Pearson Edexcel

INTERNATIONAL GCSE

Chinese (9-1)

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International GCSE in Chinese (4CN1)

First teaching September 2017
First examination June 2019
First certification August 2019
Issue 2

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Summary of Pearson Edexcel International GCSE in Chinese sample assessment materials Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Reference to speaking test preparation time has been removed from the sample assessment materials.	77, 97

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

Introduction	**1**
General marking guidance	**3**
Paper 1 – Listening transcript	**5**
Paper 1 – Listening question paper	**17**
Paper 1 – Listening mark scheme	**29**
Paper 2 – Reading and Writing question paper	**31**
Paper 2 – Reading and Writing mark scheme	**67**
Paper 3 – Speaking exemplar photographs and questions for teachers/examiners (traditional characters)	**77**
Paper 3 – Speaking exemplar photographs and questions for teachers/examiners (simplified characters)	**97**
Paper 3 – Speaking mark scheme	**117**
Paper 3 – Speaking example randomisation grid	**125**

Introduction

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

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 International GCSE (9–1)

Chinese

Paper 1: Listening Transcript

Sample assessment material for first teaching September 2017

Paper Reference
4CN1/01

Do not return the transcript with the question paper.

Turn over ▶

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TRADITIONAL CHARACTER VERSION

Hobbies

Question 1

Example

M1: 我喜歡運動，最喜歡打羽毛球。

Question 1 Part (a)

F1: 我喜歡學中文，每天看中文書。

Question 1 Part (b)

M2: 我喜歡音樂，常常唱歌。

Question 1 Part (c)

F2: 星期六我們去放風箏。

Question 1 Part (d)

M1: 我有乒乓球比賽，所以我要練習。

Places to go

Question 2

M1: 美美，今天星期六，你會去什麼地方？

F1: 我今天很忙。我要先去火車站坐車去市中心，去看一個朋友。

M1: 然後呢？

F1: 然後我要去郵局寄信，最後去銀行。

M1: Martin，你呢？

M2: 今天上午，我和哥哥去運動場打球。下午，我和他一起去電影院。

M1: 婷婷，你今天做什麼？

F2: 今天是我的生日，我和家人去博物館。晚上我們去法國餐廳吃飯。

Friendships

Question 3

F1: 珊珊是我的好朋友，她今年十四歲，去年從中國來英國。珊珊的家有四口人。她的媽媽是一個中文老師，她的爸爸是一個商人，她有一個八歲的妹妹。珊珊的個子不高，有很長的頭髮。她和我一樣，戴眼鏡。珊珊和我是同學，她的數學很好，常常幫助人，大家都很喜歡她。珊珊喜歡動物，她家有一隻貓。

Part-time jobs

Question 4

Example

F1: 我是 Lisa。我很喜歡花，在公園工作眞是太好了。

Question 4 Part (a)

F2: 我是 Anna。我覺得工作時間太長，下班後太累了。

Question 4 Part (b)

F3: 我是 Lily。我的經理很有經驗，常常幫助我。

Question 4 Part (c)

M1: 我是 Mark。我的工作，工資很好，就是太忙了。

Question 4 Part (d)

F4: 我是美美。我要坐一個小時的火車去工作，太遠了。

Question 4 Part (e)

M2: 我是偉東。我在圖書館工作，很容易，但是太安靜了，沒有意思。

Question 4 Part (f)

M3: 我是大山。我在工作中學到了很多，很有用。

My school

Question 5

Example

M1: 我坐公共汽車上學。但是，今天起床晚了，我坐了出租車。

Question 5 Part (a)

M1: 我每天很早去學校，第一節課是八點三十，九點三十下課。

Question 5 Part (b)

M1: 今天學校的餐廳有很多食物，有麵包，炸雞，也有米飯，我吃的是餃子。

Question 5 Part (c)

M1: 我們今天下午有地理課和宗教課。我喜歡地理，因爲老師很有趣。

Question 5 Part (d)

M1: 我的學校不大，圖書館很好，我愛去那裏看書。我們也有一個體育館，但是沒有游泳池。

Question 5 Part (e)

M1: 下課以後學校有很多活動，學生可以運動，也可以學繪畫。今天我們練習踢足球。

Question 5 Part (f)

M1: 學校左邊有一個公園，右邊有一個超級市場，前面是快餐店。

Trips abroad

Question 6

F1: 大明，你去過什麼地方旅遊？

M1: 我去過中國、法國和美國。兩年前，我和家人一起去中國看我的爺爺。爺爺帶我去了長城。我們也去看了熊貓，那是我最喜歡的。我還學會了騎自行車。我不太喜歡北京的天氣，常常有霧霾。

F1: 你什麼時候去法國的？

M1: 去年夏天。我和姐姐一起去的。我去游泳的時候，姐姐總是去商場。天氣很差，要是不下雨，天天出太陽，就更好了。

F1: 你喜歡美國嗎？

M1: 當然喜歡，我和家人都喜歡美國。不過我們上一次去的時候，下大雪，博物館都關門了，所以我和爸爸在房間裡看了兩天電視。

Reading habits

Question 7

M1: 芳芳，你喜歡看報紙嗎？

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

M1: 除了看報紙，你還喜歡做什麼？

F1: 閱讀是我的愛好，我每天都看書。做完作業以後，我會花幾個小時看書。

M1: 那你是不是要買很多書？

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

M1: 現在很多人喜歡上網看書，你呢？

F1: 我也常常上網。網上有很多書，可以下載。我覺得網上的詞典非常有用。

M1: 上網的好處這麼多，那麼有沒有什麼問題？

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

SIMPLIFIED CHARACTER VERSION

Hobbies

Question 1

Example

M1: 我喜欢运动，最喜欢打羽毛球。

Question 1 Part (a)

F1: 我喜欢学中文，每天看中文书。

Question 1 Part (b)

M2: 我喜欢音乐，常常唱歌。

Question 1 Part (c)

F2: 星期六我们去放风筝。

Question 1 Part (d)

M1: 我有乒乓球比赛，所以我要练习。

Places to go

Question 2

M1: 美美，今天星期六，你会去什么地方?

F1: 我今天很忙。我要先去火车站坐车去市中心，去看一个朋友。

M1: 然后呢?

F1: 然后我要去邮局寄信，最后去银行。

M1: Martin ，你呢?

M2: 今天上午，我和哥哥去运动场打球。下午，我和他一起去电影院。

M1: 婷婷，你今天做什么?

F2: 今天是我的生日，我和家人去博物馆。晚上我们去法国餐厅吃饭。

Friendships

Question 3

F1: 珊珊是我的好朋友，她今年十四岁，去年从中国来英国。珊珊的家有四口人。她的妈妈是一个中文老师，她的爸爸是一个商人，她有一个八岁的妹妹。珊珊的个子不高，有很长的头发。她和我一样，戴眼镜。珊珊和我是同学，她的数学很好，常常帮助人，大家都很喜欢她。珊珊喜欢动物，她家有一只猫。

Part-time jobs

Question 4

Example

F1: 我是 Lisa。我很喜欢花，在公园工作真是太好了。

Question 4 Part (a)

F2: 我是 Anna。我觉得工作时间太长，下班后太累了。

Question 4 Part (b)

F3: 我是 Lily。我的经理很有经验，常常帮助我。

Question 4 Part (c)

M1: 我是 Mark。我的工作，工资很好，就是太忙了。

Question 4 Part (d)

F4: 我是美美。我要坐一个小时的火车去工作，太远了。

Question 4 Part (e)

M2: 我是伟东。我在图书馆工作，很容易，但是太安静了，没有意思。

Question 4 Part (f)

M3: 我是大山。我在工作中学到了很多，很有用。

My school

Question 5

Example

M1: 我坐公共汽车上学。但是，今天起床晚了，我坐了出租车。

Question 5 Part (a)

M1: 我每天很早去学校，第一节课是八点三十，九点三十下课。

Question 5 Part (b)

M1: 今天学校的餐厅有很多食物，有面包，炸鸡，也有米饭，我吃的是饺子。

Question 5 Part (c)

M1: 我们今天下午有地理课和宗教课。我喜欢地理，因为老师很有趣。

Question 5 Part (d)

M1: 我的学校不大，图书馆很好，我爱去那里看书。我们也有一个体育馆，但是没有游泳池。

Question 5 Part (e)

M1: 下课以后学校有很多活动，学生可以运动，也可以学绘画。今天我们练习踢足球。

Question 5 Part (f)

M1: 学校左边有一个公园，右边有一个超级市场，前面是快餐店。

Trips abroad

Question 6

F1: 大明，你去过什么地方旅游?

M1: 我去过中国、法国和美国。两年前，我和家人一起去中国看我的爷爷。爷爷带我去了长城。我们也去看了熊猫，那是我最喜欢的。我还学会了骑自行车。我不太喜欢北京的天气，常常有雾霾。

F1: 你什么时候去法国的?

M1: 去年夏天。我和姐姐一起去的。我去游泳的时候，姐姐总是去商场。天气很差，要是不下雨，天天出太阳，就更好了。

F1: 你喜欢美国吗?

M1 当然喜欢，我和家人都喜欢美国。不过我们上一次去的时候，下大雪，博物馆都关门了，所以我和爸爸在房间里看了两天电视。

Reading habits

Question 7

M1: 芳芳，你喜欢看报纸吗?

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

M1: 除了看报纸，你还喜欢做什么?

F1: 阅读是我的爱好，我每天都看书。做完作业以后，我会花几个小时看书。

M1: 那你是不是要买很多书?

F1: 我很少买书，我会去图书馆借书，那里有很多书适合学生看。不过，只能借两个星期，不太方便。还有，图书馆周末不开门，不能借书。

M1: 现在很多人喜欢上网看书，你呢?

F1: 我也常常上网。网上有很多书，可以下载。我觉得网上的词典非常有用。

M1: 上网的好处这么多，那么有没有什么问题?

F1: 上网多了当然有问题。电脑用多了，对眼睛很不好。妈妈说我应该让眼睛休息休息。

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2
International GCSE (9–1)

Centre Number	Candidate Number

Chinese

Paper 1: Listening

Sample assessment material for first teaching September 2017
Time: 30 minutes (plus 5 minutes' reading time)

Paper Reference
4CN1/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the recording starts.
- You will hear each extract twice. You may write at any time during the examination. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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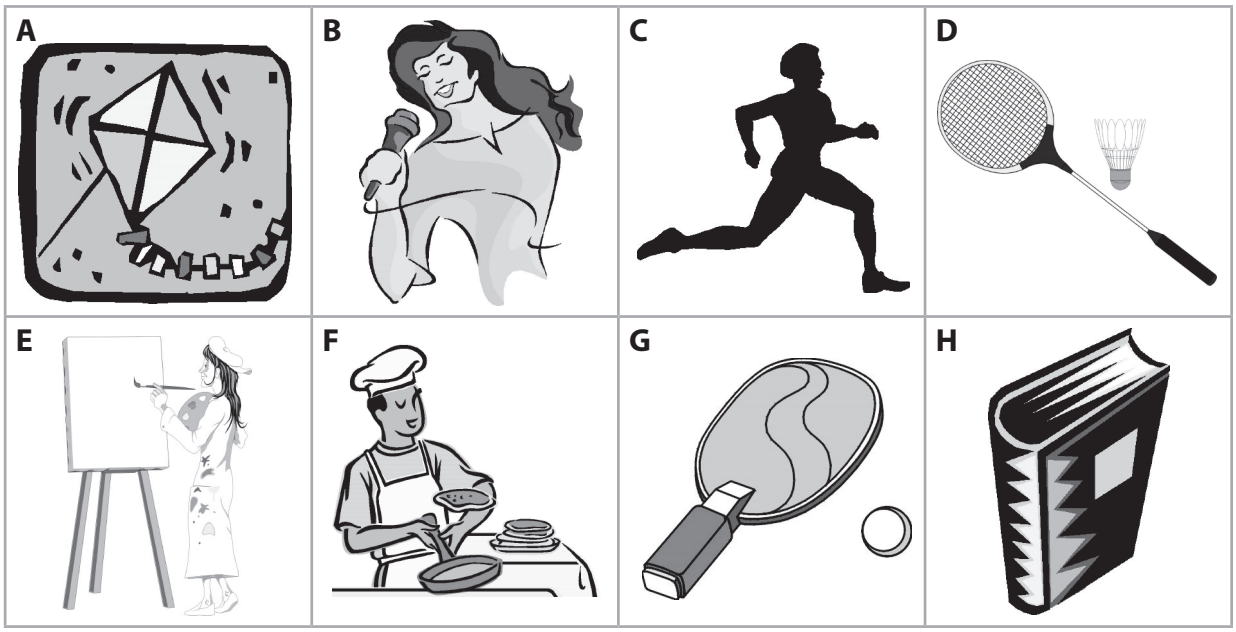
Answer ALL of the questions.

Hobbies

1 What kind of hobbies do they mention? Put a cross ☒ in the **4** correct boxes.



	A	B	C	D	E	F	G	H
Example:	☐	☐	☐	☒	☐	☐	☐	☐
(a)	☐	☐	☐	☐	☐	☐	☐	☐
(b)	☐	☐	☐	☐	☐	☐	☐	☐
(c)	☐	☐	☐	☐	☐	☐	☐	☐
(d)	☐	☐	☐	☐	☐	☐	☐	☐

(Total for Question 1 = 4 marks)

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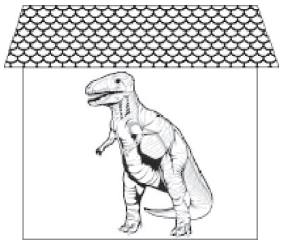
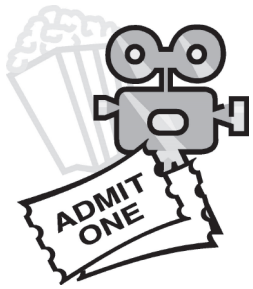
Places to go

2 Where will they go today? Put a cross ☒ in the **6** correct boxes. Caution! Some rows may be left empty. Some rows may have more than one correct answer.

Example	**A**	**B**	**C**
D	**E** 	**F** 	**G**

	Meimei	Martin	Tingting
Example:	☒	☐	☐
A	☐	☐	☐
B	☐	☐	☐
C	☐	☐	☐
D	☐	☐	☐
E	☐	☐	☐
F	☐	☐	☐
G	☐	☐	☐

(Total for Question 2 = 6 marks)

Friendships

3 Peipei is talking about her friend Shanshan. Fill in the spaces **in English** or using numbers.

Example: Age 14 years old.

(a) Where she currently lives: ..... **(1)**

(b) Father's job: ..... **(1)**

(c) Appearance: ..... and ..... **(2)**

(d) Personality: ..... **(1)**

(e) Her pet: ..... **(1)**

(Total for Question 3 = 6 marks)

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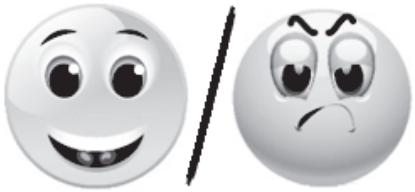
Part-time jobs

4 Is the opinion positive, negative, or both? Put a cross ☒ in **one box only for each person**.

	Positive Opinion	Negative Opinion	Both 
Example: Lisa	☒	☐	☐
(a) Anna	☐	☐	☐
(b) Lily	☐	☐	☐
(c) Mark	☐	☐	☐
(d) Meimei	☐	☐	☐
(e) Weidong	☐	☐	☐
(f) Dashan	☐	☐	☐

(Total for Question 4 = 6 marks)

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My school

5 What does David say about his school? Put a cross ☒ in each of the **6** correct boxes.

Example: Today, David went to school…

☒	**A** by bus.
☒	**B** by train.
☒	**C** on foot.
☒	**D** by taxi.

(1)

(a) His first lesson starts at…

☒	**A** 8:00 a.m.
☒	**B** 8:15 a.m.
☒	**C** 8:30 a.m.
☒	**D** 9:30 a.m.

(1)

(b) Today, he ate…

☒	**A** salad.
☒	**B** bread.
☒	**C** rice.
☒	**D** dumplings.

(1)

(c) The subject that David likes is…

☒	**A** mathematics.
☒	**B** geography.
☒	**C** science.
☒	**D** English.

(1)

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(d) David likes to go to the…

☒	**A** swimming pool.
☒	**B** stadium.
☒	**C** library.
☒	**D** tennis court.

(1)

(e) The afterschool activity that David did today was…

☒	**A** volleyball.
☒	**B** football.
☒	**C** art.
☒	**D** basketball.

(1)

(f) In front of David's school there is a…

☒	**A** fast-food restaurant.
☒	**B** bookshop.
☒	**C** supermarket.
☒	**D** park.

(1)

(Total for Question 5 = 6 marks)

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Trips abroad

6 Daming and Meimei talk about travelling abroad. Choose the correct letter.

A went shopping	**B** beach	**C** rode bicycles	**D** cinema
E cold	**F** park	**G** stayed in	**H** went to a museum
I zoo	**J** Great Wall	**K** hot	**L** cloudy
M rainy			

Example:	Daming's grandfather took him to the…	J
A	Daming's favourite place in China was the…	
B	In France, Daming went to the…	
C	Daming's sister…	
D	The weather in France was…	
E	In the United States, the weather was…	
F	Daming and his father…	

(Total for Question 6 = 6 marks)

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Reading habits

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

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

(Total for Question 7 = 6 marks)

TOTAL FOR PAPER = 40 MARKS

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International GCSE Chinese

Paper 1: Listening mark scheme

Question number	Answer	Mark
1(a)	H	**(1)**
1(b)	B	**(1)**
1(c)	A	**(1)**
1(d)	G	**(1)**

Question number	Answer	Mark
2	Person 1 – B	**(1)**
	Person 1 – G	**(1)**
	Person 2 – D	**(1)**
	Person 2 – F	**(1)**
	Person 3 – C	**(1)**
	Person 3 – E	**(1)**

Question number	Answer	Accept	Reject	Mark
3(a)	the UK	England		**(1)**
3(b)	businessman	merchant		**(1)**
3(c)	Any **two** of the following: • short/not tall (1) • long hair (1) • wears glasses (1)			**(2)**
3(d)	helpful	likes to help people/others	good at maths	**(1)**
3(e)	a cat			**(1)**

Question number	Answer	Mark
4(a)	Negative	**(1)**
4(b)	Positive	**(1)**
4(c)	Both	**(1)**
4(d)	Negative	**(1)**
4(e)	Both	**(1)**
4(f)	Positive	**(1)**

Question number	Answer	Mark
5(a)	C	**(1)**
5(b)	D	**(1)**
5(c)	B	**(1)**
5(d)	C	**(1)**
5(e)	B	**(1)**
5(f)	A	**(1)**

Question number	Answer	Mark
6(a)	I	**(1)**
6(b)	B	**(1)**
6(c)	A	**(1)**
6(d)	M	**(1)**
6(e)	E	**(1)**
6(f)	G	**(1)**

Question number	Answer	Accept	Reject	Mark
7(a)	suitable for students			**(1)**
7(b)	can borrow for only two weeks (1)	two weeks' borrowing (1)	inconvenient	**(1)**
7(c)	cannot borrow books at the weekends (1) 7(b) and (c) are interchangeable	library closed at the weekends (1)	cannot borrow books	**(1)**
7(d)	(many) books can be downloaded (1)	lots of books are available online (1)		**(1)**
7(e)	online dictionaries are useful (1) 7(d) and (e) are interchangeable	can use online dictionaries (1)		**(1)**
7(f)	(using computers for a long time is) bad for your eyes	make your eyes tired	mum/mother does not allow it	**(1)**

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2
International GCSE (9–1)

Centre Number | | | | | |

Candidate Number | | | | |

Chinese

Paper 2: Reading and Writing

Sample assessment material for first teaching
September 2017
Time: 1 hour 45 minutes

Paper Reference
4CN1/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- On page 2 indicate which set of texts you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Answer **ALL** questions.
- Questions in Section A are set in English.
- Questions in Section B are set in English and Chinese.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- It is advised that you spend approximately 52 minutes on Section A and approximately 52 minutes on Section B.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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S 5 7 7 7 1 A 0 1 3 6

Pearson

Use of Chinese characters

All questions and texts are printed twice, once in English and traditional/full characters, and once in English and simplified characters.

Questions and texts in English and traditional/full characters begin on page 33.
Questions and texts in English and simplified characters begin on page 49.

You may work from whichever version you wish. Please indicate which set of questions and texts you intend to work from by putting a cross in one of the boxes below.

You must answer questions only in the section that you indicate here.

TRADITIONAL/FULL 繁體字	☒
SIMPLIFIED 简体字	☒

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

繁體字

TRADITIONAL/FULL CHARACTER VERSION

(Simplified character version begins on page 49.)

TRADITIONAL/FULL CHARACTERS

SECTION A

Answer ALL of the questions.

A day at home

1 Put a cross ☒ in the correct box.

笑笑：你好！

我今天發燒，爸爸帶我去看病。醫生說我應該好好休息，多喝水，多吃水果和青菜。媽媽叫我不要去上學，所以我不能參加今天下午的音樂會表演了，但是我會在電視上看你們的演出。請你幫我告訴老師，好嗎？

如果有作業，請發郵件給我，我在家可以上網。

明明

Example: This e-mail was written to…

☒	**A** Xiaoxiao.
☒	**B** Xiaoxiao's mother.
☒	**C** Mingming.
☒	**D** Mingming's teacher.

(a) Mingming…

☒	**A** does not want to go to school.
☒	**B** has to go to a concert.
☒	**C** is ill today.
☒	**D** is on holiday.

(1)

(b) The person who suggested Mingming should not go to school was…

☒	**A** Mingming's father.
☒	**B** Mingming's mother.
☒	**C** a doctor.
☒	**D** Mingming's teacher.

(1)

DO NOT WRITE IN THIS AREA
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DO NOT WRITE IN THIS AREA

(c) The activity Mingming cannot take part in is…

☒	**A** a football match.
☒	**B** school singing club.
☒	**C** a dance competition.
☒	**D** a music performance.

(1)

(d) This afternoon, Mingming plans to…

☒	**A** chat with friends online.
☒	**B** watch television.
☒	**C** read at home.
☒	**D** do housework.

(1)

(e) The purpose of Mingming's email is to…

☒	**A** ask Xiaoxiao to pass on news.
☒	**B** invite Xiaoxiao over to his house to watch TV.
☒	**C** give Xiaoxiao some homework.
☒	**D** ask Xiaoxiao to write a letter.

(1)

(f) Mingming would like to find out about today's homework by…

☒	**A** email.
☒	**B** text.
☒	**C** phone.
☒	**D** checking the school website.

(1)

(Total for Question 1 = 6 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

Cultural visits

2 Read the following text about David's trip to China. Put the correct letter in each box.

Chinese summer camp

(Source: © Xinhua/Alamy Stock Photo)

去年，大衛和一些英國中學生去了北京兩個星期，參加中國文化夏令營。

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

星期六休息，跟中國朋友學做菜。星期天和老師去市場買東西，很開心。

大衛覺得這個夏令營非常有意思。

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

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

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

(Total for Question 2 = 6 marks)

TRADITIONAL/FULL CHARACTERS

Hobbies and interests

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

My favourite sports

Xiaoming

我從小個子高，跑得快，七歲時就開始學打籃球了。現在我是學校籃球隊的隊長，我們每年參加很多比賽。

Fangfang

我是游泳運動員，小學時，我開始學游泳，游得很快。但是我對太極拳最感興趣，因爲太極拳對健康好，打起來也很漂亮。

Matthew

我自己不愛做運動，但愛看羽毛球比賽，我覺得中國隊的比賽很好看。我的好朋友是羽毛球運動員。

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

		1 Xiaoming	2 Fangfang	3 Matthew
Example:	… is tall.	☒	☐	☐
A	… took up sport at a young age.	☐	☐	☐
B	… has little interest in playing sports.	☐	☐	☐
C	… takes part in many competitions.	☐	☐	☐
D	… enjoys watching sport.	☐	☐	☐
E	… likes sports with pleasant movements.	☐	☐	☐
F	… runs fast.	☐	☐	☐
G	… has a friend who plays badminton.	☐	☐	☐

(Total for Question 3 = 8 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

My new friend

4 Read the text about my new friend Lili.

《陶奇的暑期日記》 by Bing Xin

麗麗半年前從北方來廣州，因爲她的爸爸在這兒當老師。現在麗麗是我最好的朋友。

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

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

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

Example: My best friend's name: Lili

(a) The time Lili came to Guangzhou: ..... **(1)**

(b) The reason Lili came to Guangzhou: ..... **(1)**

(c) How Lili went to school: ..... **(1)**

(d) What we did on rainy days: ..... **(1)**

(e) Why my mother was happy: .... **(2)**

(f) The weather in North China in winter: ..... **(1)**

(g) An activity people do in Guangzhou: ..... **(1)**

(h) Lili's favourite season: ..... **(1)**

(i) My reason for going to North China: ..... **(1)**

(Total for Question 4 = 10 marks)

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TRADITIONAL/FULL CHARACTERS

5 Answer the questions **in English** based on the text. You do not need to write in full sentences.

Billy's life in China

(Source: © Lou Linwei/Alamy Stock Photo)

比利是法國人，從小就喜歡中國，希望有一天能去中國學功夫。

十八歲生日的時候，奶奶送的禮物是一張去上海的機票。

剛到中國時，比利聽不懂漢語，很想家。後來，他在咖啡廳認識了兩個服務員。他們都是外語學院的學生。於是，他們教比利中文，週末還一起去周圍的地方旅遊。

比利發現，中國人白天忙工作，到了晚上要做的事情也很多。年青人約朋友一起吃飯、唱歌；老年人愛去跳廣場舞，商店和餐館都開到很晚。比利每天都拍照片，然後放在網上，他的奶奶特別感興趣，天天看。現在她也想學中文，還想到中國去。

(a) Why did Billy want to go to China?

(1)

.....

(b) What was his 18th birthday present?

(1)

.....

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DO NOT WRITE IN THIS AREA
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TRADITIONAL/FULL CHARACTERS

(c) What job do his Chinese friends have?

(1)

.....

(d) What does Billy do with his friends at the weekend?

(1)

.....

(e) What do young Chinese people do in the evenings? Give **two** details.

(2)

1 .....

.....

2 .....

.....

(f) What do elderly Chinese people do in the evenings?

(1)

.....

(g) How can Billy's family find out about his life in China?

(1)

.....

(h) What would Billy's grandmother like to do? Give **two** details.

(2)

1 .....

.....

2 .....

.....

(Total for Question 5 = 10 marks)

TOTAL FOR SECTION A = 40 MARKS

TRADITIONAL/FULL CHARACTERS

SECTION B

Answer ALL of the questions.

My friend

6

他/她是……

Who he/she is…

他/她有……

He/She has…

愛好

Hobby/Hobbies

認識

We met…

用 60 – 75 個**中文字**介紹你的一個朋友。你**必須**用上面格子裏所有的漢字。

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

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TRADITIONAL/FULL CHARACTERS

(Total for Question 6 = 10 marks)

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DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

7 從下列三個題目中，選擇**一題**。用**中文**寫一篇 125 – 150 字的文章。

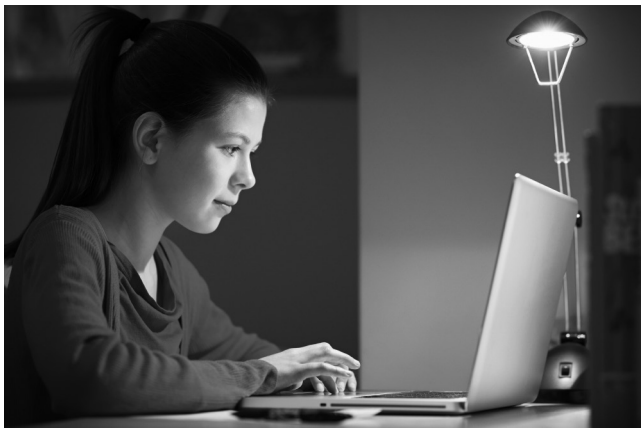
Choose **one** of the following tasks and write approximately 125 to 150 characters **in Chinese**.

(a) 寫一封電子郵件給你的筆友，說說你住的地方。你必須包括以下幾點：

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

- 你覺得你的房子怎麼樣
  What you think about your house or apartment
- 你住了多久了
  How long you have lived there
- 說說你住的地方
  Your opinion on the local area
- 下個假期你會在你家附近做什麼
  What you plan to do in the local area during your next holidays

(20)



(Source: © Cultura Creative (RF)/Alamy Stock Photo)

(b) 寫一篇博客，說說你對上網的看法。你必須包括以下幾點：

Write a blog about your use of the internet. You **MUST** include the following points:

- 學生每天應該上網多長時間
  How long students should spend on the internet
- 上個星期你在網上做了什麼
  What you did on the internet last week
- 你覺得網絡怎麼幫助你學習
  How the internet helps with your study
- 如果不能上網，你會做些什麼
  What you would do if there was no internet

(20)

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TRADITIONAL/FULL CHARACTERS

(c) 給報紙寫一篇文章，說說學校的課外活動。你必須包括以下幾點：

Write an article for a newspaper about extracurricular activities at school. You **MUST** include the following points:

- 介紹你的學校
  An introduction of your school
- 你最近參加的體育比賽
  A sports event you participated in recently
- 你們學校的課外活動怎麼樣
  Your opinion on the extracurricular activities in your school
- 你想參加什麼新的課外活動
  An extracurricular activity you would like to take up

(20)

Indicate with a cross ☒ the question that you have selected.

☒ **Question 7(a)** ☒ **Question 7(b)** ☒ **Question 7(c)**

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TRADITIONAL/FULL CHARACTERS

(Total for Question 7 = 20 marks)

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TRADITIONAL/FULL CHARACTERS

Free time

8 Translate the following sentences into **Chinese**.

(a) My younger brother loves sport.

(2)

(b) We both like playing football.

(2)

(c) We played in the park yesterday.

(3)

(d) Today I should study because I have an exam.

(3)

(Total for Question 8 = 10 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 80 MARKS

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简体字

SIMPLIFIED CHARACTER VERSION

(Traditional/full character version begins on page 33.)

SIMPLIFIED CHARACTERS

SECTION A

Answer ALL of the questions.

A day at home

1 Put a cross ☒ in the correct box.

笑笑：你好！

我今天发烧，爸爸带我去看病。医生说我应该好好休息，多喝水，多吃水果和青菜。妈妈叫我不要去上学，所以我不能参加今天下午的音乐会表演了，但是我会在电视上看你们的演出。请你帮我告诉老师，好吗？

如果有作业，请发邮件给我，我在家可以上网。

明明

Example: This e-mail was written to…

☒	**A** Xiaoxiao.
☐	**B** Xiaoxiao's mother.
☐	**C** Mingming.
☐	**D** Mingming's teacher.

(a) Mingming…

☐	**A** does not want to go to school.
☐	**B** has to go to a concert.
☐	**C** is ill today.
☐	**D** is on holiday.

(1)

(b) The person who suggested Mingming should not go to school was…

☐	**A** Mingming's father.
☐	**B** Mingming's mother.
☐	**C** a doctor.
☐	**D** Mingming's teacher.

(1)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

(c) The activity Mingming cannot take part in is…

☒	**A** a football match.
☒	**B** school singing club.
☒	**C** a dance competition.
☒	**D** a music performance.

(1)

(d) This afternoon, Mingming plans to…

☒	**A** chat with friends online.
☒	**B** watch television.
☒	**C** read at home.
☒	**D** do housework.

(1)

(e) The purpose of Mingming's email is to…

☒	**A** ask Xiaoxiao to pass on news.
☒	**B** invite Xiaoxiao over to his house to watch TV.
☒	**C** give Xiaoxiao some homework.
☒	**D** ask Xiaoxiao to write a letter.

(1)

(f) Mingming would like to find out about today's homework by…

☒	**A** email.
☒	**B** text.
☒	**C** phone.
☒	**D** checking the school website.

(1)

(Total for Question 1 = 6 marks)

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SIMPLIFIED CHARACTERS

Cultural visits

2 Read the following text about David's trip to China. Put the correct letter in each box.

Chinese summer camp

(Source: © Xinhua/Alamy Stock Photo)

去年，大卫和一些英国中学生去了北京两个星期，参加中国文化夏令营。

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

星期六休息，跟中国朋友学做菜。星期天和老师去市场买东西，很开心。

大卫觉得这个夏令营非常有意思。

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DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

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

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

(Total for Question 2 = 6 marks)

SIMPLIFIED CHARACTERS

Hobbies and interests

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

My favourite sports

Xiaoming

我从小个子高，跑得快，七岁时就开始学打篮球了。现在我是学校篮球队的队长，我们每年参加很多比赛。

Fangfang

我是游泳运动员，小学时，我开始学游泳，游得很快。但是我对太极拳最感兴趣，因为太极拳对健康好，打起来也很漂亮。

Matthew

我自己不爱做运动，但爱看羽毛球比赛，我觉得中国队的比赛很好看。我的好朋友是羽毛球运动员。

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

		1 Xiaoming	2 Fangfang	3 Matthew
Example:	… is tall.	☒	☐	☐
A	… took up sport at a young age.	☐	☐	☐
B	… has little interest in playing sports.	☐	☐	☐
C	… takes part in many competitions.	☐	☐	☐
D	… enjoys watching sport.	☐	☐	☐
E	… likes sports with pleasant movements.	☐	☐	☐
F	… runs fast.	☐	☐	☐
G	… has a friend who plays badminton.	☐	☐	☐

(Total for Question 3 = 8 marks)

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DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

My new friend

4 Read the text about my new friend Lili.

《陶奇的暑期日记》 by Bing Xin

丽丽半年前从北方来广州，因为她的爸爸在这儿当老师。现在丽丽是我最好的朋友。

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

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

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

Example: My best friend's name: Lili

(a) The time Lili came to Guangzhou: ..... **(1)**

(b) The reason Lili came to Guangzhou: ..... **(1)**

(c) How Lili went to school: ..... **(1)**

(d) What we did on rainy days: ..... **(1)**

(e) Why my mother was happy: .... **(2)**

(f) The weather in North China in winter: ..... **(1)**

(g) An activity people do in Guangzhou: ..... **(1)**

(h) Lili's favourite season: ..... **(1)**

(i) My reason for going to North China: ..... **(1)**

(Total for Question 4 = 10 marks)

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5 Answer the questions **in English** based on the text. You do not need to write in full sentences.

Billy's life in China

(Source: © Lou Linwei/Alamy Stock Photo)

比利是法国人，从小就喜欢中国，希望有一天能去中国学功夫。

十八岁生日的时候，奶奶送的礼物是一张去上海的机票。

刚到中国时，比利听不懂汉语，很想家。后来，他在咖啡厅认识了两个服务员。他们都是外语学院的学生。于是，他们教比利中文，周末还一起去周围的地方旅游。

比利发现，中国人白天忙工作，到了晚上要做的事情也很多。年青人约朋友一起吃饭、唱歌；老年人爱去跳广场舞，商店和餐馆都开到很晚。比利每天都拍照片，然后放在网上，他的奶奶特别感兴趣，天天看。现在她也想学中文，还想到中国去。

(a) Why did Billy want to go to China?

(1)

.....

(b) What was his 18th birthday present?

(1)

.....

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DO NOT WRITE IN THIS AREA

(c) What job do his Chinese friends have?

(1)

.....

(d) What does Billy do with his friends at the weekend?

(1)

.....

(e) What do young Chinese people do in the evenings? Give **two** details.

(2)

1 .....

.....

2 .....

.....

(f) What do elderly Chinese people do in the evenings?

(1)

.....

(g) How can Billy's family find out about his life in China?

(1)

.....

(h) What would Billy's grandmother like to do? Give **two** details.

(2)

1 .....

.....

2 .....

.....

(Total for Question 5 = 10 marks)

TOTAL FOR SECTION A = 40 MARKS

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SIMPLIFIED CHARACTERS

SECTION B

Answer ALL of the questions.

My friend

6

他/她是……

Who he/she is…

他/她有……

He/She has…

爱好

Hobby/Hobbies

认识

We met…

用 60 – 75 个**中文字**介绍你的一个朋友。你**必须**用上面格子里所有的汉字。

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

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SIMPLIFIED CHARACTERS

(Total for Question 6 = 10 marks)

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DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

7 从下列三个题目中，选择**一题**。用**中文**写一篇 125 – 150 字的文章。

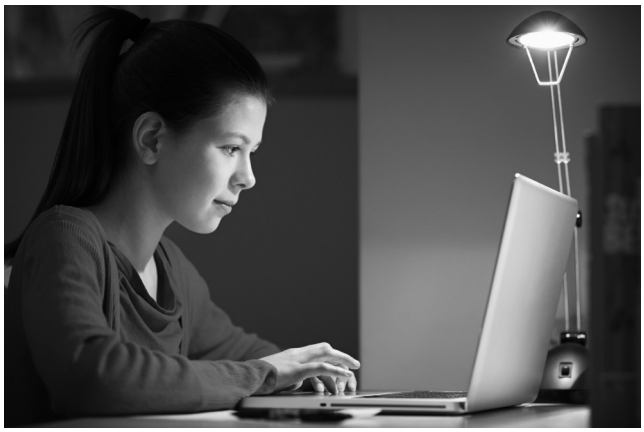
Choose **one** of the following tasks and write approximately 125 to 150 characters **in Chinese**.

(a) 写一封电子邮件给你的笔友，说说你住的地方。你**必须**包括以下几点：

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

- 你觉得你的房子怎么样
  What you think about your house or apartment
- 你住了多久了
  How long you have lived there
- 说说你住的地方
  Your opinion on the local area
- 下个假期你会在你家附近做什么
  What you plan to do in the local area during your next holidays

(20)



(Source: © Cultura Creative (RF)/Alamy Stock Photo)

(b) 写一篇博客，说说你对上网的看法。你**必须**包括以下几点：

Write a blog about your use of the internet. You **MUST** include the following points:

- 学生每天应该上网多长时间
  How long students should spend on the internet
- 上个星期你在网上做了什么
  What you did on the internet last week
- 你觉得网络怎么帮助你学习
  How the internet helps with your study
- 如果不能上网，你会做些什么
  What you would do if there was no internet

(20)

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DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

SIMPLIFIED CHARACTERS

(c) 给报纸写一篇文章，说说学校的课外活动。你**必须**包括以下几点：

Write an article for a newspaper about extracurricular activities at school. You **MUST** include the following points:

- 介绍你的学校
  An introduction of your school
- 你最近参加的体育比赛
  A sports event you participated in recently
- 你们学校的课外活动怎么样
  Your opinion on the extracurricular activities in your school
- 你想参加什么新的课外活动
  An extracurricular activity you would like to take up

(20)

Indicate with a cross ☒ the question that you have selected.

☒ **Question 7(a)** ☒ **Question 7(b)** ☒ **Question 7(c)**

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SIMPLIFIED CHARACTERS

(Total for Question 7 = 20 marks)

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SIMPLIFIED CHARACTERS

Free time

8 Translate the following sentences into **Chinese**.

(a) My younger brother loves sport.

(2)

(b) We both like playing football.

(2)

(c) We played in the park yesterday.

(3)

(d) Today I should study because I have an exam.

(3)

(Total for Question 8 = 10 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 80 MARKS

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International GCSE Chinese

Paper 2: Reading and Writing mark scheme

Section A

Question number	Answer	Mark
1(a)	C	**(1)**
1(b)	B	**(1)**
1(c)	D	**(1)**
1(d)	B	**(1)**
1(e)	A	**(1)**
1(f)	A	**(1)**

Question number	Answer	Mark
2(a)	D	**(1)**
2(b)	G	**(1)**
2(c)	J	**(1)**
2(d)	E	**(1)**
2(e)	K	**(1)**
2(f)	I	**(1)**

Question number	Answer	Mark
3	1A	**(1)**
	1C	**(1)**
	1F	**(1)**
	2A	**(1)**
	2E	**(1)**
	3B	**(1)**
	3D	**(1)**
	3G	**(1)**

Question number	Answer	Accept	Reject	Mark
4(a)	half a year ago/six months ago			**(1)**
4(b)	her dad/father worked there as a teacher	her dad/father taught there		**(1)**
4(c)	on foot/walked			**(1)**
4(d)	left home earlier	left home early		**(1)**
4(e)	won't be late for school (1) healthy (1)	good for your health (1)		**(2)**
4(f)	snowy	snowing		**(1)**
4(g)	swim/swimming			**(1)**
4(h)	winter	Guangzhou's winter	Guangzhou	**(1)**
4(i)	experience life there			**(1)**

Question number	Answer	Accept	Reject	Mark
5(a)	because he hoped to learn martial arts/kung fu	because he was interested in martial arts/kung fu (1) because he liked martial arts/kung fu from a young age (1)		**(1)**
5(b)	a flight ticket to Shanghai	a flight ticket to China/a flight ticket	a ticket	**(1)**
5(c)	waiters			**(1)**
5(d)	travel (in the surrounding area)			**(1)**
5(e)	eat (out) with friends (1) sing (with friends) (1)	have meals with friends (1) do/sing karaoke (1)		**(2)**
5(f)	(square) dance		eat out/go shopping	**(1)**
5(g)	look at (his) photos online	look on the internet		**(1)**
5(h)	learn Chinese (1) go to China (1)			**(2)**

Section B

<table>
<tr><th>Question number</th><th colspan="2">Communication and content</th></tr>
<tr><td>6</td><td colspan="2">Traditional character version

The candidate should have used the following terms in Chinese:
• 他/她是……
• 他/她有……
• 愛好
• 認識

Simplified character version

The candidate should have used the following terms in Chinese:
• 他/她是……
• 他/她有……
• 爱好
• 认识

Maximum of Level 4 if one bullet is missing.
Maximum of Level 3 if two bullets are missing.
Maximum of Level 2 if three bullets are missing.
Candidate scores 0 if no bullets have been addressed.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>Level 1</td><td>1</td><td>• Isolated examples of relevant information.
• Only isolated words and phrases are communicated, as appropriate to the task.
• Only isolated items are comprehensible.</td></tr>
<tr><td>Level 2</td><td>2</td><td>• 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.</td></tr>
<tr><td>Level 3</td><td>3</td><td>• 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.</td></tr>
</table>

Level	Mark	Descriptor
Level 4	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.
Level 5	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.

Question number	Linguistic knowledge and accuracy	
6	Candidate scores 0 if no bullets have been addressed.	
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1	• Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language.
Level 2	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.
Level 3	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.
Level 4	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.
Level 5	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 number	Communication and content
	Traditional character version
7(a)	The candidate should have referred to the following bullet points: • 你覺得你的房子怎麼樣 What you think about your house or apartment • 你住了多久了 How long you have lived there • 說說你住的地方 Your opinion on the local area • 下個假期你會在你家附近做什麼 What you plan to do in the local area during your next holidays
(b)	The candidate should have referred to the following bullet points: • 學生每天應該上網多長時間 How long students should spend on the internet • 上個星期你在網上做了什麼 What you did on the internet last week • 你覺得網絡怎麼幫助你學習 How the internet helps with your study • 如果不能上網，你會做些什麼 What you would do if there was no internet
(c)	The candidate should have referred to the following bullet points: • 介紹你的學校 An introduction of your school • 你最近參加的體育比賽 A sports event you participated in recently • 你們學校的課外活動怎麼樣 Your opinion on the extracurricular activities in your school • 你想參加什麼新的課外活動 An extracurricular activity you would like to take up
	Simplified character version
7(a)	The candidate should have referred to the following bullet points: • 你觉得你的房子怎么样 What you think about your house or apartment • 你住了多久了 How long you have lived there • 说说你住的地方 Your opinion on the local area • 下个假期你会在你家附近做什么 What you plan to do in the local area during your next holidays
(b)	The candidate should have referred to the following bullet points: • 学生每天应该上网多长时间 How long students should spend on the internet • 上个星期你在网上做了什么 What you did on the internet last week

(c)	• 你觉得网络怎么帮助你学习 How the internet helps with your study • 如果不能上网，你会做些什么 What you would do if there was no internet The candidate should have referred to the following bullet points: • 介绍你的学校 An introduction of your school • 你最近参加的体育比赛 A sports event you participated in recently • 你们学校的课外活动怎么样 Your opinion on the extracurricular activities in your school • 你想参加什么新的课外活动 An extracurricular activity you would like to take up Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.

Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	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.
Level 2	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.
Level 3	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.

Level	Mark	Descriptor
Level 4	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.
Level 5	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.

Question number	Linguistic knowledge and accuracy	
7		
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	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.
Level 2	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.
Level 3	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.

Level	Mark	Descriptor
Level 4	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.
Level 5	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 number	Translation mark grids and example responses
8(a), 8(b)	Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.
Mark	**Descriptor**
0	No rewardable material.
1	• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed.
2	• Meaning fully communicated with occasional errors that do not hinder clarity.
Question number	**Example response – traditional characters**
8(a)	我的弟弟愛運動。
8(b)	我們都喜歡足球。
Question number	**Example response – simplified characters**
8(a)	我的弟弟爱运动。
8(b)	我们都喜欢足球。

Question number	Translation mark grids and example responses
8(c), 8(d)	Mark grid for sentences (c) and (d), which are worth 3 marks each. The mark grid will be applied to each individual sentence.
Mark	**Descriptor**
0	No rewardable material.
1	• Some words are communicated but the overall meaning of the sentence is not communicated.
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.
Question number	**Example response – traditional characters**
8(c)	昨天我們在公園踢足球了。
8(d)	今天我應該學習，因為我有考試。
Question number	**Example response – simplified characters**
8(c)	昨天我们在公园踢足球了。
8(d)	今天我应该学习，因为我有考试。

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.

Pearson Edexcel Level 1/Level 2
International GCSE (9–1)

Chinese

Paper 3: Speaking
Exemplar photographs and questions for teachers/examiners (traditional characters)

Sample assessment material for first teaching
September 2017
Time: 10 minutes

Paper Reference
4CN1/03

You do not need any other materials.

Turn over ▶

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Pearson

Instructions to teachers/examiners

- The examination is made up of Tasks A, B and C.
- The tasks must be conducted in consecutive order.
- Recording continues without pause or interruption into each task.
- The total assessment time is 8–10 minutes. Timings for each section are given below.
- Test time should be divided between Task A (2 to 3 minutes), Task B (3 minutes to 3 minutes 30 seconds) and Task C (3 minutes to 3 minutes 30 seconds). Tasks B and C should not exceed 7 minutes. Excess candidate material will not be assessed.

Task A (picture-based discussion)

- Candidates will provide a picture that fulfils the criteria in the specification. The picture must contain the following elements:
  - people (at least two people)
  - objects (in the background)
  - interactions (showing what people are doing).
- Teachers/examiners may repeat, but not rephrase, questions.
- Candidates must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this, prompts have been provided for questions. Only these exact prompts may be used:
  - 爲什麼(不)呢?– Why (not)?
  - 還有嗎?– Anything else?
  - 你還有時間, 請繼續。– You still have time, please continue.

  There must be no other supplementary questions.
- Teachers/examiners should ensure that Task A lasts between 2 minutes to 3 minutes.

Tasks B and C (conversations on topics)

- Teachers/examiners will use the randomisation grid provided by Pearson to determine which topic is to be examined for Tasks B and C.
- Teachers/examiners should ensure that each conversation lasts between 3 minutes to 3 minutes 30 seconds, and that the time allocated to Tasks B and C does not exceed 7 minutes.

Task A (picture-based discussion)

Topic A – exemplar photograph 1

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

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

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

Topic A – exemplar photograph 2

(Source: © Blue Jean Images/Alamy Stock Photo)

Sub-topic 2 – Holidays, tourist information and directions

1. 說一說圖片上有什麼。
2. 後邊的人在做什麼？
3. 你覺得今天他們還會做什麼？
4. 你喜歡去什麼地方旅遊？爲什麼？
5. 跟朋友一起去旅遊有什麼好處？

Topic B – exemplar photograph 1

(Source: © Tetra Images/Alamy Stock Photo)

Sub-topic 1 – School life and routine

1. 說一說圖片上有什麼。
2. 圖片上後面的女學生在做什麼？
3. 下課以後，這些學生會做什麼？
4. 你覺得你的學校怎麼樣？
5. 你喜歡什麼樣的老師？爲什麼？

Topic B – exemplar photograph 2

(Source: © dbimages/Alamy Stock Photo)

Sub-topic 4 – Work, careers and volunteering

1. 說一說圖片上有什麼。
2. 圖片左邊的女的在做什麼？
3. 右邊的男的爲什麼來這裏工作？
4. 在這個地方工作好不好？爲什麼？
5. 你將來想做什麼樣的工作？爲什麼？

Topic C – exemplar photograph 1

(Source: © Tetra Images/Alamy Stock Photo)

Sub-topic 1 – House and home

1. 說一說圖片上有什麼。
2. 右邊的的女的在做什麼？
3. 你覺得他們來這裏以前做了什麼？
4. 你喜歡這個房間嗎？爲什麼？
5. 你住的地方怎麼樣？

Topic C – exemplar photograph 2

(Source: © XiXinXing/Alamy Stock Photo)

Sub-topic 4 – Relationships with family and friends

1. 說一說圖片上有什麼。
2. 圖片最左邊的男孩子在做什麼？
3. 他們晚一點會做什麼？
4. 朋友多好不好？爲什麼？
5. 怎麼可以認識新朋友？

Topic D – exemplar photograph 1

(Source: © Radharc Images/Alamy Stock Photo)

Sub-topic 3 – Travel and transport

1. 說一說圖片上有什麼。
2. 最左邊的男的在做什麼？
3. 坐著的女的去過什麼地方？
4. 你覺得這個交通工具好不好？爲什麼？
5. 你覺得騎自行車上學有什麼好處和壞處？

Topic D – exemplar photograph 2

(Source: © Glow Asia RF/Alamy Stock Photo)

Sub-topic 5 – Information and communication technology

1. 說一說圖片上有什麼。
2. 圖片上的爸爸在用電腦做什麼？
3. 他們一家人晚一點會做什麼？
4. 圖片上的東西，什麼對你最有用？
5. 科技會不會讓我們快樂？爲什麼？

Topic E – exemplar photograph 1

(Source: © View Stock/Alamy Stock Photo)

Sub-topic 1 – Special occasions

1. 說一說圖片上有什麼。
2. 左邊的這個女的在做什麼？
3. 他們晚上會做什麼？
4. 你最喜歡什麼節日？爲什麼？
5. 爲什麼人們會花很多錢慶祝節日？

Topic E – exemplar photograph 2

(Source: © MBI/Alamy Stock Photo)

Sub-topic 5 – Food and drink

1. 說一說圖片上有什麼。
2. 圖片上的爸爸在做什麼？
3. 吃完飯以後他們會做什麼？
4. 你愛吃中國菜嗎？爲什麼？
5. 什麼是健康飲食？

Tasks B and C (conversation on topics)

Suggested starter questions to initiate conversation

These are suggested starter questions that may be asked. Teachers/examiners will need to produce their own questions and may ask more than four questions for each task. Questions should elicit a range of timeframes (present, past and future), a range of structures and vocabulary, and opinions and justifications.

Topic area A

A1 Life in the town and rural life

1. 說一說你住的地方。
2. 在你住的地方，可以參加什麼活動？
3. 你喜歡你住的地方嗎？爲什麼？
4. 住在城市/郊區有什麼好處？有什麼壞處？

A2 Holidays, tourist information and directions

1. 說一說你上一個假期做了什麼。
2. 你喜歡去什麼地方度假？
3. 你喜歡和誰去一起度假？爲什麼？
4. 旅遊有什麼好處？

A4 Customs

1. 你慶祝哪些節日？
2. 說一說上次節日的時候，你做了什麼。
3. 爲什麼節日很重要？
4. 你住的地方，有哪些傳統？

A5 Everyday life, traditions and communities

1. 說一說你每天的生活。
2. 你週末會做什麼？
3. 有空的時候，你會和朋友做什麼？
4. 你會做什麼幫助身邊的人？

Topic area B

B1 School life and routine

1. 說一說你的老師。
2. 你喜歡什麼科目？爲什麼？
3. 放學以後你喜歡做什麼？
4. 你覺得你的學校怎麼樣？

B2 School rules and pressures

1. 說一說你學校的校服。
2. 你覺得學生應該穿校服嗎？爲什麼？
3. 學校有什麼好的/不好的規定？
4. 學生有什麼壓力？

B3 School trips, events and exchanges

1. 說一說你學校的課外活動。
2. 你去過別的學校嗎？那裏怎麼樣？
3. 你的學校舉行過哪些有意思的活動？
4. 你希望學校下一次旅行去哪裏？爲什麼？

B4 Work, careers and volunteering

1. 你工作過嗎？請說一說。
2. 你對什麼工作有興趣？
3. 你覺得去國外工作好嗎？爲什麼？
4. 做什麼工作可以幫助別人？爲什麼？

B5 Future plans

1. 今年假期你要做什麼？
2. 說一說你中學畢業以後要做什麼。
3. 你覺得上大學重要嗎？爲什麼？
4. 怎麼才能找到一個好工作？

Topic area C

C1 House and home

1. 說一說你的房子。
2. 哪個房間最大？說一說那個房間。
3. 你理想的房子是怎麼樣的？
4. 你家附近有什麼好玩的地方？

C2 Daily routines and helping at home

1. 說一說你在家做什麼家務。
2. 週末的時候你做什麼？
3. 說說你最難忘的一天。
4. 你睡得晚嗎？爲什麼？

C4 Relationships with family and friends

1. 說一說你的好朋友。
2. 你和家人在一起的時候，喜歡做什麼？
3. 你喜歡和家人一起，還是喜歡和朋友一起？爲什麼？
4. 朋友重要嗎？爲什麼？

Topic area D

D1 Environmental issues

1. 說一說你住的地方有哪些環境問題。
2. 什麼東西可以回收？
3. 怎樣節約水和電？
4. 怎麼保護動物和植物？

D3 Travel and transport

1. 說一說你每天怎麼上學。
2. 你最喜歡的交通工具是什麼？爲什麼？
3. 你想學開車嗎？爲什麼？
4. 你住的地區有什麼交通問題？應該怎麼做？

D4 The media

1. 你喜歡什麼電視節目？
2. 你聽音樂嗎？什麼時候聽？
3. 你對什麼新聞有興趣？爲什麼？
4. 介紹一個你喜歡的明星。

D5 Information and communication technology

1. 你用手機做什麼？
2. 你會上網做什麼？
3. 上網太多會有什麼問題？
4. 科技給我們的生活帶來什麼變化？

Topic area E

E1 Special occasions

1. 一年中你最喜歡哪一天？爲什麼？
2. 去年你是怎麼過生日的？
3. 考試結束以後，你會怎樣慶祝？
4. 你喜歡和家人還是朋友去慶祝節日？爲什麼？

E2 Hobbies, interests, sports and exercise

1. 你有什麼愛好？
2. 你爲什麼對這個/些愛好有興趣？
3. 愛好對你重要嗎？爲什麼？
4. 要是有時間，你會學什麼新的東西？

E3 Shopping and money matters

1. 你喜歡買東西嗎？在哪裏買？
2. 你的零用錢夠不夠？爲什麼？
3. 買禮物給家人/朋友難不難？爲什麼？
4. 要是你想買東西，錢不夠，你會怎麼辦？

E5 Food and drink

1. 你喜歡吃什麼？
2. 什麼樣的飲食可以讓你保持健康？
3. 你想不想學做飯？爲什麼？
4. 爲什麼有些人喜歡去飯館吃飯？

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Pearson Edexcel Level 1/Level 2 International GCSE (9–1)

Chinese

Paper 3: Speaking
Exemplar photographs and questions for teachers/examiners (simplified characters)

Sample assessment material for first teaching September 2017
Time: 10 minutes

Paper Reference
4CN1/03

You do not need any other materials.

Turn over ▶

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Pearson

Instructions to teachers/examiners

- The examination is made up of Tasks A, B and C.
- The tasks must be conducted in consecutive order.
- Recording continues without pause or interruption into each task.
- The total assessment time is 8–10 minutes. Timings for each section are given below.
- Test time should be divided between Task A (2 to 3 minutes), Task B (3 minutes to 3 minutes 30 seconds) and Task C (3 minutes to 3 minutes 30 seconds). Tasks B and C should not exceed 7 minutes. Excess candidate material will not be assessed.

Task A (picture-based discussion)

- Candidates will provide a picture that fulfils the criteria in the specification. The picture must contain the following elements:
  - people (at least two people)
  - objects (in the background)
  - interactions (showing what people are doing).
- Teachers/examiners may repeat, but not rephrase, questions.
- Candidates must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this, prompts have been provided for questions. Only these exact 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.
- Teachers/examiners should ensure that Task A lasts between 2 minutes to 3 minutes.

Tasks B and C (conversations on topics)

- Teachers/examiners will use the randomisation grid provided by Pearson to determine which topic is to be examined for Tasks B and C.
- Teachers/examiners should ensure that each conversation lasts between 3 minutes to 3 minutes 30 seconds, and that the time allocated to Tasks B and C does not exceed 7 minutes.

Task A (picture-based discussion)

Topic A – exemplar photograph 1

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

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

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

Topic A – exemplar photograph 2

(Source: © Blue Jean Images/Alamy Stock Photo)

Sub-topic 2 – Holidays, tourist information and directions

1. 说一说图片上有什么。
2. 后边的人在做什么?
3. 你觉得今天他们还会做什么?
4. 你喜欢去什么地方旅游? 为什么?
5. 跟朋友一起去旅游有什么好处?

Topic B – exemplar photograph 1

(Source: © Tetra Images/Alamy Stock Photo)

Sub-topic 1 – School life and routine

1. 说一说图片上有什么。
2. 图片上后面的女学生在做什么?
3. 下课以后，这些学生会做什么?
4. 你觉得你的学校怎么样?
5. 你喜欢什么样的老师? 为什么?

Topic B – exemplar photograph 2

(Source: © dbimages/Alamy Stock Photo)

Sub-topic 4 – Work, careers and volunteering

1. 说一说图片上有什么。
2. 图片左边的女的在做什么?
3. 右边的男的为什么来这里工作?
4. 在这个地方工作好不好? 为什么?
5. 你将来想做什么样的工作? 为什么?

Topic C – exemplar photograph 1

(Source: © Tetra Images/Alamy Stock Photo)

Sub-topic 1 – House and home

1. 说一说图片上有什么。
2. 右边的女的在做什么?
3. 你觉得他们来这里以前做了什么?
4. 你喜欢这个房间吗? 为什么?
5. 你住的地方怎么样?

Topic C – exemplar photograph 2

(Source: © XiXinXing/Alamy Stock Photo)

Sub-topic 4 – Relationships with family and friends

1. 说一说图片上有什么。
2. 图片最左边的男孩子在做什么?
3. 他们晚一点会做什么?
4. 朋友多好不好? 为什么?
5. 怎么可以认识新朋友?

Topic D – exemplar photograph 1

(Source: © Radharc Images/Alamy Stock Photo)

Sub-topic 3 – Travel and transport

1. 说一说图片上有什么。
2. 最左边的男的在做什么?
3. 坐着的女的去过什么地方?
4. 你觉得这个交通工具好不好? 为什么?
5. 你觉得骑自行车上学有什么好处和坏处?

Topic D – exemplar photograph 2

(Source: © Glow Asia RF/Alamy Stock Photo)

Sub-topic 5 – Information and communication technology

1. 说一说图片上有什么。
2. 图片上的爸爸在用电脑做什么?
3. 他们一家人晚一点会做什么?
4. 图片上的东西，什么对你最有用?
5. 科技会不会让我们快乐? 为什么?

Topic E – exemplar photograph 1

(Source: © View Stock/Alamy Stock Photo)

Sub-topic 1 – Special occasions

1. 说一说图片上有什么。
2. 左边的这个女的在做什么?
3. 他们晚上会做什么?
4. 你最喜欢什么节日? 为什么?
5. 为什么人们会花很多钱庆祝节日?

Topic E – exemplar photograph 2

(Source: © MBI/Alamy Stock Photo)

Sub-topic 5 – Food and drink

1. 说一说图片上有什么。
2. 图片上的爸爸在做什么?
3. 吃完饭以后他们会做什么?
4. 你爱吃中国菜吗? 为什么?
5. 什么是健康饮食?

Tasks B and C (conversation on topics)

Suggested starter questions to initiate conversation

These are suggested starter questions that may be asked. Teachers/examiners will need to produce their own questions and may ask more than four questions for each task. Questions should elicit a range of timeframes (present, past and future), a range of structures and vocabulary, and opinions and justifications.

Topic area A

A1 Life in the town and rural life

1. 说一说你住的地方。
2. 在你住的地方，可以参加什么活动?
3. 你喜欢你住的地方吗？为什么？
4. 住在城市/郊区有什么好处？有什么坏处?

A2 Holidays, tourist information and directions

1. 说一说你上一个假期做了什么。
2. 你喜欢去什么地方度假?
3. 你喜欢和谁去一起度假？为什么？
4. 旅游有什么好处?

A4 Customs

1. 你庆祝哪些节日？
2. 说一说上次节日的时候，你做了什么。
3. 为什么节日很重要?
4. 你住的地方，有哪些传统?

A5 Everyday life, traditions and communities

1. 说一说你每天的生活。
2. 你周末会做什么？
3. 有空的时候，你会和朋友做什么？
4. 你会做什么帮助身边的人?

Topic area B

B1 School life and routine

1. 说一说你的老师。
2. 你喜欢什么科目？为什么？
3. 放学以后你喜欢做什么？
4. 你觉得你的学校怎么样？

B2 School rules and pressures

1. 说一说你学校的校服。
2. 你觉得学生应该穿校服吗？为什么？
3. 学校有什么好的/不好的规定？
4. 学生有什么压力？

B3 School trips, events and exchanges

1. 说一说你学校的课外活动。
2. 你去过别的学校吗？那里怎么样？
3. 你的学校举行过哪些有意思的活动？
4. 你希望学校下一次旅行去哪里？为什么？

B4 Work, careers and volunteering

1. 你工作过吗？请说一说。
2. 你对什么工作有兴趣？
3. 你觉得去国外工作好吗？为什么？
4. 做什么工作可以帮助别人？为什么？

B5 Future plans

1. 今年假期你要做什么？
2. 说一说你中学毕业以后要做什么。
3. 你觉得上大学重要吗？为什么？
4. 怎么才能找到一个好工作？

Topic area C

C1 House and home

1. 说一说你的房子。
2. 哪个房间最大？说一说那个房间。
3. 你理想的房子是怎么样的？
4. 你家附近有什么好玩的地方？

C2 Daily routines and helping at home

1. 说一说你在家做什么家务。
2. 周末的时候你做什么？
3. 说说你最难忘的一天。
4. 你睡得晚吗？为什么？

C4 Relationships with family and friends

1. 说一说你的好朋友。
2. 你和家人在一起的时候，喜欢做什么？
3. 你喜欢和家人一起，还是喜欢和朋友一起？为什么？
4. 朋友重要吗？为什么？

Topic area D

D1 Environmental issues

1. 说一说你住的地方有哪些环境问题。
2. 什么东西可以回收?
3. 怎样节约水和电?
4. 怎么保护动物和植物?

D3 Travel and transport

1. 说一说你每天怎么上学。
2. 你最喜欢的交通工具是什么? 为什么?
3. 你想学开车吗? 为什么?
4. 你住的地区有什么交通问题? 应该怎么做?

D4 The media

1. 你喜欢什么电视节目?
2. 你听音乐吗? 什么时候听?
3. 你对什么新闻有兴趣? 为什么?
4. 介绍一个你喜欢的明星。

D5 Information and communication technology

1. 你用手机做什么?
2. 你会上网做什么?
3. 上网太多会有什么问题?
4. 科技给我们的生活带来什么变化?

Topic area E

E1 Special occasions

1. 一年中你最喜欢哪一天？为什么？
2. 去年你是怎么过生日的？
3. 考试结束以后，你会怎样庆祝？
4. 你喜欢和家人还是朋友去庆祝节日？为什么？

E2 Hobbies, interests, sports and exercise

1. 你有什么爱好？
2. 你为什么对这个/些爱好有兴趣？
3. 爱好对你重要吗？为什么？
4. 要是有时间，你会学什么新的东西？

E3 Shopping and money matters

1. 你喜欢买东西吗？在哪里买？
2. 你的零用钱够不够？为什么？
3. 买礼物给家人/朋友难不难？为什么？
4. 要是你想买东西，钱不够，你会怎么办？

E5 Food and drink

1. 你喜欢吃什么？
2. 什么样的饮食可以让你保持健康？
3. 你想不想学做饭？为什么？
4. 为什么有些人喜欢去饭馆吃饭？

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International GCSE Chinese

Paper 3: Speaking mark scheme

Assessment Criteria

Task A (picture-based discussion)

Mark	Communication and content (AO4)
0	No rewardable material.
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 candidate 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.

Mark	Linguistic knowledge and accuracy (AO4)
0	No rewardable language.
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)

Mark	Communication and content (AO4)
0	No rewardable material.
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 candidate 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.

Mark	Interaction and spontaneity (AO4)
0	No rewardable material.
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).

Mark	Linguistic knowledge and accuracy (AO4)
0	No rewardable language.
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

C*omplex* 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.

Paper 3 Speaking – Example randomisation grid

Based on the topic chosen for the picture-based discussion (Task A), the teacher/examiner will use the randomisation grid to select the discussion topics for the first and second conversations (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.

Candidate order	Task A	Task B	Task C
	*Candidate selected	Pearson Edexcel allocated	Pearson Edexcel allocated
	Picture-based discussion	Conversation 1	Conversation 2
Candidate 1	→ Topic A	→ Topic B	→ Topic C
	Topic B	Topic C	Topic D
	Topic C	Topic D	Topic E
	Topic D	Topic E	Topic A
	Topic E	Topic A	Topic B
Candidate 2	Topic A	Topic C	Topic D
	Topic B	Topic D	Topic E
	Topic C	Topic E	Topic A
	Topic D	Topic A	Topic B
	Topic E	Topic B	Topic C
Candidate 3	Topic A	Topic D	Topic E
	Topic B	Topic E	Topic A
	Topic C	Topic A	Topic B
	Topic D	Topic B	Topic C
	Topic E	Topic C	Topic D
Candidate 4	Topic A	Topic C	Topic B
	Topic B	Topic D	Topic C
	Topic C	Topic E	Topic D
	Topic D	Topic A	Topic E
	Topic E	Topic B	Topic A
Candidate 5	Topic A	Topic B	Topic E
	Topic B	Topic C	Topic A
	Topic C	Topic D	Topic B
	Topic D	Topic E	Topic C
	Topic E	Topic A	Topic D

*Sequencing is driven by the topic that the candidate has selected (see 'Candidate selected' column). Arrows show the order that tasks must take place.

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