



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Chinese (8CN03) Paper 3C

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Marking guidance for Paper 3: Speaking

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.

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance for examiners on using levels-based mark schemes

Step 1: Decide on a band

- First of all, you should 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 you should 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 or indeed has performed temporarily better. If the answer covers different aspects of different bands of the mark scheme you should 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 you have decided on a band you will then need to decide on a mark within the band. You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is the responsibility of the teacher-examiner to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 12 to 15 minutes in total and the teacher-examiner must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1.

Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Task 1: (responding to written language and discussion based on Theme 1)

Four mark grids are applied to Task 1:

- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Responding to written language in speech (AO2)

This mark grid assesses the student's response to the first three questions **only**. It is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the **AS speaking Task 1: indicative content** grid for **Questions 1-3**. This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)*. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"> Limited ability to summarise; over-reliance on indiscriminate repetition of source material. Limited relevant response to questions on the texts, little evidence of understanding of texts.
4–6	<ul style="list-style-type: none"> Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material. Partially relevant responses to questions on the texts, some misunderstanding of text or texts evident.
7–9	<ul style="list-style-type: none"> Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material. Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.
10–12	<ul style="list-style-type: none"> Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material. Relevant responses to questions on the texts, showing a clear understanding of the texts.

Task 1: (responding to written language and discussion based on Theme 1 continued)

Knowledge and understanding of society and culture (AO4)

This mark grid assesses candidates' ability to communicate information about, and demonstrate appreciation of, different aspects of culture and society related to the Chinese speaking world. Candidates are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking Task 1: indicative content** grid for **Question 4**. This can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document. Indicative content contains points that candidates are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Additional guidance

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the cultural and social context. Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4-6	<ul style="list-style-type: none"> Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance. Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusions.
7-9	<ul style="list-style-type: none"> Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references. Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10-12	<ul style="list-style-type: none"> Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references. Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas are considered to be thoughts and opinions that give the standard, predictable responses.

Task 1: (responding to written language and discussion based on Theme 1 continued)

Accuracy and range of language (AO3)

This mark grid assesses candidates' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses accuracy of pronunciation, grammar and syntax.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained.Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.Pronunciation and intonation are intelligible, though sometimes inaccurate.
7-9	<ul style="list-style-type: none">Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication.Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Complex language: considered to include the following:

- use of aspect markers
- passive voice
- relative constructions
- comparative constructions
- precision and accuracy
- using conjunctions to express abstract ideas or convey justified arguments that require a range of lexis and structures
- using synonyms and a variety of expressions.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students in and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, aspect markers, adjectives, vocabulary and complex language (see above for definition of 'complex language') for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent, as students control/manipulate the language to express with some ease what they want to say rather than what they can say, for a number of different purposes. If students are restricted by their language skills, they may not be able to express themselves for all purposes, for example to develop arguments.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. 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 the misuse of measure words or speaking
- Chinese with a foreign accent provided that this does not block communication
- 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) or errors that force listeners to strain to understand what is meant, for example inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意 / 老师对你的作业很满足
- using English word order, for example 我学习在图书馆
- serious mispronunciation such as tones that block communication for example, pronouncing 看书 as 砍树; 照 as 找; 上午 as 下午; 网上 as 晚上)
- 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, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB These are provided as examples only and do not constitute a finite list.

Task 1: (responding to written language and discussion based on Theme 1 continued)

Interaction (AO1)

This mark grid assesses candidates' ability to interact with the teacher-examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.• Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.• Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation.• Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication 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.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

Traditional characters	Simplified characters
你同意我的看法嗎？	你同意我的看法吗？
是不是可以認為……？	是不是可以认为……？
我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你是怎么看……問題的？
你對……有什麼看法？	你对……有什麼看法？
你明白我的意思嗎？	你明白我的意思吗？

In order to give students the maximum length of assessment time, the timing of the assessment means that the teacher-examiner should contribute only brief opinions in response to these types of questions.

Task 2 (discussion on Theme 2)

Three mark grids are applied to this task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).
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Knowledge and understanding of society and culture (AO4)

This mark grid assesses candidates' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the **Chinese speaking** world. Candidates are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AS speaking task 2: indicative content** which is associated with each question. This can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials (SAMs)* document. Indicative content contains points that candidates are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
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1-3	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the cultural and social context. Viewpoints expressed with limited justification; arguments and conclusions limited and may be contradictory; response relies on general description.
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我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你是怎么看……問題的？
你對……有什麼看法？	你对……有什麼看法？
你明白我的意思嗎？	你明白我的意思吗？

In order to give students the maximum length of assessment time, the timing of the assessment means that the teacher-examiner should contribute only brief opinions in response to these types of questions.

Task 1: Indicative content

In their responses, while presenting and justifying points of view, developing arguments and drawing conclusions based on understanding, students may refer critically to the following points. However, the indicative content is not exhaustive, and students should be rewarded for any valid response.

Task 1 stimulus CN1

Question Number	Indicative content
1	<ul style="list-style-type: none"> Based on a survey, after many Beijing young people go abroad, the contact between themselves and their parents (in China) becomes less frequent and more difficult. Young people could contact their parents more often by sharing their overseas life through an online diary and / or by setting aside time to talk with them on a regular basis.
2	<ul style="list-style-type: none"> Chinese young people are busy settling into the new environment abroad and parents fail to find a suitable time to contact them.
3	<ul style="list-style-type: none"> Yes: Chinese young people could take advice from their parents when living abroad in a new environment. No: Chinese parents should trust that young people can make their own decisions and not bother them.
4	<ul style="list-style-type: none"> Parents should advise young people but not force ideas on them. Young people should be more patient with parents and consider their suggestions. Parents should support young people and allow them to make mistakes and learn from them.

Task 1 stimulus CN2

Question Number	Indicative content
1	<ul style="list-style-type: none"> Secondary/middle school pupils in China do not have time to do extracurricular/after-school activities. They dedicate all their time to studying in the hope of getting into a top university in the future. However, taking part in some extracurricular activities is good for their health and helps them cope with the pressure from their studies.
2	<ul style="list-style-type: none"> Pupils use all their time to study day and night and do not have any free time for other things.
3	<ul style="list-style-type: none"> Yes: Studying all day long builds up pressure. Doing extra activities will take pupils' minds off the pressure of studying and give them some enjoyment. No: Studying in China is demanding on students' time. Doing extracurricular/other activities is a waste of time, pupils will only have to find time to catch up on studies.
4	<ul style="list-style-type: none"> Pupils in China should be allowed to arrange their own time because this encourages them to be independent and organised. It is difficult for them to do so as young people are expected to consider studying the most important part of their lives, since otherwise they might end up unable to get into a good university, without a good career. Pupils may use most of their time to study but arrange some other time, for example, at weekends or during holidays, to do things they want to do apart from study, such as doing

Question Number	Indicative content
	sports, watch movies and catch up with friends.

Task 1 stimulus CN3

Question Number	Indicative content
1	<ul style="list-style-type: none"> • Most young people from one-child families in China have never done, or seldom do, housework. • Children are busy with their studies which is considered the most important activity for them. Their parents won't allow them to do housework.
2	<ul style="list-style-type: none"> • Parents reckon children won't have time to do housework and they can't do it well either.
3	<ul style="list-style-type: none"> • Yes: Doing housework allows children to share family duties, be organised and responsible for day to day life. • No: Parents should allow children to concentrate on, and be responsible for, their own study. Housework can be easily learnt when they grow older and have their own family.
4	<ul style="list-style-type: none"> • Agree: China has a large population with relatively few university places, and so competition is intense. Children have to study hard to go to a good university which hopefully leads to a good career. • Disagree: While study is the most important thing, physical and mental health is also important. Without them, excellent academic results cannot be achieved. • Many Chinese parents place too much emphasis on good exam results, and think that these can only be achieved by ensuring their children study non-stop. They should allow children to develop skills and become independent and responsible.

Task 1 stimulus CN4

Question Number	Indicative content
1	<ul style="list-style-type: none"> • Many young people in Shanghai work as volunteers as soon as they have a holiday and find this very rewarding. • Some people consider doing voluntary work to be a waste of time.
2	<ul style="list-style-type: none"> • Helping those who need help, learning new things, improving self-esteem and learning to deal with different types of people.

Question Number	Indicative content
3	<ul style="list-style-type: none"> • Yes: To love and care for people who need help is rewarding. Being a volunteer will open up opportunities to meet and help different people from different age groups and backgrounds - for example, the elderly or those in rural areas. These people need caring for. This will make them happier which makes us happy too. • No: Our day-to-day life is busy enough. Many young people in China cannot find a job or if they are in a job have to work long hours, under lots of pressure and feel exhausted. They may want to help others but are not in a position to do so. We should allow people to do what they feel is right for their situation instead of forcing them to do the same as others who are in different circumstances.
4	<ul style="list-style-type: none"> • Everything is becoming more and more expensive in China and there are many wealthy people. This has made more people selfish, always wanting to make more money. • China is a big country and people living in rural and less developed areas are struggling with basic living, not having enough food, water, housing and education. These people need help. • You can never make enough money. We don't actually need a lot of money and we should give whatever we can to help others.

Task 1 stimulus CN5

Question Number	Indicative content
1	<ul style="list-style-type: none"> • More than half of the young people in China tend to leave their hometown and look for job opportunities in big cities. • Some people may become ill both physically and mentally after working in big cities.
2	<ul style="list-style-type: none"> • More opportunities, higher salaries, and useful contacts for career development.
3	<ul style="list-style-type: none"> • Yes: Working in big cities provides higher salaries, and allows people to send money back to their hometown to help their family. Also, there are usually more multinational companies in big cities thus providing more job opportunities. • No: Big cities are expensive. The salary will have to cover high rent and living expenses, so there will be nothing left to help the family back home. There will be no one to look after parents when they are old.
4	<ul style="list-style-type: none"> • Traditionally, Chinese people think the more money, the more secure their life is. They try to make as much money as possible while they are young and healthy. • When there is a health problem, making money becomes difficult or impossible. • Many young Chinese people place too much emphasis on making money, but they need to realise the importance of looking after their own health and strike a balance between earning money and protecting their mental / physical health.

Task 1 stimulus CN6

Question Number	Indicative content
1	<ul style="list-style-type: none"> • Old people in China often live on their own, no one takes care of them and they struggle to do things themselves.

Question Number	Indicative content
	<ul style="list-style-type: none"> • Young people should call parents regularly and see them more often.
2	<ul style="list-style-type: none"> • Living at a different place from their original home town, without old friends makes the elderly feel lonely.
3	<ul style="list-style-type: none"> • Yes: Parents work hard to bring up children. They are now old and need help. Living together can allow young people to help their parents as and when their parents need support. • No: Young people nowadays commonly work and live in a different place from their hometown. Forcing parents to leave their familiar environment and old friends, and living with their son or daughter will make them very lonely, or even ill.
4	<ul style="list-style-type: none"> • The elderly should learn how to use new technology to communicate, e.g. mobile phones. • Young people should frequently call parents who live alone and make time during their holidays to see parents. • Improving community, hospital and social services for the elderly, as well as having volunteers around, can help the elderly.

Task 2: Indicative content

Task 2 stimulus CN7

Indicative content
<ul style="list-style-type: none">• Candidates could start with what TV channel they often watch, e.g. BBC, CCTV 4, TVB in Asia, etc. then move on to a particular TV programme related with a cultural aspect of China, e.g. a documentary, a regular talk show or a news programme.• Watching TV programmes helps them to learn and understand Chinese culture. For example, many people in the West still think Chinese people only eat rice and noodles, but a program on the BBC to introduce food in China has shown how fast food and pizza have over taken the traditional Chinese restaurant business. Therefore, watching TV programmes will allow people to know the historical and modern Chinese culture.• China is a big place, not everyone can visit the whole of the country. Watching TV programmes allows Chinese and foreigners alike to see many different places in China. e.g. the Great Wall in Beijing, The Bund in Shanghai, The Fragrant River in Hong Kong, etc. thus helping to learn more of the Chinese culture.• Yes, watching TV programmes about China online will provide a wide range of information about China: - from big cities to rural areas; from food to transport; from history to modern life. This is very useful for foreigners who can't go to China in person or those who are preparing for a trip to China. <p>No, some of the programmes about China on the internet are not well put together or require certain understanding of Chinese culture, history, language etc. to understand them. Some foreign people who don't know much about Chinese culture may find themselves become bored and confused watching these programmes.</p>

Task 2 stimulus CN8

Indicative content
<ul style="list-style-type: none">• A few suitable key words, “appreciate the moon” , “eat mooncakes” , “light up lanterns”, coupled with “family gathering”, “family feast”, “go to outings”, “taking photos”, etc.• Any tales related to the festival e.g. “Chang’e goes to the moon”, “Celebrate harvests and giving thanks to the gods”• Modern Chinese people are very busy. This festival provides an opportunity for a family gathering. People take a break from work, and spend some time with parents and children, appreciating the traditional Chinese values. The weather tends to be good at this time of the year, and it's good to do any indoor or outdoor activities as part of the celebration.• It's a tradition that Chinese people keep and pass on to the next generation, regardless of whether they are in China or are overseas Chinese. It also encourages the unity of the Chinese family. It forms an important part of Chinese culture especially in modern days, when people spend more time on electronic devices than making human contact.

Task 2 stimulus CN9

Indicative content

- Mention of key words such as “wedding”, “formal”, “festive” and “celebrations”, etc. then give an example. Chinese brides tend to wear traditional red Chinese costumes; Chinese New Year tends to have red decorations etc.
- The colour red represents “warm, hardworking, energy, love, etc.” in Chinese culture. Therefore, using the colour red expresses good wishes, fortune and luck on important occasions.
- Young Chinese people should practise traditions. e.g. by dressing in red for certain occasions, which is a Chinese tradition adopted by some Westerners too. For example, the mayor of London comes to Chinatown wearing a red tie.
- To maintain Chinese customs, young Chinese people could run Chinese cultural classes, e.g. calligraphy writing classes, for children and foreigners either in China or foreign countries. These will help young Chinese people to keep the customs alive and to promote the traditions to others.

Task 2 stimulus CN10

Indicative content

- Candidates may choose to speak about a movie relating to China or made by a Chinese movie maker that they have seen. *Candidates must not speak about the specific work which they have chosen for paper 2.*
- Watching Chinese movies can help foreigners to understand the Chinese language and culture. Listening to key words repeatedly in a movie can help vocabulary building. Every Chinese movie tends to include certain aspects of history and culture which is useful for both the Chinese themselves and foreigners to know.
- Young Chinese people like to watch movies on their phones because it is convenient and economical. For example, movies can be downloaded onto a phone, and can be watched on the train or during breaks at work. Such downloads are often free or affordable.
- Young Chinese people can watch movies that they like on the phone again and again, whenever they like, and if they don't like a certain part, they can fast forward it. Therefore, watching movies on the mobile phone provides flexibility.

Task 2 stimulus CN11

Indicative content

- A few key words may be, “sweep the grave” , “kowtow” or “fly a kite”, coupled with “thankful to the ancestors”, “family outings”, “Good wishes for Spring”, and “Wishing a good start of the seasons”.
- It’s a traditional festival for Chinese people, both in China and those living overseas. e.g. in Europe and the USA, as well as in Asian countries, e.g. Thailand, Malaysia and Singapore, etc.
- Chinese people will remember their ancestors and their Chinese roots. It gives a chance for them to get to know their Chinese family history and culture.
- It reflects the past and the experiences of people’s ancestors from which they can draw strength and lessons for today. They make wishes that at the start of spring, everyone will have a new beginning, and success in whatever they do.

Task 2 stimulus CN12

Indicative content

- Candidates may choose to speak about any traditional or modern Chinese literary work including poetry or prose. *They must not speak about the specific work which they have chosen for Paper 2.*
- Like: like the language; it’s plain and descriptive; the story is interesting and fascinating (with reasons); the ending is good – happy or sad.
- Dislike: don’t like certain characters; the language too complicated to understand; the storyline is too complicated (with reasons)
- The language is very difficult. Foreigners need to learn Chinese for many years to have enough vocabulary to read Chinese literary works. The way things are described in Chinese literature is often indirect, so understanding requires a certain amount of Chinese historical and cultural knowledge. Without these, foreigners may get lost in the story thus losing interest too.