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# GCSE Chinese (Spoken Mandarin): Preparing to teach

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Summer 2017



# Agenda

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| Time     | Session   |
|----------|---|
| 4.00 pm  | Welcome   |
| 4.05 pm  | Overview of specification content and structure |
| 4.15 pm  | Paper 1 Listening                               |
| 4. 30 pm | Paper 3 Reading                                 |
| 4.45 pm  | Paper 4 Writing                                 |
| 5.15 pm  | Paper 2 Speaking                                |
| 6.00 pm  | Close   |

# Course content

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- Key aspects of the specification
- Exemplar marked student responses in all four skills
- Assessment criteria
- Resources to support your teaching

# Specification at a glance

|                      | <b>Paper 1:<br/>Listening</b>   | <b>Paper 2:<br/>Speaking</b>                                       | <b>Paper 3:<br/>Reading</b>   | <b>Paper 4:<br/>Writing</b>         |
|----------------------|---|--|-------------------------------|-------------------------------------|
| Assessment weighting | Examination<br>25% of GCSE  | Non-exam<br>assessment 25%<br>of GCSE                              | Examination<br>25% of GCSE    | Examination<br>25% of GCSE          |
| Tier / time          | Foundation Tier<br>35 minutes<br>including 5<br>minutes' reading time | Foundation Tier<br>7-9 minutes (+<br>12 minutes' preparation time) | Foundation Tier<br>45 minutes | Foundation Tier<br>1 hour           |
| Marks                | 40  | 60   | 60                            | 50                                  |
| Tier / time          | Higher Tier 45<br>minutes<br>including 5<br>minutes' reading time     | Higher Tier 10-<br>12 minutes (+ 12<br>minutes' preparation time)  | Higher Tier<br>1 hour         | Higher Tier<br>1 hour 15<br>minutes |
| Marks                | 50  | 60   | 60                            | 60                                  |

# Subject content one

| Theme 1              | Topic   | Sub-topic                             |
|----------------------|---|---------------------------------------|
| Identity and culture | Me, my family and friends                           | Relationships with family and friends |
|                      |   | Marriage / partnership                |
|                      | Technology in everyday life                         | Social media                          |
|                      |   | Mobile technology                     |
|                      | Free-time activities                                | Music                                 |
|                      |   | Cinema and TV                         |
|                      |   | Food and eating out                   |
|                      |   | Sport                                 |
|                      | Customs and festivals in TL countries / communities |                                       |

# Subject content two

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| Theme 2   | Topic                                | Sub-topic                  |
|---|--------------------------------------|----------------------------|
| Local, national, international and global areas of interest | Home, town, neighbourhood and region |                            |
|   |                                      |                            |
|   | Social issues                        | Charity / voluntary work   |
|   |                                      | Healthy / unhealthy living |
|   | Global issues                        | The environment            |
|   |                                      | Poverty / homelessness     |
|   | Travel and tourism                   |                            |

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# Subject content three

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| Theme 3                                 | Topic                              | Sub-topic |
|---|------------------------------------|-----------|
| Current and future study and employment | My studies                         |           |
|   |                                    |           |
|   | Life at school / college           |           |
|   |                                    |           |
|   | Education post-16                  |           |
|   |                                    |           |
|   | Jobs, career choices and ambitions |           |
|   |                                    |           |

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# Miscellaneous

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- Grading (1 – 9)  
<http://www.aqa.org.uk/about-us/what-we-do/policy/gcse-and-a-level-changes/9-1>
- Vocabulary:
  - core vocabulary
  - rubrics.
- Grammar
- Communication Strategies
- Dictionaries



# Listening – format of the paper

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| Foundation Tier   | Higher Tier   |
|---|---|
| Questions in English to be answered in English or non-verbally*           | Questions in English to be answered in English or non-verbally* |
| 40 marks  | 50 marks  |
| * The amount of verbal vs non-verbal answers will vary from year to year. |   |

# Assessment of listening: exemplar materials

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- Foundation Tier answers
- Higher Tier answers

# Reading: format of the paper

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| Foundation Tier  | Higher Tier  |
|--|--|
| Section A:<br>Questions in English to be answered<br>in English or non-verbally*<br>51 marks | Section A:<br>Questions in English to be answered<br>in English or non-verbally*<br>51 marks |
| Section B:<br>Translation from Chinese into English<br>Minimum 35 characters<br>9 marks      | Section B:<br>Translation from Chinese into English<br>Minimum 50 characters<br>9 marks      |

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\* The amount of verbal vs non-verbal answers will vary from year to year.

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# Assessment of reading: exemplar materials

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- Foundation Tier answers
- Higher Tier answers
- Foundation Tier translation
- Higher Tier translation

# Writing – format of the papers

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| Foundation Tier |  |
|-----------------|--|
| Q1              | Message: Students write 4 short sentences in response to a photo<br>8 marks  |
| Q2              | Short passage: Students write a piece of continuous text in response to 4 short compulsory bullet points which are in English.<br>Required to write approx 30 characters in total<br>16 marks              |
| Q3              | Translation: From English into Chinese (Mandarin) (25 words minimum)<br>10 marks   |
| Q4              | Structured writing task: Students respond to 4 compulsory bullet points which are in English<br>Required to write approx 75 characters in total<br>Choice of two questions on different topics<br>16 marks |

# Writing – format of the papers

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| Higher Tier |   |
|-------------|---|
| Q1          | Structured writing task: Students respond to 4 compulsory bullet points which are in English<br>Required to write approx 75 characters in total<br>Choice of two questions on different topics<br>16 marks    |
| Q2          | Open-ended writing task: Students respond to two compulsory bullet points which are in English<br>Required to write approx 125 characters in total<br>Choice of two questions on different topics<br>32 marks |
| Q3          | Translation: From English into Chinese (Mandarin) 40 words minimum<br>12 marks  |

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# Writing: Foundation Q1

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

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

## Writing: Foundation Q2

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For this question there are four compulsory bullet points in English, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria on the next slide.

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 examiners will mark all work produced by the student.



# Writing: Foundation Q4 or Higher Q1

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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.

The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and examiners will mark all work produced by the student.

## Writing: Higher Q2

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- 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.
- The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and examiners will mark all work produced by the student.

# Writing: Foundation Q3

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- 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.

# Writing: Higher Q3

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- 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.

# Speaking – format of the tests

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|                      | Foundation Tier           | Higher Tier               |
|----------------------|---------------------------|---------------------------|
| Role-play            | 15 marks<br>2 minutes     | 15 marks<br>2 minutes     |
| Photo card           | 15 marks<br>2 minutes     | 15 marks<br>3 minutes     |
| General conversation | 30 marks<br>3 – 5 minutes | 30 marks<br>5 – 7 minutes |

Plus 12 minutes' supervised preparation time before the test to prepare for the role-play and the photo card.

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# Conduct of the speaking test (timings)

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- Role play: about 2 minutes at both Tiers but no cut off point as far as marking is concerned.
- Photo card: 2 minutes at Foundation, maximum 3 minutes at Higher. Marking stops after that point.
- General conversation: 3-5 minutes at Foundation, 5-7 minutes at Higher. Marking stops when the upper limit is reached.

# Conduct of the speaking test (role-play)

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- Keep exactly to your script, unless the student's response makes your response inappropriate.
- Once a student fully completes a task, move on to the next one.
- One of the tasks is a ! – this is the unprepared task. Ask the question clearly.
- One of the tasks is marked with a ? – the student asks you a question based on the prompt.
- You can repeat a question if the student does not understand, but it must be exactly as printed. No paraphrasing.
- If there are two questions in a task, let the student answer the first one before you ask the second.

# Role-play

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- Five tasks in English in each role-play at both Tiers
- One task requires students to ask a question and is indicated by a ?
- One task is indicated by a ! and this is the unprepared task

## **Assessment criteria:**

- 15 marks in total
  - 10 marks for Communication
  - 5 marks for Knowledge and use of language
- Same criteria for Foundation and Higher, but Higher are more challenging tasks



# Conduct of the speaking test (photo card)

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- Ask five questions in the Teacher's Booklet. The first three are also on the Student's Card and can be prepared.
- One question only at Foundation is not in the present tense, and this is always one that the student can prepare, as it will appear on the student card.
- A question may be paraphrased provided the same meaning is maintained.
- If a student gives a very long response and may go over the maximum time, it may be better to interrupt and move on.

# Conduct of the speaking test (general conversation)

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- Students cover two themes, not the one covered in the photo card.
- The first theme is nominated by the student.
- A similar amount of time should be spent on each theme.
- Within each theme, several different topics may be discussed or the discussion can be on one topic only.
- During the general conversation, the student must ask you a question.

# General conversation criteria

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- 30 marks in total:
  - 10 marks for communication
  - 10 marks for range & accuracy of language
  - 5 marks for pronunciation & intonation
  - 5 marks for spontaneity and fluency
- Different criteria for Foundation and Higher, with some overlap.

# Foundation general conversation criteria: communication

| Marks | Response   |
|-------|--|
| 9-10  | 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.                 |
| 7-8   | 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. |
| 5-6   | A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.   |

# Foundation general conversation criteria: communication

| Marks | Response   |
|-------|--|
| 3-4   | A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond. |
| 1-2   | A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.  |
| 0     | Communication does not meet the standard required for Level 1 at this Tier.  |

# Foundation general conversation criteria: range and accuracy of language

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| Marks | Response  |
|-------|---|
| 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. |
| 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.   |
| 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.   |

# Foundation general conversation criteria: range and accuracy of language

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| Marks | Response   |
|-------|--|
| 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. |
| 1-2   | 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     | The language does not meet the standard required for Level 1 at this Tier.   |

# Foundation general conversation criteria: pronunciation, intonation and tones

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| 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.                                   |



# Foundation general conversation criteria: spontaneity and fluency

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| Marks | Response   |
|-------|--|
| 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     | 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     | 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.             |

# Foundation general conversation criteria: spontaneity and fluency

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| Marks | Response   |
|-------|--|
| 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     | 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     | Spontaneity and fluency do not meet the standard required for Level 1 at this Tier.  |

# Resources and support

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- A full set of specimen assessment materials which includes question papers and mark schemes.
- Marked exemplar work used in this session plus some additional material.
- GCSE FAQs updated regularly.
- Suggested scheme of work with mapping of content.
- [Conduct of the Speaking Tests](#) – free online training webcast available now.

# Help and support

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We're here to support you throughout the exam changes and beyond.

Sign up for our email updates to get information about our specifications.

[aqa.org.uk/register](https://www.aqa.org.uk/register)

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If you have any queries, contact our helpful team:

- Email [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)
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