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**GCSE**  
**CHINESE (MANDARIN)**  
**8673/SF**

Paper 2 Speaking Foundation

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Mark scheme including Guidance for Role-Plays

June 2023

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## **Speaking Tests – Foundation tier**

### **Part One Mark Scheme**

#### **Principles of marking**

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document. No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

#### **Level of response marking instructions**

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

#### **Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

#### **Step 2 Determine a mark**

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

**The test as a whole**

Each candidate’s speaking test consists of three parts, completed in this order:

**Part 1** Role-play – 2 minutes approximately (15 marks)

**Part 2** Discussion of photo card – 2 minutes at Foundation tier (15 marks)

**Part 3** General conversation – 3–5 minutes at Foundation tier (30 marks)

Total marks at Foundation tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

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

	<b>Communication</b>	<b>Knowledge and use of language</b>	<b>Range and accuracy of language</b>	<b>Pronunciation and intonation</b>	<b>Spontaneity and fluency</b>	<b>Total</b>
<b>Role-play</b>	10	5				15
<b>Photo card</b>	15					15
<b>General Conversation</b>	10		10	5	5	30
<b>Total</b>	<b>35</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>60</b>

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 2 on p16) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

## Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

### Assessment criteria for each role-play 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.

*\*'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like 你有什么问题要问我吗? or 你有什么问题吗?

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by 你呢? For example, where the prompt on the candidate's card asks them about their favourite websites: 我喜欢看新闻网站, 你呢?

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 9, 10 and 11 of the General Principles for marking the role-play.

### 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.

### 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 at Foundation tier and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

**For a student scoring five marks**, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as missing/omitting a word 岁 (years old) as in 我十六, or adding a word 是 (be) as in 我是十六岁.

**For a student scoring four marks**, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as missing/omitting or adding a word in a sentence, eg 弟弟十, and/or a more serious error, such as using 年 for 岁 in 我十六年, which affects communication.

**For a student scoring three marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as instances where the verb is omitted. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

**For a student scoring two marks**, although there is an ability to use a verb effectively, 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 one 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.

## Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

### Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

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.

*\*'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question ‘What is there in the photo?’. The maximum time for Foundation tier is two minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two or three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher’s Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Chinese, an example would be 中国新年 instead of 春节.

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

说说你去年过得最开心的节日。

(No reply)

说说你去年过得最高兴/(or 最快乐)的节日。or 去年你觉得什么节日过得最开心?

When responding to the first question ‘What is there in the photo?’, candidate responses must be rooted in the content of the photo. Merely to say ‘I like the photo’ without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn’t. Conjecture is appropriate, eg ‘I think the weather is hot because the people are wearing shorts.’

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

你觉得住在什么地方最好？为什么？  
我最喜欢住在农村，那里很安静。

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

你喜不喜欢过节？为什么？  
喜欢，很有意思。

The following information relates to the number of questions answered by the candidate:

<b>All</b>	Defined as all five questions
<b>Nearly all</b>	Defined as four questions
<b>Most</b>	Defined as three questions or more
<b>Some</b>	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three ('most') answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10–12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

### Section 3: General conversation

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

At Foundation tier, the General conversation must last between three and five minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Foundation tier is one and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The maximum penalty overall, therefore, is -3 (-2 for short coverage of the themes and -1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Foundation tier lasts for 1'20", the second theme for 1'15" and no question is asked, this is a penalty of -3 (-2 and -1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of -3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (five minutes at Foundation tier). However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

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If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

你喜不喜欢吃中国菜?  
喜欢, 很好吃。

Level	Mark	Communication
5	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.
4	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.
3	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.
2	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	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	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate 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. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

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. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than 1+1+1+1 = 4.

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.

In order to score in the 9–10 band for Range and accuracy of language at Foundation tier, a candidate must have had a recognisable attempt at all three time frames. For the 7–8 band at Foundation tier, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**. In Chinese a verb does not inflect or change its form to indicate tense: therefore a time word/time expression, or a time reference/context for the action of the verb must be clearly provided when referring to past, present or future events and actions. Modal verbs such as 想, 会, 打算, 计划, 希望 or 要 + verb, etc can indicate the future. Aspectual particles (aspect markers) can also be accepted for actions with different time references, eg verb + 过 or 了 can indicate past experience.

A reference to a present, past or future event can only be credited if the answer explicitly contains a time reference. A response such as 是, for example, to the teacher's question 你打算去打网球吗? will not be accepted.

Level	Mark	Pronunciation and intonation
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. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

## **Appendix 1 – Subject content (Themes)**

### **Theme 1: Identity and culture**

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

### **Theme 2: Local, national, international and global areas of interest**

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

### **Theme 3: Current and future study and employment**

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions



**Appendix 2 – SPEAKING SCORE SHEET – GCSE Chinese**

Examiner name:

<b>Centre Number</b>						<b>Candidate name and number</b>	
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Role-play №:  Photo card Letter:  PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm +   
 KUL   
**Total:**

Task	Communication	Time:
1		
2		
3		
4		
5		

**Total:**

**General Conversation**

<b>Nominated Theme №:</b>		<b>Second Theme №:</b>	
<b>Time</b>		<b>Time</b>	

<b>Verb usage (up to 4 of each ✓)</b>	
Present	
Past	
Future	

**Other notes:**

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	<b>Total</b>
<b>Penalty deductions included in above mark for Comm (✓)</b>		<b>No Question -1</b>	<b>Short GC Theme -2</b>	

**Total mark for test**

**Appendix 3 – GCSE Chinese Symbols for annotating Speaking Score Sheet**

**Role-play and General Conversation**

**NB For the Role-play, don't use these symbols: + S ^**

<b>General</b>	
✓	A clear piece of information in the form of a phrase or sentence with a verb.
? ✓	An understandable piece of information with some lack of clarity. There may be poor pronunciation or inaccurate tones, or inaccurate use of a word, for example, but something can be understood from the response as a whole.
-	A clear piece of information with no verb.
+	An enhancement, eg a more complex structure or unusual vocabulary item.
S	A statement which lacks fluency but which is clearly a spontaneous response rather than hesitation due to a lack of linguistic ability.
A	A minor inaccuracy, eg incorrect or missing measure word (MW), which does not affect communication.
(A)	A more serious inaccuracy, usually a problem with time reference (wrong use of a time word or an aspect marker), or use of a word or word order which affects immediate understanding.
R	Repetition of information already given by the student.
X	No answer given.
W	A wrong answer to the question.
●	是的/不是 or 好/不好 or 喜欢/不喜欢 on its own.
(¿)	A question asked by the student.
<b>Opinions and Justifications</b>	
Op	An opinion without a verb.
(Op)	An opinion with a verb.
J	Justification of an opinion without a verb.
(J)	Justification of an opinion with a verb.
<b>Delivery</b>	
P	A minor mispronunciation, which doesn't hinder communication.
(P)	A more serious mispronunciation which would make comprehension difficult.
T	A minor tone error, which doesn't hinder communication.
(T)	A more serious tone error which would make comprehension difficult.
^	A hesitation.
^^	A longer hesitation.
?	What is said is incomprehensible.

**Appendix 4 – Marking of photo card – Guidance Notes**

**Symbols to be used:**

<b>General</b>	
✓	A clear piece of information in the form of a phrase or sentence with a verb.
-	A clear piece of information with no verb.
R	Repetition of information already given by the student.
X	No answer given.
W	A wrong answer to the question.
●	是的/不是 or 好/不好 or 喜欢/不喜欢 on its own.
? ✓	An understandable piece of information with some lack of clarity. There may be poor pronunciation or inaccurate tones, or inaccurate use of a word, for example, but something can be understood from the response as a whole.
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong: for example, the wrong person of the verb has been used.
<b>Opinions and Justifications</b>	
Op	An opinion without a verb.
⓪p	An opinion with a verb.
J	Justification of an opinion without a verb.
⓪	Justification of an opinion with a verb.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

**Automatic access to the band if the minimum requirements are achieved:**

<b>Band</b>	<b>Requirements</b>
13–15	<ul style="list-style-type: none"> <li>• all 5 questions answered clearly</li> <li>• minimum 3 of ✓ in 3 answers</li> <li>• minimum 1 (Op) or Op</li> <li>• minimum 1 (J) or J</li> <li>• Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• minimum 4 questions answered clearly</li> <li>• minimum 2 ✓s in 2 answers</li> <li>• minimum 1 (Op) or Op</li> <li>• minimum 1 (J) or J</li> <li>• Note: (Op) or (J) can count instead of a ✓</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• minimum 3 questions answered which are understandable</li> <li>• minimum 2 ✓s in 1 answer</li> <li>• minimum 1 (Op) or Op</li> <li>• Note: (Op) or (J) can count instead of a ✓</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• minimum 3 questions answered which are understandable</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• only 1 or 2 questions answered which are understandable</li> </ul>

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

**Example 1**

Task	Communication
1	✓ ✓ ✓ - -
2	Op J ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo card mark:

**15**

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly (there are no ? or  $\checkmark$  symbols).
- Three answers have three ✓s (with Op + J counting instead of ✓s on one occasion).
- There is one opinion.
- There is one justification.

Because everything is clear, 15 marks are given.

**Example 2**

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	Op J ? $\checkmark$
3	✓ - ✓ - ✓ ✓ ? $\checkmark$
4	Op J Op J
5	✓ ✓ ✓ ?

Photo card mark:

**13**

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible.
- More than three answers have three ✓s (with Op + J counting instead of ✓s).
- There is more than one opinion.
- There is more than one justification.

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

**Example 3**

Task	Communication
1	✓ ✓ ? ✓
2	✓ ✓ (Op) (J)
3	✓ ✓
4	✓ (Op) ? ✓
5	✓ ✓ ✓

Photo card mark:

12
----

The minimum requirements are fulfilled for the 10–12 band.

- At least four questions are answered. All of them contain clear information, although there are also two occasions where there is a lack of clarity.
- The requirements for development of answers are exceeded as there are three ✓'s in two answers (with (Op) counting instead of a ✓ in the second answer).
- There is more than one opinion.
- There is one justification.

Although five questions contain clear information, a mark in the 13–15 band cannot be given as there are not three ticks in three answers. However, we can award a mark of 12 because the criteria for the 10–12 band are exceeded. For this band, four answers need to contain clear information, when in fact all five do. Two of the answers need to contain at least two clear clauses (shown by ✓'s or (Op) or (J) when all five do. There are two occasions where there is some lack of clarity, but this is not enough to prevent a mark of 12.

**Example 4**

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	(Op) (J) ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo card mark:

11
----

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible.
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓'s (with (Op) + (J) counting instead of ✓'s).

- There is one opinion.
- There is one justification.

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

**Example 5**

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	Op
4	Op ✓ ✓ ✓ ✓
5	Op Op ✓ ✓

Photo card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is received.

**Example 6**

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	Op

Photo card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also part of a response which cannot be understood on one occasion.
- One answer is developed with two ✓s.
- There is one opinion.

There is one occasion where the information put forward cannot be understood, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

**Example 7**

Task	Communication
1	? ?
2	✓ ✓ Op
3	? ?
4	✓ ✓
5	Op J

Photo card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- There are understandable answers to three questions.
- At least one answer is developed with two ✓s.
- There is at least one opinion.

There are two ✓s (or valid substitutes) in three responses whilst the responses to the other two questions contain some information but this is exclusively unclear, denoted by the use of the ? symbol. Therefore, only the responses to three questions contain clear information.

The criteria for the 7–9 band are exceeded and so a mark at the top of the band is awarded.

**Example 8**

Task	Communication
1	✓ ✓ -
2	? ?
3	Op J
4	W
5	-

Photo card mark:

7

The minimum requirements are fulfilled for the 7–9 band.

- Three questions have understandable answers.
- One answer is developed with two ✓s.
- There is one opinion.

There is one answer which is incomprehensible and one where an incorrect answer is given. Of the three valid responses, the last question is answered very briefly without a verb so a mark at the bottom of the 7–9 band is appropriate.

**Example 9**

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo card mark:

5

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the three answers that are given correctly, the replies are short and so the mid-mark in the band is awarded.

**Example 10**

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo card mark:

2

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb.
- Three of the questions have no response.

Most (ie three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1–3 band is awarded.

**Example 11**

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo card mark:

1
---

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

**Appendix 5 – Role-plays – General Principles**

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	<b>Type of error or omission</b>	<b>Mark (0/1/2)</b>
1	Only one detail is given when two are required. [Message is partially conveyed]	1 mark
2	Opinion is given but no reason when this is required. [Message is partially conveyed]	1 mark
3	When conveying a past action the aspect marker 了 is missing but the message is successfully conveyed by the context. For example: 昨天放学以后你做了什么？我去图书馆。(one detail required); 你今天早饭吃了什么？我吃饺子和点心。(two details required). [NB KUL consideration]	2 marks
4	The time reference is unclear due to the incorrect use of the aspect marker 了. For example: 你常常在健身房做什么运动？ 我打乒乓球了。	1 mark
5	Time reference is not clear (future time auxiliary used in combination with a past context, or past tense aspect marker used in a future context). For example: 你昨天晚上做了什么？我要看书。 你周末打算做什么？我看了书。	1 mark
6	A detailed description is required, but the candidate answers with a basic response such as 很好 or 不好. For example: 那儿/那里的天气怎么样？ - 很好。	1 mark
7	A short answer/response without a verb can be worth two marks provided it represents a clear and appropriate answer to the question, eg if a time phrase on its own is used to answer a ‘什么时候？’ question, or a place expression on its own is used in response to a ‘在哪儿/哪里？’ question. For example: 你什么时候上网？周末 or 星期天 or 每天晚上 你在哪儿上网？在学校 or 在家, or 图书馆.	2 marks
8	A measure word is missing or used incorrectly. For example: 我们班有十二女学生。 我爸爸今天早上喝了两个杯牛奶。 我朋友在公园跟三个猫玩儿。 [NB KUL consideration]	2 marks
9	In the ? task, in a yes/no question, the 吗 is missing and there is no questioning/rising tone. For example: 你天天喝水？	0 mark
10	An incorrect personal pronoun is used in the ? task in OAR. For example, ‘he’ or ‘she’ where task requires ‘你 you’.	1 mark
11	In the ? task, the question particle 呢 is used to form a follow-up question/an elliptical question, where the meaning is clear from the previous sentence. For example: 我喜欢看历史书, 你呢？	2 marks

**Appendix 6 – Photo cards – Guidance on paraphrasing**

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

<b>Original question wording</b>	<b>Allow</b>	<b>Reject</b>
明年过春节，你想吃什么？	Substitution of the word <i>Chinese New Year for Spring Festival</i> which retains the same meaning: 明年过中国新年，你想吃什么？	A change to the language that doesn't retain the same meaning: 明年过生日，你想吃什么？
你的朋友常常在哪儿做运动？	Substitution of a place word which retains the same meaning: 你的朋友常常在哪里/什么地方做运动？	A re-wording that supplies information: 你的朋友常常去健身房做运动吗？
下个周末你打算做什么？	Substitution of a modal verb to indicate future time frame which retains the same meaning: 下个周末你想/要/计划/准备做什么？	A re-wording that elicits merely a Yes/No answer: 下个周末你要去看朋友，是不是？
说说你们学校都有什么。	A re-wording that retains the same meaning: 你们学校有什么？	Addition of an extra element: 你们学校都有什么？比如图书馆、计算机室、健身房。

**GCSE Chinese Speaking Foundation – Part Two Mark Scheme**  
**Section 1: Role-plays – specific June 2023 mark schemes**

Foundation Role-play 1				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	你喜欢在哪儿看电影? (one detail)	我喜欢在家看电影。/我喜欢在电影院看电影。/在网上/在朋友家/朋友家 (place phrases without a main verb permissible)	在网(zaiwang) (partial phrase)	和朋友 (an incomprehensible attempt at a place)
2	你喜欢和谁一起看电影? (one detail)	我喜欢和朋友一起看电影。 跟家人/和我姐姐/朋友	jiji (for 姐姐) pronunciation that causes a delay in communication	message not communicated 去电影院/在朋友家
3	! 你喜欢什么时候看电影? (one detail)	我喜欢周末的时候看电影。/休息的时候, 我喜欢看电影。 放学以后/每天晚上/晚饭以后 (time expressions without a verb permissible)	pronunciation that causes a delay in communication	message not communicated
4	今天的电影好看吗? 为什么? (one opinion and a reason)	Both elements required, eg 好看, 因为演员的表演好极了! /不太好看, 没意思。	one element only 今天的电影很好看。(no reason conveyed) 因为演员很漂亮。(no opinion conveyed)	看电影/因为 (no opinion or reason conveyed)
5	? Do you like watching Chinese films?	Accept any variation which clearly conveys this message. 你喜欢看中国电影吗? /你喜不喜欢看中国电影? /我喜欢看中国电影, 你呢? (a follow-up Q permissible)	你觉得中国电影怎么样? (message not accurately conveyed); 你看中国电影吗? /你喜欢看电影吗? (message not fully communicated)	喜欢/喜欢吗? (incomprehensible attempt at the question, message not conveyed)

<b>Foundation Role-play 2</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	你最喜欢什么节日? (one detail)	我最喜欢春节。/ 我最喜欢中秋节。/ 我最喜欢圣诞节。 圣诞节/端午节/万圣节 (simple noun phrases are accepted)	中国节 (too vague)	喜欢/好的/有意思 (message not conveyed)
<b>2</b>	在圣诞节, 你吃什么? (two details)	Two clear details required, eg 在圣诞节, 我吃火鸡, 也吃巧克力。 蛋糕、水果 (simple expressions of food permissible)	One element only 我吃火鸡。	看电影/听音乐 (wrong answer)
<b>3</b>	! 你喜欢跟谁一起过生日? (one detail)	我喜欢跟家人一起过生日。/ 我喜欢跟同学一起过生日。 跟朋友/和家人/妈妈	jiji (for 姐姐) pronunciation that causes a delay in communication	message not communicated 在饭馆/吃蛋糕/跳舞 (wrong answer)
<b>4</b>	你觉得春节有意思吗? 为什么? (one opinion and a reason)	Both elements required, eg 我觉得春节很有意思, 因为我喜欢看舞龙、舞狮。/ 有意思, 因为我喜欢吃饺子。 没意思, 街上人太多了。 (short opinion and justification are accepted)	One element only 有意思 (no reason conveyed)  因为我有红包 (no opinion conveyed)	neither part of the message conveyed
<b>5</b>	? Where do you go at Chinese New Year?	Accept any variation which clearly conveys this message. 你去哪儿过中国年? / 春节的时候, 你去哪里? 你去哪儿过年?	message partially conveyed 你去哪儿? / 你过春节吗? 他/她去哪儿过中国年? (wrong subject/personal pron.)	春节/中国年/上网 (incomprehensible attempt at the question, message not conveyed)

<b>Foundation Role-play 3</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	你住在哪儿? ( <b>one detail</b> )	我住在伦敦。/我家在郊区。/在 Brighton (names of places in English permissible) 在海边/在城市里/在小镇/在农村/伦敦 (simple place phrases permissible)	huābiān (for 海边) (pronunciation or tones that cause a delay in communication)	海/很大/很漂亮/我喜欢我家。 (an incomprehensible attempt at a place, message not conveyed)
<b>2</b>	你喜欢你住的地方吗? 为什么? ( <b>one opinion and a reason</b> )	<b>Both elements required, eg</b> 我非常喜欢这个地方, 因为附近有一个大公园, 空气很新鲜。/喜欢, 因为这里的交通很方便。	<b>one element only</b> 我喜欢我的家。(no reason conveyed) 我家有一个大花园。(no opinion conveyed)	地方/房子 (neither part of the message conveyed)
<b>3</b>	! 说说你那里的天气。 ( <b>one detail</b> )	<b>One detailed description required, eg</b> 我这里的天气很好, 不冷也不热。/这里的天气不太好。今天有雨。/今天有大风/很热/很冷。 (很好 or 不好 on their own are not acceptable as a full response)	很好/不好 (too simple, no detailed description)	an incomprehensible attempt at a description of the weather
<b>4</b>	星期六的时候, 你常常做什么? ( <b>two details</b> )	星期六的时候, 我常常去运动中心打球, 也去超市买东西。 在家看电视、做作业。(two simple actions) 我星期六常常和妈妈一起买东西。(one action and an adverbial phrase)	<b>one detail only</b> 我常常在家弹钢琴。/看书	音乐/电影/中国饭 (incomprehensible attempt at an action)
<b>5</b>	? Is there a park near your home?	Accept any variation which clearly conveys the message. 你家附近有公园吗? /你家附近有没有公园? 我家附近有一个公园, 你的呢? (a follow-up Q permissible)	你旁边有公园吗? (message not accurately conveyed) 你家附近有公园? ('吗' missing, but with a questioning/rising tone)	公园/花园/家很大/没有 (incomprehensible attempt to answer the question)

Foundation Role-play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	你喜欢和谁一起度假? (one detail)	我喜欢和家人一起度假。/我喜欢跟同学一起度假。 跟朋友/和家人/哥哥	jiji (for 姐姐) (pronunciation or tones that cause a delay in communication)	message not communicated 去中国/在法国 (wrong answer)
2	度假的时候, 你常常做什么? (two details)	度假的时候, 我常常参观博物馆, 也喜欢购物。(two actions) /我常常和家人看名胜古迹。(one action and an adverbial phrase) 拍照片、买东西 (simple verb phrases permissible)	我拍照片。 / 我吃美食。(one detail only conveyed)	Incomprehensible pronunciation or tones, or an incomprehensible attempt at an activity
3	! 你喜欢去哪儿度假? (one detail)	One clear detail required, eg 我喜欢去中国度假。 去德国 / 去亚洲 (simple verbal phrases permissible) 德国 (a noun on its own without a verb permissible)	我去了北京。 (unclear time reference, incorrect use of aspect marker 了)	incomprehensible pronunciation or tones 好玩儿/有意思 (message not communicated)
4	你喜欢去海边吗? 为什么? (one opinion and a reason)	Both elements required, eg 我喜欢去海边, 因为我可以在海里游泳。 / 喜欢, 大海让我很放松。 / 不喜欢, 风太大了。	one element only 我喜欢去海边。(no reason conveyed) 因为我喜欢晒太阳 (no opinion conveyed)	neither part of the message conveyed
5	? Do you go on holiday every year?	Accept any variation which clearly conveys this message. 你每年都去度假吗? /你年年度假吗?	你有假期吗? (message not accurately conveyed); 你度假吗? (message not fully communicated)	每年/你喜欢吗? (incomprehensible attempt at the question), message not conveyed

Foundation Role-play 5				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	你喜欢你的同学吗？为什么？ (one opinion and a reason)	Both elements required, eg 我非常喜欢我的同学，因为他们很友好。/喜欢，他们常常跟我一起做作业。	one element only 我喜欢我的同学。(no reason conveyed) 他们是我的好朋友。(no opinion conveyed)	不知道/不明白
2	放学以后，你常常做什么？ (two details)	放学以后，我常常看书、听音乐。(two activities) 放学以后，我常常跟朋友聊天。(one activity and an adverbial phrase)	one detail only 我常常看报纸。 篮球、报纸 (no verbs)	学校/和同学/有意思 (an incomprehensible attempt at an activity)
3	！说说你们学校的图书馆。 (one detail)	One detailed description required, eg 我们的图书馆很大。/图书馆里有很多计算机。	学生做作业在图书馆。 (linguistic inaccuracies that cause a delay in communication)	看书/计算机/很多 (message not communicated)
4	你最喜欢的科目是什么？ (one detail)	我最喜欢的科目是中文。/我最喜欢地理课。 计算机课/历史、科学 (a noun on its own without a verb permissible)	tiwu (for 体育) (pronunciation or tones that cause a delay in communication)	很多课/有意思/老师很友好 (message not conveyed)
5	? Do you like reading?	Accept any variation which clearly conveys this message. 你喜欢看书吗？/你喜不喜欢读书？/我很喜欢看书，你呢？(a follow-up Q permissible)	你喜欢书吗？(message partially conveyed, 看 missing) 你喜欢看书？(missing 吗, but with a questioning/rising tone) 他/她喜欢看书吗？(wrong subject/personal pron.)	书很多 (an incomprehensible attempt at the question)

<b>Foundation Role-play 6</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	你最喜欢的工作是什么? ( <b>one detail</b> )	我最喜欢的工作是记者。/我最想当画家。 律师/科学家 (a noun on its own without a verb permissible)	在医院 (intended meaning clear, but not an occupation)	很多课/有意思/老师很友好 (no message conveyed)
<b>2</b>	! 你喜欢在哪儿工作? ( <b>one detail</b> )	我喜欢在家工作。/我喜欢在学校工作。 在图书馆工作 图书馆 (a place on its own without a verb permissible)	火车 (intended meaning clear but message not accurately conveyed)	和朋友一起 (message not conveyed)
<b>3</b>	你常常在家做什么? ( <b>two details</b> )	我常常一边听音乐, 一边给家人做饭。 (two simple actions) 在家里, 我常常用手机跟朋友聊天。(one activity and an adverbial phrase)	one response only 我常常看报纸。/ 电视、报纸 (verbs missing)	很高兴/和同学/有意思 (an incomprehensible attempt at an activity)
<b>4</b>	做厨师好不好? 为什么? ( <b>one opinion and a reason</b> )	Both elements required, eg 我觉得厨师的工作很好, 很重要, 因为每个人每天都得吃饭。/不好, 做饭太累了。	One element only 好。(no reason conveyed) 因为我喜欢美食。(no opinion conveyed)	neither part of the message conveyed
<b>5</b>	? Do you like your job?	Accept any variation which clearly conveys this message. 你喜欢你的工作吗? /你喜欢不喜欢你们的工作? /你喜不喜欢你的工作?	你觉得你的工作怎么样? (message not accurately conveyed) 你喜欢什么工作? (message conveyed with some ambiguity)	工作/老师/有意思 (an incomprehensible attempt at the question)