, flu
咳嗽 cough
头 head
牙 teeth, tooth
耳 ear
心 heart
肚子 stomach
手 hand
脚 foot

5 Food and drink

米饭 (cooked/boiled) rice
早饭/早餐 breakfast
午饭/午餐 lunch
晚饭/晚餐 dinner
面包 bread
面/面条 noodles
鱼 fish
鸡 chicken
duck
蛋 egg(s)
炒 to fry, fried
炒饭面 fried rice/noodles
烤 roast
肉 meat
猪肉 pork
牛肉 beef
点心 snack
青菜 vegetable
水 water
开水 boiled water
水果 fruit
果汁 fruit juice
牛奶 milk
汤 soup
汽水 fizzy drinks
茶 tea
咖啡 coffee
酒 wine, alcohol
饺子 dumpling
粽子 rice dumpling
月饼 moon cake
Appendix 7: Candidate cover sheet  
(Paper 3: Speaking)

To be completed by the teacher/examiner:

<table>
<thead>
<tr>
<th>Centre name:</th>
<th>Centre number:</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name:</td>
<td>Candidate number:</td>
<td>Specification code:</td>
</tr>
<tr>
<td>Date of speaking test:</td>
<td>Name of teacher/examiner conducting test (block capitals):</td>
<td>CD number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic area</th>
<th>Sub-topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task A</td>
<td>□A □B □C □D □E</td>
</tr>
<tr>
<td>Task B, Conversation 1</td>
<td>□A □B □C □D □E</td>
</tr>
<tr>
<td>Task C, Conversation 2</td>
<td>□A □B □C □D □E</td>
</tr>
</tbody>
</table>

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support the professional development and training of centre teachers/examiners and Pearson examiners.

Signed (candidate): ___________________ Date: ______________

Signed (teacher/examiner): ___________________ Date: ______________

To be completed by the Pearson Examiner:

<table>
<thead>
<tr>
<th>Task A</th>
<th>Communication and content</th>
<th>Linguistic knowledge and accuracy</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
</tr>
<tr>
<td>Tasks B and C</td>
<td>Communication and content</td>
<td>Interaction and spontaneity</td>
<td>Linguistic knowledge and accuracy</td>
</tr>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
</tr>
</tbody>
</table>