

Specification

GCE Chinese

Edexcel Advanced Subsidiary GCE in Chinese (8CN01)

First examination 2009

Edexcel Advanced GCE in Chinese (9CN01)

First examination 2010

Issue 2

About this specification

Developed in consultation with teachers, the Advanced Subsidiary and Advanced GCE in Chinese specification rewards advanced level Chinese-language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it can prepare students to become well-informed and effective communicators.

Key features

- Offers students and teachers a clear learning focus and control of assessment.
- The Advanced Subsidiary level rewards students for speaking, listening, reading and writing skills.
- The Advanced Subsidiary level provides a logical progression from GCSE offering:
 - discrete skill-specific testing
 - a focus on language.
- The A2 level offers a realistic progression from Advanced Subsidiary that:
 - rewards advanced research/reading skills
 - acknowledges the importance of knowledge and understanding of Chinese-language culture
 - facilitates literary study.

With minimal prescription and maximum choice, this specification aims to engage students so that they enjoy advanced level Chinese language learning and achieve their full potential.

NB: The Edexcel Advanced Subsidiary and Advanced GCE specification in Chinese offers students the opportunity to speak Mandarin or Cantonese in Unit 1. Similarly, students can listen to recordings in either Mandarin or Cantonese as part of the Unit 2 assessment.

Reading assessments are produced in modern standard Chinese both in simplified and traditional characters. Students will be expected to write in modern standard Chinese and may use simplified or traditional characters.

Supporting you

Please refer to page 47 and visit www.edexcel.com/gce2008.

Specification updates

This specification is Issue 2 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com/ or www.edexcel.com/gce2008.

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A Specification at a glance

AS	Unit 1: Spoken Expression and Response in Chinese	Unit code 6CN01	
■ Externally assessed		30% of the total AS marks	15% of the total GCE marks
■ Availability: April/May			
■ First assessment: June 2009			

Content summary:

This unit requires students to demonstrate an 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 questions 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:

- 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)

Assessment:

5–6 minutes (15 minutes preparation time)

This unit requires students to speak in Chinese on a theme that links to an English-language stimulus allocated to them shortly before their assessment on the day of the examination. To assist students, the stimulus provides some information about a specific theme and a series of questions for students to consider before recording their spoken response.

Students will not know the exact content of their allocated stimulus in advance of the examination but will know that it will relate to one of the prescribed general topic areas (see Section 1.3 of the unit). They will be expected to provide relevant information and expand on this by expressing their views and opinions on the subject matter.

A maximum of 30 marks will be awarded for content and understanding as well as quality of language in accordance with the given assessment criteria in Section 1.4 of the unit.

Centres will need to ensure that each student's assessment is recorded onto a cassette or CD. A teacher/examiner is not required but invigilators will be needed to supervise both the preparation and recording of students.

NB: Students may refer to their notes made in the preparation period immediately before their examination but are not permitted to take any books, dictionaries or texts into the examination or preparation room.

All students for this unit will be assessed by Edexcel.

* See *Appendix 5* for description of this code and all other codes relevant to this qualification.

AS Unit 2: Understanding and Written Response in Chinese

*Unit code 6CN02

- Externally assessed
- Availability: June
- First assessment: June 2009

**70%
of the
total AS
marks**

**35% of
the total
GCE
marks**

Content summary:

This unit rewards students for their understanding of spoken and written Chinese, their ability to transfer meaning from Chinese into English and to produce continuous writing in Chinese. The latter would be an essay linked to a short Chinese-language stimulus.

The unit draws on 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)

Assessment:

2 hours 30 minutes

The assessment for this unit is divided into three sections.

Section A (20 marks)

Students will be required to listen to a range of recorded Chinese-language material and to retrieve and convey information given in the recording by responding to Chinese-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Chinese. In this section, students will have individual control of the recording and may stop, revisit and replay sections of the recording at will. They must undertake this section of the test within the first 45 minutes allocated to this unit.

A maximum of 20 marks will be awarded for this assessment in accordance with an assessment-specific mark scheme.

Section B (20 marks)

Students will be required to read Chinese-language printed materials and to retrieve and convey information by responding to a range of mainly target-language test-types. The questions will elicit non-verbal responses, target-language answers, and English answers that require a transfer of meaning from Chinese.

A maximum of 20 marks will be awarded for this assessment in accordance with an assessment-specific mark scheme.

Section C (30 marks)

Students will be required to write 180–200 characters of Chinese in the form of a letter, report or article based on a short printed Chinese-language stimulus. Students must respond to four to six bullet points based on the stimulus text and demonstrate their ability to communicate accurately in Chinese using correct grammar and syntax.

A maximum of 30 marks can be awarded for the continuous writing section in accordance with the assessment criteria that reward content and response and quality of written communication.

Students have control over the pace of this examination including the listening element. However, for practical reasons, they must start the listening section first and complete this within the first 45 minutes.

A CD recording will be provided for each student. Student access to equipment that permits individual listening (eg portable CD player and headphones) is, therefore, required.

NB: Students are not permitted to take any books, dictionaries or texts into the examination room.

All students for this unit will be assessed by Edexcel.

A2

Unit 3: Understanding, Written Response and Research in Chinese *Unit code 6CN03

- Externally assessed
- Availability: June
- First assessment: June 2010

**100%
of the
total A2
marks**

**50% of
the total
GCE
marks**

Content summary:

This unit rewards students for their ability to understand and respond in writing to written Chinese. It also enables them to demonstrate their ability to write in Chinese and promotes knowledge and understanding of Chinese culture and/or society through focused research.

The assessments link to the following general topic areas:

- Food, diet and health
- Transport, travel and tourism
- Education and employment
- Leisure, youth interests and Chinese festivals*
- Environment (energy, pollution and environmental campaigns).

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

Assessment:

2 hours 45 minutes

The assessment for this unit is divided into four sections.

Section A: Reading (10 marks)

Students will be required to read a piece of authentic Chinese text and to retrieve and convey information from it. To demonstrate that they can do this, they will need to answer a series of questions in Chinese. A maximum of 10 marks will be awarded in accordance with a reading-specific mark scheme.

Section B: Translation (10 marks)

Students will be assessed on their ability to transfer meaning from a short passage written in English into Chinese.

A maximum of 10 marks will be awarded for quality of language in accordance with the assessment criteria given in Section 3.4 of the unit.

Section C: Essay writing (30 marks)

Students must write an essay in Chinese (250–500 characters) in response to an essay title that links to the reading text in Section A. A maximum of 30 marks will be awarded in accordance with the assessment criteria that reward content and response and quality of language.

Section D: Research-based essay (30 marks)

Students will write in Chinese (250–500 characters) about an area of interest to them and which they have researched in advance. Students will be free to set their own titles for this activity. All research must link to Chinese culture and/or society and to a specific topic area, film or book chosen from a prescribed list.

A maximum of 30 marks will be awarded for the research-based essay in accordance with the assessment criteria. These reward students for organisation and development, completion of task and quality of language.

NB: Students are not permitted to take any books, notes, dictionaries or texts into the examination room. However, they may refer to a plan which they must complete in advance of the examination using the Edexcel GCE in Chinese Research-based Essay Form (available on the Edexcel website).

All students for this unit will be assessed by Edexcel.

* See *Appendix 5* for description of this code and all other codes relevant to this qualification.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Spoken Expression and Response in Chinese	AS	<p>5–6 minutes (15 minutes preparation time)</p> <p>This unit requires students to speak in Chinese on a theme that links to an English-language stimulus allocated to them shortly before their assessment on the day of the examination. To assist students, the stimulus provides some information about a specific theme and a series of questions for students to consider before recording their spoken response.</p> <p>Students will not know the exact content of their allocated stimulus in advance of the examination but will know that it will relate to one of the prescribed general topic areas (see Section 1.3 of the unit). They will be expected to provide relevant information and expand on this by expressing their views and opinions on the subject matter.</p> <p>A maximum of 30 marks will be awarded for content and understanding as well as quality of language in accordance with the given assessment criteria in Section 1.4 of the unit.</p> <p>Centres will need to ensure that each student's assessment is recorded onto a cassette or CD. A teacher/examiner is not required but invigilators will be needed to supervise both the preparation and recording of students.</p> <p>NB: Students may refer to their notes made in the preparation period immediately before their examination but are not permitted to take any books, dictionaries or texts into the examination or preparation room.</p> <p>All students for this unit will be assessed by Edexcel.</p>	30 marks
Unit 2: Understanding and Written Response in Chinese	AS	<p>2 hours 30 minutes</p> <p>The assessment for this unit is divided into three sections.</p> <p>Section A (20 marks)</p> <p>Students will be required to listen to a range of recorded Chinese-language material and to retrieve and convey information given in the recording by responding to Chinese-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Chinese. In this section, students will have individual control of the recording and may stop, revisit and replay sections of the recording at will. They must undertake this section of the test within the first 45 minutes allocated to this unit.</p> <p>A maximum of 20 marks will be awarded for this assessment in accordance with an assessment-specific mark scheme.</p>	

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
		<p>Section B (20 marks)</p> <p>Students will be required to read Chinese-language printed materials and to retrieve and convey information by responding to a range of mainly target-language test-types. The questions will elicit non-verbal responses, target-language answers, and English answers that require a transfer of meaning from Chinese.</p> <p>A maximum of 20 marks will be awarded for this assessment in accordance with an assessment-specific mark scheme.</p> <p>Section C (30 marks)</p> <p>Students will be required to write 180–200 characters of Chinese in the form of a letter, report or article based on a short printed Chinese-language stimulus. Students must respond to four to six bullet points based on the stimulus text and demonstrate their ability to communicate accurately in Chinese using correct grammar and syntax.</p> <p>A maximum of 30 marks can be awarded for the continuous writing section in accordance with the assessment criteria that reward content and response and quality of written communication.</p> <p>Students have control over the pace of this examination including the listening element. However, for practical reasons, they must start the listening section first and complete this within the first 45 minutes.</p> <p>A CD recording will be provided for each student. Student access to equipment that permits individual listening (eg portable CD player and headphones) is, therefore, required.</p> <p>NB: Students are not permitted to take any books, dictionaries or texts into the examination room.</p> <p>All students for this unit will be assessed by Edexcel.</p>	70 marks

B Specification overview

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 3: Understanding, Written Response and Research in Chinese	A2	<p>2 hours 45 minutes</p> <p>The assessment for this unit is divided into four sections.</p> <p>Section A: Reading (10 marks)</p> <p>Students will be required to read a piece of authentic Chinese text and to retrieve and convey information from it. To demonstrate that they can do this, they will need to answer a series of questions in Chinese. A maximum of 10 marks will be awarded in accordance with a reading-specific mark scheme.</p> <p>Section B: Translation (10 marks)</p> <p>Students will be assessed on their ability to transfer meaning from a short passage written in English into Chinese.</p> <p>A maximum of 10 marks will be awarded for quality of language in accordance with the assessment criteria given in Section 3.4 of the unit.</p> <p>Section C: Essay writing (30 marks)</p> <p>Students must write an essay in Chinese (250–500 characters) in response to an essay title that links to the reading text in Section A. A maximum of 30 marks will be awarded in accordance with the assessment criteria that reward content and response and quality of language.</p> <p>Section D: Research-based essay (30 marks)</p> <p>Students will write in Chinese (250–500 characters) about an area of interest to them and which they have researched in advance. Students will be free to set their own titles for this activity. All research must link to Chinese culture and/or society and to a specific topic area, film or book chosen from a prescribed list.</p> <p>A maximum of 30 marks will be awarded for the research-based essay in accordance with the assessment criteria. These reward students for organisation and development, completion of task and quality of language.</p> <p>NB: Students are not permitted to take any books, notes, dictionaries or texts into the examination room. However, they may refer to a plan which they must complete in advance of the examination using the Edexcel GCE in Chinese Research-based Essay Form (available on the Edexcel website).</p> <p>All students for this unit will be assessed by Edexcel.</p>	80 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
AO1	Understand and respond, in speech and writing, to spoken language.	20%	—	10%
AO2	Understand and respond, in speech and writing, to written language.	55%	75%	65%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
TOTAL		100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	—	10%	5%	15%
Unit 2	10%	17.5%	7.5%	35%
Unit 3	—	37.5%	12.5%	50%
Total for Advanced GCE	10%	65%	25%	100%

Qualification summary

Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE subject criteria for modern foreign languages, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The Advanced Subsidiary and Advanced GCE in Chinese have been designed in response to subject criteria which are intended to:

- help ensure consistent and comparable standards in the same subject across awarding bodies
- define the relationship between the Advanced Subsidiary and Advanced GCE specification, with the Advanced Subsidiary as a subset of the Advanced GCE level
- ensure that the rigour of Advanced GCE is maintained
- help higher education institutions and employers know what has been studied and assessed.

Aims

The Edexcel Advanced Subsidiary and Advanced GCE specification in Chinese aims to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context.

The Edexcel Advanced Subsidiary and Advanced GCE specification in Chinese enables students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society.

The Edexcel Advanced Subsidiary and Advanced GCE specification in Chinese also:

- provides a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

In addition, the Advanced GCE specification in Chinese:

- provides a sufficient basis for the further study of languages at degree level or equivalent.

AS/A2 knowledge and understanding

The Advanced Subsidiary specification requires students to:

- listen and respond to a variety of spoken* Chinese-language sources, including authentic sources
- read and respond to a variety of Chinese-language written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their spoken and written Chinese language appropriately for different situations and purposes
- use the Chinese language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing
- understand and apply the grammatical system and a range of structures of the Chinese language as detailed in *Appendix 6*.

In addition, the Advanced GCE specification requires students to:

- use the Chinese language to present viewpoints, develop arguments, analyse and evaluate in writing
- understand and apply the grammatical system and a range of structures in Chinese as detailed in *Appendix 6*
- study aspects of the contemporary society, cultural background and heritage of one or more of the Chinese-language countries or communities
- transfer meaning from English, Welsh or Irish into Chinese, and/or vice versa. If one skill is not assessed at Advanced Subsidiary level it must be assessed at A2 level.

* Spoken and written sources must include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.

AS/A2 skills

The knowledge and understanding requirements of this Advanced Subsidiary and Advanced GCE specification are inextricably linked to the four language skills of **speaking, listening, reading** and **writing** in Chinese in line with the requirements of the subject criteria. Although speaking and listening skills are not directly assessed at A2, it is anticipated that these will be developed in the course of general teaching to support this specification.

C GCE Chinese unit content

Unit 1 Spoken Expression and Response in Chinese 19

Unit 2 Understanding and Written Response in Chinese 25

Unit 3 Understanding, Written Response and Research in Chinese 31

Course structure

- Edexcel's GCE in Chinese comprises three units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus one A2 unit (Unit 3) which makes up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all three units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - ◆ a linear course which is assessed in its entirety at the end.

1.1 Unit description

Students are required to demonstrate their ability to speak Chinese by speaking for 5–6 minutes in response to a short English-language stimulus. Students will be expected to refer to a series of questions 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:

- 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)

1.2 Assessment information

Format

This unit requires students to speak in Chinese on a theme that links to an English-language stimulus allocated to them shortly before their assessment on the day of the examination. To assist students, the stimulus provides some information about a specific theme and a series of questions for students to consider before recording their spoken response.

Students will not know the exact content of their allocated stimulus in advance of the examination but will know that it will relate to one of the prescribed general topic areas (see Section 1.3). They will be expected to provide relevant information and expand on this by expressing their views and opinions on the subject matter.

A maximum of 30 marks will be awarded for content and understanding as well as quality of language in accordance with the assessment criteria in Section 1.4.

Centres will need to ensure that each student's assessment is recorded onto a cassette or CD. A teacher/examiner is not required but invigilators will be needed to supervise both the preparation and recording of students.

NB: Students may refer to their notes made in the preparation period immediately before their examination but are not permitted to take any books, dictionaries or texts into the examination or preparation room.

All students for this unit will be assessed by Edexcel.

Preparation

Students are able to prepare for this through regular classroom speaking practice. More information and advice on preparing for this unit is given in the *Edexcel GCE Oral training guide (Chinese)* available on the Edexcel website (www.edexcel.com).

In addition, students will have a 15-minute preparation period immediately prior to the test when they receive a stimulus. They should spend this time studying the stimulus with a view to answering the related questions as fully as possible. Students will not be allowed access to a dictionary or any other resources during the 15-minute preparation time and must not write on the stimulus. However, it will be possible for candidates to make notes (no more than one side of A4 paper) which they can refer to during the examination.

This test does not involve a teacher/examiner although it must be undertaken in full examination conditions with an invigilator in attendance. The test does not require, and indeed prohibits, any dialogue between students and the invigilator on the content of the stimulus either in English or Chinese.

Stimulus	Different sets of stimuli will be produced for each of the general topic areas and will be issued on a random-allocation basis as prescribed in the <i>GCE Chinese Oral Examination handbook</i> . Stimuli will be written in English (approximate 70–90 words plus questions), will include some Chinese-language context and may be supported by a visual.
Time allocation	The assessment will be qualitative rather than quantitative but students must ensure that their spoken response performance takes between five and six minutes. An invigilator should be in control of the recording and time allocation.

1.3 Content

Focus	<p>Although this unit relates to a general topic area, it is essentially designed to assess manipulation of Chinese spoken language. The general topic areas should be considered as different contexts in which students can develop and use spoken Chinese. Detailed, specialist Chinese vocabulary or detailed and specialist knowledge of the chosen general topic area are not required.</p> <p>Similarly, knowledge of the chosen general topic area in relation to China or other Chinese-speaking communities will not be assessed, although students may demonstrate this.</p>
General topic areas	<p>Stimuli will refer to the following general topic areas:</p> <ul style="list-style-type: none">■ Food, diet and health■ Transport, travel and tourism■ Education and employment■ Leisure, youth interests and Chinese festivals*. <p>* New year, mid-autumn festival, dragon boat festival, Ching Ming (Qing Ming)</p>

What students need to learn

Students need to develop language skills that enable them to communicate effectively and confidently on different issues and concerns. They need to give facts, opinions and respond appropriately to unrehearsed and unpredictable questions and statements. They should be used to giving considered and informed responses to open questions.

Students must ensure that they are familiar with the language structures given in *Appendix 6*.

A maximum of 30 marks will be awarded positively.

The assessment criteria in Section 1.4 rewards students for:

- content and understanding — AO2 (20 marks)
- quality of language — AO3 (10 marks).

1.4 Assessment criteria

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.

2.1 Unit description

Students are required to demonstrate their understanding of spoken and written Chinese, their ability to transfer meaning from Chinese into English and to produce continuous writing in Chinese. The latter would be an essay linked to a short Chinese-language stimulus.

The unit draws on 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)

2.2 Assessment information

Format

The assessment for this unit is divided into **three** sections.

Section A (20 marks)

Students will be required to listen to a range of recorded Chinese-language material and to retrieve and convey information given in the recording by responding to Chinese-language questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in Chinese. In this section, students will have individual control of the recording and may stop, revisit and replay sections of the recording at will. They must undertake this section of the test within the first 45 minutes allocated to this unit.

A maximum of 20 marks will be awarded for this assessment in accordance with an assessment-specific mark scheme.

Section B (20 marks)

Students will be required to read Chinese-language printed materials and to retrieve and convey information by responding to a range of mainly target-language test-types. The questions will elicit non-verbal responses, target-language answers, and English answers that require a transfer of meaning from Chinese.

A maximum of 20 marks will be awarded for this assessment in accordance with an assessment-specific mark scheme.

Section C (30 marks)

Students will be required to write 180–200 characters of Chinese in the form of a letter, report or article based on a short printed Chinese-language stimulus. Students must respond to four to six bullet points based on the stimulus text and demonstrate their ability to communicate accurately in Chinese using correct grammar and syntax.

A maximum of 30 marks will be awarded for the continuous writing section in accordance with the assessment criteria given in Section 2.4 of the unit.

Students have control over the pace of this examination including the listening element. However, for practical reasons, they must start the listening section first and complete this within the first 45 minutes.

A CD recording will be provided for each student. Student access to equipment that permits individual listening (eg portable CD player and headphones) is required.

NB: Students are not permitted to take any books, dictionaries or texts into the examination room.

All students for this unit will be assessed by Edexcel.

Preparation	Students can prepare well for the assessments in this unit by exposure to a wide variety of Chinese-language reading and listening materials (books, magazines, internet, podcasts etc). As part of their Advanced Subsidiary studies, students should undertake regular listening, reading and writing activities.
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Time allocation	Students will have individual control over the pace of assessment in this unit. They must undertake the listening element of this unit within the first 45 minutes of the examination but may then answer the remaining questions in any order of their choice.
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The duration of this examination will be 2 hours and 30 minutes.

2.3 Content

Focus	This unit will feature questions drawn from a variety of sources but all will relate to the general topic areas below. However, these should be considered as different contexts in which students can write and understand the Chinese language. Detailed or specialist Chinese vocabulary or detailed and specialist knowledge of the general topic areas are not required.
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Similarly, although students may refer to this, knowledge of the general topic area in relation to China or other Chinese-speaking communities will **not be** assessed.

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)

Listening element

Recordings will feature materials that relate to Chinese-speaking countries or communities and exploit contemporary sources that may include telephone messages, announcements, advertisements, interviews, radio talks, reviews, conversations, discussions, broadcasts and the internet. The total recording of listening material will last approximately five minutes.

Reading element

Printed materials that relate to both the contemporary society and cultural heritage of Chinese speaking countries or communities. Sources used will be contemporary, such as magazines, newspapers, the internet, reports and books.

What students need to learn

Students need to develop language skills that enable them to communicate effectively, accurately and confidently in Chinese-language writing, to transfer meaning from Chinese into English and to understand spoken and written Chinese.

Section A (20 marks)

Students will be assessed for listening (AO2) in accordance with an assessment-specific mark scheme.

Section B (20 marks)

Students will be assessed for reading and transfer of meaning (AO2) in accordance with assessment-specific mark schemes.

Section C (30 marks)

Students must ensure that they are familiar with the language structures given in *Appendix 6*.

A maximum of 30 marks will be awarded positively.

The assessment criteria in Section 2.4 reward students for:

- **content and response** — AO2 (15 marks)
- **quality of language** — AO3 (15 marks).

2.4 Assessment criteria

Section C

Mark	Content and response (AO2)
0	No rewardable material.
1-3	Task mostly misunderstood and answers barely relevant.
4-6	Task not fully grasped or developed. Much irrelevance and/or repetition.
7-9	Task understood and some points developed satisfactorily. Some omission and/or irrelevance.
10-12	Task understood and developed successfully.
13-15	Task fully grasped, answer wholly relevant, convincing and well developed.

Mark	Quality of language (AO3)
0	No rewardable material.
1-3	Limited communication. Highly inaccurate. Language very basic with much repetition.
4-6	Some communication. Language often inaccurate. Limited variety of lexis and structures.
7-9	Satisfactory communication. Basic language generally satisfactory. Some attempt at variety of lexis and structures.
10-12	Good communication. Good level of accuracy. Generally successful use of a variety of lexis and structures.
13-15	Excellent communication. High level of accuracy. Language almost always fluent, varied and appropriate.

3.1 Unit description

This unit requires students to understand and respond in writing to written Chinese. It also enables them to demonstrate their ability to write in Chinese and promotes knowledge and understanding of Chinese culture and/or society through focused research.

The assessments link to the following general topic areas:

- Food, diet and health
- Transport, travel and tourism
- Education and employment
- Leisure, youth interests and Chinese festivals*
- Environment (energy, pollution and environmental campaigns).

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

3.2 Assessment information

Format 2 hours 45 minutes

The assessment for this unit is divided into **four** sections.

Section A: Reading (10 marks)

Students will be required to read a piece of authentic Chinese text and to retrieve and convey information from it. To demonstrate that they can do this, they will need to answer a series of questions in Chinese. A maximum of 10 marks will be awarded in accordance with a reading-specific mark scheme.

Section B: Translation (10 marks)

Students will be assessed on their ability to transfer meaning from a short passage (English into Chinese).

A maximum of 10 marks will be awarded for quality of language in accordance with the assessment criteria given in Section 3.4 of the unit.

Section C: Essay writing (30 marks)

Students must write an essay in Chinese (250–500 characters) in response to an essay title that links to the reading text in Section A. A maximum of 30 marks will be awarded in accordance with the assessment criteria that reward content and response and quality of language.

Section D: Research-based essay (30 marks)

Students will write in Chinese (250–500 characters) about an area of interest to them and which they have researched in advance. Students will be free to set their own titles for this activity. All research must link to Chinese culture and/or society and to a specific topic area, film or book chosen from a prescribed list.

A maximum of 30 marks will be awarded for the research-based essay in accordance with the assessment criteria. These reward students for organisation and development, completion of task and quality of language.

NB: Students are not permitted to take any books, notes, dictionaries or texts into the examination room. However, they may refer to a plan which they must complete in advance of the examination using the Edexcel GCE in Chinese Research-based Essay Form (available on the Edexcel website).

All students for this unit will be assessed by Edexcel.

Preparation

Students should prepare for the assessments in this unit by reading extensively in Chinese using a variety of sources including books, magazines, newspapers and the internet. They will need to develop skills in effective Chinese-language research, extended writing in Chinese and translation from English into Chinese through regular classroom practice.

For the research-based essay, students should choose an area of study from the list of prescribed topic areas and that they find particularly engaging and have studied prior to the examination. Further guidance is given in the *GCE Chinese Research-based essay guide*, available on the Edexcel website (www.edexcel.com).

Effective preparation for this unit must include the study of different Chinese language spoken materials in addition to other printed and ICT-derived resources.

Time allocation

Students will have full control over the pace of assessment in this unit within the allocated time. They may answer the questions in any order of their choice.

The duration of this examination will be 2 hours 45 minutes.

3.3 Content

Focus

This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below. **Detailed specialist** Chinese **vocabulary** or **detailed and specialist** knowledge of the five general topic areas is **not** required for the reading and linked essay writing or translation sections of this unit.

Edexcel recognises that it is logical, motivating and rewarding for Advanced level Chinese language students to acquire knowledge and develop understanding of different aspects of the culture and/or society of a Chinese-speaking country or countries. This unit therefore features a **research-based essay** that is directly linked to the culture and/or society of a Chinese-language country or community and to one of the general topic areas given.

The research-based essay encourages wide reading, creativity and personal initiative. Students have a free choice of title so that they are able to present and summarise their research from their own personal perspective. The writing must reflect personal views and opinions and should have an analytical or evaluative dimension commensurate with Advanced level study.

Whether considering a specific **topic, literary text, film or city**, it is important that the student chooses a realistic and *individual* focus of study. For example, it is quite possible for students to engage in the same area of literary study and produce distinctly different work even if they choose similar essay titles.

The research-based essay should appeal to a variety of students — those interested in literature and the arts as well as those preferring non-literary areas of research.

During the research phase, students may refer to a variety of resources, including reference books, the internet, audio-visual media etc. Students will be expected to make some references to specific Chinese-language sources that they have consulted. Further information and guidance is given in the *GCE Chinese Research-based essay guide*, available on the Edexcel website (www.edexcel.com).

General topic areas

- Food, diet and health
- Transport, travel and tourism
- Education and employment
- Leisure, youth interests and Chinese festivals*
- Environment (energy, pollution and environmental campaigns).

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

Research-based essay topic areas

Four specific areas (modern history/geography of China/society/films and books) have been identified for the research-based essay. Students should undertake research that relates to **one** of the bullet points identified for these areas. More guidance is given in the *GCE Chinese Research-based essay guide*, available on the Edexcel website (www.edexcel.com).

Students will choose only ONE bullet point from ONE of the four areas below (modern history/geography of China/society/films and books).

Modern history (20th Century) 1911–1976

- Warlords in China
- The New Cultural Movement (1915–1924)
- The relationship between the Nationalist and Communist Parties of China (1921–1949)
- The Great Leap Forward (1958)
- The Cultural Revolution (1966–76)

Geography of China

- The development of ONE of the following cities (**Beijing, Shanghai, Guangzhou, Hong Kong or Taipei**) in terms of the environment, economy or social issues

Society

- Han nationality traditions: explaining and analysing the significance of the activities associated with ONE festival or custom
- Women's issues (1911 to the present)
- Youth OR generation gap issues in modern China

Films and books

Films

- **Nan Hai 13** (*Mad Phoenix*). Candidates may use any of the following versions:
 - ◆ Film (main cast: Xie JunHao) OR stage play (main cast: Xie JunHao) OR television series (main cast: Lin Weishen, Chen Qitai)
- **Han Yan Cui** (*Mist Over Dream Lake*) (main cast: Fang Ying, Chiao Chuang)

Books

- **Lu Xun: Gu Xiang** (*My Hometown*)
- **Ba Jin: Chun** (*Spring*)
- **Lin Haiyin: Cheng Nan Jiu Shi** (*Memories of Peking: southside stories*), focusing on one or more of the stories

What students need to learn

Students need to be able to understand written Chinese, to translate from English into Chinese and to communicate effectively, accurately and confidently in written Chinese.

This unit is divided into **four** sections.

Section A: Reading (10 marks)

Students will be assessed in accordance with a reading-specific mark scheme (AO2). A maximum of 10 marks will be awarded.

Section B: Translation (10 marks)

A maximum of 10 marks will be awarded for a transfer of meaning passage. This exercise requires accurate handling of Chinese to convey an appropriate transfer of meaning.

The assessment criteria reward students for **transfer of meaning and quality of translation** — AO2 (10 marks)

Section C: Essay writing (30 marks)

A maximum of 30 marks will be awarded to the language essay in accordance with the assessment criteria for *content and response* and *quality of language*. The assessment criteria reward students for:

- **quality of language** (accuracy, manipulation of language and structures as detailed in *Appendix 6*) — AO3 (5 marks)
- **content and response** — AO2 (25 marks)

Section D: Research-based essay (30 marks)

A maximum of 30 marks will be awarded for the research-based essay in accordance with the assessment criteria. These reward students for:

- **quality of language** (accuracy, manipulation of language and structures as detailed in *Appendix 6*) — AO3 (5 marks)
- **organisation and development of material** — AO2 (10 marks)
- **completion of task** (clarity of thought and expression, relevance, independent judgement) — AO2 (15 marks).

3.4 Assessment criteria**Section B****Translation**

Mark	Transfer of meaning and quality of translation (AO2)
0	No rewardable language.
1-2	Very limited transfer of meaning with little rewardable language. Occasional communication. Major errors in grammar, structure and lexis.
3-4	Satisfactory transfer of meaning but with evidence of misunderstanding and/or detail glossed over. Intrusive errors in grammar, structure and lexis. Communication is sometimes achieved, but with little fluency although occasionally uses apt vocabulary.
5-6	Competent transfer of meaning but with some errors of transmission. Mostly accurate but sometimes lacks flow with errors in grammar, structure and lexis.
7-8	Very good transfer of meaning skills with some awareness of nuance and idiom. Very accurate with only a few minor errors in grammar and structure. Appropriate choice of lexis.
9-10	Excellent transfer of meaning showing awareness of nuance and idiom.

Section C

Language essay

Mark	Content and response (A02)
0	No rewardable material.
1-5	Task mostly misunderstood and answers barely relevant.
6-10	Task not fully grasped or developed. Much irrelevance and/or repetition.
11-15	Task understood and some points developed satisfactorily. Some omission and/or irrelevance.
16-20	Task understood and developed successfully.
21-25	Task fully grasped, answer wholly relevant, convincing and well developed.

Mark	Quality of language (A03)
0	No rewardable material.
1	Limited communication. Highly inaccurate. Language very basic with much repetition.
2	Some communication. Language often inaccurate. Limited variety of lexis and structures.
3	Satisfactory communication. Basic language generally satisfactory. Some attempt at variety of lexis and structures.
4	Good communication. Good level of accuracy. Generally successful use of a variety of lexis and structures.
5	Excellent communication. High level of accuracy. Language almost always fluent, varied and appropriate.

Section D

Research-based essay

Mark	Quality of language (A03)
0	No rewardable language.
1	Very limited communication. Language often breaks down. Very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range.
3	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis and structures.
4	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures.
5	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structure. High level of accuracy.

Mark	Organisation and development of material (A02)
0	Poorly organised and lacking in coherence.
1-2	Very limited organisation and development. Material lacking in coherence. Limited ability to draw conclusions/respond convincingly.
3-4	Some organisation and development. May be rambling and/or repetitive. Evidence of argument but development of ideas impeded at times by lack of ability to organise material logically.
5-6	Satisfactory organisation and development of material with some effective sequencing of ideas. Development sometimes patchy but generally well constructed. Lacking in coherence in places.
7-8	Good organisation and development. Material well planned and sequenced with few lapses. Demonstrates good control with some evidence of independent thinking.
9-10	Excellent organisation and development. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.

Mark	Completion of task (A02)
0	Material presented completely irrelevant to title and subject.
1-3	A small amount of relevant material presented but often confused. Restricted ability in using evidence and source material.
4-6	Limited amount of relevant material presented showing little ability to analyse. Approach to subject mostly descriptive or narrative.
7-9	Modest ability to analyse and to use evidence and source material, but sometimes digressive with lack of clarity.
10-12	Demonstrates ability to analyse. Uses evidence and source materials well with some inconsistency. Independent judgement present.
13-15	Fully relevant. Shows ability to analyse in depth and convincing use of evidence and source material. Very good independent judgement.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see <i>Section B, Specification overview</i> .
Entering students for this qualification	Details of how to enter candidates for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com .
Resitting of units	<p>There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.</p> <p>Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. Qualifications will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary or Advanced GCE subject is indicated by one of the five grades A, B, C, D, E of which Grade A is the highest and Grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See <i>Appendix 1</i> for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 30	24	21	18	15	12

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–11.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 70	56	49	42	35	28

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–27.

Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8CN01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Advanced GCE Cash-in code 9CN01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

Language of assessment	Assessment of this specification will be available in Chinese although some response in English will be required. Assessment materials will be published in Chinese.
Quality of written communication	<p>Students will be assessed on their ability to produce written work in Chinese that demonstrates knowledge and accurate application of the grammar and syntax prescribed in this specification.</p> <p>Some questions at AS level will require English language responses. To ensure effective communication, it is important that students produce these responses legibly and pay attention to spelling, punctuation and grammar.</p>

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO1	Understand and respond, in speech and writing, to spoken language.	20%	—	10%
AO2	Understand and respond, in speech and writing, to written language.	55%	75%	65%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
	TOTAL	100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of Chinese is naturally occurring and requires students to draw upon different skills within an assessment task. In Unit 3 the essay related to the student's chosen topic, book or film implicitly requires some reading as part of the student's preparation and research for this 'written' exercise. Knowledge of grammar structures is also not restricted to one skill area but is tested across skills and in all units.

Stretch and challenge

Students can be stretched and challenged in the A2 unit through the use of different assessment strategies. Some examples are given below.

Translation into Chinese enables students to demonstrate an ability to manipulate complex language at an advanced level. They can draw on appropriate vocabulary and structures to produce a translation which is accurate and natural rather than pedestrian.

The requirement for extended writing in a discursive or creative essay enables students to demonstrate that they can produce fluent and relevant language at an advanced level. It can reveal use of complex language structures and a comprehensive range of vocabulary. They can use this to convey opinions and express themselves well and accurately.

Additional information

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the *Joint Council for Qualifications Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website at www.jcq.org.uk.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act

Please see *Appendix 8* for the Advanced GCE in Chinese Disability Discrimination Act information.

Prior learning and progression

Prior learning

Students who would benefit most from studying a GCE in Chinese are likely to have a Level 2 qualification such as a GCSE in Chinese at grades A*–C or other relevant prior learning (eg Level 2 NVQ language units in French in all four language skills).

Progression

This qualification supports progression into further and higher education, training or employment. It provides a suitable foundation for specialist linguists wishing to study Chinese at a higher level, those wishing to combine language study with other disciplines at higher level and those considering other qualifications without a language focus.

Combinations of entry

There are no forbidden combinations.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is 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.

Key skills

This qualification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- communication
- information and communication technology
- improving own learning and performance
- working with others.

Teachers should note that assessment of the key skill of communication must be in English and that although foreign language study presents an opportunity to develop communication skills, assessment of this key skill in a foreign language is not permitted.

Further details are given in *Appendix 2: Key skills mapping* and *Appendix 3: Key skills development*.

This qualification will be mapped to functional skills once they are finalised. Information will be available on our website (www.edexcel.com/gce2008) at a later date.

The wider curriculum

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of citizenship, environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to Chinese. *Appendix 4: Wider curriculum* maps the opportunities available.

Edexcel publications

You can order further copies of the specification and sample assessment materials (SAMs) documents from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linney.com
Website: www.edexcel.com

Resources endorsed by Edexcel

Edexcel also endorses materials written to support this qualification.

Any resources bearing the 'Endorsed by Edexcel' logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

The resources listed are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 7*.

Please see www.edexcel.com/gce2008 for up-to-date information.

Support

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert.

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.edexcel.com

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0025
Fax: 0845 359 1909
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

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Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Modern Foreign Languages

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
	<p>Understand and respond, in speech and writing, to spoken language.¹</p> <p>¹ Understand and respond in speech to spoken language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.</p>	<p>Understand and respond, in speech and writing, to written language.²</p> <p>² Understand and respond in speech to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.</p>	<p>Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.</p>
<p>A/B boundary performance descriptions</p>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of spoken language b understand the main points and details, including points of view c are able to infer meaning with only a few omissions d are able to develop their ideas, and express points of view, with some appropriate justification e respond readily and fluently and take the initiative (<i>speaking</i>) f have generally accurate pronunciation and intonation (<i>speaking</i>) g are able to deal with unpredictable elements (<i>speaking</i>) h show the ability to organise and structure their response coherently (<i>writing</i>) i offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view. c are able to infer meaning with only a few omissions d are able to develop their ideas, and express points of view, with some appropriate justification e respond readily and fluently and take the initiative (<i>speaking</i>) f have generally accurate pronunciation and intonation (<i>speaking</i>) g show the ability to organise and structure their response coherently (<i>writing</i>) h offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a range of vocabulary and structures appropriate to the task. b The deployment of grammar, syntax and morphology is generally accurate. c are able to manipulate language appropriately when required.

E/U boundary performance descriptions	Assessment objective 1	Assessment objective 2	Assessment objective 3
	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language b understand some of the main points and details, including basic points of view c have a limited ability to infer meaning where appropriate to the task d are able to convey some basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g show some ability to structure and organise their response where appropriate. 	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language b understand some of the main points and details, including limited points of view c have a limited ability to infer meaning where appropriate to the task d are able to convey some basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g show some ability to structure and organise their response where appropriate. 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures b have language characterised by frequent errors in grammar, syntax and morphology c may be influenced by the first language. d demonstrate a very limited ability to manipulate language where required.

A2 performance descriptions for Modern Foreign Languages

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
<p>A/B boundary performance descriptions</p>		<p>Understand and respond, in speech and writing to written language. ²</p> <p>² Understand and respond in speech to written languages may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities</p> <p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view, and are able to infer meaning c demonstrate an ability to infer meaning d are able to transfer meaning with only minor omissions e are able to develop their ideas, and express and justify points of view effectively f respond readily and fluently and take the initiative (<i>speaking</i>) g have generally accurate pronunciation and intonation (<i>speaking</i>) h are able to deal appropriately with unpredictable elements (<i>speaking</i>) i show the ability to organise and structure their response coherently (<i>writing</i>). 	<p>Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.</p> <p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a wide range of vocabulary and a variety of complex structures as appropriate. b predominantly use grammar, syntax and morphology in an accurate way c are able to manipulate language accurately and appropriately where required.

E/U boundary performance descriptions	Assessment objective 1	Assessment objective 2	Assessment objective 3
		<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language b understand some of the main points and details, including basic points of view c demonstrate a limited ability to infer meaning, where appropriate, to the task d are able to convey the basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately g show some ability of structure and organise their response, where appropriate. 	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language. b demonstrate a very limited ability to manipulate language correctly when required.

Appendix 2 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3
Communication			
C3.1a	✓	✓	
C3.1b	✓		
C3.2	✓		✓
C3.3		✓	✓
Information and communication technology			
ICT3.1	✓	✓	✓
ICT3.2	✓	✓	✓
ICT3.3	✓		
Improving own learning and performance			
LP3.1	✓	✓	✓
LP3.2	✓	✓	✓
LP3.3	✓	✓	✓
Working with others			
WO3.1	✓	✓	✓
WO3.2	✓	✓	✓
WO3.3	✓	✓	✓

Appendix 3 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

Communication — Level 3

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this specification, all key skills — communication evidence must be in English.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.1a	Take part in a group discussion.	Unit 1	Students to choose any topic related to one of the general topic areas for group/class discussion. Students would need to undertake some preparation and research so that they could contribute and present their views effectively.
		Unit 2	NB: The preparation for the above would also help develop reading, listening and writing skills. These opportunities could form the basis of a video/podcast production and/or link to written work.
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.	Unit 1	Students to give PowerPoint presentation (with imported visuals) on a topic or issue of their choice — useful preparation for Unit 1 oral assessment. NB: Above activities could form the basis of a video/podcast production and/or link to written work.
C3.2	Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.	Unit 1	Classroom-based research assignments to support students preparing for oral work in which they must be able to discuss different topics.
		Unit 3	Classroom-based research assignments to support students preparing for research-based essay. Students would need to undertake extensive reading across a range of written materials in Chinese and select appropriate information for their notes. The research-based essay would enable the students to demonstrate their ability to summarise findings from their reading and express their feelings and attitudes. It could, for example, involve students in reading two literary texts that refer to a specific theme or region.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
		Unit 3	NB: It is expected that students will consult a range of written sources of information including newspapers, magazines and books. Sources may also be internet-derived.
C3.3	Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.	Units 2 and 3	Students to undertake different types of Chinese-language writing tasks, eg letter, report, creative, discursive and/or research-based essay in addition to prose translation exercises. NB: Above activities could be adapted so that students contribute to a controlled or simulated internet-based discussion forum.

Information and communication technology — Level 3

Show that students can **plan** and carry through a number of different tasks, one of which must be a major task covering ICT3.1, ICT3.2 and ICT3.3.

Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure each component is covered.

Overall, through at least two activities students must:

- include at least one ICT-based information source
- include at least one non-ICT-based information source
- use at least one example of text, one example of image and one example of number
- use one example of combined information such as text and number, or image and number or text and image
- present evidence of purposeful use of email; one of these emails must have an attachment related to the task.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.	All units	Students undertake classroom-based research for information on specific topics and/or issues. They will usually need to select different research criteria to provide in order to gain comprehensive notes. Resources consulted could include different media including the internet, CDs, film, television, etc. This research will promote the development of reading and listening skills in addition to supporting preparation for oral and written work.
ICT3.2	Enter and develop the information and derive new information.	All units	General classroom-based research activities: students to explore and enhance information that they have located and recorded through addition of personal opinions, comparison and informed conclusions. Resources consulted could include different media including the internet, CDs, film, television, etc. This activity would support reading and listening skills in addition to supporting preparation for oral and written work.
ICT3.3	Present combined information such as text with image, text with number, image with number.	Unit 1	Students to give PowerPoint presentation (with imported numerical data/graphs etc) on a topic or issue of their choice – useful preparation for Unit 1 oral assessment.

Improving own learning and performance — Level 3

Provide at least **one** example of meeting the standard for LP3.1, LP3.2 and LP3.3 (the example should cover at least three targets). Overall, students must show they can use at least **two** different ways of learning to improve their performance.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.1	Set targets using information from appropriate people and plan how these will be met.	All units	Setting individual learning plans, discussing focus of work and potential targets for improvement with teacher(s). Planning and undertaking group assignments — eg projects reliant on input from different individuals.
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance.	All units	Revisiting individual learning plans and targets for improvement with teacher(s). Identification of areas for improvement and agreement to an appropriate action plan if appropriate.

Appendix 3 Key skills development

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.3	Review progress and establish evidence of your achievements.	All units	Revisiting individual learning plans and targets for improvement to identify and acknowledge progress made.

Working with others — Level 3

Provide at least **one** example of meeting the standard for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. Students must check progress on two occasions (for WO3.2).

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
WO3.1	Plan work with others.	All units	Group work, eg deciding a common focus of research investigations. Discussion of content for a research questionnaire, video or drama project.
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives.	All units	Preparation of and ongoing review of research linked to pair or group work. This necessitates reaching a common agreement on ways of enhancing and improving content and would involve seeking guidance from the teacher(s). Production of research questionnaires, video or drama project with inbuilt opportunities to review content and quality of work.
WO3.3	Review work with others and agree ways of improving collaborative work in the future.	All units	Review final research work and identify how the group work could have been improved. Review completed research questionnaires, video or drama project and identify how the group work element could have been improved.

Appendix 4 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3
Spiritual	✓	✓	✓
Moral	✓	✓	✓
Ethical	✓	✓	✓
Social	✓	✓	✓
Cultural	✓	✓	✓
Citizenship	✓	✓	✓
Environmental	✓	✓	✓
European initiatives	✓	✓	✓
Health and safety	✓	✓	✓

In addition to the acquisition of knowledge about language structures and the development of practical language skills, effective language learning involves cultural understanding. This specification requires students to consider a range of topics, issues and different aspects of target-language culture and to give their views on these. Consequently, the specification and linked classroom studies should afford learners many opportunities to relate their language study to all of the above listed 'issues'.

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	All units	<ul style="list-style-type: none"> Unit 3 — A student may wish to explore the spiritual dimension of a Chinese-language novel or film in their chosen research-based essay.
Moral	All units	<ul style="list-style-type: none"> Unit 1 — A student discussing health issues may refer to related moral issues.
Ethical	All units	<ul style="list-style-type: none"> Unit 2 — Students could be exposed to a reading passage that refers to 'fair trade'.
Social	All units	<ul style="list-style-type: none"> Unit 3 — In their chosen research-based essay, a student may refer to the social conditions associated with a particular period of Chinese history.

Appendix 4 Wider curriculum

Issue	AS/A2 units	Opportunities for development or internal assessment
Cultural	All units	■ Unit 3 – Students could undertake a translation exercise linked to a particular Chinese festival.
Citizenship	All units	■ Unit 3 – A student might wish to link a research-based essay on a Chinese city to general citizenship concerns.
Environmental	All units	■ Unit 2 – Students could, for example, be expected to refer to a listening stimulus on recycling.
European initiatives	All units	■ Unit 3 – A student may encounter a translation that makes reference to a European initiative.
Health and safety	All units	■ Unit 1 – A student might cover health and safety concerns if referring to smoking or alcohol abuse in public places.

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5950
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the candidate's final certification documentation.	The QANs for the qualifications in this publication are: AS — 500/2666/5 A2 — 500/2649/5
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6CN01 Unit 2 — 6CN02 Unit 3 — 6CN03
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8CN01 Advanced GCE — 9CN01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

Advanced Subsidiary and A2 level students will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into Advanced Subsidiary and A2 level. The examples in italics are indicative, not exclusive.

Chinese: Advanced Subsidiary Level

Comparisons	A比B + verb + 得 + result A 比B + adjective A有 / 沒有B + adjective Using 是 的 sentences	A比B + verb + 得 + result A比B + adjective A有 / 没有B + adjective Using 是 的 sentences
Exclusion	Using 連 都(也) construction Using 什麼都(也)沒有 or 一點也沒有 sentences Using 除了..... 以外 Using 不論 都 不然 / 否則 只有 才	Using 连 都(也) construction Using 什么都(也)没有 or 一点也没有 sentences Using 除了..... 以外 Using 不论 都 不然 / 否则 只有 才
Use of the adverb	就	就
Use of 了	Completion of an action Other uses of 了	Completion of an action Other uses of 了

Use of conjunctions

和, 與, 而, 而且
 因為 所以
 不但 而且
 既然 便/就
 雖然 但是/卻
 又 又
 如果 就
 先 然後
 一 就
 只要 就
 不管 還是
 為了.....

和, 与, 而, 而且
 因为 所以
 不但 而且
 既然 便/就
 虽然 但是/却
 又 又
 如果 就
 先 然后
 一 就
 只要 就
 不管 还是
 为了.....

if then... sentences

假如, 如果, 要是

假如, 如果, 要是

Aspect markers

着
 (正)在(.....呢)
 (- 過/了)
 The 把 structure
 The 被 structure
 的, 得 and 地
 由於 – as conjunction
 – as preposition
 The use of 以
 – 以便
 – 以免
 – 以為
 – 以 為
 – 以至

着
 (正)在(.....呢)
 (- 过/了)
 The 把 structure
 The 被 structure
 的, 得 and 地
 由于 – as conjunction
 – as preposition
 The use of 以
 – 以便
 – 以免
 – 以为
 – 以 为
 – 以至

Temporal conjunctions

的時候 / 之時
 當時
 同時

的时候 / 之时
 当时
 同时

Chinese: A2 Level

Students at Advanced GCE should be familiar with the most common grammatical structures and conventions used in newspapers, such as the replacement of vernacular particles with classical particles, the reduction of commonly used polysyllabic phrases, and the linkage of subordinate clauses.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change. The resources listed are intended to be a guide for teachers and not a comprehensive list.

Resources

The following resources may be useful.

Reference books The following books have been produced to support advanced language learning but are not directly mapped to this specification.

Liu Xun — *Practical Chinese Reader* volume III (Commercial Press, Beijing, 1996) ISBN 978-7100000901

Liu Xun — *Practical Chinese Reader* volume IV (Commercial Press, Beijing, 1997) ISBN 978-7100000918

Yip Po-Ching and Rimmington D — *Intermediate Chinese: A Grammar and Workbook* (Routledge, London, 1998) ISBN 978-0415160391

Xiaoming Zhang — *Chinese for A-Level* (Cypress Book Co, 2006) ISBN 978-1845700119

Bibliography

Topics

Fairbank J K and Goldman M — *China: A New History* (1998) in English (Cambridge, MA: Harvard University Press) ISBN 978-0674116733; translated into Chinese, *3rd Edition* (Cheng Chung Book Co, Taiwan, 2004) ISBN 950913924

Hsu I — *The Rise of Modern China* (Oxford University Press, 2004) ISBN 978-0195125047

Spence J — *The Search for Modern China* (WW Norton, 1999) Paperback ISBN 978-0393973518

Films and books

Films

Nan Hai 13 (Mad Phoenix). Students can use any of the following versions: film (Mandarin and Cantonese), stage play (Cantonese only), TV series (Mandarin only)

Han Yan Cui (Mist Over Dream Lake). This title is available in both VCD and DVD with subtitles in Chinese and English, published by Mei Ah (HK)

Books

These books are widely available in a variety of formats, any of which may be used. Some examples are given below.

Lu Xun: *Gu Xiang (My Hometown)*

Traditional characters: book title *Nehan* (Commercial Press Shangwu HK) ISBN 9620744241; book title *Nehan* (Cheng Chung Press Taiwan, 2002) ISBN 9570914955; book title *Lu Xun Xiaoshuo Ji (Selected Stories of Lu Xun)* (Hong Fan Shudian Taiwan, 1997) ISBN 9576740762

Simplified characters: book title *Lu Xun Ne Han* (Renmin Wenxue Beijing) ISBN 7020054757; English bilingual — book title *Selected Stories of Lu Xun* (Foreign Languages Press Beijing) ISBN 7119026984

Reading online: *Zhongan online reading* (free) <http://read.big5.anhuinews.com/system/2004/11/04/001035775.shtml>

Ba Jin: *Chun (Spring)*

Autumn in Spring and other stories (Chinese Lit, China, 1986) ISBN 978 0835113397

Lin Haiyin: *Cheng Nan Jiu Shi (Memories of Peking: southside stories)*

Traditional characters: (Joint Publishing Co/San Lian HK, 2004) ISBN 9620423011; English bilingual (The Chinese University Press HK, 2002) ISBN 9629960125

Simplified characters: (Zhejiang Wenyi, 2002) ISBN 753390990;
 (Zhongguo Qingnian Publishing Co Beijing, 2003)
 ISBN 9787500652045; (Dangdai Press Beijing, 2004)
 ISBN 9787801703071

Websites schoolsnetwork.org.uk/specialismsandvocational/specialisms/languages/chinese/default.aspx — Chinese language teaching support

Other resources Grant and Cutler Ltd
 55–57 Great Marlborough Street
 London W1F 7AY

Telephone: 020 7734 2012

Centre for Information on Language Teaching (CILT)
 20 Bedfordbury
 London WC2N 4LB

Telephone: 020 7379 5101

Specialist Schools and Academies Trust
 16th Floor, Millbank Tower
 21–24 Millbank
 London SW1P 4QP

Telephone: 020 7802 2300
 Fax: 020 7802 2345
 Email: info@ssatrust.org.uk

Dictionaries

Liang Shiqiu (*Editor*) — *A New Practical Chinese-English Dictionary*
 (The Far East Book Company, 1972)

Liang Shiqiu (*Editor*) — *Far East Chinese-English Dictionary*
 (The Far East Book Company) ISBN 978 9576123597

Wu Jingrong (*Editor*) — *A Chinese-English Dictionary*
 (Beijing, Shangwu, 1990)

Yuan, B P and Church, S — *Oxford Starter Chinese Dictionary*
 (Oxford University Press, 2000) ISBN 9780198602583

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. For information on reasonable adjustments please see the Edexcel website (www.edexcel.com).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

A level Chinese requires assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking — some candidates with a speech impairment
- Listening — some candidates with a hearing impairment and who cannot lip read
- Reading — some candidates with a visual impairment who cannot read Braille.

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This specification is Issue 2. Key changes are sidlined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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