GCSE (9-1)
Chinese
(spoken Mandarin/spoken Cantonese)

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Chinese

(spoken Mandarin/spoken Cantonese) (1CN0)

First teaching from September 2017

First certification from June 2019

Issue 2

Summary of GCSE (9-1) in Chinese (spoken Mandarin/spoken Cantonese) Specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
In the Paper 4 Higher Tier mark grid 'Question 1: communication and content mark grid – Higher tier', the second bullet point in mark band 1-3 (bottom band) has been corrected to: 'Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification'.	56
In the Paper 4 Higher Tier mark grid 'Question 1: communication and content mark grid – Higher tier', the first bullet point in mark band 10-12 (top band) has been corrected to: 'Communicates information relevant to the task with expansion of key points and ideas'.	56
In the Paper 4 Higher Tier mark grid 'Question 3 - Higher Tier (12 marks)' the top two mark bands have been corrected to: '7-9' and '10-12'.	64

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1 Introduction

Why choose Edexcel GCSE Chinese?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

Supporting you in planning and implementing this qualification

Planning

- To support you in delivering this specification, our **Getting Started Guide,** available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2009 qualification.

Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- marked exemplars of student work with examiner commentaries

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

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

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

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

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Paper 1: Listening and understanding in Chinese (*Paper code: 1CN0/1F and 1H)
Written examination *Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks* *Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks* *25% of the total qualification*
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their understanding of standard spoken Chinese by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Chinese speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Chinese. *Foundation tier* All questions are set in English. The instructions to students are in English. *Higher tier* All questions are set in English. The instructions to students are in English. The listening audio files are available on our website. Recordings of spoken Chinese will be available in Mandarin and Cantonese.

Paper 2: Speaking in Chinese (*Paper code: 1CN0/2MF and 2MH/2CF and 2CH)
Internally conducted and externally assessed *Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks* *Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks* *25% of the total qualification*

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in Chinese for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- Task 1 – a role play based on one topic that is allocated by Pearson
- Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson
- Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

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

Mandarin – 1CN0/2MF and 2MH

Cantonese – 1CN0/2CF and 2CH

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

Paper 3: Reading and understanding in Chinese (*Paper code: 1CN0/3F and 3H)
Written examination *Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks* *25% of the total qualification*

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of written Chinese across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the two sections:

- Section A is set in English. The instructions to students are in English.
- Section B includes a translation passage from Chinese into English with instructions in English.

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

Paper 4: Writing in Chinese (*Paper code: 1CN0/4F and 4H)
Written examination   *Foundation tier: 1 hour 15 minutes; 60 marks*   *Higher tier: 1 hour 25 minutes; 60 marks*   *25% of the total qualification*
Content overview   This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview   Students are assessed on their ability to communicate effectively through writing in Chinese for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Chinese. The instructions to students are in English. Character counts are specified for each question. Students must answer all questions.   *Foundation tier*   There are three open-response questions and one translation into Chinese.   *Higher tier*   There are two open-response questions and one translation into Chinese.   Students can complete the assessment using either traditional **or** simplified characters. All questions are printed twice, once for students opting to write using traditional/full characters and once for students opting to write using simplified characters.

*See *Appendix 6: Codes* for a description of this code and all codes related to this qualification.

2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) allows students to develop their ability to communicate with Chinese native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Chinese-speaking communities and countries. These contexts are listed under *Themes and topics*.

Students will need to develop and use their knowledge and understanding of Chinese grammar progressively through their course of study. Grammar requirements are given in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar characters (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

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

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Chinese is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Chinese-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

All topics must be studied in the context of both the students' home country and that of countries and communities where Chinese is spoken.

Theme 1: Identity and culture
- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel
- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme 3: School
- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

Theme 4: Future aspirations, study and work
- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Theme 5: International and global dimension
- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Paper 1: Listening and understanding in Chinese

Content

Students are assessed on their understanding of standard spoken Chinese in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Chinese language spoken in a range of styles.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

Assessment information

- First assessment: May/June 2019.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Chinese-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- The recordings will be available in Mandarin and Cantonese.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
  - 35 minutes is given for the assessment, including 5 minutes' reading time.
  - The question paper contains 14 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- *Higher tier*
  - 45 minutes is given for the assessment, including 5 minutes' reading time.
  - The question paper contains 10 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Chinese.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Paper 2: Speaking in Chinese

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Chinese for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a 'perfect' command of Chinese.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the *Role play mark grid* within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario.

Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Chinese, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. **not** on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Chinese, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.

Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see *Themes and topics*) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Chinese, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see *page 9*).

Students are required to refer to past, present and future events in this assessment, using a range of timeframes.

Assessment information

General information

- First assessment: April/May 2019.
- The entire assessment must be conducted in Chinese.
- The assessment will be available in Mandarin and Cantonese.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.

Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Chinese, General instructions to the teacher,* section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three days before the student takes the assessment. This is to enable the teacher to prepare for the assessment.
- Students are presented with instructions in English but must communicate entirely in Chinese for the duration of the assessment.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which changes each year.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.

Foundation tier assessment time and marks

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - o Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - o Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - o Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

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

Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol '**?**'), and where an unpredictable question is posed to them by the teacher (indicated by the symbol '**!**').

Students have access to this during their preparation time to help in preparing for the assessment.

For each candidate card, both the instructions and the task are in English. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question.Students are required to speak only in the present timeframe or they may use a familiar conditional sentence where it is more natural to do so.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. For four of the prompts, students are required to speak in the present timeframe or they may use a familiar conditional sentence if it is more natural to do so. They must respond to one question set in the past timeframe.

Task 2 – Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate cards

At Foundation tier, students are provided with a picture and five bullets in English to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in English to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '**!**' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on 'school types' and 'rules and pressures', or
- choose to focus only on 'rules and pressures'.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 2: Speaking in Chinese

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Additional guidance

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

Formal register includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	• Limited response to set questions, likely to consist of single-word answers • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	• Responds briefly to set questions, there is much hesitation and continuous prompting needed • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond • Straightforward, brief opinions are given but without justification • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	• Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Intonation: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

Inaccuracies in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in **tones** that lead to **impairment in communication**:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Limited accuracy when responding to set questions; minimal success when referring to past, present and future events • Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation
3–4	• Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning
5–6	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7–8	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity • Responses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:
• errors that do not affect meaning, for example misuse of measure words
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
• errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe
• frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
• errors that mean the listener cannot understand the message
• errors that convey the wrong message
• errors that make it unclear who is doing the action, for example incorrect word order
• mother-tongue interference.

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

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates limited information relevant to the topics and questions • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	• Communicates brief information relevant to the topics and questions • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Intonation: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

Inaccuracies in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in **tones** that lead to **impairment in communication**:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.

Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question • Short, undeveloped responses, many incomplete • Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4–6	• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question • Short responses, any development depends on teacher prompting • Limited ability to sustain communication, pace is mostly slow and hesitant
7–9	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted • Occasionally able to initiate and develop responses independently but regular prompting needed • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10–12	• Responds spontaneously to some questions, interacting naturally for parts of the conversation • Sometimes able to initiate and develop the conversation independently, some prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Uses straightforward, individual words/phrases; limited evidence of language manipulation • Limited accuracy, minimal success when referring to past, present and future events • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4–6	• Uses straightforward, repetitive, grammatical structures • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7–9	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10–12	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language.

Straightforward grammatical structures are considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
• errors that do not affect meaning, for example misuse of measure words
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- mother-tongue interference.

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

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Additional guidance

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

Formal register includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
5–8	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
9–12	• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary • Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions effectively and gives justification which is mostly developed • Pronunciation and intonation are intelligible and predominantly accurate
13–16	• Responds to the set questions with consistently fluent and developed responses • Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions with ease and gives fully-developed justification • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Intonation: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

Inaccuracies in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity • Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions • Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
• errors that do not affect meaning, for example misuse of measure words
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
• errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe
• frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
• errors that mean the listener cannot understand the message
• errors that convey the wrong message
• errors that make it unclear who is doing the action, for example incorrect word order
• mother-tongue interference.

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

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
4–6	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–9	• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes • Pronunciation and intonation are intelligible and predominantly accurate
10–12	• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Intonation: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

Inaccuracies in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted • Occasionally able to initiate and develop responses independently but regular prompting needed • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4–6	• Responds spontaneously to some questions, interacting naturally for parts of the conversation • Sometimes able to initiate and develop the conversation independently, some prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7–9	• Responds to most questions spontaneously, resulting in mostly natural interaction • Mostly able to initiate and develop the conversation independently • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	• Responds spontaneously and with ease to questions, resulting in natural interaction • Consistently able to initiate and develop the conversation independently • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
4–6	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication
7–9	• Manipulates a variety of grammatical structures, some variety of complex structures • Predominantly accurate grammatical structures, mostly successful references to past, present and future events • Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	• Manipulates a wide variety of grammatical structures, frequent use of complex structures • Consistently accurate grammatical structures, consistently successful references to past, present and future events • Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:
• all grammar and structures included in the grammar list that are specific to Higher tier GCSE
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language

Straightforward grammatical structures are considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example misuse of measure words
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- mother-tongue interference.

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

Paper 3: Reading and understanding in Chinese

Content

Students are assessed on their understanding of written Chinese across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Chinese into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Chinese into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Chinese-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Chinese language in a range of styles and in a variety of different contexts, as appropriate to their age and level of understanding.* Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.

Assessment information

- First assessment: May/June 2019.
- The assessment time is:
  - o Foundation tier – 50 minutes in length
  - o Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the two sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- The assessment will be available in traditional and simplified characters. All questions and texts are printed twice, once with texts using traditional/full characters and once with texts in simplified characters. Students select the most appropriate version, but not both.
- Section A has nine questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains one translation passage from Chinese into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in *the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Paper 4: Writing in Chinese

Content

Students are assessed on their ability to communicate effectively through writing in Chinese.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- First assessment: May/June 2019.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Chinese.
- Students can complete the assessment using either traditional or simplified characters. All questions are printed twice, once for students opting to write using traditional/full characters and once for students opting to write using simplified characters.
- The length of each response required and complexity of language increases across the paper. Recommended character counts are specified for each question. Students will not be penalised for writing more or fewer characters than recommended in the character count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Chinese.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Chinese*.
- The instructions to students are all in English.
- The use of dictionaries is not permitted.

Foundation tier

o The assessment time is 1 hour and 15 minutes in length.

o The paper consists of three open questions and one translation from English into Chinese.

o Students must answer all questions.

o Question 1 assesses students on their ability to write to describe and to express opinions.

o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Chinese*.

o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Chinese*. This question is common to the Higher tier.

o Question 4 is the translation question. Students are required to translate five sentences from English to Chinese. The sentences are ordered by increasing level of difficulty.

Higher tier

o The assessment time is 1 hour and 25 minutes in length.

o The paper consists of two questions and one translation from English into Chinese.

o Students must answer all questions.

o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Chinese*. This question is common to the Foundation tier.

o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Chinese*.

o Question 3 is the translation question. Students are required to translate a short paragraph from English into Chinese. The individual sentences are ordered by increasing level of difficulty.

Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 4: Writing in Chinese

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20-30 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	- Some relevant, basic information without development - Uses language to inform, give short descriptions and express opinions with limited success - Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	- Mostly relevant information, minimal extra detail - Uses language to give short descriptions, simple information and opinions with variable success - Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	- Relevant information with occasional extra detail - Uses language to give short descriptions, simple information and opinions with some success - Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	- Limited information given likely to consist of single words and phrases - Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down - Repetitive use of a limited selection of common words and phrases - Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	- Some brief information given, basic points made without development - Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down - Limited use of common, familiar vocabulary and expression with frequent repetition - Occasional appropriate use of register and style
5–6	- Some relevant information given appropriate to the task, basic points made with little development - Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained - Uses a small range of, common, familiar vocabulary and expression with some repetition - Mostly appropriate use of register and style, mostly sustained
7–8	- Relevant information given appropriate to the task, basic points made with some development - Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas - Uses common, familiar vocabulary and expression with little repetition - Appropriate use of register and style sustained

Additional guidance

***Register and style* definition: *formal* register and style** – this includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration, endearments, writing in a conversational style, inappropriate abbreviations used in social media chat.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	• Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	• Uses straightforward grammatical structures, some repetition • Produces simple, short sentences; minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	• Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–110 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:
- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Register and style definition: *informal* register and style – this includes language that students would use when addressing friends and people of a similar age.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language.

Straightforward grammatical structures is considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	• Meaning fully communicated with occasional errors that do not hinder clarity

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
2	• The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	• The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–110 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:
- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style **definition:** *informal* register and style – this includes language that students would use when addressing friends and people of a similar age.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–180 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style
13–16	• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

*Creative use of language***:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style **definition:** *formal* register and style – this includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration, endearments, writing in a conversational style, inappropriate abbreviations used in social media chat.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	• Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	• Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	• Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:
• all grammar and structures included in the grammar list that are specific to Higher tier GCSE
• varied and complex word order
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
• conceptually more challenging language.

Straightforward grammatical structures are considered to be:
• repetitive, simple word order
• short, simple sentences that use a repetitive range of common, high-frequency structures
• simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

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

Assessment Objectives

Students must:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	**AO2 %**	**AO3 %**	**AO4 %**	
Paper 1: Listening and understanding in Chinese	25	0	0	0	25%
Paper 2: Speaking in Chinese	0	25	0	0	25%
Paper 3: Reading and understanding in Chinese	0	0	25	0	25%
Paper 4: Writing in Chinese	0	0	0	25	25%
Total for GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

3 Administration and general information

Entries

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

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only.

For speaking and writing assessments, all student work must be in Chinese. For the speaking assessment, students have a choice between speaking in Mandarin or Cantonese. For listening and reading, all student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk

Malpractice

Candidate malpractice

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

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

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

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and Higher tier

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2019.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Chinese. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

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

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Chinese (spoken Mandarin/spoken Cantonese) – Specification
– Issue 2 – April 2018 © Pearson Education Limited 2018

Appendices

Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese)	1CN0: 2MF/2MH/2CF/2CH* (*Please delete as appropriate)
Centre name:	Centre number:

Candidate name and number		Declaration and permissions signature and date*		Role play		Picture-based discussion		Conversation (1)		(2)	
Teacher name		**Declaration and permissions signature and date***									

I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Chinese grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive.

Traditional Chinese grammar list (Foundation tier)

Nouns:

Noun suffixes: 子，家，員

Measure words:

The following measure words: 個，歲，年，隻，天， 本，口

With 每 to mean "every"

Adjectives/stative verbs:

As predicate: positive and negative

With modifiers: 很，非常

Modification of nouns with or without 的

With 了 to imply limits have been passed

With 了 to imply a new situation

Stative verbs as adverbs (e.g. 好吃，難學)

Exclamations and interjections:

The following exclamations and interjections: 太… 了，真…

Comparatives:

Use of 比

Use of 比較+ adjective

Use of 最

Use of 跟/和一樣 to state similarity

Adverbs:

The following adverbs: 非常，常常，一定，也，還，就

Pronouns:

All personal pronouns, singular and plural

Personal pronouns with 的

Demonstrative pronouns 這，那

大家

Verbs:

The verb 是 (to be), positive and negative

The verb 有 (to have), positive and negative

Simple sentences with verb and object, positive and negative

Verb-object type verbs (唱歌，跳舞 etc.)

Verbs of motion, methods of transport, purpose in coming and going

Modal verbs: 會，想，要，應該，可以

Future intention: 打算

Attitude: 喜歡，愛

Actions in progress: 在，正在

Requests: 請

Verbs (cont):

Completed actions: 了
Experiential suffix: 過
Complements of direction, degree and manner

Prepositions/co-verbs:

The following prepositions and co-verbs: 從，到，在，用，坐

Interrogatives:

Questions using 嗎
Choice type questions
Questions using 還是
Questions using the following interrogatives: 什麼，誰，哪兒，為什麼， 怎麼，幾，哪個，什麼時候，怎麼，怎麼樣，多少，多大，幾歲
Tag questions using 呢，吧

Location:

Giving location using 在，是
Positional phrases using 的 (e.g. 牆上的畫)

Conjunctions:

Joining nouns to nouns: … 和…
Saying "with": 和，跟
Subjects in parallel: 都
雖然… 但是…
因為… 所以…
也… 也…
又… 又…
先… 然後/再…
如果/要是… 就…
一邊… 一邊…
…的時候

Number, quality, time and date:

All numbers up to 1 million
Ordinal numbers using 第
Stating quantities
Giving the time and date
Currencies and prices
Giving the length of time
Word order when using time expressions

Traditional Chinese grammar list (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Nouns:

Noun suffixes: 兒，者

Measure words:

The following measure words: 條，家，次，些，杯，張
Reduplication of measure words

Adjectives/stative verbs:

Adjectives with 得多/極了/不得了
Adjective/stative verb + verb as adjective (e.g. 好吃/好聽/好看/難看)

Comparatives:

Comparative sentences with quantities

Adverbs:

The following adverbs: 經常，從來，從來不

Pronouns:

The following pronoun: 自己

Verbs:

Modal Verbs: 得，必須，一定，能
Negative of 必須: 不用，不必
Future intention: 準備
Imminent action: 了
Use of 得 to describe how an action is carried out
Use of 給
Reduplication of verbs
Imperatives (positive and negative)
Resultative verb complements (看見，看不見)
Reported speech: 聽說…，媽媽說…
Topic/comment type sentence
是 plus stative verb for emphasis

Interrogatives:

Questions using the following interrogatives: 多遠，多長時間，多久
Indirect questions
Interrogatives used to express inclusiveness/exclusiveness
Interrogatives used indefinitely

Location:

Use of 離 to state proximity or remoteness between two locations

Conjunctions:

"Or" in statements using 或，或者

一… 就…

不但… 而且…

除了… 以外…

越… 越…

而且…

不過…

那麼…

因此…

為了…

Simplified Chinese grammar list (Foundation tier)

Nouns:

Noun suffixes: 子，家，员

Measure words:

The following measure words: 个，岁，年，只，天，本，口
With 每 to mean "every"

Adjectives/stative verbs:

As predicate: positive and negative
With modifiers: 很，非常
Modification of nouns with or without 的
With 了 to imply limits have been passed
With 了 to imply a new situation
Stative verbs as adverbs (e.g. 好吃，难学)

Exclamations and interjections:

The following exclamations and interjections: 太… 了，真…

Comparatives:

Use of 比
Use of 比较 + adjective
Use of 最
Use of 跟/和一样 to state similarity

Adverbs:

The following adverbs: 非常，常常，一定，也，还，就

Pronouns:

All personal pronouns, singular and plural
Personal pronouns with 的
Demonstrative pronouns 这，那
大家

Verbs:

The verb 是 (to be), positive and negative
The verb 有 (to have), positive and negative
Simple sentences with verb and object, positive and negative
Verb-object type verbs (唱歌，跳舞 etc.)
Verbs of motion, methods of transport, purpose in coming and going
Modal verbs: 会，想，要，应该，可以
Future intention: 打算
Attitude: 喜欢，爱
Actions in progress: 在，正在
Requests: 请
Completed actions: 了
Experiential suffix: 过
Complements of direction, degree and manner

Prepositions/co-verbs:

The following prepositions and co-verbs: 从，到，在，用，坐

Interrogatives:

Questions using 吗

Choice type questions

Questions using 还是

Questions using the following interrogatives: 什么，谁，哪儿，为什么， 怎么，几，哪个，什么时候，怎么，怎么样，多少，多大，几岁

Tag questions using 呢，吧

Location:

Giving location using 在，是

Positional phrases using 的 (e.g. 墙上的画)

Conjunctions:

Joining nouns to nouns: … 和…

Saying "with": 和，跟

Subjects in parallel: 都

虽然… 但是…

因为… 所以…

也… 也…

又… 又…

先… 然后/再…

如果/要是… 就…

一边… 一边…

…的时候

Number, quality, time and date:

All numbers up to 1 million

Ordinal numbers using 第

Stating quantities

Giving the time and date

Currencies and prices

Giving the length of time

Word order when using time expressions

Simplified Chinese grammar list (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Nouns:

Noun suffixes: 儿，者

Measure words:

The following measure words: 条，家，次，些，杯，张
Reduplication of measure words

Adjectives/stative verbs:

Adjectives with 得多/极了/不得了
Adjective/stative verb + verb as adjective (e.g. 好吃/好听/好看/难看)

Comparatives:

Comparative sentences with quantities

Adverbs:

The following adverbs: 经常，从来，从来不

Pronouns:

The following pronoun: 自己

Verbs:

Modal Verbs: 得，必须，一定，能
Negative of 必须: 不用，不必
Future intention: 准备
Imminent action: 了
Use of 得 to describe how an action is carried out
Use of 给
Reduplication of verbs
Imperatives (positive and negative)
Resultative verb complements (看见，看不见)
Reported speech: 听说…，妈妈说…
Topic/comment type sentence
是 plus stative verb for emphasis

Interrogatives:

Questions using the following interrogatives: 多远，多长时间，多久
Indirect questions
Interrogatives used to express inclusiveness/exclusiveness
Interrogatives used indefinitely

Location:

Use of 离 to state proximity or remoteness between two locations

Conjunctions:

"Or" in statements using 或，或者

一… 就…

不但… 而且…

除了… 以外…

越… 越…

而且…

不过…

那么…

因此…

为了…

Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese).

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation tier assessments.

Word lists

Section 1: High-frequency language

Common verbs

Common adjectives

Common adverbs

Prepositions

Colours

Numbers

Ordinal numbers

Quantities and measures

Some useful connecting words

Time expressions

Times of day

Days of the week

Months and seasons of the year

Question words

Other useful expressions

Other high-frequency words

Countries

Continents

Nationalities

Administrative regions of China

Areas/mountains/seas

Useful acronyms

Social conventions

Language used in dialogue and messages

Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in **bold.**

All topics must be studied in the context of both the student's home country and that of countries and communities where Chinese is spoken.

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs; careers and professions

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being 'green'; access to natural resources

Traditional Chinese vocabulary list

Section 1: High-frequency language

Common verbs

should	應該
to arrive,to get to	到
to ask	問
to be	是
to be able to, can	能
to be interested in	對……有興趣
to be quiet	安靜
to begin	開始
to buy	買
to call,to be named	叫
to change	換（錢/車/衣服 etc.）
to close, to switch off	關（燈/電視/門 etc.）
to come	來
to convince	說服
to do, to be/become (occupation)	做
to draw/paint (picture)	畫
to drink	喝
to eat	吃
to enter	進
to find, to look for	找
to forget	忘
to get angry	生氣
to give	給
to give (present), to deliver, to say goodbye to someone	送
to go	去
to go out	出
to go to bed, to sleep	睡覺
to have	有
to help	幫助
to hold, to conduct, to run	舉辦
to hope	希望
to increase, to add	增加
to invite, to ask, please	請
to jump	跳
to justify	解釋
to know	知道
to know (be familiar with)	認識
to know how to, can	會

Common verbs (cont)

to laugh, smile	笑
to learn, to study	學習
to let, to allow, to make	讓
to like	喜歡
to listen/hear	聽
to live	住
to love	愛
to meet	見/見面
to play	玩
to play (ball game), to make (phone call), to beat	打
to play (football), to kick	踢
to prepare	準備
to put, to set free	放
to remember, to write down	記
to return	回
to ride (a bicycle/horse)	騎
to say, to speak, to talk	說
to see, to read, to watch, to look at	看
to seem	好像
to sell	賣
to send (a letter)	寄（信）
to send （an email）	發（電子郵件）
to sing	唱
to sit	坐
to spend (time/money); flower	花
to stop	停
to switch on, to turn on, to open	開（燈/電視/門 etc.）
to take part	參加
to teach	教
to tell	告訴
to think, to feel	覺得
to try	試
to understand	懂
to use	用
to wait for	等
to want	想
to want, be going to	要
to wash	洗
to wear, to put on	穿
to wish	祝
to write	寫

Common adjectives

advanced	先進
bad	壞
beautiful	漂亮
big	大
bored, boring	無聊/沒意思
busy	忙
clean	乾淨
cold	冷
comfortable	舒服
correct, right	對
dirty	髒
easy	容易
fast, quick	快
fat	胖，肥
full up, eaten to one's satisfaction	飽
fun, funny, interesting	有趣
good	好
happy	快樂
hard, difficult	難
hardworking	努力
harmful	有害
healthy, health	健康
high, tall	高
hot	熱
hungry	餓
interesting	有意思
interesting, amusing, cute	好玩
long	長
lovely, loveable	可愛
most	最
near	近
new	新
old	老/舊
pleased, happy	高興/開心
rich	有錢
same	一樣
short	短
slow	慢
small	小
thin	瘦

Common adjectives

Common adjectives (cont)

thirsty	渴
tired	累
useful	有用
wrong	錯

Common adverbs

again	再
almost	差不多
already	已經
around, about, approximately	大約/差不多
to be in the process of	正在
both, all	都
especially	特別
extremely	非常
here	這裡/這兒
immediately	馬上
(for a) long time	很久
more	更
nearby	附近
not	不
not (have)	沒
often	常常
perhaps, possibly	可能
sometimes	有時候
there	那裡/那兒
too	也
too (adjectives)	太……了
very	很

Colours

black	黑
blue	藍
colour	顏色
green	綠
orange	橙
red	紅
white	白
yellow	黃

Numbers

1 – 10	一，二，三，四，五，六，七，八，九，十
11 – 99	十一，二十，二十一，三十，……九十九
hundred	百
thousand	千
10 thousand	萬
(for quantity) two + Measure Word + noun	兩
zero	零

Quantities and measures

measure word for animals	隻
measure word for books	本
measure word for knives	把
measure word for long pieces (hair, branch, trousers etc.)	條
measure word for table, picture, paper etc.	張
a bottle of	瓶
a bowl of	碗
a cup of	杯
a packet of, package	包
a pair of	雙
a piece of (garment)	件
few	少
many, how (+adjectives)	多
several	幾個
the most common measure word	個

Time expressions

afternoon	下午
date	號/日
early	早
evening	晚上
everyday	每天，天天
from	從
half	半
hour	小時/鐘頭
in the future, future	將來
in the past, past	過去
last week	上星期
last year	去年
late	晚
midday	中午
minute	分，分鐘

Time expressions (cont)

month	月
morning	早上/上午
next week	下星期
next year	明年
now	現在
o'clock	點
this year	今年
today	今天
tomorrow	明天
week	星期
weekend	週末
yesterday	昨天

Days of the week

Monday	星期一
Tuesday	星期二
Wednesday	星期三
Thursday	星期四
Friday	星期五
Saturday	星期六
Sunday	星期日, 星期天

Months and seasons of the year

January	一月
February	二月
March	三月
April	四月
May	五月
June	六月
July	七月
August	八月
September	九月
October	十月
November	十一月
December	十二月
autumn	秋
season	季節
spring	春
summer	夏
winter	冬

Question words

(question marker) used after a question sentence e.g. 'Have you had your dinner?'	嗎
(question marker) often used at the end of a sentence where there is a statement followed by a question e.g. 'I am very busy, what about you?'	呢
used as an expression at the end of a statement e.g. 'that's fine'	吧
how many	多少
what	什麼
where	哪裡/哪兒
which	哪（個、本）
who	誰
why	為什麼

Other high-frequency words

he, him	他
I, me	我
Miss	小姐
Mr，sir	先生
Mrs	太太
number	號碼
she, her	她
some	些/一些
that	那
thing	東西
this	這
time	時間
way, method, solution	辦法
we, us, you, they, them	我們，你們，他們，她們
you	你

Countries, continents, nationalities, languages

Foundation tier

Africa	非洲
America	美洲
American	美國人
Asia	亞洲
British	英國人
China	中國
Chinese	中國人
Chinese language	中文
country	國家
English language	英語/英文
Europe	歐洲
foreign language	外語
France	法國
French	法國人
French language	法文
language	語言
nationality	國籍
people, person	人
Standard Chinese language	漢語/普通話
United Kingdom	英國
United States	美國

Higher tier

Canada	加拿大
Germany	德國
Italy	意大利
Malaysia	馬來西亞
Singapore	新加坡
Spain	西班牙

Social conventions

excuse me	請問
goodbye	再見
good evening	晚上好
good night	晚安
hello	你好
hello, everyone	大家好
it doesn't matter	沒關係
see you tomorrow	明天見
sorry	對不起
thank you	謝謝

Other useful expressions

bored, comment about something that looks or sounds stupid	無聊
it's bad; how terrible!	糟糕!
not bad; that's right	不錯

Prepositions

after……	……以後
before……	……以前
behind	後（邊）
down	下
during……	……的時候
in	裡 （邊）
in, at, on	在
in front of	前 （邊）
middle	中間
outside	外 （邊）
up	上

Language used in dialogues and messages

I will put you through.	請等等
I'll be right back.	馬上回來
I'm listening.	請說
Wait a moment.	等一下
wrong number.	打錯了

Section 2 – Topic-specific vocabulary

Identity and culture - daily life, food and drink, including eating out

Foundation tier

advantage	優點/好處
beef	牛肉
bread	麵包
breakfast	早飯/早餐
cake	蛋糕
celebration(s)/to celebrate	慶祝
cheap	便宜
chicken	雞
chopsticks	筷子
coffee	咖啡
convenient	方便
credit card	信用卡
culture	文化
customs/traditions	傳統/習俗
delicious	好吃/美味
duck	鴨
dumpling	餃子
egg	蛋
evening meal, dinner, supper	晚飯/晚餐
fast food restaurant	快餐店
film	電影
fish	魚
food and drink	食物和飲料
fruit	水果
fruit juice	果汁
identity	身份
interests/hobbies	興趣/愛好
lunch	午飯/午餐
meat	肉
menu	菜單
milk	牛奶
money	錢
moon cake (related to Mid-Autumn festival)	月餅
mutton	羊肉
noodle	麵(條)

Foundation tier (cont)

pork	豬肉
restaurant	餐廳/飯館
rice (cooked/boiled)	米飯
rice dumpling (related to Dragon Boat Festival)	粽子
role models	偶像
roast	烤
shopping	買東西/購物
soft drinks, fizzy drinks	汽水
soup	湯
sport	運動
tea	茶
to cook, prepare a meal	做飯
to order (from a menu)	點菜
to pay	付錢
vegetable	青菜
wallet, purse	錢包
water	水
wine	酒
yuan	元/塊

Higher tier

chips	薯條
choice	選擇
confectionary	糖果
cultural life	文化生活
daily life	日常生活
delicious	好味道
dessert	甜點
disadvantage	缺點/壞處
fried	炒
fried rice/noodles	炒飯，炒麵
knife and fork	刀叉
salad	沙拉
seafood	海鮮
self-service (buffet)	自助（自助餐）
snack	點心，小吃
sweet	甜
salty	鹹
spicy	辣
take away restaurant	外賣店
vegetarian	素食

Identity and culture - what my friends and family are like

Words relating to dress and style

Foundation tier

shoe	鞋/鞋子
size (large, medium, small)	號/號碼（大號，中號，小號）
skirt	裙子
sweater/jumper	毛衣
to try on (for size)	試穿/試試
trainers	運動鞋
trousers	褲子
watch	手錶

Higher tier

fashion	時尚
hat	帽子
shirt	襯衣/襯衫

Identity and culture - what my friends and family are like

Words on relations, relationships, personal and physical characteristics

Foundation tier

age	年齡
bed	床
birthday	生日
bird	鳥
birth, to be born	出生
boy	男孩
cat	貓
chair	椅子
child	孩子/兒童
clock	鐘
clothes	衣服
date of birth	出生日期
dog	狗
door	門
elder brother	哥哥
elder sister	姐姐
elderly people	老年人

Foundation tier (cont)

eye	眼睛
family, home	家
family (member)	家人
father	爸爸
first name	名字
friend	朋友
fridge	冰箱
full name	姓名
girl	女孩
glasses	眼鏡
grandfather	爺爺
grandmother	奶奶
hair	頭髮
house	房子/房屋
house work	家務
marry	結婚
mother	媽媽
pet	寵物
relationship	關係
self, oneself	自己
sofa	沙發
table	桌子
telephone	電話
television	電視機
window	窗
year	年
……years old	……歲
younger brother	弟弟
younger sister	妹妹
young people	年轻人

Higher tier

friendly	友好
kitchen	廚房
lamp	燈
to look after	照顧
neighbour	鄰居
polite	有禮貌

Identity and culture – cultural life

Foundation tier

Chinese New Year/Spring Festival	中國新年/春節
Christmas	聖誕節
competition/matches	比賽
concert	音樂會
cycling	騎自行車(單車)
dance	舞
Dragon Dance	舞龙
(to) do sports	做運動
electronic game	電子遊戲
festival	節日
free time	有空
ice skating	滑冰
Lion Dance	舞獅
New Year	新年
performance	表演/演出
play a ball game (tennis, basketball… etc.)	打球
(play) badminton	(打)羽毛球
(play) basketball	(打)籃球
(play) football	(踢)足球
(play) table tennis	(打)乒乓球
(play) tennis	(打)網球
programme	節目
reading	看書/閱讀
running, jogging	跑步
skiing	滑雪
song	歌
The Mid-Autumn Festival	中秋節
to dance	跳舞
to listen to music	聽音樂
to sing, singing	唱歌
swimming	游泳
watch movies	看電影
watch news	看新聞
watch television	看電視

Higher tier

athlete, sportsman	運動員
champion	冠軍
dragon boat	龍舟

Higher tier (cont)

Easter	復活節
firecracker (related to the Chinese New Year)	鞭炮
(to) go for a walk/stroll	散步
socialising	社交
summer camp	夏令營
team	隊
team member, player	隊員
The Dragon Boat Festival	端午節

Identity and culture – using social media

Foundation tier

blog	博客
computer	電腦
e-mail	電子郵件
e-pal	網友
social media	社交媒體
surf the internet	上網
technology	科技
to chat (online, on MSN etc.)	聊天

Higher tier

chat room	聊天室
desktop computer	台式電腦
laptop computer	筆記本電腦
text message	短信
to text	發短信
to download	下載
virus	病毒
URL/web address	網址
web page	網頁
website	網站

Local area, holiday and travel

Foundation tier

accommodation	住的地方
activity	活動
air-conditioning	空調
airport	飛機場
bank	銀行

Foundation tier (cont)

Beijing	北京
bicycle	自行車/單車
boat/ship/ferry	船
bridge	橋
bus	公共汽車
by (car/train/bus/boat etc.)	坐（車/火車……）
calligraphy	書法
car	汽車
car park	停車場
cathedral/church	教堂
cinema	電影院
city	城市
Chinese brush	毛筆
Chinese painting	國畫
countryside	農村
court (sports – e.g. football, tennis... etc.)	球場（足球場，網球場……）
destination	目的地
exhibition	展覽會
experience	經驗/經歷
factory	工廠
floor (1st, 2nd…)	（一，二，……）層/樓
flower	花
garden	花園
gift, present	禮物
grass	草
Guangzhou	廣州
guest	客人
hill/mountain	山
holiday	假期
Hong Kong	香港
hospital	醫院
hotel	酒店
kite	風箏
lake	湖
library	圖書館
local area	當地
London	倫敦
luggage	行李
map	地圖
museum	博物館
outdoor activities	戶外活動

panda	熊貓
park	公園
passport	護照
place	地方
plane	飛機
police station	警察局
post office	郵局
postcard	明信片
pound sterling	英鎊/鎊
preference	更喜歡
problem	問題
railway station	火車站
region	地區
return journey (ticket)	回程/雙程（票）
river	河
road, line/route, bus number	路
scenery	風景
sea	海
seaside	海邊
Shanghai	上海
shop	商店
shopping centre	購物中心
single journey	單程（票）
sports ground	運動場
square	廣場
stadium	體育館
stamp	郵票
station/stop (public transport)	車站
supermarket	超級市場
swimming pool	游泳池
Taiwan	臺灣
The Great Wall	長城
things to do	可做的事
Tiananmen Square	天安門廣場
ticket	票
to book, to reserve	訂（房，票）
to drive	開車
to get off, to alight	下車
to get on, to board (train, bus etc.)	上車
to rent	租
tourism	旅遊
tourist	遊客

Foundation tier (cont)

to visit (a place, a museum, etc.)	參觀
to welcome	歡迎
town centre	市中心
train	火車
transport	交通
travel	旅行
tree	樹
underground station	地鐵站
underground train, tube, metro	地鐵
waiter/waitress/attendant	服務員
zoo	動物園

Higher tier

accommodation	住宿
arrive	到達
asking for help	找人幫忙/尋求幫助
coach	旅遊車
dealing with problems	解決問題
eating out	出去吃飯
fare	車費
scenic spots, places of interest	名勝
service desk	服務台
set off, depart	出發
souvenir	紀念品
stay (number of nights)	住
stay, stop over	停留
Taipei	臺北
tall building/block/apartments	高樓
ticket office	售票處
timetable (transport)	時刻表

Phrases associated with weather

Foundation tier

autumn	秋天
cloud	雲
cloudy	多雲

Foundation tier (cont)

degree (temperature)	度
fog	霧
foggy	大霧
moon	月亮
rain	雨
snow	雪
spring	春天
sun	太陽
summer	夏天
to rain	下雨
to snow	下雪
weather	天氣
wind	風
windy	刮風/大風
winter	冬天

Higher tier

lowest temperature	最低氣溫
highest temperature	最高氣溫
temperature	氣溫
weather forecast	天氣預報

Asking for directions

behind	後邊
direction	方向
far	遠
go straight on	一直走
in front of	在⋯⋯前邊
near (in distance)/close by	近
next to	在⋯⋯旁邊
on foot	走路
on the left	左邊
on the right	右邊
opposite	對面
the next	下一個
to cross (road, bridge, river etc.)	過
to turn (left, right)	轉
towards	向
east	東
north	北
south	南
west	西

Dealing with problems

Foundation tier

to change (to another one)	換
damaged/broken	壞了
disappear/lost something	不見了
manager	經理
mistake	不對/錯
noisy	吵
police/policeman	警察
service	服務

Higher tier

ill/sick/unwell	生病/不舒服
noise	噪音
pleased/satisfactory	滿意
safe	安全

School

Foundation tier

book	書
classroom	教室
dictionary	字典
examination	考試
exchange	交換
foreign languages	外語
geography	地理
go to school (as a student)	上學
have a lesson	上課
head teacher	校長
history	歷史
homework	作業
maths	數學
music	音樂
P.E. (physical education)	體育
pen	筆
pressure	壓力
primary school	小學
results, marks, achievement	成績
rule	規定
school	學校

Foundation tier (cont)

school term	學期
school uniform	校服
schoolmate, classmate	同學
science	科學
secondary school	中學
student	學生
subject	科目
summer holiday	暑假
teacher	老師
university	大學

Higher tier

Biology	生物
break	休息
celebrating success	慶祝成功
Chemistry	化學
essay	文章
GCE equivalent	高考
GCSE equivalent	中學會考
graduate	畢業
mark, grade	分數
physics	物理
school exchange	校際交換
school events/school activites	學校活動
student studying abroad	留學生
timetable	時間表
to pay attention	集中/用心
plan, intention	打算
plan, to plan	計劃

Future aspirations, study and work

Foundation tier

actor/actress	演員
advert	廣告
ambition/ideal	理想
aspiration	心願
business/trade	做生意
career	職業

Foundation tier (cont)

company/office	公司
doctor	醫生
driver	司機
engineer	工程師
employment	僱傭
famous	有名
interview	訪問/採訪
(job) interview	面試
introduction, to introduce	介紹
job, work	工作
journalist	記者
magazine	雜誌
news	新聞
newspaper	報紙
nurse	護士
part time	兼職
profession	職業
salary	工資
sales assistant	售貨員
singer	歌星
study	學習
to apply, application	申請
to earn money	賺錢
to recruit, to employ	招請/聘請
training	訓練/培訓
travel agency	旅行社
volunteer	志願者/義工
volunteering	志願服務/義工服務
worker	工人

Higher tier

beyond the classroom	課外
building relationships	建立關係
cook/chef	廚師
confidence	信心
experienced	有經驗
further study	進一步學習
organisation	組織/機構
organiser	組織者
pocket money	零花錢/零用錢

Higher tier (cont)

to reduce, to cut back	減少
success, successful	成功
work experience	工作經驗

International and global dimension – bringing the world together, environmental issues

Foundation tier

animals	動物
audience	觀眾
being 'green'	綠色環保的
campaign	運動
carry on	繼續
charity	慈善
donate	捐
good causes	公益
electricity	電
environment	環境
environmental issues	環境問題
(music) festival	(音樂)節
gas	煤氣
global, world wide	全球
important	重要
international	國際
international activity	國際活動
music event	音樂活動
natural resources	自然資源
Olympic Games	奧運會
protection, to protect	保護
recycling	回收
rubbish	垃圾
to save (water)	節約（水）
sports event	運動會
wasteful, to waste	浪費
world	世界
World Cup (football)	世界盃/杯（足球）

Higher tier

climate	氣候
global warming	全球變暖
pollution, to pollute, to contaminate	污染
poverty	貧窮
security	安全
solar power	太陽能
to save (energy)	節約（能源）
to sort/separate (eg rubbish)	分類（垃圾）
volcano	火山

Simplified Chinese vocabulary list

Section 1: High-frequency language

Common verbs

should	应该
to arrive, to get to	到
to ask	问
to be	是
to be able to, can	能
to be interested in	对……有兴趣
to be quiet	安静
to begin	开始
to buy	买
to call,to be named	叫
to change	换（钱/车/衣服 etc.）
to close, to switch off	关（灯/电视/门 etc.）
to come	来
to convince	说服
to do, to be/become (an occupation)	做
to draw/paint (picture)	画
to drink	喝
to eat	吃
to enter	进
to find, to look for	找
to forget	忘
to get angry	生气
to give	给
to give (present), to deliver, to say goodbye to someone	送
to go	去
to go out	出
to go to bed, to sleep	睡觉
to have	有
to help	帮助
to hold, to conduct, to run	举办
to hope	希望
to increase, to add	增加
to invite, to ask, please	请
to jump	跳
to justify	解释
to know	知道
to know (be familiar with)	认识
to know how to, can	会

Common verbs (cont)

to laugh, smile	笑
to learn, to study	学习
to let, to allow, to make	让
to like	喜欢
to listen/hear	听
to live	住
to love	爱
to meet	见/见面
to play	玩
to play (ball game), to make (phone call), to beat	打
to play (football), kick	踢
to prepare	准备
to put, to set free	放
to remember, to write down	记
to return	回
to ride (a bicycle/horse)	骑
to say, to speak, to talk	说
to see, to read, to watch, to look at	看
to seem	好像
to sell	卖
to send (a letter)	寄（信）
to send (an email)	发（电子邮件）
to sing	唱
to sit	坐
to spend (time/money); flower	花
to stop	停
to switch on, to turn on, to open	开（灯/电视/门 etc.）
to take part	参加
to teach	教
to tell	告诉
to think, to feel	觉得
to try	试
to understand	懂
to use	用
to wait for	等
to want	想
to want, to be going to	要
to wash	洗
to wear, to put on	穿
to wish	祝
to write	写

Common adjectives

advanced	先进
bad	坏
beautiful	漂亮
big	大
bored, boring	无聊/没意思
busy	忙
clean	干净
cold	冷
comfortable	舒服
correct, right	对
dirty	脏
easy	容易
fast, quick	快
fat	胖，肥
full up, eaten to one's satisfaction	饱
fun, funny, interesting	有趣
good	好
happy	快乐
hard, difficult	难
hardworking	努力
harmful	有害
healthy, health	健康
high, tall	高
hot	热
hungry	饿
interesting	有意思
interesting, amusing, cute	好玩
long	长
lovely, loveable	可爱
most	最
near	近
new	新
old	老/旧
pleased, happy	高兴/开心
rich	有钱
same	一样
short	短
slow	慢
small	小
thin	瘦

Common adjectives (cont)

thirsty	渴
tired	累
useful	有用
wrong	错

Common adverbs

again	再
almost	差不多
already	已经
around, about, approximately	大约/差不多
to be in the process of	正在
both, all	都
especially	特别
extremely	非常
here	这里/这儿
immediately	马上
(for a) long time	很久
more	更
nearby	附近
not	不
not (have)	没
often	常常
perhaps, possibly	可能
sometimes	有时候
there	那里/那儿
too	也
too (adjectives)	太......了
very	很

Colours

black	黑
blue	蓝
colour	颜色
green	绿
orange	橙
red	红
white	白
yellow	黄

Numbers

1 – 10	一，二，三，四，五，六，七，八，九，十
11 – 99	十一， 二十， 二十一，三十，......九十九
hundred	百
thousand	千
10 thousand	万
(for quantity) two + Measure Word + noun	两
zero	零

Quantities and measures

measure word for animals	只
measure word for books	本
measure word for knives	把
measure word for long pieces (hair, branch, trousers etc.)	条
measure word for table, picture, paper etc.	张
a bottle of	瓶
a bowl of	碗
a cup of	杯
a packet of, package	包
a pair of	双
a piece of (garment)	件
few	少
many, how (+adjectives)	多
several	几个
the most common measure word	个

Time expressions

afternoon	下午
date	号/日
early	早
evening	晚上
everyday	每天，天天
from	从
half	半
hour	小时/钟头
in the future, future	将来
in the past, past	过去
last week	上星期
last year	去年
late	晚
midday	中午
minute	分，分钟

Time expressions (cont)

month	月
morning	早上，上午
next week	下星期
next year	明年
now	现在
o'clock	点
this year	今年
today	今天
tomorrow	明天
week	星期
weekend	周末
yesterday	昨天

Days of the week

Monday	星期一
Tuesday	星期二
Wednesday	星期三
Thursday	星期四
Friday	星期五
Saturday	星期六
Sunday	星期日，星期天

Months and seasons of the year

January	一月
February	二月
March	三月
April	四月
May	五月
June	六月
July	七月
August	八月
September	九月
October	十月
November	十一月
December	十二月
autumn	秋
season	季节
spring	春
summer	夏
winter	冬

Question words

(question marker) used after a question sentence e.g. 'Have you had your dinner?'	吗
(question marker) is also used like an expression plus question at the end of the sentence e.g. 'I am very busy, what about you?'	呢
used like an expression at the end of a statement e.g. 'that's fine'	吧
how many	多少
what	什么
where	哪里/哪儿
which	哪（个，本）
who	谁
why	为什么

Other high-frequency words

he, him	他
I, me	我
Miss	小姐
Mr,sir	先生
Mrs	太太
number	号码
she, her	她
some	些/一些
that	那
thing	东西
this	这
time	时间
way, method, solution	办法
we, us, you, they, them	我们，你们，他们，她们
you	你

Countries, continents, nationalities, languages

Foundation tier

Africa	非洲
America	美洲
American	美国人
Asia	亚洲
British	英国人
China	中国
Chinese	中国人
Chinese language	中文
country	国家
English language	英语/英文
Europe	欧洲
foreign language	外语
France	法国
French	法国人
French language	法文
language	语言
nationality	国籍
people, person	人
Standard Chinese language	汉语/普通话
United Kingdom	英国
United States	美国

Higher tier

Canada	加拿大
Germany	德国
Italy	意大利
Malaysia	马来西亚
Singapore	新加坡
Spain	西班牙

Social conventions

excuse me	请问
goodbye	再见
good evening	晚上好
good night	晚安
hello	你好
hello, everyone	大家好
it doesn't matter	没关系
see you tomorrow	明天见
sorry	对不起
thank you	谢谢

Other useful expressions

bored, comment about something that looks or sounds stupid	无聊
it's bad; how terrible!	糟糕！
not bad; that's right	不错

Prepositions

after……	……以后
before……	……以前
behind	后（边）
down	下
during……	……的时候
in	里（边）
in, at, on	在
in front of	前（边）
middle	中间
outside	外（边）
up	上

Language used in dialogues and messages

I will put you through.	请等等
I'll be right back.	马上回来
I'm listening.	请说
Wait a moment.	等一下
wrong number.	打错了

Section 2 – Topic-specific vocabulary

Identity and culture - daily life, food and drink, including eating out

Foundation tier

advantage	优点/好处
beef	牛肉
bread	面包
breakfast	早饭/早餐
cake	蛋糕
celebration(s)/to celebrate	庆祝
cheap	便宜
chicken	鸡
chopsticks	筷子
coffee	咖啡
convenient	方便
credit card	信用卡
culture	文化
customs/traditions	传统/习俗
delicious	好吃/美味
duck	鸭
dumpling	饺子
egg	蛋
evening meal, dinner, supper	晚饭/晚餐
fast food restaurant	快餐店
film	电影
fish	鱼
food and drink	食物和饮料
fruit	水果
fruit juice	果汁
identity	身份
interests/hobbies	兴趣/爱好
lunch	午饭/午餐
meat	肉
menu	菜单
milk	牛奶
money	钱
moon cake (related to Mid-Autumn Festival)	月饼
mutton	羊肉
noodle	面（条）

Foundation tier (cont)

pork	猪肉
restaurant	餐厅/饭馆
rice (cooked/boiled)	米饭
rice dumpling (related to Dragon Boat Festival)	粽子
role models	偶像
roast	烤
shopping	买东西/购物
soft drinks, fizzy drinks	汽水
soup	汤
sport	运动
tea	茶
to cook, prepare a meal	做饭
to order (from a menu)	点菜
to pay	付钱
vegetable	青菜
wallet, purse	钱包
water	水
wine	酒
yuan	元/块

Higher tier

chips	薯条
choice	选择
confectionery	糖果
cultural life	文化生活
daily life	日常生活
delicious	好味道
dessert	甜点
disadvantage	缺点/坏处
fried	炒
fried rice/noodles	炒饭，炒面
knife and fork	刀叉
salad	沙拉
seafood	海鲜
self-service (buffet)	自助（自助餐）
snack	点心，小吃
sweet	甜
salty	咸
spicy	辣
take away restaurant	外卖店
vegetarian	素食

Identity and culture - what my friends and family are like

Words relating to dress and style

Foundation tier

shoe	鞋/鞋子
size (large, medium, small)	号/号码（大号，中号，小号）
skirt	裙子
sweater/jumper	毛衣
to try on (for size)	试穿/试试
trainers	运动鞋
trousers	裤子
watch	手表

Higher tier

fashion	时尚
hat	帽子
shirt	衬衣/衬衫

Identity and culture - what my friends and family are like

Words on relations, relationships, personal and physical characteristics

Foundation tier

age	年龄
bed	床
birthday	生日
boy	男孩
bird	鸟
birth, to be born	出生
cat	猫
chair	椅子
child	孩子/儿童
clock	钟
clothes	衣服
date of birth	出生日期
dog	狗
door	门
elder brother	哥哥
elder sister	姐姐
elderly people	老年人

Foundation tier (cont)

eye	眼睛
family, home	家
family (member)	家人
father	爸爸
first name	名字
friend	朋友
fridge	冰箱
full name	姓名
girl	女孩
glasses	眼镜
grandfather	爷爷
grandmother	奶奶
hair	头发
house	房子/房屋
house work	家务
marry	结婚
mother	妈妈
pet	宠物
relationship	关系
self, oneself	自己
sofa	沙发
table	桌子
telephone	电话
television	电视机
window	窗
year	年
……years old	……岁
younger brother	弟弟
younger sister	妹妹
young people	年轻人

Higher tier

friendly	友好
kitchen	厨房
lamp	灯
to look after	照顾
neighbour	邻居
polite	有礼貌

Identity and culture - cultural life

Foundation tier

Chinese New Year / Spring festival	中国新年/春节
Christmas	圣诞节
competition / matches	比赛
concert	音乐会
cycling	骑自行车（单车）
dance	舞
Dragon Dance	舞龙
(to) do sports	做运动
electronic game	电子游戏
festival	节日
free time	有空
ice skating	滑冰
Lion Dance	舞狮
New Year	新年
performance	表演/演出
play a ball game (tennis, basketball… etc.)	打球
(play) badminton	(打)羽毛球
(play) basketball	(打)篮球
(play) football	(踢)足球
(play) table tennis	(打)乒乓球
(play) tennis	(打)网球
programme	节目
reading	看书/阅读
running, jogging	跑步
skiing	滑雪
song	歌
The Mid-Autumn Festival	中秋节
to dance	跳舞
to listen to music	听音乐
to sing, singing	唱歌
swimming	游泳
watch movies	看电影
watch news	看新闻
watch television	看电视

Higher tier

athlete, sportsman	运动员
champion	冠军
dragon boat	龙舟

Higher tier (cont)

Easter	复活节
firecracker (related to the Chinese New Year)	鞭炮
(to) go for a walk/stroll	散步
socialising	社交
summer camp	夏令营
team	队
team member, player	队员
The Dragon boat festival	端午节

Identity and culture – using social media

Foundation tier

blog	博客
computer	电脑
e-mail	电子邮件
e-pal	网友
social media	社交媒体
surf the internet	上网
technology	科技
to chat (online, on MSN etc.)	聊天

Higher tier

chat room	聊天室
desktop computer	台式电脑
laptop computer	笔记本电脑
text message	短信
to text	发短信
to download	下载
virus	病毒
URL/web address	网址
web page	网页
website	网站

Local area, holiday and travel

Foundation tier

accommodation	住的地方
activity	活动
air-conditioning	空调
airport	飞机场
bank	银行

Foundation tier (cont)

Beijing	北京
bicycle	自行车/单车
boat/ship/ferry	船
bridge	桥
bus	公共汽車
by (car/train/bus/boat etc.)	坐（车/火车……）
calligraphy	书法
car	汽车
car park	停车场
cathedral/church	教堂
cinema	电影院
city	城市
Chinese brush	毛笔
Chinese painting	国画
countryside	农村
court (sports – e.g. football, tennis… etc.)	球场（足球场，网球场……）
destination	目的地
exhibition	展览会
experience	经验/经历
factory	工厂
floor (1st, 2nd…)	（一，二，……）层/楼
flower	花
garden	花园
gift, present	礼物
grass	草
Guangzhou	广州
guest	客人
hill/mountain	山
holiday	假期
Hong Kong	香港
hospital	医院
hotel	酒店
kite	风筝
lake	湖
library	图书馆
local area	当地
London	伦敦
luggage	行李
map	地图
museum	博物馆
outdoor activities	户外活动

Foundation tier (cont)

panda	熊猫
park	公园
passport	护照
place	地方
plane	飞机
police station	警察局
post office	邮局
postcard	明信片
pound sterling	英镑/镑
preference	更喜欢
problem	问题
railway station	火车站
region	地区
return journey (ticket)	回程/双程（票）
river	河
road, line/route, bus number	路
scenery	风景
sea	海
seaside	海边
Shanghai	上海
shop	商店
shopping centre	购物中心
single journey	单程（票）
sports ground	运动场
square	广场
stadium	体育馆
stamp	邮票
station/stop (public transport)	车站
supermarket	超级市场
swimming pool	游泳池
Taiwan	台湾
The Great Wall	长城
things to do	可做的事
Tiananmen Square	天安门广场
ticket	票
to book, to reserve	订（房，票）
to drive	开车
to get off, to alight	下车
to get on, to board (train, bus etc.)	上车
to rent	租
tourism	旅游
tourist	游客

Foundation tier (cont)

to visit (a place, a museum, etc.)	参观
to welcome	欢迎
town centre	市中心
train	火车
transport	交通
travel	旅行
tree	树
underground station	地铁站
underground train, tube, metro	地铁
waiter/waitress/attendant	服务员
zoo	动物园

Higher tier

accommodation	住宿
arrive	到达
asking for help	找人帮忙/寻求帮助
coach	旅游车
dealing with problems	解决问题
eating out	出去吃饭
fare	车费
scenic spots, places of interest	名胜
service desk	服务台
set off, depart	出发
souvenir	纪念品
stay (number of nights)	住
stay, stop over	停留
Taipei	台北
tall building/block/apartments	高楼
ticket office	售票处
timetable (transport)	时刻表

Phrases associated with weather

Foundation tier

autumn	秋天
cloud	云
cloudy	多云

Foundation tier (cont)

degree (temperature)	度
fog	雾
foggy	大雾
moon	月亮
rain	雨
snow	雪
spring	春天
sun	太阳
summer	夏天
to rain	下雨
to snow	下雪
weather	天气
wind	风
windy	刮风/大风
winter	冬天

Higher tier

lowest temperature	最低气温
highest temperature	最高气温
temperature	气温
weather forecast	天气预报

Asking for directions

behind	后边
direction	方向
far	远
go straight on	一直走
in front of…	在……前边
near (in distance)/close by	近
next to…	在……旁边
on foot	走路
on the left	左边
on the right	右边
opposite	对面
the next	下一个
to cross (road, bridge, river etc.)	过
to turn (left, right)	转
towards	向
east	东
north	北
south	南
west	西

Dealing with problems

Foundation tier

to change (to another one)	换
damaged/broken	坏了
disappear/lost something	不见了
manager	经理
mistake	不对/错
noisy	吵
police/policeman	警察
service	服务

Higher tier

ill/sick/unwell	生病/不舒服
noise	噪音
pleased/satisfactory	满意
safe	安全

School

Foundation tier

book	书
classroom	教室
dictionary	字典
examination	考试
exchange	交换
foreign languages	外语
geography	地理
go to school (as a student)	上学
have a lesson	上课
head teacher	校长
history	历史
homework	作业
maths	数学
music	音乐
P.E.(physical education)	体育
pen	笔
pressure	压力
primary school	小学
results, marks, achievement	成绩
rule	规定
school	学校

Foundation tier (cont)

school term	学期
school uniform	校服
schoolmate, classmate	同学
science	科学
secondary school	中学
student	学生
subject	科目
summer holiday	暑假
teacher	老师
university	大学

Higher tier

Biology	生物
break	休息
celebrating success	庆祝成功
Chemistry	化学
essay	文章
GCE equivalent	高考
GCSE equivalent	中学会考
graduate	毕业
mark, grade	分数
physics	物理
school exchange	校际交换
school events/school activities	学校活动
student studying abroad	留学生
timetable	时间表
to pay attention	集中/用心
plan, intention	打算
plan, to plan	计划

Future aspirations, study and work

Foundation tier

actor/actress	演员
advert	广告
ambition/ideal	理想
aspiration	心愿
business/trade	做生意
career	职业

Foundation tier (cont)

company/office	公司
doctor	医生
driver	司机
engineer	工程师
employment	雇佣
famous	有名
interview	访问/采访
(job) interview	面试
introduction, to introduce	介绍
job, work	工作
journalist	记者
magazine	杂志
news	新闻
newspaper	报纸
nurse	护士
part time	兼职
profession	职业
salary	工资
sales assistant	售货员
singer	歌星
study	学习
to apply, application	申请
to earn money	赚钱
to recruit, to employ	招请/聘请
training	训练/培训
travel agency	旅行社
volunteer	志愿者/义工
volunteering	志愿服务/义工服务
worker	工人

Higher tier

beyond the classroom	课外
building relationships	建立关系
cook/chef	厨师
confidence	信心
experienced	有经验
further study	进一步学习
organisation	组织/机构
organiser	组织者
pocket money	零花钱/零用钱

Higher tier (cont)

to reduce, to cut back	减少
success, successful	成功
work experience	工作经验

International and global dimension – bringing the world together, environmental issues

Foundation tier

animals	动物
audience	观众
being 'green'	绿色环保的
campaign	运动
carry on	继续
charity	慈善
donate	捐
good causes	公益
electricity	电
environment	环境
environmental issues	环境问题
(music) festival	（音乐）节
gas	煤气
global, world wide	全球
important	重要
international	国际
international activity	国际活动
music event	音乐活动
natural resources	自然资源
Olympic Games	奥运会
protection, to protect	保护
recycling	回收
rubbish	垃圾
to save (water)	节约（水）
sports event	运动会
wasteful, to waste	浪费
world	世界
World Cup (football)	世界杯（足球）

Higher tier

climate	气候
global warming	全球变暖
pollution, to pollute, to contaminate	污染
poverty	贫穷
security	安全
solar power	太阳能
to save (energy)	节约（能源）
to sort/separate (eg rubbish)	分类（垃圾）
volcano	火山

Appendix 4: The context for the development of this qualification

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

We have developed and designed this qualification by:

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

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

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

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

From Pearson's Expert Panel for World Class Qualifications
May 2014

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

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

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.**"**

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:[2]

Cognitive skills

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

Interpersonal skills

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

Intrapersonal skills

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

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

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

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

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

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 603/1048/0
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1CN0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers, except for Paper 2, for which entries must be made for either Mandarin or Cantonese.	Paper 1: 1CN0/01 Paper 2: 1CN0/02M 1CN0/02C Paper 3: 1CN0/03 Paper 4: 1CN0/04

*www.gov.uk/government/publications/2018-performance-tables-discount-codes

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