



# AQA Qualification support

GCSE Chinese (Spoken Mandarin)

Preparing to teach

Candidate materials

**BOOKLET 2**

Published date: summer 2017 version 4.0

Permission to reproduce all copyright materials have been applied for. In some cases, efforts to contact copyright holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future documents if required.

---

Contents	Page
GCSE Chinese (Spoken Mandarin) Listening candidate exemplar materials	4
GCSE Chinese (Spoken Mandarin) Reading candidate exemplar materials	18
GCSE Chinese (Spoken Mandarin) Writing candidate exemplar materials	30
GCSE Chinese (Spoken Mandarin) Speaking candidate exemplar materials	48

---

## GCSE Chinese (Spoken Mandarin) Listening Foundation Question 8

### Xiaoli's future plans

Listen to Xiaoli talking about her plans.

Answer **both** parts of the question in **English**.

08 . 1

Where does she want to work? *to work*

*library*

[1 mark]

08 . 2

Why?

*she likes reading*

[1 mark]

### Transcript

08 F2 我想在图书馆工作，因为我喜欢看书。

### Mark Scheme

Qu	Accept	Mark
08.1	in the library	1
08.2	(She likes) reading	1

## GCSE Chinese (Spoken Mandarin) Listening Foundation Question 11-13

### Xiaohai's TV programme preferences

Your friend, Xiaohai, is telling you about TV programmes.

Answer in English.

Which TV programme does he **prefer** to watch ...

<b>Example</b>	with his friends?	<u>cartoons</u>	
<b>1 1</b>	after school?	<u>he likes to listen to music on his laptop</u>	[1 mark]
<b>1 2</b>	at the weekend?	<u>he plays football matches.</u>	[1 mark]
<b>1 3</b>	before the evening meal?	<u>have a shower.</u>	[1 mark]

### Transcript

<b>Example</b>	<b>M1</b>	我喜欢跟朋友们一起看动画片。
<b>11</b>	<b>M1</b>	放学以后，我喜欢在电视上看音乐会。
<b>12</b>	<b>M1</b>	周末的时候，我看足球比赛。
<b>13</b>	<b>M1</b>	晚饭以前，我看天气预报。

### Mark Scheme

Qu	Accept	Reject	Mark
11	music (concerts)		1
Qu	Accept	Reject	Mark
12	sports / football (matches)		1
Qu	Accept	Reject	Mark
13	weather (forecast)		1

## GCSE Chinese (Spoken Mandarin) Listening Foundation Question 14-15

### Helping at a Shanghai restaurant

You have a holiday job in a restaurant in Shanghai and are taking orders.

Complete each customer's order. Give **two** items.

Answer in **English**.

Example

**Chicken and fried rice**

1 4

*noodles and beef*

[2 marks]

1 5

*Vegetables and fish*

[2 marks]

### Transcript

**Example F1** 请给我一份鸡肉，一份炒饭。

**14 M2** 我要吃牛肉，也要吃面条。

**15 F2** 我想点一条鱼和一盘青菜。

### Mark Scheme

Qu	Accept	Reject	Mark
14	beef = 1 noodles = 1 (in any order)		2

Qu	Accept	Reject	Mark
15	fish = 1 vegetables / greens = 1 (in any order)		2

## GCSE Chinese (Spoken Mandarin) Listening Foundation Question 16

### Volunteering in China

Your friend, Xiaohong, wants to be a volunteer in her local community.

Answer both parts of the question in English.

1 6 . 1 Where would she prefer to be a volunteer?

In her village.

[1 mark]

1 6 . 2 Why?

Because it is close to her home

[1 mark]

### Transcript

16 F1 我想去医院做义工，因为我家离医院很近。

### Mark Scheme

Qu	Accept	Mark
16.1	hospital	1
16.2	(it is) close to her home	1

## GCSE Chinese (Spoken Mandarin) Listening Foundation Question 19-20

### School holidays

Two of your friends are chatting about school holidays.

What did they do before? What do they do now? What will they do in the future?

Complete the following grid in **English**.

1 | 9

Before	Now	Future
attended summer camp	go to the mountains	go to the zoo

[2 marks]

2 | 0

Before	Now	Future
rode horse	Paint art	climb the Great Wall

[2 marks]

### Transcript

- 19 M2 以前，我常常参加夏令营；但是现在我喜欢去山区；明年我要去非洲看动物。
- 20 F1 我小时候喜欢骑马；现在我非常爱滑雪；明年我计划去爬长城。

### Mark Scheme

Qu	Accept	Reject	Mark
19	<b>Now:</b> go to the mountains = 1 <b>Future:</b> go to Africa / see animals = 1		2

Qu	Accept	Reject	Mark
20	<b>Before:</b> (horse)riding / rode horse = 1 <b>Now:</b> skiing = 1		2



---

Please turn over...

## GCSE Chinese (Spoken Mandarin) Listening Higher Tier – Question 9-11

### School and teachers

These students are talking about their teachers.

For each subject, write in the box a reason why they like their teacher.

Answer in **English**.

Example

Subject	Reason
Music	The teacher is a good singer.

0 | 9

Subject	Reason
English	ting xue sheng listen to students

[1 mark]

1 | 0

Subject	Reason
Maths	ke ke you yi di jiu lessons are interesting

[1 mark]

1 | 1

Subject	Reason
Geography	gei gave give) not much homework

[1 mark]

## Transcript

- Example**     **M2**     音乐老师唱歌唱得很好听。
- 09**             **F1**     英语老师常常听学生想说什么。
- 10**             **M1**     数学老师的课有意思极了。
- 11**             **F2**     地理老师给我们的作业不多。

## Mark Scheme

Qu	Key idea	Accept	Reject	Mark
09	listens to the students		any words in target language any idea that it is the students who listen to teacher	1

Qu	Key idea	Accept	Reject	Mark
10	(His / her) lessons are interesting	not boring / tedious etc.	any words in target language He is interesting	1

Qu	Key idea	Accept	Reject	Mark
11	(He / she) does not give them (too) much homework		any words in target language He does not give them any homework.	1

## GCSE Chinese (Spoken Mandarin) Listening Higher Tier – Question 15-20

### Finding a job

During a visit to your Chinese partner school you listen to a clip of a careers interview.

Write the answers to the questions in **English**.

1 5 What work experience does this person have?

last summer spent a month

[1 mark]

chao shi  
yi ge yue

1 6 Which foreign language does this person speak best?

Japanese  
Chinese mandarin

[1 mark]

1 7 What does this person say about his personality? bangzhen bic ren

always busy but often

[1 mark]

1 8 Which hobby does this person most enjoy?

listening cooking Chinese food

[1 mark]

1 9 Why does this person want to work for this company?

to earn money to earn money  
~~next year want to~~ go to university next year

[1 mark]

2 0 What does this person wish for his own future?

yi ming gong cheng shi

wants to be an engineer

[1 mark]

## Transcript

- 15            **F1**    你做过什么工作？
- M1**    去年暑假，我在超市做了一个月的售货员。
- 16            **F1**    你会说外语吗？
- M1**    我很喜欢汉语，可是我的日语比汉语好。
- 17            **F1**    请说说你的性格。
- M1**    虽然我每天都很忙，但是我非常爱帮助别人。

## Mark Scheme

Qu	Key idea	Accept	Reject	Mark
15	shop assistant			1

Qu	Key idea	Accept	Reject	Mark
16	Japanese		Mandarin and Japanese	1

Qu	Key idea	Accept	Reject	Mark
17	helps others	helpful	busy; or vague answers such as nice	1

Qu	Key idea	Accept	Reject	Mark
18	(learns to) cook (Chinese food)		listening music or skateboarding	1

Qu	Key idea	Accept	Reject	Mark
19	pays for university	goes to university / earns money		1

Qu	Key idea	Accept	Reject	Mark
20	become an engineer			1

## GCSE Chinese (Spoken Mandarin) Listening Higher Tier – Question 27-28



### Electronic reading devices

Listen to this Chinese radio phone-in programme where listeners are discussing the advantages and disadvantages of electronic reading devices.

For each speaker write down **one** advantage and **one** disadvantage.

Answer in **English**.

2 7

Speaker 1

Advantage	Disadvantage
> makes you more smart	> <del>look</del> bad for eyes

[2 marks]

2 8

Speaker 2

Advantage	Disadvantage
> activating books	> Mun don't read them.

[2 marks]

## Transcript

- 27            **F2**    如果你有不认识的字，电子书会告诉你；但是长时间看电子书对眼睛不好。
- 28            **M1**    有些电子书可以有人的声音读给你听，所以不用看，可以听电子书；但是如果是晴天，在外面，电子书上的字很难看得到。

## Mark Scheme

Qu	Key idea	Accept	Reject	Mark
27	<p><b>Advantage:</b> give the definition of the new words = 1</p> <p><b>Disadvantage:</b> bad for your eyes</p>	<p><b>Advantage:</b> any idea about definitions / new words = 1</p>		2

Qu	Key idea	Accept	Reject	Mark
28	<p><b>Advantage:</b> e-books can read aloud to you/You can listen to e-books = 1</p> <p><b>Disadvantage:</b> hard to read</p>			2

## GCSE Chinese (Spoken Mandarin) Listening Higher Tier – Question 29-30

### Cycle lanes



As part of a project on the environment you are listening to a report discussing cycle lanes in cities.

Complete the sentences in **English**.

**Example**

The advantage for cycle lanes is that it makes cyclists feel safer.

**2 9**

Some people don't agree with cycle lanes and suggest ...

force better use bus lanes

This is because too many cyclists will ...

make the roads busy and cause traffic

[2 marks]

**3 0**

Some people are in favour of cycle lanes provided that ...

all cyclists use cycle lanes

More cycle lanes will mean ...

city traffic will get better

[2 marks]

### Transcript

**Example**

**F1** 自行车道让骑自行车的人感到更安全。

**29**

**F1** 可是，有些人不喜欢自行车道，他们觉得城市应该只有公共汽车，因为太多人骑自行车会让所有的车都开得很慢。

**30**

**F1** 也有人认为，如果大家都骑自行车，有自行车道就是一个好主意，更多的自行车道会让城市的空气变得更好。

## Mark Scheme

Qu	Key idea	Accept	Reject	Mark
29	only buses = 1 slow down the traffic (or similar) =		buses <b>t.c.</b>	2

Qu	Key idea	Accept	Reject	Mark
30	everyone cycles = 1 air (quality) (or similar) = 1			2

## GCSE Chinese (Spoken Mandarin) Reading

### Foundation Tier – Question 7

07 Poem

Below is an extract from a famous Chinese poem by Li Bai 《春日醉起言志》.

Answer the questions below in English.

Line 1: 觉来盼庭前，

Line 2: 一鸟花间鸣。

Line 3: 借问此何时，

Line 4: 春风语流莺。

07 . 1 Which animal is mentioned in Line 2?

bird

[1 mark]

07 . 2 Which season is mentioned in Line 4?

autumn

[1 mark]

07 . 3 Which type of weather is mentioned in Line 4?

wind

[1 mark]

07 . 4 On which line is the character for 'flower' used?

3

[1 mark]

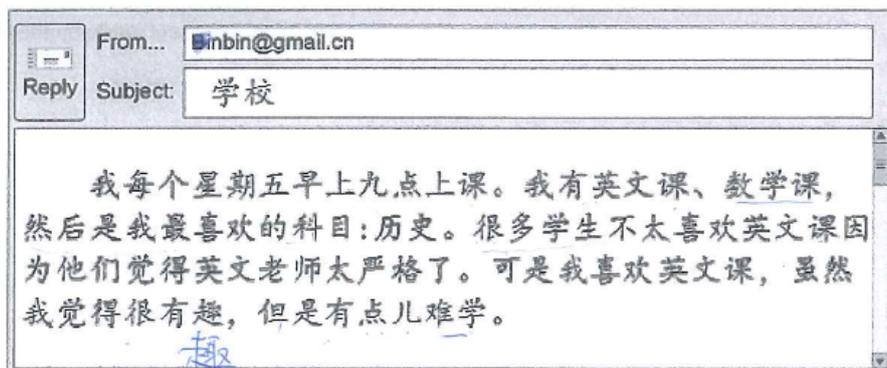
## Mark Scheme

Qu	Key idea	Accept	Reject	Mark
07.1	bird			1
07.2	Spring			1
07.3	wind			1
07.4	two	2		1

## GCSE Chinese (Spoken Mandarin) Reading Foundation Tier - Question 11

1 1 At school

You receive this email from your Chinese pen-pal, Binbin.



1 1 . 1 What is Binbin's opinion about history?

She likes it the most [1 mark]

1 1 . 2 What do the other students think of their English teacher?

they don't like her/him [1 mark]

1 1 . 3 Why does Binbin love English?

it is interesting [1 mark]

1 1 . 4 What else does Binbin think about her English class?

it's boring [1 mark]

### Mark Scheme

Qu	Accept	Mark
11.1	It's her favourite subject/She likes it (history) (the) most	1
11.2	Too strict	1
11.3	It's interesting/fun	1
11.4	It is (a bit) hard to study/(a bit) difficult	1



---

Please turn over...

## GCSE Chinese (Spoken Mandarin) Reading Foundation Tier Translation

1 | 5

Your sister's friend has shared the following post on WeChat. Your sister asks you to translate it into **English** for her. Write in full sentences.

我们的小镇有一个购物中心。购物中心旁边有一个电影院。上个星期六我和朋友一起去看了电影，但是我觉得电影票太贵了。

[9 marks]

We have one \_\_\_\_\_.

movie.

Last Saturday my friend and I went to

watch a movie. But I thought the

movie was \_\_\_\_\_.

## Mark Scheme

	Chinese	Translation	Mark
	我们的小镇	In our town	1
	有一个购物中心。	there is a shopping centre/mall.	1
	购物中心旁边	Next to the shopping centre/ mall,	1
	有一个电影院。	there is a cinema.	1
15	上个星期六	Last Saturday	1
	我和朋友一起	my friends and I (me and my friends)	1
	去看了电影。	went to see a film/ movie.	1
	但是我觉得电影票	But I thought the cinema/ movie tickets	1
	太贵了。	were too expensive/ dear.	1

## GCSE Chinese (Spoken Mandarin) Reading Higher Tier – Question 7

### 0 7 Dandan's birthday party

Your Chinese cousin, Dandan, has written you a letter. Read this extract and answer the following questions in **English**.

上个星期天是我十六岁的生日。我的十二个好朋友都来参加了我的生日会，我们一起打了一场排球比赛后，去了一家意大利饭店吃了饭。我吃了牛肉和鸡肉，很高兴。

妈妈做了一个巧克力大蛋糕，大家都说很好吃。我觉得巧克力蛋糕最好吃。

0 7 . 1 When exactly was Dandan's birthday?

last Sunday

[1 mark]

0 7 . 2 Which sport did Dandan and her friends play together?

volley ball

[1 mark]

0 7 . 3 What kind of restaurant did they go to?

A big restaurant

[1 mark]

0 7 . 4 What kind of cake did Dandan have for her birthday?

Chocolate cake.

[1 mark]

## Mark Scheme

Qu	Accept	Mark
7.1	last Sunday	1
7.2	volleyball	1
7.3	Italian	1
7.4	chocolate	1

## GCSE Chinese (Spoken Mandarin) Reading Higher Tier – Question 8

0 8 On the Stork Tower by Wang Zhihuan

Read the poem below and answer the questions in **English**.

Line 1: 白日依山尽，

Line 2: 黄河入海流。

Line 3: 欲穷千里目，

Line 4: 更上一层楼。

0 8 . 1 In Line 1, which aspect of nature is mentioned? (**One** detail.)

a mountain

[1 mark]

0 8 . 2 In Line 2, what heads towards the sea?

a pond

[1 mark]

0 8 . 3 How many Chinese miles are mentioned in Line 3?

a million.

[1 mark]

0 8 . 4 Where can you see the best view, according to the poem?

A	Where you are now
B	Climbing up
C	Moving to the right

B

[1 mark]

## Mark Scheme

Qu	Key idea	Accept	Reject	Mark
8.1	sun/mountain(s) (one from two)			1
8.2	(Yellow) River/river			1
8.3	1000	one thousand		1
8.4	<b>B</b>			1

## GCSE Chinese (Spoken Mandarin) Reading Higher Tier Translation

- 1 3 Your brother has seen this post on WeChat and asks you to translate it for him into English. Write in complete sentences.

我常常跟朋友们一起在学校附近的公园里踢足球。因为那里总是有很多垃圾，所以我们参加了环境保护小组。  
现在，我们的公园越来越漂亮了。

BUS STOP PLAY FOOTBALL

RABBITS

[9 marks]

ME AND MY FRIEND <sup>IN</sup> GO TO A PARK NEAR THE SCHOOL TO PLAY FOOTBALL.

BECAUSE IN THE PARK THERE IS A LOT OF SPACE, SO WE <sup>WERE ABLE</sup> ~~ARE ABLE~~ TO

RABBITS.

NOW, WE WILL GO TO A PARK WHICH IS PRETTIER.

## Mark Scheme

	Chinese	English	Mark
13	我常常跟朋友一起	I often (go) with my friends,	1
	在学校附近的公园	to a park near to school	1
	踢足球。	to play football.	1
	因为在那里总是有很多垃圾，	As there is a lot of litter/ rubbish there	1
	所以我们参加了环境保护小组。	(therefore) we took part/joined a 'Save/Protect the Environment' group.	1 1
	现在，我们的公园	Now, our park	1
	越来越漂亮了。	is more and more beautiful.	1

## GCSE Chinese (Spoken Mandarin) Writing Foundation Tier – Question 1

0 1

You receive a photo from your Chinese friend via Wechat.



What is there in the picture? Write **four** sentences in **Chinese** characters.

0 1 . 1

他们都吃早餐。  
fan

[2 marks]

0 1 . 2

他们是水。

[2 marks]

0 1 . 3

他们是中国人。

[2 marks]

0 1 . 4

他们吃面包。

[2 marks]

## Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

### Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

**[8 marks]**

Mark	Communication
<b>2</b>	The relevant message is clearly communicated.
<b>1</b>	The message is relevant but has some ambiguity and causes a delay in communication.
<b>0</b>	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
<b>01.1</b>	他吃面包。	他乞面包。	吃包	<b>[2 marks]</b>
<b>01.2</b>	他不喝水。	他喝不水。	他水	<b>[2 marks]</b>
<b>01.3</b>	这儿/里有四个人。	这有四人。	四人。	<b>[2 marks]</b>
<b>01.4</b>	他们是朋友。	他们是月友。	月友	<b>[2 marks]</b>

## GCSE Chinese (Spoken Mandarin) Writing Foundation Tier – Question 2

0 2

You are going out. Email your friend with the details.

Mention:

- where
- who with
- what activity
- what time you will return

Write approximately **30 Chinese** characters. Respond to every bullet point.

[16 marks]

你好朋友!

明天

我们去游泳。我爸爸、妈妈、朋友和我。我们六点去游泳。我去了游泳上一个星期。(After) 我们吃面包。

## Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 30 characters over the whole question. The number of characters is approximate and you must mark all work produced by the student.

[16 marks]

### Content

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

## GCSE Chinese (Spoken Mandarin) Writing Foundation Tier – Question 3

0 3

Translate the following sentences into **Chinese**.

He is not French.

他不是 fā 国人。

I have one dog and two cats.

我有一狗和两 mao。

I like science because the science teachers are interesting.

我喜欢 science, 因为 we science  
老师是 interesting

I go to the sports centre to swim.

我去 yun dong center 是游泳。

I went to the park yesterday.

我去 park  
昨天

[10 marks]

### Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

**[10 marks]**

#### Conveying key messages

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

#### Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

## GCSE Chinese (Spoken Mandarin) Writing Foundation Tier – Question 4.1

### EITHER Question 4.1

**0 4** . **1** You are writing about your education for your Chinese friend.

Mention:

- your school routine
- positive and negative aspects of your school
- a school trip you have been on recently
- your plans for the future

Write approximately **75 Chinese characters**. Respond to every bullet point.

[16 marks]

你好!

我七点半起<sup>qi chuang</sup>。我不喜欢早上。我吃早餐<sup>fan</sup>，我吃面包和果汁。是 dan shi 不吃冰。ran hou 我去学校。我学校叫本内登和住宿楼叫 Echingham。我学校有游泳，网<sup>qi courts</sup>。我学校很 piao rang。我不喜欢老师 yin wei 他们 strict。作年我年级去了~~ten~~中国，我常常去了游泳，我最<sup>zui</sup>喜欢游泳。~~我~~

明年觉得我去英国是三天事  
有和妈妈

## Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 75 characters for this task. The number of characters is approximate and you must mark all work produced by the student.

### Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

### Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames,

---

		although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

## Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

## GCSE Chinese (Spoken Mandarin) Writing Higher Tier Question 1.1

### EITHER Question 1.1

**0 1** . **1** You are writing about your education for your Chinese friend.

Mention:

- your school routine
- positive and negative aspects of your school
- a school trip you have been on recently
- your plans for the future

班 午

\*

经 年 人

Write approximately 75 Chinese characters. Respond to every bullet point.

[16 marks]

早 饭

你 好!

我想谈谈多跟你事关于我的校学。

每天八点我上学，我吃饭太早了！

第一的课目开始始她点半，每天我学了

中文课，但是多今天我有了中央语课。

七点半我有两个小时

十二点半我有两个空小时，十二点半的时候

我每天打网球。每天我有六个课目。

虽然我爱我的校学，但是有有一些不好的东西，例如校学我太多的学生，所以，

如果我不懂我不会问，我也觉得学校学的饭比其他的学校饭更不好。

但是，对我来说学校又有意思又有好玩。

最近我和学校一起去了一个 Justin Bieber <sup>的</sup> 演唱会音乐会！Justin Bieber 是我最爱的有台的人！

明年我想去中国。我没去过中国，但是小时候我要去。我要去北京。

\* 我的学校在 Benenden, 在英国南部。

## Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

### Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 75 characters for this task. The number of characters is approximate and you must mark all work produced by the student.

### Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the

other criteria are met.

## Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

## Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

## GCSE Chinese (Spoken Mandarin) Writing Higher Tier Question 2.1

### EITHER Question 2.1

0 2 . 1 You are writing an article for a Chinese lifestyle magazine.

Mention:

- your opinion about healthy living
- a memorable meal.

Write approximately 125 Chinese characters. Respond to both bullet points.

[32 marks]

大家好！<sup>身</sup>  
 我想谈谈跟你关于身体好。我想象  
 大部分的人不 *xi dao* 怎么有 好的身体，  
 但是我 <sup>们</sup> 觉 ~~得~~ 得如果你要有好的  
 身体，你 <sup>们</sup> 必 *xu* 做好饭，例 *ru* 如  
~~mian tiao~~ *mian tiao*。你们也必 *xu* 做很多的 ~~运~~  
<sup>运</sup> *yun* 动，例如打网球。  
<sup>日</sup> 最近我去了我的妈妈生日饭，饭  
 又好吃又身体好。我吃了很多的饭也  
 我觉得你会吃身体好的饭。

## Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 125 characters over the whole question. The number of characters is approximate and you must mark all work produced by the student.

### Content

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

## Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

## Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

## Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

## Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

## GCSE Chinese (Spoken Mandarin) Writing Higher Tier Question 3

0 3

Translate the following passage into Chinese characters.

My mum drove me and my friend to a local museum last weekend. Although the entry fee was very expensive, we had a good time. We had lunch at the Italian restaurant opposite the museum. I am going to start my new part time job next Saturday.

[12 marks]

上个周末,我妈妈开车所以我和朋友  
可以去博物馆。  
虽然去里很贵,但是我们觉得很好玩。  
我们在对面博物馆的Italian 饭馆吃了  
午饭。下个星期六,我要~~晚~~开始我新的  
星期<sup>六</sup>工作。

### Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

#### Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

#### Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

## GCSE Chinese (Spoken Mandarin) Speaking

### Foundation Tier Role-play

#### ROLE-PLAY 2 (FOUNDATION TIER)

#### CANDIDATE'S ROLE

##### Instructions to candidates

Your teacher will play the part of your Chinese classmate and will speak first.

When you see this – **!** – you will have to respond to something you have not prepared. When you see this – **?** – you will have to ask a question.

You are talking to your Chinese classmate about free time.

- Say what type of music you like (**one** detail).
- Say if you like going to the cinema and why/why not.
- **!**
- Say what you do with your friends (**one** detail).
- **?** Ask your friend if he/she likes shopping.

## ROLE-PLAY 2 (FOUNDATION TIER)

### TEACHER'S ROLE

- You begin the role-play.
  - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

You must begin the role-play by using the introductory text below.

**Introductory text:** 我是你的同学。

- 1 Ask the candidate what type of music he/she likes.

你喜欢听什么音乐？

- 2 Allow the candidate to say what type of music he/she likes.  
Ask the candidate if he/she likes going to the cinema and why/why not.

你喜欢去看电影吗？为什么喜欢/不喜欢？

- 3 Allow the candidate to say if he/she likes going to the cinema and why/why not.  
**!** Ask the candidate what sport he/she likes. (Elicit **one** detail).

你喜欢什么运动？

- 4 Allow the candidate to say what sport he/she likes.  
Ask the candidate to say what he/she does with his/her friends. (Elicit **one** detail).

你和朋友一起喜欢做什么？

- 5 Allow the candidate to say what he/she does with his/her friends.

很好。

- ?** Allow the candidate to ask if you like shopping.

*(Give an appropriate answer).*

## Higher Tier Role-play

### ROLE-PLAY 7 (HIGHER TIER)

#### CANDIDATE'S ROLE

##### Instructions to candidates

Your teacher will play the part of your Chinese classmate and will speak first.

When you see this – ! – you will have to respond to something you have not prepared. When you see this – ? – you will have to ask a question.

You are talking to your Chinese classmate about your interests.

- Say what you did yesterday (**one** detail).
- Say what you like to do in the evening (**two** activities).
- !
- Say what pop star you like and why.
- ? Ask your friend what type of music he/she likes.

## ROLE-PLAY 7 (HIGHER TIER)

### TEACHER'S ROLE

- You begin the role-play.
  - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
  - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
- 

You must begin the role-play by using the introductory text below.

**Introductory text:** 我是你的同学。

- 1 Ask the candidate what he/she did yesterday. (Elicit **one** detail).

你昨天做了什么？

- 2 Allow the candidate to say what he/she did yesterday.  
Ask the candidate what he/she likes to do in the evening. (Elicit **two** activities).

你晚上一般喜欢做什么？

- 3 Allow the candidate to say **two** activities he/she likes to do in the evening.  
**!** Ask the candidate to say what sort of films he/she likes.

你喜欢看什么电影？为什么？

- 4 Allow the candidate to say what sort of films he/she likes.  
Ask the candidate which pop star he/she likes and why.

你喜欢哪个歌星？为什么？

- 5 Allow the candidate to say which pop star he/she likes and why.

很有意思。

- ?** Allow the candidate to ask you about the type of music you like.

*(Give an appropriate answer).*

# GCSE CHINESE (MANDARIN)

# F

## Foundation Tier Paper 2 Speaking

---

Specimen 2019

### Candidate's material – Photo card

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes (+12 minutes' supervised preparation time)

### Instructions

- During the preparation time you are required to prepare the Role-play card and Photo card stimulus cards given to you.
- You may make notes during the preparation time. **You must not write on this card.**
- Hand your notes and both stimulus cards to the teacher-examiner before the General Conversation. You must ask the teacher-examiner at least one question in the General Conversation.

### Information

- The test will last a maximum of 9 minutes and will consist of a Role-play (approximately 2 minutes) and a Photo card (approximately 2 minutes), followed by a General Conversation (between 3 and 5 minutes) based on your nominated Theme and the Theme which has not been covered in the Photo card.
- You must **not** use a dictionary at any time during the test. This includes the preparation time.

**FOUNDATION TIER****Card E Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- What is there in the photo?
- What subject do you most like at school and why?
- What lessons did you have yesterday?

## Card E Teacher's Notes

**Theme: Current and future study and employment**  
**Topic: Life at School/College**

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question ‘照片里有什么?’.

You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- 照片里有什么?
- 在学校你最喜欢什么课? 为什么?
- 你昨天上了什么课?
- 你们班有多少个学生?
- 你在学校做什么运动?

## Part 3 - General conversation

The questions on the Photo card are followed by a General conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General conversation

- Identity and culture
- Local, national, international and global areas of interest

## Remember

It is a requirement for the candidate to ask you at least one question during the General conversation; this can happen at any time during this section of the test. If, towards the end of the General conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Chinese, ‘Is there anything you want to ask me?’

# GCSE CHINESE (MANDARIN)

# H

## Higher Tier Paper 2 Speaking

---

Specimen 2019

### Candidate's material – Photo card

To be conducted by the teacher-examiner

Time allowed: 10-12 minutes (+12 minutes' supervised preparation time)

### Instructions

- During the preparation time you are required to prepare the Role-play card and Photo card stimulus cards given to you.
- You may make notes during the preparation time. **You must not write on this card.**
- Hand your notes and both stimulus cards to the teacher-examiner before the General Conversation. You must ask the teacher-examiner at least one question in the General Conversation.

### Information

- The test will last a maximum of 12 minutes and will consist of a Role-play (approximately 2 minutes) and a Photo card (approximately 3 minutes), followed by a General Conversation (between 5 and 7 minutes) based on your nominated Theme and the Theme which has not been covered in the Photo card.
- You must **not** use a dictionary at any time during the test. This includes the preparation time.

## HIGHER TIER

### Card G Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- What is there in the photo?
- Describe which friend you get on best with.
- What do you like to do at weekends with your friends?

## Card G Teacher's Notes

**Theme: Identity and culture**

**Topic: Me, my family and friends**

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question ‘照片里有什么?’.

You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- 照片里有什么?
- 谁是你的好朋友?
- 你周末喜欢和朋友一起做什么?
- 你上个星期和朋友去了哪儿?
- 你工作以后想住在家里吗? 为什么?

## Part 3 - General conversation

The questions on the Photo card are followed by a General conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General conversation

- Local, national, international and global areas of interest
- Current and future study and employment

## Remember

It is a requirement for the candidate to ask you at least one question during the General conversation; this can happen at any time during this section of the test. If, towards the end of the General conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Chinese, ‘Is there anything you want to ask me?’

## Mark Scheme

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation, intonation and tones	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

### Foundation Tier

#### Part 1

#### Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]

#### For each task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

#### Notes

- Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's Card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

## For the Role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

### Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 6-8.

Minor errors are errors which have no bearing on effective communication.

#### At Foundation Tier

**For a student scoring 5 marks**, the language used is generally accurate but there may still be the occasional minor errors such as minor word order errors which has no effect on communication.

**For a student scoring 4 marks**, the language used is generally accurate. However, there may still be minor errors such as word order errors which have no effect on communication.

**For a student scoring 3 marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious such as more major word order errors and not using 了 or 过 correctly for past tense. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

**For a student scoring 2 marks**, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 1 mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

## Foundation Tier

### Part 2

#### Photo card – Assessment criteria

The student's responses to the five questions are assessed for Communication only, as per the criteria below. **[15 marks]**

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

#### Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Level	Mark	Range and accuracy of language
5	9-10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5-6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1-2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation, intonation and tones
5	5	Pronunciation, intonation and tones generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some correct intonation and tones.
3	3	Pronunciation is understandable, with a little correct intonation and a few correct tones and comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation or tones, making comprehension difficult at times.
1	1	Pronunciation is only just understandable with no evidence of intonation or tones, making comprehension difficult.
0	0	Pronunciation, intonation and tones do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

## Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.



---

Please turn over...

## Higher Tier

### Part 1

#### Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment. **[15 marks]**

#### For each task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

#### Notes

- Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's Card and the notes in the Teacher's Booklet are clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

#### For the Role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

## **Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language**

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 15-17.

Minor errors are errors which have no bearing on effective communication.

**For a student scoring 5 marks**, the language used is very accurate, although there may still be the very occasional minor error such as a word order error which has no effect on communication.

**For a student scoring 4 marks**, the language used is generally accurate. However, there may still be minor errors such as word order errors which have no effect on communication.

**For a student scoring 3 marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious such as major word order errors, not using 了 or 过 correctly for past tense and misuse of future tense. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 2 marks**, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 1 mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

## Higher Tier

### Part 2

#### Photo card – Assessment criteria

The student's responses to the five questions are assessed for Communication only, as per the criteria below. **[15 marks]**

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

## Higher Tier

### Part 3

#### General Conversation – Assessment criteria

The General Conversation is based on the two Themes not covered in the Photo card. At Higher Tier, the Conversation should last between five and seven minutes.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

**[30 marks]**

Level	Mark	Communication
5	9-10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7-8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5-6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3-4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1-2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

#### Notes

It is a requirement for students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General Conversation.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7-8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5-6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3-4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation, intonation and tones
5	5	Consistently good pronunciation and mostly correct intonation and tones throughout.
4	4	Good pronunciation and mostly correct intonation and tones with only occasional lapses.
3	3	Generally good pronunciation, intonation and tones but with some inconsistency in more challenging language.
2	2	Pronunciation, intonation and tones generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some correct intonation and tones.
0	0	Pronunciation, intonation and tones do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

## Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.