A Level
Chinese

Summary of Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) specification

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Assessment information for Paper 1 amended with updated guidance on how to access the recordings for Section A (listening) *'recordings will be issued as audio files via our Secure Download Service (SDS) prior to the exam'*	12
Administration and general information about the conduct of the speaking assessment amended with updated guidance on now to submit recordings of the speaking assessment *'Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal'*	40

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

1 Introduction

Why choose the Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/ spoken Cantonese)?

We believe languages should appeal to all students. Our new Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Chinese-speaking world.

We've listened to feedback from the languages community – subject associations, academics and advisors, together with teachers and students – and have designed a motivating course of study that will enable your students to develop an advanced level knowledge and understanding of the Chinese language, the culture of China and other Chinese-speaking countries, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and enhance their employability profile.

Inspiring and engaging themes – our qualification features familiar and popular themes as well as some new content that provides clear links to some of the most fundamental and interesting aspects of the culture of the Chinese-speaking world.

Popular literary texts and films – we offer a choice of literary texts and films that includes contemporary and more classical titles, together with authentic source materials from China and the wider Chinese-speaking world.

Rewards creativity – our assessments place an emphasis on spontaneity and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Clear mark schemes encourage students to develop ideas and use language to persuade and analyse and give critical responses in their writing and speaking.

Clear and coherent structure – our qualification has a straightforward structure with four engaging themes:

Theme 1	Theme 2
Traditional characters	
當代華人社會變遷	中國文化
Simplified characters	
当代华人社会变迁	中国文化

Theme 3	Theme 4
Traditional characters	
演變中的華人社會	1978 年改革開放對中國的影響
Simplified characters	
演变中的华人社会	1978 年改革开放对中国的影响

The four themes are studied alongside two works (either two literary texts or one literary text and one film) assessed through two externally-examined papers (Papers 1 and 2) and one teacher-examiner conducted speaking assessment (Paper 3).

Manageable content – we have worked closely with teachers and students to ensure that our content is manageable and appropriate, so that you and your students can be confident that you have enough time to cover what you need to at the appropriate depth.

Continuous progression – our content builds on the understanding developed at Key Stage 4 and AS Level and gives students the opportunity to learn and apply important transferable skills in critical thinking and analysis, enabling them to make a smooth transition to the next level of study.

AS and A Level qualifications that are co-teachable – co-teaching AS and A Level provides flexibility for you and your students. Centres co-teaching AS and A Level can deliver Theme 1 and Theme 2 and one literary text or film in the first year, allowing students to be entered for the AS Level at the end of the year.

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide*, available on our website, gives you an overview of the new A Level qualification to help you get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2008 qualification.

Teaching and learning

There will be lots of free teaching and learning support to help you deliver the new qualifications, including:

- support with the new literary text and film elements
- suggested resource lists to help with the teaching of society and culture
- support for the independent research project
- support for spontaneous speaking.

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
- marked exemplars of student work with examiner commentaries

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 your students.

Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure that you receive help and guidance from us, and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) consists of two externally-examined papers assessing listening, reading and writing and a speaking assessment. The speaking assessment is externally set and conducted by a teacher-examiner. All assessments are marked by Pearson.

The assessment will be available in traditional and simplified characters. All questions and texts are printed twice, once with texts using traditional/full characters and once with texts in simplified characters.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Paper 1: Listening, reading and translation (**Paper code: 9CN0/01)
Written examination: 2 hours *40% of the qualification* *80 marks*
Content overview This paper draws on vocabulary and structures across all four themes listed on pages *9-10*. Themes are based on the society and culture of Chinese-speaking countries.
Assessment overview Students are not permitted access to a dictionary during the examination. The examination is made up of: **Section A: Listening (30 marks)** A listening assessment based on a recording, featuring male and female Chinese speakers. Students will respond to comprehension questions based on a variety of contexts and sources. Recordings of spoken Chinese will be available in Mandarin and Cantonese. The listening audio files for the sample assessment materials are available on our website. **Section B: Reading (30 marks)** A reading assessment based on a variety of text types and genres where students will respond to comprehension questions**.** **Section C: Translation into English (20 marks)** An unseen passage to be translated from Chinese to English.

Paper 2: Written response to works and translation (**Paper code: 9CN0/02)
Written examination: 2 hours and 40 minutes *30% of the qualification* *120 marks*
Content overview This paper requires students to translate a previously unseen passage from English into Chinese. This paper also draws on the study of two discrete Chinese works: either two literary texts, or one literary text and one film. The works must be taken from the list provided in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include novels and short stories. All of the films are feature length.
Assessment overview This paper includes a translation exercise and two extended responses to either two literary texts, **or** one literary text and one film (students must **not** answer questions on two films). Students are not permitted access to a dictionary or any documentation relating to the works during the examination. **Section A: Translation (20 marks)** Students translate an unseen passage from English into Chinese. **Section B: Written response to works (literary texts) (50 marks)** Students must write an extended response on either one **or** two of the literary texts listed in *Appendix 2: Prescribed literary texts and films*. If a student answers questions on two literary texts then they **do not** complete Section C. **Section C: Written response to works (films) (50 marks)** Students who answer only one question on a literary text in Section B must write an extended response on **one** of the films listed in *Appendix 2: Prescribed literary texts and films*.

Paper 3: Speaking (**Paper code: 9CN0/03M/03C)
Internally conducted and externally assessed *Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time* *30% of the qualification* *72 marks*

Content overview

Task 1 draws on vocabulary and structures across all four themes (listed on *pages 9-10*). Task 2 is based on independent research selected and carried out by the student. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the Chinese-speaking world.

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the society and culture of the Chinese-speaking world.

Assessment overview

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

Task 1 (discussion on a Theme)

Students discuss one Theme from the specification based on a stimulus containing a short statement.

Task 2, Part 1 (independent research presentation)

Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

Task 2, Part 2 (discussion on independent research)

Students answer questions on their presentation and then have a wider discussion on their research.

The assessment will be available in Mandarin and Cantonese. The option chosen for each student is indicated by entry code:

Mandarin – 9CN0/03M

Cantonese – 9CN0/03C

**See *Appendix 7: Codes* for a description of this code and all other codes relevant to this qualification.

2 Subject content and assessment information

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken

- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language

- develop their ability to interact effectively with users of the language in speech and in writing, including through online media

- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence

- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context

- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken

- mediate between cultures and between speakers of the language and speakers of English

- foster their ability to learn other languages

- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment

- develop their capacity for critical and analytical thinking through the language of study

- develop as independent researchers through the language of study.

Themes and sub-themes

Papers 1 and 3 will be based on content from the following four themes.

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of the Chinese-speaking world.

Each theme is broken into two sub-themes (highlighted in bold). These sub-themes are each exemplified further.

Theme 1	
當代華人社會變遷	当代华人社会变迁
Traditional characters	**Simplified characters**
家庭 家庭結構和代溝；家庭計劃和人口老齡化。	**家庭** 家庭结构和代沟；家庭计划和人口老龄化。
教育與工作 學校生活和學生議題；工作機會；工作和生活的平衡。	**教育与工作** 学校生活和学生议题；工作机会；工作和生活的平衡。

Theme 2	
中國文化	中国文化
Traditional characters	**Simplified characters**
傳統 節日（春節；端午節；中秋節；清明節）和習俗。	**传统** 节日（春节；端午节；中秋节；清明节）和习俗。
文化活動 電影；電視；音樂和閱讀。（與中國文化有關）	**文化活動** 电影；电视；音乐和阅读。（与中国文化有关）

Theme 3	
演變中的華人社會	演变中的华人社会
Traditional characters	**Simplified characters**
通訊與科技 互聯網和社交媒體。 **經濟與環境** 經濟發展；環境保護。	**通讯与科技** 互联网和社交媒体。 **经济与环境** 经济发展；环境保护。

Theme 4	
1978 年改革開放對中國的影響	1978 年改革开放对中国的影响
Traditional characters	**Simplified characters**
變革 貧富差距；超級大都市；城市移民。 **中英關係** 貿易；文化交流；教育交流。	**变革** 贫富差距；超級大都市；城市移民。 **中英关系** 贸易；文化交流；教育交流。

Paper 1: Listening, reading and translation

Content

Students will be assessed on their understanding of spoken and written Chinese from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Chinese into English.

Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to China and Chinese-speaking countries and are drawn from the four themes (listed on *pages 9–10*).

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from Chinese into English.

Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers. Sources will include material from online media.

Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources, written for different purposes and audiences.

Translation into English

The content of the translation will be taken from one of the four themes.

Assessment information

- First assessment: May/June 2019.
- The total assessment time is 2 hours. Recommended timings for each section are given below.
- The assessment is out of 80 marks.
- There are three sections in the paper. They cover the assessment of listening, reading and translation skills in Chinese.
- Students must answer all questions in each section (A, B and C).
- The use of dictionaries is not permitted.
- For Section A (listening), 50 minutes (recommended timing), 30 marks:
  - there are three questions in this section made up of multiple choice and open response questions, including questions testing summary skills. All questions are set in Chinese and must be answered in Chinese
  - students will listen to a recording featuring Chinese-language speakers who will speak at a speed appropriate for the expected understanding at this level
  - recordings will be issued as audio files via our Secure Download Service (SDS) prior to the exam. The recordings will be available in Mandarin and Cantonese
  - students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.
- For Section B (reading), 50 minutes (recommended timing), 30 marks:
  - students respond to four questions based on the texts provided
  - questions comprise both multiple-choice questions and open-response questions; all questions are set in Chinese and must be answered in Chinese.
- For Section C (translation into English), 20 minutes (recommended timing), 20 marks:
  - students must translate one unseen text from Chinese into English.

The recommended timings have been provided to enable the student to complete each section in sufficient time.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

The listening audio files are available on our website.

Paper 2: Written response to works and translation

Content

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided (see *Appendix 2: Prescribed literary texts and films*)
- produce responses that relate to aspects such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- present viewpoints; develop arguments; persuade; and analyse and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into Chinese.

Students must study two discrete Chinese works: either two literary texts, or one literary text and one film. The works must be taken from the list in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include novels and short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes.

Assessment information

- First assessment: May/June 2019.
- The total assessment time is 2 hours and 40 minutes. Recommended timings for each section are given below.
- The assessment is out of 120 marks.
- There are three parts to this paper, Section A (translation into Chinese) and Sections B and C (written response to works).
- For Section A (translation into Chinese), 30 minutes (recommended timing), 20 marks:
  - students must translate one unseen text from English into Chinese.
- For Sections B and C (written response to works), 2 hours and 10 minutes, 100 marks:
  - students must write two essays selected from Section B (literary texts) **or** one selected from Section B (literary texts) and one from Section C (films)
  - it is recommended that students write between 250–350 Chinese characters for each essay in order to give a detailed analysis of the works. Students should justify points of view, arguments and conclusions with evidence from the work. However, the whole essay will be marked regardless of length
  - students are expected to provide a critical and analytical response by selecting relevant material form the works, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding, and evaluating issues, themes and cultural and social contexts related to the works studied.
  - no credit will be given for essays on literary texts that are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments **must** be based on the original literary text.
- All questions will be set in Chinese and must be answered in Chinese.
- The use of dictionaries is not permitted.
- Students **must not** take any documentation relating to the works into the examination.

The recommended timings have been provided to enable the student to complete each section in sufficient time.

Sample assessment materials

A sample paper and marking criteria (including guidance on how these criteria are applied) for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Marking guidance

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiners. It is printed for reference in the specification to aid understanding of how the assessment criteria will be applied.

Marking guidance for Paper 2: Written response to works and translation

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

Section A – Question 1 (translation) into Chinese

This task is marked using a points-based mark scheme in which 1 mark is given for each correct individual section of language. Please see the *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document for an example of how the translation will be marked.

Sections B and C – Questions 2-7 (written response to works)

There are three levels-based mark grids to be applied to each individual essay that makes up the written responses to works. The mark grids are:

- critical and analytical response (AO4)
- range of grammatical structures and vocabulary (AO3)
- accuracy of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, the examiner will consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, the examiner will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, the examiner will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2: Decide on a mark

- Once the examiner has decided on a band they will need to decide on a mark within the band.
- The examiner will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.
- The examiner will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Critical and analytical response (AO4)

This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.

This grid should be applied twice, once for each essay individually.

When deciding how to reward an answer, examiners will consult this mark grid as well as the indicative content associated with each question which can be found in the document *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs).* Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–4	- Response relates to the work but limited focus on the question. - Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. - Limited ability to form arguments or draw conclusions.
5–8	- Response relates to the work but often loses focus on the question. - Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. - Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.
9–12	- Response is relevant to particular aspects of the question, occasional loss of focus. - Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. - Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.
13–16	- Predominantly relevant response to the question. - Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. - Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.
17–20	- Relevant response to the question throughout. - Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. - Detailed, logical arguments and conclusions are made that consistently link together.

Range of grammatical structures and vocabulary (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.

This grid will be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–4	• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted. • Limited range of vocabulary resulting in repetitive expression. • Limited use of terminology appropriate to literary and cinematic analysis.
5–8	• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted. • Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. • Occasional use of terminology appropriate for literary and cinematic analysis.
9–12	• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing. • Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. • Some use of terminology appropriate for literary and cinematic analysis.
13–16	• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay. • Frequently varied use of vocabulary, resulting in regular variation of expression. • Frequent use of terminology appropriate for literary and cinematic analysis.
17–20	• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing. • Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways. • Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Complex language: considered to include the following.

- use of aspect markers
- passive voice
- relative constructions
- comparative constructions
- precision and accuracy
- using conjunctions to express abstract ideas or convey justified arguments that require a range of lexis and structures
- using synonyms and a variety of expressions.

Straightforward language: considered to be:

- repetitive, simple word order
- a lack of variety of expressions
- frequent repetition of ideas

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character', 'metaphor', 'similes' and 'use of black and white'.

Accuracy of language (AO3)

This mark grid assesses students' ability to apply grammar and syntax accurately.

This grid will be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	• Limited sequences of accurate language resulting in lapses in coherence. • Errors occur that often prevent meaning being conveyed.
3–4	• Some accurate sequences of language resulting in some coherent writing. • Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	• Frequent sequences of accurate language resulting in generally coherent writing. • Errors occur that occasionally hinder clarity of communication
7–8	• Accurate language throughout most of the essay, resulting in mostly coherent writing. • Errors occur that rarely hinder clarity of communication.
9–10	• Accurate language throughout, resulting in consistently coherent writing. • Any errors do not hinder clarity of communication.

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 the misuse of measure words

- missing strokes in characters as long as it is not ambiguous (for example 图 written as 图 would not be penalised)

- infrequent use of mixed simplified and traditional forms (for example 我們来英國学习)

- infrequent errors that do not distract the reader from the content and which result in coherent writing.

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 inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意/老师对你的作业很满足

- using English word order (for example 我学习在图书馆)

- frequent errors hinder clarity as they distract the reader from the content of the writing.

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 using the incorrect person of the verb
- mother-tongue interference.

NB These are examples only and do not constitute a finite list.

Paper 3: Speaking

Content

Students should be able to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the Chinese-speaking world
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating language accurately
- the ability to respond to written language in speech.

These aspects are assessed via two distinct tasks conducted in Chinese, which are carried out in consecutive order in one session.

Task 1 (discussion on a Theme)

Content for this task will be based on any one of the eight sub-themes from one of the four overall themes listed on pages *9- 10*. Stimulus cards will be given as a springboard to the discussion.

Task 2 (presentation and discussion on student's independent research project)

This task is in two parts. Content for this task will be based on the subject of interest that students have chosen for their independent research project. This may be based on any of the four themes of study listed on *pages 9-10* or on a subject of interest of the student's choosing. However, it **must** relate to the cultural and social context of the Chinese-speaking world.

Assessment information

- First assessment: April/May 2019.
- Timing for the speaking assessment (recommended):
  - o Task 1: 6 to 7 minutes
  - o Task 2: 10 to 11 minutes
  - o Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

  Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The assessment is out of 72 marks.
- Students complete two tasks – Task 1 is worth 30 marks and Task 2 is worth 42 marks.
- Assessments will be conducted by teacher-examiners in centres in one session within a prescribed five-week assessment period. This will take place in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which changes each year.

Allocation of stimulus cards

- The invigilator uses the sequencing grid provided by Pearson to allocate the choice of sub-themes to the student. The stimulus cards based on the sub-themes are issued in the order prescribed by Pearson. Neither the invigilator nor the teacher-examiner chooses the order of the cards.

- The invigilator gives the student a choice in English of two sub-themes, using the wording for the sub-themes given on the sequencing grid, for example: 'You may choose 'Family' or 'Communications and technology'. The student does not see the content of the stimulus card at this stage.

- The sub-themes will come from two of the four overall Themes listed on *pages 9–10.* There is a stimulus card for each sub-theme. There are 8 stimulus cards in total (two per theme).

- Once the student has chosen their sub-theme, the invigilator gives the student the corresponding stimulus card. This happens immediately before the preparation time begins.

Roles of the teacher-examiner and invigilator

- As well as supervising students during their 5 minutes' preparation time, the invigilator is responsible for giving students the choice of two sub-themes for the assessment, based on the sequencing grid provided by Pearson (see example sequencing grid in *General instructions to the teacher-examiner* included in the *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document).

- The teacher-examiner is responsible for conducting the assessment. They are not responsible for providing the stimulus cards.

Preparation time and notes

- The preparation time of 5 minutes begins immediately after the student receives the card. Students have 5 minutes to prepare to speak about their card.

- The preparation time **must** be supervised and must take place immediately before the assessment takes place. It must take place outside of the examination room with an invigilator.

- Each stimulus card contains a statement on the sub-theme. Students give their views on the statement during the discussion.

- Students are permitted to make notes (up to a maximum of one side of A4) during the 5-minute preparation time. Students may refer to these notes during the assessment. The notes should be used for reference only, and students should not read out whole, prepared sentences. Students are not permitted to write on the stimulus cards.

Task 1 (discussion on a theme)

- Task 1 follows immediately after the 5 minutes' preparation time so students can recall their prepared thoughts easily.
- Students have approximately 6 to 7 minutes' discussion time for this task.
- There are two parts to the discussion.
  - o **Part 1:** The teacher-examiner asks the two compulsory questions on the card. The compulsory questions may be repeated but rephrasing is not allowed. The teacher-examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.
  - o **Part 2:** The teacher-examiner then broadens the discussion to cover other aspects of the overall theme. Optional generic questions are provided by Pearson as a guide to the questions the teacher-examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Task 2 (presentation and discussion on student's independent research project)

- Students have approximately 10 to 11 minutes for this task.
- There are two parts to this task.
  - o **Part 1:** The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must **not** exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.
  - o **Part 2:** The discussion must be broadened out to a wider exploration of the content of the student's presentation and of their research as a whole. The teacher-examiner should use the key findings and list of sources on the *RP3 Form* in *Appendix 1: Independent research form (RP3)* to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions the teacher-examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

In **both** tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood (see guidance provided on *Elicit points of view/check for understanding* beneath the mark grids for *Interaction (AO1)* in the specification and the *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document. Students are also expected to take the lead in the discussions.

The teacher-examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between 16 to 18 minutes in total and the teacher-examiner must ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner will bring the assessment to a natural end, allowing the student to complete their last sentence. They will turn off the recording device at that point. Centres should be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

Guidance on the independent research project

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers.

The independent research project must relate to the cultural and/or social context of the Chinese-speaking world. It should be based on a subject of interest of the student's choosing, but may be based on any of the four themes of study from the specification.

The independent research project must **not** be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or film-maker of those works studied. For example, if studying a novel by a particular author for Paper 2, the independent research must not focus on that novel as it would represent a duplication of content. However, it could focus on the life of the author or the aspects that motivated the author in a broader sense.

The independent research project **must**:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of the Chinese-speaking world
- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet
- enable the student independently to contextualise, analyse and summarise findings
- enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation.

The table below gives guidance on the process that could be followed.

Stage	Description
1 Pre-independent Research	• Teacher instruction on how to conduct research, teacher gives advice on suitable resources and how to analyse information. • Initial conversations with the teacher on possible questions or statements that the student may use for their independent research project. • Subsequent to the above, the student should independently develop the focus of their question or statement. • The teacher checks that the student's question or statement will allow the student to access the full range of marks.
2 Independent Research	• The student conducts research to find and select appropriate sources (including written sources). • The teacher monitors the project by giving general feedback.
3 Analysis of information	• Students record the 6–10 key findings of their research on the *RP3 form* and prepare to give information about and analyse their findings, ensuring that all material is clearly linked to the target language culture. • In preparation for their two-minute presentation, students prepare to summarise the main points/ideas from at least two of the written sources they have used as part of their research and to give a relevant personal response.

It is recommended that students begin the identification stage as early as possible in the academic year. However, learning hours for the independent research project are not specified because the process of information collation and investigation are undertaken independently. Students should be prepared to talk in detail about their subject of interest for 10-11 minutes.

Controls relating to student independence and teacher guidance to students for the independent research project

Teachers **can**:

- give guidance on developing research skills (including methodology and analytical tools)
- give guidance on selecting a subject and question or statement for the student's independent research project
- explain what independence means (see definition in *Guidance on the independent research project*)
- comment on the suitability of the area of research (availability of resources, time constraints)
- give guidance and advice on completing *RP3 form*
- advise and direct students to the assessment objectives
- provide a selection of resources for student access.

Teachers **must:**

- confirm that the question or statement has the potential to meet the requirements of the assessment criteria and offer general guidance on any necessary amendments
- ensure that the question or statement does **not** correspond with one of the literary works or films that the student has studied for Paper 2. Teachers will be able to identify this from the information given on the *RP3 form*. Students will receive a mark of zero for Task 2 if their independent research project focuses on a work studied for Paper 2
- review each student's *RP3 form*. Teachers should ensure that the research can suitably access the specification requirements and give general guidance on the methodology and analytical tools that the student could use
- promote good practice such as referencing and using a bibliography system
- sign the student's *RP3 form* before the examination to declare that the independent research project is wholly the student's work
- monitor the different research projects being undertaken in a centre to ensure that independence is being maintained. If more than one student chooses to research the same topic, the teacher must ensure that each student has a different question or statement and therefore an independent focus.

Teachers **must not**:

- give students a choice of questions or statements from which they then choose, including a group question or statement for whole-class research
- give detailed feedback or guidance to individual students about how to improve their work to meet the requirements of the assessment criteria. The guidance provided should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made
- rehearse or provisionally assess the student's presentation and give feedback so that the student may then improve it
- provide access to, or rehearse, questions that will be used in the assessment of the student's independent research.

If the above is not adhered to, the awarding organisation will investigate this as a potential case of malpractice. If malpractice is found to have taken place, a penalty will be applied dependent on the circumstances and severity of the malpractice.

For full information regarding malpractice, please see the section entitled *Malpractice* on *page 47* of the specification and the JCQ document *Suspected Malpractice in Examinations and Assessments 2016–17*.

Students **must:**

- initiate and conduct their own research and develop their research skills when investigating their subject of personal interest
- include **written** sources for their research which are **in Chinese** (students must refer to at least **two** written sources in their presentation). These could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced. However, students can use and refer to other authentic sources they have used in their research during the discussion that follows the presentation. These could include films, television, radio, online audio-visual material and interviews
- complete and sign the independent research project form and submit it no later than three weeks in advance of the date of the assessment (see *Appendix 1: Independent research project form (RP3)*).

Support for teachers

Pearson will provide exemplar material relating to student performance. In order to support teachers in preparing for the speaking component, Pearson will provide a video on how to conduct the speaking assessment.

Marking guidance for Paper 3: Speaking

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

There are a number of levels-based mark schemes to be applied to Tasks 1 and 2.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, the examiner will consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 4–6 with a small amount of band 7–9 material, it would be placed in band 4–6 but be awarded a mark near the top of the band because of the band 7–9 content.

Step 2: Decide on a mark

- Once the examiner has decided on a band they will then need to decide on a mark within the band.

- The examiner will decide the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.

- The examiner will modify the mark based on how securely the trait descriptors are met at that band.

- The examiner will need to go back through the answer as they apply the mark scheme to clarify points and to check that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is the responsibility of the teacher-examiner to cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between 16 to 18 minutes in total and the teacher-examiner will ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner will bring the assessment to a natural end, allowing the student to complete their last sentence. They will turn off the recording device at that point. Centres should be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

Task 1 (discussion on a Theme)

Three mark grids are applied to Task 1:

● knowledge and understanding of society and culture (AO4)

● accuracy and range of language (AO3)

● interaction (AO1).

Knowledge and understanding of society and culture (AO4)

This grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of the culture and society of the **Chinese-speaking** world.

Students are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners will consult this mark grid and the **A Level speaking Task 1: indicative content** associated with each question. This is included in the document *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)*. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	● Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. ● Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	● Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. ● Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	● Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. ● Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	● Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. ● Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions are deemed to be those that give the standard, predictable responses.

Task 1 (discussion on a Theme continued)

Accuracy and range of language (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses accuracy of pronunciation, grammar and syntax.

Marks	Description
0	No rewardable language.
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. • Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. • Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Complex language: considered to include the following.

- use of aspect markers

- passive voice

- the 把 construction, for example 他把车修好了。

- use of interrogative sentences in which 吗 is used

- using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns

- using synonyms and a variety of expressions

- any grammar and structures included in the grammar list that are specific to A Level.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. 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 the misuse of measure words

- speaking Chinese with an accent which does not lead to misunderstanding

- 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) or errors that force listeners to strain to understand what is meant, for example inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意/老师对你的作业很满足

- using English word order (for example 我学习在图书馆)

- serious mispronunciation such as tones which block communication for example, pronouncing 看书 as 砍树; 照 as 找; 上午 as 下午; 网上 as 晚上)

- frequent errors hinder clarity as they 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, i.e. using the incorrect person or the verb

- mother-tongue interference.

NB These are provided as examples only and do not constitute a finite list.

Task 1 (discussion on a Theme continued)

Interaction (AO1)

This mark grid assesses students' ability to interact with the teacher-examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1–2	• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication 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.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

Traditional characters	Simplified characters
你同意我的看法嗎？	你同意我的看法吗？
是不是可以認為……？	是不是可以认为……？
我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你是怎么看……问题的？
你對……有什麼看法？	你对……有什么看法？
你明白我的意思嗎？	你明白我的意思吗？

The timing of the assessment means that the teacher-examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 2, Part 1 (independent research presentation)

One mark grid is applied to this part of the task: responding to written language in speech (AO2).

Responding to written language in speech (AO2)

This mark grid is used to assess the student's two-minute presentation **only**. It is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to Chinese written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read in Chinese as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in the presentation and how it may be structured, see **Indicative content for Task 2 Part 1, independent research presentation** in the document *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/ spoken Cantonese) Sample Assessment Materials (SAMs)*

Marks	Description
0	No rewardable material
1–3	• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. • Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. *Responses that refer to just one single written source can be awarded a maximum of 3 marks only.*
4–6	• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. • Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. • Gives a relevant personal response to the written sources supported with some justification.
10–12	• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. • Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 (discussion on independent research)

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Knowledge and understanding of society and culture (AO4)

This mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Marks	Description
0	No rewardable material
1–3	• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, conclusions, arguments are deemed to be those that give the standard, predictable responses.

Task 2, Part 2 (discussion on independent research continued)

Task 2: Accuracy and range of language (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses accuracy of pronunciation, grammar and syntax.

Marks	Description
0	No rewardable language.
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. • Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. • Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Complex language: considered to include the following.

- use of aspect markers

- passive voice

- the 把 construction, for example 他把车修好了。

- use of interrogative sentences in which 吗 is used

- using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns

- using synonyms and a variety of expressions

- any grammar and structures included in the grammar list that are specific to A Level.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. 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 the misuse of measure words

- speaking Chinese with an accent which does not lead to misunderstanding

- 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) or errors that force listeners to strain to understand what is meant,

  for example inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意 / 老师对你的作业很满足

- using English word order (for example 我学习在图书馆)

- serious mispronunciation such as tones which block communication for example, pronouncing 看书 as 砍树；照 as 找；上午 as 下午；网上 as 晚上)

- frequent errors hinder clarity as they 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, i.e. using the incorrect person or the verb

- mother-tongue interference.

NB These are provided as examples only and do not constitute a finite list.

Task 2, Part 2 (discussion on independent research continued)

Interaction (AO1)

This mark grid assesses students' ability to interact with the teacher-examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1–2	• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication 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.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

Traditional characters	Simplified characters
你同意我的看法嗎？	你同意我的看法吗？
是不是可以認為……？	是不是可以认为……？
我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你是怎么看……问题的？
你對……有什麼看法？	你对……有什么看法？
你明白我的意思嗎？	你明白我的意思吗？

The timing of the assessment means that the teacher-examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Administration and general information about the conduct of the speaking assessment

General information

- A pack of assessment materials will be sent to centres in advance of the prescribed five-week assessment period, which is during April and May. This must be kept in secure conditions by the Examinations Officer until it is given to the teacher-examiner responsible for the conduct of the speaking assessment. Students must not gain access to these materials before the assessment commences.

- The teacher/examiner may open the pack three working days before the prescribed five week assessment period, in order to be familiar with the material and to prepare questions in advance. The assessment materials in this pack must not be removed from the centre premises.

- The teacher-examiner responsible for the conduct of the speaking assessments is required to preserve the confidentiality of the examining materials: these materials must be handed back to the Examinations Officer on completion of the tests and must be kept secure.

- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.

- All assessments will be marked against assessment criteria that can be found in the specification and the Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs) document.

- Centres must have procedures in place to verify the identity of all students at the time of the assessment. They need to confirm this in the *RP3 Form* in *Appendix 1: Independent research form (RP3)*. Centres are required to submit to Pearson one completed *RP3 Form* for each student in the cohort.

Preparation time and notes

- The notes made during the preparation time should be reference only; students should not read out whole, prepared sentences.

- The preparation time **must** be supervised. It must take place outside of the room with an invigilator. As well as supervising students during their 5 minutes' preparation time, the invigilator is responsible for informing students in English of the two sub-themes from which they can make their choice and for giving them the correct stimulus card based on that choice.

- A Chinese teacher, or a senior member of teaching staff who has had overall responsibility for the students' preparation for the examination **cannot** act as an invigilator during the examination (JCQ document *Instructions for conducting examinations,* 2016-2017, paragraph 6.3, page 18).

- Students are not permitted to write on the stimulus card.

- Students must return their notes and stimulus card to the teacher-examiner at the end of the assessment.

- Any notes made during the preparation time must be kept securely by the centre until the end of October.

- Students cannot have access to a dictionary, or any other resource, during the preparation time.

- The teacher-examiner must test that both the machine used for recording the speaking assessment and the backup machine are working before the assessment begins. Both machines should be used in order to mitigate against any problems with the recordings, and recordings should be checked after the assessment to ensure they have worked.

Independent research project form

- Students must submit the *RP3 Form* to the teacher-examiner no later than three weeks before the date of the assessment, outlining the findings from the sources they have used for their research.

- The list of sources must include **at least two written sources**.

- The purpose of the form is to provide sufficient information for the teacher-examiner to conduct a discussion; students will not be assessed on the contents of the *RP3 Form.*

- The summary of the 6 to 10 key research findings is to be completed by the student **in English** in advance, on the *RP3 Form.*

- Students will be required to declare the literary work(s) and/or film studied for Paper 2 on the *RP3 Form* so the teacher-examiner can ensure that there is no repetition of this material in Task 2. Students and teachers must sign a declaration on the *RP3 Form* to confirm all work is the student's own.

Students are allowed to refer to their *RP3 Form* in Task 2, but they are not allowed to write additional notes on it. It will be checked by the teacher-examiner in the examination room.

Sample assessment materials

Sample student and teacher-examiner cards for the tasks and marking criteria (including guidance of how these criteria are applied) can be found in the *Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiners who will mark the assessments. It is printed for reference only to aid understanding of how the criteria will be applied.

Assessment Objectives

	Students must:	% in GCE A Level
AO1	Understand and respond: • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources	20
AO2	Understand and respond: • in speech to written language drawn from a variety of sources • in writing to written language drawn from a variety of sources	30
AO3	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure	30
AO4	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken	20
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening, reading and translation	15	25	___	___	40%
Paper 2: Written response to works and translation	___	___	20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for GCE A Level	**20**	**30**	**30**	**20**	**100%**

3 Administration and general information

Entries

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

Discount code and performance tables

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the school and college performance tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade). If the qualifications are the same size, then the better grade will be counted (please see *Appendix 7: Codes*).

Students should be advised that if they take two GCE qualifications with the same discount code, the colleges, universities and employers to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE qualifications that have different discount codes but have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

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 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 in Chinese. For the speaking assessment, students have a choice between speaking in Mandarin or Cantonese. All student work must be in Chinese, except the translation in Paper 1 (Section C), which requires a response 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 person 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 person 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, or affects timeframes or 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 student'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

Malpractice

Student malpractice

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

Student 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 student 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 M2a* (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.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for Paper 1 and 3 in this qualification will be scaled by Pearson to represent the relative weighting of 40% for Paper 1 and 30% for Paper 3.

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	40%	80	2.000	160
2	30%	120	1.000	120
3	30%	72	1.667	120

This A Level qualification will be graded and certificated on a six-grade scale from A* to E using the total subject mark. Individual papers are not graded.

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.

The first certification opportunity for this qualification will be 2019.

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.

Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Chinese.

Progression

This qualification offers a suitable progression route from GCSE and AS Level, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this qualification as is the inclusion of authentic written and spoken sources, responding through writing to literature and film, and independent research.

Students are expected to be able to develop knowledge and understanding of the social issues and trends and political and artistic culture of the target language country and communities. They should be able to express and justify their own opinions, develop arguments, and persuade, in speech and writing, building on the fluency and spontaneity developed at Key Stages 3 and 4.

The skill of translation will be developed from those skills practised at Key Stages 3 and 4. The range of topics promotes a clear progression in grammar, vocabulary, and cultural knowledge and understanding from Key Stages 3 and 4, and will increase linguistic and cognitive demand. The grammar list illustrates the level required for this qualification.

This qualification offers a suitable progression route to further study at university level. In addition, the study of one language at GCE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile, particularly for UK organisations trading overseas as well as with international companies based in the UK and globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support study of other GCE subjects, higher education study, and the transition to employment, together with an understanding and appreciation of Chinese-speaking countries and their cultures.

Appendices

Appendix 1: Independent research project form (RP3)

Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/ spoken Cantonese) (9CN0/03M/03C)	
Centre name:	**Centre number:**
Candidate name:	**Candidate number:**
Examination series:	
Research question/statement (written in Chinese characters):	

Candidates **must** submit this form to the teacher-examiner no later than three weeks in advance of the date of the assessment. Candidates are permitted to take a copy of this form into the assessment but they are not allowed to write additional notes on it.

Key findings of research: you must provide 6 to 10 findings in English.	
1	**6**
2	**7**
3	**8**
4	**9**
5	**10**

List of sources: The following sources were used during the course of conducting the independent research (students **must** include at least **two** written sources, which students **must** refer to during their presentation in Task 2)	
Full title of article/journal/literary text/film/other	**Author and date (if applicable)**

Please continue on a separate sheet if necessary.

The independent research project **must not** be based on one of the literary works or films studied for Paper 2. Students will receive a mark of zero for Task 2 if their independent research project focuses on a work studied for Paper 2.

Students must write the works studied below.

Declaration of works studied for Paper 2

Paper 2 literary texts/film studied:

Candidate declaration: *I declare that the material I have used for my independent research project is not based on either of the works studied for Paper 2. I declare that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. I agree to my work being used to support professional development, online support and training of teachers and examiners.*

Candidate signature: …………………………………………………Date: ……………………………………………

Teacher declaration: I declare that this work is solely that of the candidate and that it has been carried out in line with Pearson and JCQ documentation for the conduct of the examinations. I agree to this work being used to support teachers and examiners.

Teacher signature: …………………………………………………Date: ……………………………………………

If you need any advice on completing the form, please email: languagesassessment@pearson.com

Appendix 2: Prescribed literary texts and films

For Paper 2, students are required to study two works from the list below. This can be either two literary texts **or** one literary text and one film.

Literary texts

Traditional characters

- 《一隻叫鳳的鴿子》（作者 曹文軒）, 2014 (short story)
- 《城南舊事》〈惠安館〉，〈爸爸的花兒落了〉（作者 林海音）, 1960 (autobiographical novel)
- 《故鄉》（作者 魯迅）, 1921 (novel)

Simplified characters

- 《一只叫凤的鸽子》（作者 曹文轩）, 2014 (short story)
- 《城南旧事》〈惠安馆〉，〈爸爸的花儿落了〉（作者 林海音）, 1960 (autobiographical novel)
- 《故乡》（作者 魯迅）, 1921 (novel)

Films

Traditional characters

- 《請投我一票》（導演 陳為軍）, 2007
- 《十七歲的單車》（導演 王小帥）, 2001
- 《天水圍的日與夜》（導演 許鞍華）, 2008

Simplified characters

- 《请投我一票》（导演 陈为军）, 2007
- 《十七岁的单车》（导演 王小帅）, 2001
- 《天水围的日与夜》（导演 许鞍华）, 2008

Appendix 3: Grammar list

Students at A Level are expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the examination, students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

	Full/traditional characters	Simplified characters
Nouns		
Collective nouns	父母，師生，男女,老少，人口，紙張，車輛	父母，师生，男女老少,人口，纸张，车辆
Common noun suffix	−家（專家，藝術家，探險家）；−師（設計師，建築師）	−家（专家，艺术家，探险家）；−师（设计师，建筑师）
Noun phrases with 的	大的，紅的，塑膠的	大的，红的，塑料的
Adjectives		
Reduplication of adjectives	清清楚楚，馬馬虎虎	清清楚楚，马马虎虎
Adjective and collocation	大工資 vs 高工資；嚴格 vs 嚴重	大工资 vs 高工资；严格 vs 严重
Sequencing of attributives	一條很漂亮的白色長裙	

	Full/traditional characters	**Simplified characters**
Numerals		
Fractions	五分之三	五分之三
Percentages	百分之五十	百分之五十
Decimals	(三點一四)	(三点一四)
Indeterminate excess	一百多年	一百多年
Approximation	大約，左右	大约，左右
Multiples	倍	倍
Juxtaposition	兩三年，四五歲	两三年，四五岁
Adverbs		
Referential adverbs	就，才，都，也，卻，還，再，又，只，卻，而	就，才，都，也，却，还，再，又，只，却，而
Adverbs showing degree	太，非常，真，十分，特別，更	太，非常，真，十分，特别，更
Time	本來，後來，即將	
Degree	比較，相當，極其，無比	比较，相当，极其，无比
Frequency	一連，不斷，再三，偶爾	一连，不断，再三，偶尔
Emphasise	簡直，幾乎，尤其，明明	简直，几乎，尤其，明明
On contrary	恰恰相反，倒	

	Full/traditional characters	Simplified characters
Quantifiers		
Frequency of actions and events	次，遍，回	次，遍，回
Plurality of nouns	一些，幾，不少，許多	一些，几，不少，许多
Part	一部分，大部分，大多	
Pronouns		
Self-reflective form	自己	自己
Others	其他，別的	其他，别的
Formal/ written pronouns	本地，此事，該活動	本地，此事，该活动
Enumerative pronouns	等等，什麼的	等等，什么的
Verbs		
Verb + object disyllabic structure	(離合詞)吃飯,唱歌,看書,走路,游泳	(离合词)吃饭,唱歌,看书,走路,游泳
Verb reduplication showing brief duration	休息休息/休息一下	休息休息/休息一下
Verb collocation	*閱讀書 vs 看書	*阅读书 vs 看书
Verbs with duration	三年沒學中文 vs 學了三年中文	三年没学中文 vs 学了三年中文

	Full/traditional characters	**Simplified characters**
Prepositions/coverbs		
Time	在，從，到，於，自，至，當	在，从，到，于，自，至，当
For beneficiary	給，為，為了，替	给，为，为了，替
Instrument	用，坐，靠，依靠，根據，據，按	用，坐，靠，依靠，根据，据，按
Facing	對，跟	对，跟
Comparison	比	
Distance	離	离
Regarding	關於	关于
Conjunctions		
	和，與，跟	和，与，跟
	及，以及，而，並	及，以及，而，并
	何況，除非，儘管，以便，以免，隨著，萬一，可見，要麼	何况，除非，尽管，以便，以免，随着，万一，可见，要么
Clausal conjunctions	因為……所以……	因为……所以……
	雖然……但是……	虽然……但是……
	不但……而且……	不但……而且……
	又……又……	又……又……
	如果……就……	如果……就……
	先……再/然後……	先……再/然后……
	一……就……	一……就……

	Full/traditional characters	**Simplified characters**
Conjunctions (*continued*)		
Clausal conjunctions	只要……就	只要……就
	只有……才……	只有……才……
	既然……就……	既然……就……
	如果/假如/要是……就……	如果/假如/要是……就……
	不管……還是……	不管……还是……
	為了……	为了……
Temporal conjunctions	的時候；以後，以前	的时候；以后，以前
	當時，同時	当时，同时
Negation		
Double negative	不得不，不能不	不得不，不能不
Negation for imperatives	別	別
Otherwise	不然，否則	不然，否则

	Full/traditional characters	**Simplified characters**
Question words		
Extended usage of questions words	什麼都好,哪兒都不去;什麼都（沒）有	什么都好,哪儿都不去;什么都（没）有
Correlations and parallels	誰想去誰去;想去哪兒就去哪兒	谁想去谁去;想去哪儿就去哪儿
Alternative question	還是:你想吃蘋果<u>還是</u>草莓?	还是:你想吃苹果<u>还是</u>草莓?
Aspect markers		
Continuation marker	在	
Progression marker	着	
Completion marker	了	
Usage of 了 – as imminent action/ new situation		
Past experience marker	過	过
Structural markers		
Attributives with 的:	他昨天買的水果很好吃	他昨天买的水果很好吃
Descriptive adverbials with 地	慢慢地說	慢慢地说
Complement with 得:	說得很好;流利得很	说得很好;流利得很

	Full/traditional characters	**Simplified characters**
	Other constructions	
Various comparative constructions	她說中文比我流利。	她说中文比我流利。
	她說中文比我流利一點兒。	她说中文比我流利一点儿。
	她說中文比我流利得多。	她说中文比我流利得多。
	她說中文比我更流利。	她说中文比我更流利。
	她說中文和/跟我一樣流利。	她说中文和/跟我一样流利。
	她說中文沒有我這麼流利。	她说中文没有我这么流利。
Existence	有：桌子上有一本書	有：桌子上有一本书
Exclusion	除了……以外……	
Emphasise	連……都/也……	
Emphasise	是……的。	
Emphasise	不論/無論…… 都/也/還……	不论/无论…… 都/也/还……
Various complements with 得		
把 construction		
Passive construction	被/叫/讓	被/叫/让
Verbs used in passive and active sense	電視送來了。	电视送来了。

	Full/traditional characters	Simplified characters
Discourse markers		
	首先，其次，最後，總而言之/總之	首先，其次，最后，总而言之/总之
	其實，因此，由此可見，此外，直到，從而，與此相反，反而，結果，果然，從而	其实，因此，由此可见，此外，直到，从而，与此相反，反而，结果，果然，从而

Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including higher-education academics and teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCSE/GCE Subject Level Conditions and Requirements for Modern Foreign Languages,* published in April 2016.

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[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin/spoken Cantonese)
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From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

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 qualification development process that has included:

- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning 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. As a result of our work as a panel we are confident that we have supported the development of 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

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 5: 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 as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves the following[2].

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate[3].

Interpersonal skills

- **Communication** – active listening, speaking communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 6: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education for the skills it develops
- is worth half of an Advanced GCE qualification at grades A*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominantly secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed, in English, on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

How to link the Extended Project with languages

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest from within the language qualification content. The project must be written in English.

Through the Extended Project, students will develop skills that support their study of Chinese, including:

- conducting, organising and using research
- independent reading in the subject area
- planning, project management and time management
- defining a hypothesis to be tested in investigations or developing a design brief
- collecting, handling and interpreting data and evidence
- evaluating arguments and processes, including arguments in favour of alternative interpretations of data and evaluation of experimental methodology
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating different arguments, and using qualitative and quantitative evidence to support informed judgements and propose evidence-based solutions to issues.

Types of Extended Project related to languages

Students may produce a dissertation on any topic that can be researched and debated.

A dissertation might involve an investigation such as:

● the impact of Western pop culture on Chinese pop culture

● the extent to which China can be considered a "super power"

● the success of the education system in China, and its impact on the Western world.

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

● a study of the impact of emigration on rural communities in China

● the changing face of Chinese media in the digital era

A field study might consider an issue that lends itself to primary research, for example an investigation into the impact of protectionism on the Chinese film industry.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in Chinese. Students can demonstrate extension in one or more dimensions:

● **deepening understanding** – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of one aspect of the themes

● **broadening skills** – where a student learns a new skill. This might be learning how to design a website or learning a new statistical technique that can be used in the analysis of either primary or secondary data collected by the student

● **widening perspectives** – where the student's project spans different subjects. A student studying Chinese with business may wish to research the impact of tourism on a particular region or locality. A student studying Chinese with history may wish to analyse the impact of the reform and opening up policies in China in the late 1970s and early 1980s

Information to support the delivery and assessment of the Extended Project, including the specification, can be found on our website.

Appendix 7: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 603/1044/3
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	A Level – 9CN0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers, except for Paper 3, for which entries must be made for either Mandarin or Cantonese.	Paper 1: 9CN0/01 Paper 2: 9CN0/02 Paper 3: 9CN0/03M/03C

*www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores

About Pearson

Pearson is the world's leading learning company, with 22,500 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 learners at qualifications.pearson.com

This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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