

# GCE

## Chinese

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Oral Training Guide

**Edexcel Advanced Subsidiary GCE in Chinese (8CN01)**

First examination 2009

**Edexcel Advanced GCE in Chinese (9CN01)**

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Final draft





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# Part 1 General guidelines

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## Introduction

This guide is for teachers who are preparing candidates for and conducting the Edexcel GCE Chinese oral examinations. This guide relates to the requirements of the Edexcel Advanced Subsidiary GCE and Advanced GCE in Chinese specification (for teaching from September 2008).

The Advanced Subsidiary GCE (AS level) oral examination will be assessed for the first time in June 2009. All tests will be externally assessed by Edexcel.

The AS level oral examination is *Unit 1: Spoken Expression and Response in Chinese*.

The unit code is:

6CN01

## Essential preparation

Teachers should familiarise themselves with the details of the AS oral examination (Unit 1) in the Edexcel GCE Chinese specification (page 4), the assessment requirements (page 10), the unit description (pages 19-22) and the assessment criteria (pages 22-23).

Related documents can be downloaded from the Edexcel website at [www.edexcel.com](http://www.edexcel.com). The assessment criteria for Unit 1 can also be found on page 2 of this guide.

**It is essential that teachers are aware of the requirements of the unit, as incorrectly conducted tests can adversely affect candidates' marks.**

# AS Unit 1: Spoken Expression and Response in Chinese

Students will be rewarded for their ability to speak Chinese for 5-6 minutes in response to a short English-language stimulus. Students will be expected to refer to a series of bullet points printed on the stimulus so that they can communicate effectively in Chinese about the stimulus topic. Students will need to express opinions as well as provide relevant and appropriate information. Each stimulus will link to one of the following general topic areas.

15 minutes before the test, students will be allocated a stimulus relating to one of the four following general topic areas:

**Food, diet and health**

**Transport, travel and tourism**

**Education and employment**

**Leisure, youth interests and Chinese festivals\***

\* New year, mid-autumn festival, dragon boat festival, Ching Ming (Qing Ming)

There is no requirement in the AS Unit 1 oral test for students to demonstrate knowledge of countries and contexts in which Chinese is spoken, though of course they are free to do so.

Although this unit relates to a general topic area, it is essentially designed to assess manipulation and understanding of the Chinese spoken language. The general topic areas should be considered as different contexts in which students can develop, use and understand spoken Chinese language.

Examples of the stimuli can be found in the specimen assessment material published by Edexcel and can be downloaded from the Edexcel website at [www.edexcel.com](http://www.edexcel.com).

**Each stimulus must be allocated in accordance with the sequence stipulated by Edexcel for each examination session.**

This sequence must be applied to all candidates except where a particular instruction might cause distress (eg reference to relative who is ill or similar situation); in this case the next suitable stimulus must be used. The sequence must be continued after breaks in examining in any one day, for example after lunch.

## Student preparation

Students will have 15 minutes preparation time immediately before the test to study the stimulus allocated to them and the bullet points they must respond to.

Students should be encouraged to use this time effectively. Further guidance on preparing students for the test can be found later in this handbook.

Students may not use a dictionary or any other resources during the preparation time or during the test. They may make notes (up to one side of A4 paper if they wish), but must not write on the stimulus provided.

Students must take both the stimulus and any notes into the examination and may refer to both at any point during the test. Both the stimulus and the notes must be handed to the invigilator at the end of the test, and must be retained by the centre until 20<sup>th</sup> September in the year of the test.

## The role of the invigilator

The invigilator must hand out the stimuli to the candidates according to the sequence prescribed by Edexcel.

The invigilator is responsible for recording the tests.

The invigilator will announce the centre number and the candidate name and number at the start of each candidate recording. The invigilator must also state which stimulus the candidate has been allocated.

The invigilator must not speak or discuss the stimulus with the candidate during the preparation time and the recording of the test.

When it is clear that the candidate is finished, the invigilator must say 'End of test'. The invigilator must also collect the stimulus and any notes from the candidate.

An oral form for each candidate must be completed by the centre. The invigilator must fill in the allocated stimulus on the form and ensure that it is sent to the examiner with the test.

Invigilators should familiarise themselves with the Handbook of Instructions for Centres for GCE Oral Tests which can be found on the Edexcel website.

## Conditions for the test

The centre must provide two quiet rooms, one for candidates' preparation and one for conducting the test, where candidates will not be disturbed.

Centres must ensure that candidates are supervised during their preparation time, and that each candidate has 15 minutes to prepare.

The test should last between 5 and 6 minutes.

An easily visible clock should be provided in the examination room so that both the candidate and the invigilator can monitor the time.

## Preparing students for the oral test

For AS Unit 1, students must study the following general topic areas:

**Food, diet and health**

**Transport, travel and tourism**

**Education and employment**

**Leisure, youth interests and Chinese festivals\***

\* New year, mid-autumn festival, dragon boat festival, Ching Ming (Qing Ming)

In preparation for this test, teachers should ensure that all topic areas are studied in class. Possible activities might include:

- Individual students research a particular aspect of one of the general topic areas and do a presentation.
- Students interview each other and/or their teacher in Chinese to canvass opinion and ideas about a particular topic.
- Students write mind maps to identify links between aspects of the topic and to expand and order their ideas.
- Students time themselves (or each other) talking about a particular aspect of one of the general topic areas, gradually increasing the amount of time they can talk (from 1 minute, to 2 and so on).

When researching a general topic area, students may use internet-derived sources, but should also be encouraged to refer to books, newspapers, magazines, television and radio programmes. They might also use examples from their own life, or they might ask their classmates, teachers or the foreign language assistant for help and ideas.

Teachers should share the content of the assessment grids for this unit with their students, so that students are fully aware of the assessment demands and can bear these in mind when preparing for the test.

It is important to refer to each bullet point. Students should be reminded that the final bullet point in particular gives them the opportunity to expand the topic beyond the stimulus, enabling them to use a wider range of expressions.

## The 15 minutes preparation time

Immediately before the test, students will have 15 minutes to study a stimulus text linked to the general topic area they have been allocated. Students must not write on this stimulus, but can make notes on one side of a separate piece of A4 paper. Both the stimulus and any notes must be taken into the examination room, and students can refer to these at any point during the test. However, students must not refer to dictionaries or any other resources during the preparation time or the test.

Teachers may wish to advise their students of the following to ensure that they make good use of their time:

- Begin by reading the entire text through
- Make short notes of how to respond in Chinese to the bullet points (notes can be written in any form).

## Assessment criteria

Students will be rewarded for their performances according to the following assessment criteria, which will be applied on a 'best fit' basis.

### Unit 1

| Mark  | Content and understanding (AO2)   |
|-------|---|
| 0     | No understanding. No rewardable content.  |
| 1-4   | Demonstrates minimal comprehension of basic questions and gives minimal responses.  |
| 5-8   | Responses restricted. Answers invariably limited, short and hesitant. Opinions limited.   |
| 9-12  | Responds well to stimulus but experiences problems with more complex demands. Responses rarely expanded upon and convey only simple opinions.                         |
| 13-16 | Responds well to stimulus, demonstrating good utilisation of content. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.  |
| 17-20 | Excellent. Response to stimulus demonstrates very good understanding and utilisation of content. Clearly and fluently expresses wide range of opinions and attitudes. |

| Mark | Quality of language (AO3)  |
|------|--|
| 0    | No rewardable language.  |
| 1-2  | Consistently inaccurate language, including grammar. Offers only isolated examples of accurate language. Pronunciation impedes basic communication most of the time. Operates only in most basic structures. Rarely offers complete sentences. |
| 3-4  | Communicates main points despite high incidence of grammatical errors. Pronunciation inconsistent. Short main clause structures predominantly used. Inappropriate lexical items may impede communication at times.                             |
| 5-6  | Generally accurate grammar in simple basic language despite a fair number of significant errors. Pronunciation easy to understand with some inconsistency. Mostly predictable lexical items deployed.  |
| 7-8  | Generally accurate grammar in straightforward language but errors made in more complex language. Pronunciation and intonation generally very good. Uses reasonably wide and mostly appropriate range of structure and lexis.                   |
| 9-10 | Very accurate grammar with pronunciation and intonation of a consistently high standard. Insignificant errors may occur. Deploys a wide range of structures and lexis as appropriate to stimuli.   |

## Part 2 Exemplar material

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### AS Unit 1 specimen tests and commentaries

Cantonese candidate 1

Sample stimulus: Chopsticks

Time: 2 minutes 9 seconds



#### Content and understanding

The candidate understood the stimulus fully and is able to respond by virtually sight translating the stimulus. She does not expand on any of the bullet points and the only opinion she expresses is that the chopstick museum is very beautiful. Because she does not expand upon the bullet points or elaborate on her responses, she does not give herself an opportunity to show how well she can utilise her excellent command of the language. This is reflected in the very short time of 2.09 minutes.

She could have discussed, for example, other museums she has visited. This would have enabled her to give full rein to fluent expression of opinions.

Mark band: 9-12

#### Quality of language

Accurate, fluent, good pronunciation and reasonable range of lexis.

Mark band: 7-8

## Cantonese candidate 2

### Sample stimulus: Sports

Time: 4 minutes 44 seconds



#### Content and understanding

The candidate gives a very full statement in the target language of what the stimulus is about. The candidate is enthusiastic about the stimulus but is able to expand and elaborate. He talks about his own favourite sports and sporting heroes and describes how he talks to his friends about sport and other things. He does not express a wide range of opinions.

Mark band: 13-16

#### Quality of language

The candidate was hesitant at the beginning of the test, but his fluency improved. This candidate's performance does not fall into the 7-8 band because he does not consistently use appropriate structures, and he confuses written and spoken registers. Predictable lexical items are deployed.

Mark band: 5-6

## Cantonese candidate 3

### Sample stimulus: Healthy eating

Time: 4 minutes 56 seconds



#### Content and understanding

The candidate understands the stimulus and responds well. Generally she develops her responses well, but she could have said a lot more about the first three bullet points. For example she only mentions one vegetable and one fruit; this would have been an excellent opportunity for expansion and more in-depth opinions.

There is a lengthy pause which suggests that the candidate realises that she still has some time to spare. Unfortunately the latter part of her presentation is less coherent than the first part. The final throwaway remark is factually incorrect and appears to result from a misapprehension that glossary terms must be mentioned.

Mark band: 13-16

#### Quality of language

Accurate grammar, beautiful pronunciation and wide range of structures and lexis used appropriately.

Mark band: 9-10

Cantonese candidate 4

Sample stimulus: Sports

Time: 5 minutes 1 second



**Content and understanding**

The candidate uses the stimulus as a stimulus, expanding fully in his own words.

He develops the topic to include other sports and takes the opportunity to express his preference for activities other than sports. He talks about the wider social custom of watching football on TV in pubs.

Mark band: 17-20

**Quality of language**

Accurate, fluent, uses a wide range of structures and vocabulary. Sounds very natural.

Mark band: 9-10

## Mandarin candidate 1

### Sample stimulus: Sports

Time: 6 minutes 9 seconds



#### Content and understanding

The candidate uses the stimulus as a starting point, but relates the topic to his own experience. He is not afraid to state his own opinions and attitudes and justify them, using adventurous means of self-expression. He develops the topic to include the world outside sports.

Mark band: 17-20

#### Quality of language

Generally accurate and fluent, uses a wide range of structures and vocabulary but not always accurately, pronunciation generally good but tones not always right.

Mark band: 7-8

## Mandarin candidate 2

Sample stimulus: Chopsticks

Time: 2 minutes 12 seconds



### Content and understanding

Although this candidate responds to the bullet points with understanding, she does not state what the article is about. This presentation is too short to show evidence of good utilisation of content. The only bullet point which is developed in any way is the last one. Only simple opinions are expressed.

Mark band: 9-12

### Quality of language

Although the language is accurate and fluent, and pronunciation is good, the lexis and structure are limited and repetitive owing to limited content.

Mark band: 5-6

## Mandarin candidate 3

Sample stimulus: Chopsticks

Time: 4 minutes 19 seconds



### Content and understanding

The candidate states in reasonable detail what the article refers to and makes use of the glossary. She attempts to respond to each bullet point, but the responses are not well developed. She does broaden the topic to include the UK, but this is quite limited. She expresses one simple opinion.

Mark band: 9-12

### Quality of language

Generally accurate in simple language, lacking in fluency but improves towards the end of the test, especially when addressing the last bullet point. Tones are not always accurate but this does not impede understanding. Vocabulary and range of structures could be broader.

Mark band: 5-6

## Mandarin candidate 4

### Sample stimulus: Healthy eating

Time: 3 minutes 0 seconds



#### Content and understanding

This presentation is relatively short but this may be due to the speed of the original recording. There is a slight confusion with the topic as the candidate refers to the food eaten at Chinese New Year. However, in other respects the stimulus and the bullet points are well developed and expanded. He refers to China and the UK, to healthy and unhealthy food and to cooking. He expresses simple opinions. He shows a broad understanding and ability to talk about food culture.

Mark band: 13-16

#### Quality of language

Accurate, fairly fluent, uses a wide range of structures and vocabulary but his tones are not always accurate.

Mark band: 7-8

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