

**Edexcel GCSE in  
Chinese A – 4 skills (1666)  
Chinese B – 3 skills (1667)**

First examination 2003

March 2001

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### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

Authorised by Peter Goff

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# Introduction

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This specification offers positive and appropriate assessment for Chinese language learners at key stage 4. Building on best practice, it affords students and teachers choice and scope for linking learning activities to student interests and new technology. It promotes the development of different language skills and provides opportunities to apply these across a range of contexts. It relates to the full GCSE course:

- **Chinese (1666)**

It is also possible to undertake GCSE examinations in Chinese without a speaking component. This publication provides appropriate information for the ‘3 skills’ alternative GCSE since the listening, reading and writing papers are common. The alternative specification is:

- **Chinese 1667 (3 skills)**

## Key features

- Streamlined list of topic areas.
- New speaking test arrangements.
- Increased accessibility (no target language answers required in papers 1 and 3).
- Reduced content in writing paper.
- Increased focus on ICT.
- Full INSET support, professional advice and guidance.
- Progression route to Edexcel AS/A GCE specifications.

### Other modern foreign languages in the Edexcel GCSE portfolio

In addition to the modern foreign language GCSEs featured in this specification, Edexcel also offers the following full and short course specifications:

- |                                |               |
|--------------------------------|---------------|
| • <b>French</b>                | <b>(1226)</b> |
| • <b>German</b>                | <b>(1231)</b> |
| • <b>Italian</b>               | <b>(1237)</b> |
| • <b>Spanish</b>               | <b>(1246)</b> |
| • <b>Urdu</b>                  | <b>(1901)</b> |
| • <b>French – Short course</b> | <b>(3226)</b> |
| • <b>Arabic</b>                | <b>(1606)</b> |
| • <b>Japanese</b>              | <b>(1752)</b> |
| • <b>Modern Greek</b>          | <b>(1776)</b> |
| • <b>Russian</b>               | <b>(1241)</b> |
| • <b>Arabic (3 skills)</b>     | <b>(1607)</b> |
| • <b>Japanese (3 skills)</b>   | <b>(1753)</b> |

## Summary of the specification content and scheme of assessment

This specification provides a framework for the development of effective language learning and use of the target language and relates to the requirements of the national curriculum orders for modern foreign languages in England, Wales and Northern Ireland.

It combines an emphasis on communication skills with reward for a practical knowledge and understanding of language structures and grammar. Rather than develop language within numerous topic areas, students will be encouraged to adapt and apply their target language to different contexts and situations. All papers are designed to match the language experience and maturity of candidates at key stage 4 and draw on some of the language knowledge developed at key stage 3 or during initial exposure to the target language. The specification provides student-focused papers for listening and responding, speaking (as appropriate), reading and responding and writing.

A list of four general topic areas and related sub-topics has been produced to provide learners with a clear focus but students will not cover all of these in each part of the examination.

There is a single tier of entry for this specification. The following grids show the relationship between assessment objectives and examination components. Full assessment criteria for speaking and writing papers are given in this specification.

**NB:** Due to changes in the MFL GCSE criteria, the 2003 specification does not permit dictionary access in **any** of the papers.

### Chinese (4 skills)

Paper/assessment objective	%	Method of assessment	Time
<b>1 Listening</b>	25%	Terminal Examination	45 mins plus 5 mins reading time
<b>2 Speaking</b>	25%	Terminal Examination	8 – 12 mins
<b>3 Reading</b>	25%	Terminal Examination	55 mins
<b>4 Writing</b>	25%	Terminal Examination	1 hour 15 mins

### Chinese (3 skills)

Paper/assessment objective	%	Method of assessment	Time
<b>1 Listening</b>	33%	Terminal Examination	45 mins plus 5 mins reading time
<b>3 Reading</b>	33%	Terminal Examination	55 mins
<b>4 *Writing</b>	33%	Terminal Examination	1 hour 15 mins

\*There has been special agreement with the Qualifications and Curriculum Authority (QCA) concerning the subject criteria for the 3 skills GCSE in Arabic, Chinese and Japanese (Specification B). Whereas the revised Modern Foreign Languages (MFL) GCSE criteria require a minimum of 20% of the total marks to be allocated to the knowledge and accurate application of grammar and structures, this is reduced to 15% in the case of '3 skills' language GCSEs. This assessment for the '3 skills' paper will be solely based on performance in the writing paper. It should also be noted that the endorsed '3 skills' qualification certificate would indicate that it does not include the assessment of speaking.

## Topic areas with related sub-topics

<b>In the United Kingdom and abroad</b>	<ul style="list-style-type: none"><li>• Things to see and do</li><li>• Directions</li><li>• Life in the town, country and by the sea</li><li>• Weather</li><li>• Travel, transport and directions</li><li>• Everyday life, customs and special occasions in target-language countries and communities (and the UK)</li></ul>
<b>Education, training and employment</b>	<ul style="list-style-type: none"><li>• School life and routine</li><li>• Different types of jobs</li><li>• Job advertisements, applications and interviews</li><li>• Future plans and work experience</li></ul>
<b>House, home and daily routine</b>	<ul style="list-style-type: none"><li>• Types of home, rooms, furniture and garden</li><li>• Information about self, family and friends</li><li>• Helping around the house</li><li>• Food and drink</li></ul>
<b>Media and social activities</b>	<ul style="list-style-type: none"><li>• Sport, fashion and entertainment</li><li>• Famous personalities</li><li>• The media</li><li>• Social, environmental and health issues</li></ul>

## Availability of external assessment

Students must be externally assessed for all four (or three) papers. First assessment of this specification will be in summer 2003. Assessment will be available in each summer examination session thereafter.

## **Prior learning and progression**

This specification builds on the knowledge, understanding and skills established by the national curriculum at key stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs.

## **Forbidden combinations and links with other subjects**

Every specification 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 GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is Chinese 5950.

Candidates entering for this specification may not, in the same series of examinations enter for any other specification with the same title.



# Specification aims and assessment objectives

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## National qualifications framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for modern foreign languages.

## Aims

The aims of this GCSE specification are to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language. It is designed to enable students to:

- develop understanding of the spoken and written forms of the modern foreign language in a range of contexts
- develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity
- develop knowledge and understanding of countries and communities where the modern foreign language is spoken
- develop positive attitudes to modern foreign language learning
- provide a suitable foundation for further study and/or practical use of the modern foreign language.

**NB:** Clearly those requirements which relate to oral skills do not apply to those undertaking specification B.

## Assessment objectives

All candidates will be required to demonstrate an ability to:

<b>AO1</b>	understand and respond to spoken language	25% (33% – 3 skills)
<b>AO2</b>	communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification	25% (N/A – 3 skills)
<b>AO3</b>	understand and respond to written language	25% (33% – 3 skills)
<b>AO4</b>	communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.	25% (33% – 3 skills)

**NB:** Assessment objective 2 (AO2) relates to oral skills and does not apply to those undertaking the 3 skills GCSE.

## Knowledge, skills and understanding

The specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below:

- acquiring knowledge and understanding of the target language
- developing language skills
- developing language-learning skills
- developing cultural awareness
- breadth of study.

Further information is given in *Learning and teaching requirements*.

Candidates will be required to:

- listen and respond to different types of spoken language
- express themselves in speech using a range of vocabulary, syntax and structures
- read and respond to different types of written language, including texts from ICT-based sources
- express themselves in writing using a range of vocabulary, syntax and structures
- understand and apply Chinese grammar from the *Linguistic structures* section of this specification
- respond to materials from countries and communities where Chinese is spoken.

In addition, candidates' aiming at grades C-A\* will be expected to:

- listen and respond to longer and more complex extracts of spoken language including some unfamiliar material
- speak at greater length, using a wider range of vocabulary and more complex syntax and structures
- read and respond to longer and more complex written texts including some unfamiliar material
- write at greater length, using a wider range of vocabulary and more complex syntax and structures
- understand and apply a fuller range of grammar, as detailed in the *Linguistic structures* section of this specification.

**NB:** The expectations for speaking are, of course, not applicable to candidates undertaking the 3 skills GCSE.

# Specification content and scheme of assessment

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## Paper 1: Listening and responding (Assessment objective 1)

Candidates will be required to listen to a range of authentic recorded material spoken by native speakers. The teacher supervising the test will be required to stop the tape at appropriate points to allow candidates sufficient time to write their answers. Extracts will be of varying lengths and no undue burden will be placed on memory. Delivery will approach or be at near normal speed and all recordings will be heard twice. Students will have the opportunity to listen to Cantonese **or** Mandarin recordings and centres will receive a cassette with both versions.

Candidates can choose to respond to questions printed in either traditional **or** simplified characters; and these will be produced in two separate sections of the paper. Before each section, the topic title and scenario will be introduced followed by the rubric 'Read the following questions'. Candidates will be allocated five minutes reading time immediately before the start of this examination paper.

The questions will elicit mainly non-verbal responses and up to 20% of the tasks set will require responses in English. These tasks will usually be placed at the end of the test. Target-language responses will **not** be required. A range of test-types will be used and these may include grid completion, multiple-choice, matching, form or plan completion, note-taking, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note taking or summary. Target language responses will not be required.

### Assessment

Marks will be allocated for communicating an easily identifiable correct response. Students will not gain any mark for use of Chinese where a response in English is required (and vice versa). Questions will be presented in a 'peaks and troughs' format, which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

### Content

The recorded material may include instructions, announcements, telephone messages, short narratives, descriptions and dialogues, short news items and advertisements.

Candidates will be required to:

- identify and note main points
- extract specific details.

Additionally, questions targeted at grades D and C may also require candidates to:

- identify points of view
- show some understanding of familiar language in unfamiliar contexts
- understand reference to past, present and future events.

Questions targeted at C-A\* may also involve a wider variety of spoken texts, such as extracts from radio broadcasts, discussions, presentations and interviews. For these questions, candidates will be required to:

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw conclusions
- understand reference to past, present and future events.

## Paper 2: Speaking (Assessment objective 2)

This test is a compulsory and integral part of the 4 skills GCSE. It is expected that Key Stage 4 students studying Chinese as a timetabled subject in school will undertake this paper. All marks awarded for speaking test performances fully contribute to the total marks and will count towards a candidate's overall grade. The test may be conducted in either Cantonese or Mandarin.

The 3 skills GCSE is available for candidates entering at centres without access to a teacher-examiner.

Candidates will take part in a conversation on three topics. There is no rôle-play requirement for this specification. Although assessment should be qualitative rather than quantitative, it is expected that the conversation should last between a minimum of 8 and a maximum of 12 minutes. Candidates are able to score the highest marks without perfect or native speaker level Chinese.

### Conversation 1

Candidates will have a free choice of first conversation topic. This will be agreed with the teacher in advance of the speaking test and should relate to any of the four main topic areas. For the first conversation, students may bring brief notes or a visual stimulus into the examination (no larger than an A5 piece of paper). A few target-language bullet points or a simple 'spider diagram' would be acceptable. Candidates will have the opportunity to introduce briefly their chosen topic (one minute maximum) to enable them to make a confident start.

Although there is a free choice of topic area for the initial conversation, possible examples of student topic choices are given below. Exact topic choice will depend on the interests and language experience of the individual student. Those aiming at grade C and above will be expected to express opinions and give a range of appropriate time references.

<b>In the UK and abroad</b>	My trip to... (ie specific town, country or attraction)
<b>Education, training and employment</b>	My work experience at...
<b>House, home and daily routine</b>	My ideal home
<b>Media and social activities</b>	... (famous personality)

### Conversations 2 and 3

The second and third topics will be allocated on a random basis as prescribed by Edexcel and will require the teacher-examiner to choose from a limited choice of three. (This will ensure that the second and third conversation topics are different to the main topic area selected for the first conversation.) Guidance on the types of question to be asked will be provided to ensure that candidates are given the opportunity to demonstrate their linguistic skills at an appropriate level. These will be sample questions showing how a conversation may be developed to allow candidate expansion within the related topic area, and are not compulsory.

Teachers are free to develop any related conversation sub-topic or sub-topics within the main topic area chosen and some possible sub-topics are identified below. Although the choice and use of these sub-topics is at the teacher's discretion, there is no requirement to develop any additional sub-topics to those listed, although this will be permissible.

As in the first conversation, those aiming at grade C and above will be expected to express opinions and give a range of appropriate time references.

### **Suggested sub-topics**

<b>In the UK and abroad</b>	My region/town... (or region/town in target-language country that the student has either visited or researched)
<b>Education, training and employment</b>	School life and routine Future plans Work experience (if appropriate)
<b>House, home and daily routine</b>	My home and domestic routine Family Friends Food and drink
<b>Media and social activities</b>	Television/cinema/music/theatre Sports/exercise Free time/interests

For example, a student undertaking Education, training and employment as their second or third conversation topic area, could talk about all the related sub-topics (school life and routine, future plans and work experience) or focus on just one. Teachers would be able to refer to the Edexcel revised bank of possible linked questions.

### **Assessment arrangements**

All speaking tests will be conducted by the teacher-examiner and recorded on a date chosen by the centre within a period specified annually by Edexcel. Centres must then send all recordings to Edexcel for marking. Please refer to the assessment criteria for further information. Further support will be available at INSET training sessions.

## Paper 3: Reading and responding (Assessment objective 3)

Candidates will be required to read a range of authentic written material of varying lengths. The questions will elicit non-verbal responses and up to 20% of the tasks set may require responses in English. These tasks will usually be placed at the end of the test. Target-language responses will not be required. Candidates can choose to respond to questions printed in either traditional **or** simplified characters, and these will be produced in two separate sections of the paper.

A range of test-types will be used and may include grid completion, matching, form or plan completion, multiple-choice, note-taking, cloze tests, summary, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note-taking or summary.

Students will be exposed to a range of stimuli (advertisements, articles and short passages) and these will include texts from ICT-based sources.

### Assessment

Marks will be allocated for communicating an easily identifiable correct response. Students will not gain any mark for use of Chinese where a response in English is required (and vice versa). Dictionaries must **not** be used in these tests. Questions will be presented in a ‘peaks and troughs’ format which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

### Content

The material for the test may include signs, notices, short advertisements, messages and letters (both printed and hand-written), information leaflets and newspaper and magazine extracts. Candidates will be required to:

- identify and note main points
- extract specific details.

Additionally, questions targeted at grades D and C may require candidates to:

- identify points of view
- show some understanding of unfamiliar language
- understand reference to past, present and future events.

Students will also be required to respond to some longer texts, both factual and non-factual (targeted at grades C-A\*). They will be expected to:

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw inferences and conclusions
- understand reference to past, present and future events.

## **Paper 4: Writing (Assessment objective 4)**

This paper will reward students for communication and content as well as for knowledge and application of grammar and structures.

Students will be required to complete the following tasks in Modern Standard Chinese. (Traditional or simplified script will be acceptable):

- Task 1:** Candidates will be required to write short lists or fill in a form or questionnaire using individual characters. Task instructions will be in English. (5 marks)
- Task 2:** Candidates will be required to write about five simple phrases in response to visual and simple target-language stimuli. Task instructions will be in English. (10 marks)
- Task 3:** Candidates will be required to write a message or postcard, of approximately 30 characters either in answer to a message or postcard. Task instructions will be in English. (20 marks)
- Task 4:** Candidates will be required to produce a piece of continuous writing of approximately 100 characters. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. (20 marks)

This paper will be divided into two sections enabling candidates either to refer to stimuli produced in traditional **or** simplified characters.

### **Use of pinyin**

Although this specification requires candidates to demonstrate their competence in writing Modern Standard Chinese, the writing paper makes some allowance for the inclusion of pinyin with correct tones marked (Standard Chinese version). It is acknowledged that the occasional use of pinyin in a continuous piece of writing offers a useful and acceptable element of support for certain learners at key stage 4. This facility only applies to questions 3 and 4 of the writing paper and the assessment criteria reflect this.



## Entry tiers

There is a single tier of entry for this specification as all papers have been designed to reward performances from grades G to A\*.

## Relationship of assessment objectives to scheme of assessment

The tables on page 2 show the overall weightings of the assessment objectives and the relationship between the assessment objectives and each of the examination components.

## Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A\* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- two GCSEs at grade D to G and two GCSEs at grade A\* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively
- four GCSEs at grades D to G and four GCSEs at grade A\* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

## Language of assessment

Assessment of this specification will be through non-verbal or target-language responses although up to 20% of the tasks set in listening and reading papers will require responses in English. This is necessary in contexts which include simple authentic interpreting situations (eg your friend is unable to read Chinese and wants to know...). Assessment materials will be published in the target language with English support provided where appropriate (eg contextualisation).

## Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN

## **Private candidates**

This specification is available to private candidates. Please contact the Edexcel Customer Response Centre on 0870 240 9800 for further details.

**NB:** Those wishing to undertake a '4 skills' GCSE must ensure that their examination centre is able to provide an appropriate teacher-examiner to conduct the speaking test.

# Grade descriptions

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*The following grade descriptions indicate the level of achievement characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions shall be interpreted in relation to the specification content specified by the specification, they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.*

## Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly. (AO1)

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated. (AO2)

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of characters. (AO3)

Candidates make short written responses, and respond to written texts by substituting words and set phrases. Although there may be orthographic or syntactical mistakes, the main points of the message are communicated. (AO4)

## Grade C

Candidates identify and note main points and extract details and points of view from spoken language. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts. (AO1)

Candidates initiate and develop conversations and simple discussions which include past, present and future events, involving appropriate use of different verbs. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors they convey a clear message, and their pronunciation and intonation are generally accurate. (AO2)

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language. (AO3)

Candidates express personal opinions and write about a variety of topics including past, present and future events. They show basic control of linguistic structures and the writing conveys a clear message. (AO4)

## **Grade A**

Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions. (AO1)

Candidates initiate and develop conversations and conclusions and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary and structures. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures. (AO2)

Candidates understand gist and identify main points and detail in a variety of types of authentic and simulated texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language. (AO3)

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary and structures. Their orthography and grammar/syntax are generally accurate, and the style is appropriate to the purpose. (AO4)

## Assessment criteria

Assessment criteria are designed to reward learners at GCSE level. It will therefore not be necessary for candidates to perform ‘perfectly’ in order to attract the highest marks available in each grid. References to ‘high standard’ etc should be interpreted in this context.

## Speaking

### Percentage weightings for the Speaking paper

Structure of speaking test		Mark allocation			Timing
		Communication and content	Application of grammar	Accuracy	
<b>Conversation</b>					
Topic 1	Chosen by the candidate	50%	25%	25%	8-12 minutes in total
Topics 2 and 3	Allocated by Edexcel				

## Conversation

Communication and content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive – expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	5	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Appropriate references to past, present and future events.	5	Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently high standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	4	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous references to past, present and future events.	4	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally very good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	3	Offers some examples of subordination. Mostly predictable lexical items deployed. Does not restrict time references to the present.	3	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Pronunciation easy to understand but with some inconsistency.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher-examiners' language and prompts. Opinions limited to basic likes and dislikes.	2	Short main clause structures predominantly used. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	2	Communicates main points despite high incidence of errors. Some 'prelearn' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0	No rewardable language.

## Writing

The first question rewards candidates for Communication only whereas all other questions attract marks for Knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme both for Communication and content, Knowledge and application of language and Accuracy. The Knowledge and application mark scheme for question 2 incorporates elements which reward accuracy.

### Question 1

**Marked for communication only.**

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

### Question 2

<b>Communication and content</b>	
5	All phrases are completed, perhaps with minor ambiguity or omission.
4	Most of the phrases are completed. There may be some ambiguity or omission.
3	About half of the required phrases are completed, though with some ambiguity.
2	One or two phrases are completed but with some ambiguity.
1	There is little meaningful communication.
0	No effective communication.
<b>Knowledge and application of language</b>	
5	Appropriate vocabulary. Correct syntax. All characters/words accurately written.
4	Appropriate vocabulary. Correct syntax. Almost all characters/words accurately written.
3	Vocabulary mostly appropriate. Most characters/words accurately written. Syntax may be inaccurate.
2	Some appropriate vocabulary. Less than half of the characters/words accurately written. Inaccuracy impedes communication.
1	Some appropriate vocabulary. At least three characters/words accurately written.
0	No language worthy of credit.

### Question 3

Marks are awarded globally across each task using the criteria below:

<b>Communication and content</b>	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication – single lexical items only.
0	No effective communication.
<b>Knowledge and application of language</b>	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses. No use of pinyin
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task. Minimal use of pinyin.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task. Occasional use of pinyin.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure – prelearned phrases. Vocabulary and structures only just adequate for the task. Some mother-tongue influence and words in non-target language (eg pinyin)
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language – unconnected words or characters. No awareness of structure. Frequent use of mother tongue or non-target language words greatly restricts communication (pinyin).
0	No language worthy of credit.



## Question 4

Marks are awarded for **Communication and content, Knowledge and Application of Language** and **Accuracy**. Please refer to the following grids:

<b>Communication and content</b>	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

## Knowledge and application of language

5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives although there may be the occasional lapse. Clear ability to manipulate language to suit purpose. No use of pinyin. Appropriate range of time references.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg – expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes. Minimal use of pinyin. Unambiguous range of time references.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Although there will be prelearned, set phrases and attempts to manipulate the Language, this may be only partially successful. Occasional use of pinyin. Does not restrict time references to the present.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language (eg pinyin). Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication (pinyin). Language very basic and frequently inappropriate. Little understanding of language. There may be the occasional almost correct phrase or short sentence but this will be prelearned or stereotyped.
0	No language worthy of credit

<b>Accuracy of language</b>	
5	High level of accuracy though not necessarily faultless. Orthography generally well mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language and most structures correct. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Inconsistency in structures but more correct than incorrect. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent errors.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language.
0	No language worthy of credit.

### **Summary of mark allocations for the writing paper**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Communication and Content</b>	5	5	10	10
<b>Application of Language</b>		5	10	10*

\*Marks are equally divided between application of language and accuracy within this task.

## **Learning and teaching requirements for key stages 3 and 4**

This specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below:

### **Acquiring knowledge and understanding of the target language**

Pupils should be taught:

- the grammar of the target language and its application
- how to express themselves using a range of vocabulary and structures.
- the principles and interrelationship of sounds and writing in the target language

### **Developing language skills**

Pupils should be taught:

- how to listen carefully for gist and detail
- correct pronunciation and intonation
- how to ask and answer questions
- how to initiate and develop conversations
- how to vary the target language to suit context, audience and purpose
- how to adapt language they already know for different contexts
- strategies for dealing with the unpredictable
- techniques for skimming and for scanning written texts for information including those from ICT-based sources
- how to summarise and report the main points of spoken or written texts, using notes where appropriate
- how to redraft their writing to improve accuracy and presentation, including the use of ICT.

### **Developing language-learning skills**

Pupils should be taught:

- techniques for memorising, words, phrases and short extracts
- how to use context and other clues to interpret meaning
- to use their knowledge of English or another language when learning the target language
- how to use dictionaries and other reference materials appropriately and effectively
- how to develop their independence in learning and using the target language.

### **Developing cultural awareness**

Pupils should be taught about different countries and cultures by:

- working with authentic materials in the target language, including some ICT-based sources
- communicating with native speakers
- considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken
- considering the experiences and perspectives of people in these countries and communities

### **Breadth of study**

During key stages 3 and 4, pupils should be taught the **Knowledge, skills and understanding** through:

- communicating in the target language in pairs and groups, and with their teacher
- using everyday classroom events as an opportunity for spontaneous speech
- expressing and discussing personal feelings and opinions
- producing and responding to different types of spoken and written language, including texts produced using ICT
- using a range of resources, including ICT, for accessing and communicating information
- using the target language creatively and imaginatively
- listening, reading or viewing for personal interest and enjoyment, as well as for information
- using the target language for real purposes
- working in a variety of **contexts**, including: Everyday activities, personal and social life, the world around us, the world of work and the international world.

# The wider curriculum

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## Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of information technology, improving own learning and performance, working with others and communication.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

\*Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that evidence for the key skill of Communication can only be evidenced in English, Irish or Welsh.

Key skills opportunities are detailed more fully in *Appendix 4*.

## Social, cultural, spiritual, moral and ethical issues

This specification contributes to an understanding of spiritual, moral, ethical, social and cultural issues.

### Social and cultural issues

The ethos of any language course is to promote understanding of other cultures in addition to developing language knowledge. Use of the target language in a range of contexts and for different purposes offers natural opportunities for students to consider and express opinions on a variety of social and cultural issues. In particular, the specification identifies the importance of developing student awareness of 'Current affairs, social and environmental issues'.

### Spiritual, moral and ethical issues

General spiritual, moral and cultural values of society and the individual should also be upheld. The qualification encourages individual learning, pair work and group activities. When working with others, the respect of each member's personal beliefs is very important in building a positive and supportive environment in which to develop and respond. In producing and making notes on their own work and through research, students may address spiritual, moral and cultural implications and impact on others through their written and oral communication.

## Education for citizenship

This specification makes a contribution towards coverage of the key stage 4 programme of study for Citizenship. Study of a modern foreign language can enable students to understand and appreciate different countries, cultures, people and communities. They will be expected to learn about the customs, everyday life and traditions of the countries or communities where the target language is spoken.

This affords students an opportunity to consider themselves as world citizens as well as citizens of the United Kingdom and Europe.

## **Information and communication technology**

Information and communication technology can play a vital role in supporting and stimulating modern foreign language learning. As the range of available software increases and as access to E-mail and Internet facilities becomes more widespread, it is expected that teachers will integrate ICT activities into the language learning process. It provides an effective means of communication with foreign students and can facilitate independent target-language learning and research.

## **Environmental education, health and safety education and the European dimension**

This qualification provides opportunities to support awareness of environmental issues, health and safety considerations and European developments consistent with relevant international agreements. This can be in the form of activities undertaken within the contexts of everyday activities, personal and social life, the world around us, the world of work and the international world which feature in this specification. Although Chinese is not an official language of the European Union, the specification provides opportunities for language activities which have a European or International dimension. For example, students may refer to European social issues, celebrities or visits. References may also be made to Chinese speaking communities in Europe.

# Textbooks and other resources

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Advice on language teaching resources is available from the following organisations:

CILT (Centre for Information on Language Teaching)

20 Bedfordbury  
London WC2N 4LB

Tel: 020 7379 5110

Association for Language Learning (ALL)

150 Railway Terrace  
Rugby CV21 3HN

Tel: 01788 546443

## Bookshops

Grant and Cutler Ltd  
55-57 Great Marlborough Street  
London W1V 2AY

Tel: 020 7734 2012

Arthur Probsthain  
Oriental and African Booksellers  
41 Great Russell Street  
London WC1B 3PH

Tel: 020 7636 1096

Guanghua Co Ltd  
7 Newport Place  
London WC2H 7JR

Tel: 020 7437 3737

## Useful Internet site addresses

All the websites listed commence <http://www>.

The sites given represent a selection of the large number available. The list should not be regarded as recommended or exhaustive. It is suggested that interested teachers and students should experiment and pursue their own research to find suitable and helpful websites.

- [educationunlimited.co.uk/netclass/schools/modernlanguages/links/0,5607,79836,00.html](http://educationunlimited.co.uk/netclass/schools/modernlanguages/links/0,5607,79836,00.html)

This is a site hosted by *The Guardian* and *The Observer* and provides exercises and links for Chinese and other languages.

- [chinabooks.com](http://chinabooks.com)
- [xys.org](http://xys.org)
- [quia.com/dir/chinese](http://quia.com/dir/chinese)

American site with interactive mainly mnemonic exercises and exercises designed by teachers in many languages. It provides templates for designing your own exercises.



## **Examiners' comments and mark schemes**

Examiners' comments and mark schemes will be issued to centres for each language after each examination session. Additional copies may be obtained from Edexcel Publications.

# Support and training

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## Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET

Edexcel Foundation

Stewart House

32 Russell Square

London WC1B 5DN

Tel: 020 7758 5620

Fax: 020 7758 5950

020 7758 5951

E-mail: [inset@edexcel.org.uk](mailto:inset@edexcel.org.uk)

## Edexcel Publications

Specimen papers and further copies of this specification can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Notts NG18 4FN

Tel: 01623 467467

Fax: 01623 450481

E-mail: [publications@linneydirect.com](mailto:publications@linneydirect.com)

## Website

- [www.edexcel.org.uk](http://www.edexcel.org.uk)

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found. The website is regularly updated, and an increasing amount of support material and information will become available through it.

Specimen papers may be ordered through Edexcel publications.

## E-mail

A special e-mail facility has been set up which is dedicated to providing centres with a modern foreign language advice and information service. Queries can be sent direct to [modernlanguages@edexcel.org.uk](mailto:modernlanguages@edexcel.org.uk)

## **Regional offices and Customer Response Centre**

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.



# Appendices

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## Appendix 1 - GCSE Chinese Rubrics

### Traditional/Full Characters

1. Choose the correct answer.  
選擇正確答案。
2. Fill in the boxes.  
填在空格內。
3. Answer in Chinese.  
用中文回答。
4. Fill in the blanks.  
填充。
5. Write an essay.  
作文
6. Continue writing.  
續作。
7. Note.  
便條。
8. Tick the appropriate boxes.  
在適當的空格內打✓號。
9. You must include  
內容必須包括
10. You may include  
內容可包括

## Simplified Characters

1. Choose the correct answer.

选择正确答案。

2. Fill in the boxes.

填在空格内。

3. Answer in Chinese.

用中文回答。

4. Fill in the blanks.

填充。

5. Write an essay.

作文

6. Continue writing.

续作。

7. Note.

便条。

8. Tick the appropriate boxes.

在适当的空格内打✓号。

9. You must include

内容必须包括

10. You may include

内容可包括



## Appendix 2 – GCSE Chinese linguistic structures

### Traditional/Full Characters

1. Topic/subject (eg noun/pronoun) + stative verb

昨天冷。

他冷。

2. Topic/subject (eg noun/pronoun) + negative + stative verb

他不冷。

3. Topic/subject + negative + adverbial modifier + stative verb

他不很冷。

4. Topic/subject (+ neg) (+ adverbial modifier) + stative verb + question marker *ma*

他（不）（很）冷嗎？

5. Topic/subject + stative verb + negative + stative verb (choice type question)

他冷不冷？

6. Topic/subject 1 + stative verb + topic/subject 2 + question marker *ne*

我很忙，你呢？

7. Noun phrase + classificatory verb + noun phrase

他是中國人。

8. Noun phrase + negative + classificatory verb + noun phrase

他不是中國人。

9. Noun phrase (+ negative) + classificatory verb + noun phrase + question marker *ma*

他（不）是中國人嗎？

10. Topic/subject (noun/pronoun) (+ verb) + question word

他是誰？

這是什麼？

他在哪兒？

11. Question word + verb

誰去？

哪個好？

12. Statement + *ba* (suggestion, supposition)

您是中國人吧。

走吧！

13. Subject (noun/pronoun) + action verb + object

他喝茶。

14. Subject + adverb + action verb + object

他常常喝茶。

15. Subject + negative + action verb + object

他不喝茶。

16. Subject (+ negative) (+ adverb) + object + question marker

他(不)喝茶嗎？

17. Subject + verb (+ object) + negative + verb (choice type question)

他喝(茶)不喝？

18. Subject + modal verb + verb + object

他會說中國話。

19. Coordinated subjects/topics + *dou* + stative verb or noun phrase

茶和咖啡都不很熱。

20. Indirect questions:

Subject + verb + indirect object + clause

他問我誰喝茶。

21. Pivotal construction:

Subject + verb + indirect object/subject + verb (+ object)

他請我喝茶。

22. Modification of nouns:

Without *de*

他太太是中國人。

With *de*

我妹妹的老師是中國人。

Modified noun understood

這杯茶是誰的？

大的是我的。

Modified by stative verb, without *de*

他有一個小電視。

Modified by stative verb, with *de*

他有一個很小的電視。

23. Reduplicated verbs

我想看看報。

試試看吧！

24. Choice type questions

他是不是學生？

你喜不喜歡吃魚？

25. Measure words:

Nouns as own measures

他三歲。

多少天？十四天。

幾年？五年。

Quantifying

多少人？二十八個。

幾本書？三本。

Specifying

哪個人？那個人。

哪本書？這本。

每個人都喝茶。

26. Number, measurement, currency:

Asking quantity, price etc

多少錢？

多高？

有幾本書？

他幾歲？

您多大年紀了？

Prices (Yuan, HK dollars, pounds)

三十塊錢。

三十元。

三十鎊。

Prices for items (asking)

蘋果多少錢一斤（一公斤）？

Prices for items (answering)

四毛五一斤（一斤四毛五）。

Half and more

兩歲多。二十多本書。

半斤蘋果。六斤半蘋果。

27. Subordinating marker

他喜歡的東西。。。

我們都愛吃他做的魚。

28. Reduplication of measure words (every)

他天天都去看電影。

29. Use of modal particle *le*:

- a) to indicate that limits have been passed

他太胖了。

- b) to indicate a new situation or progression

他胖了。

我不餓了。

- c) to express imminent action

天氣快要冷了。

北京快到了。

- d) verb suffix *le* to express completed action

中學畢業以後，他就進了工廠。

- e) sentence particle *le* to express accomplished fact

他已經到日本了嗎？早就到了。

and negative *mei*

你們昨天買東西沒有？沒有。

他們昨天有沒有買東西？

30. Correlative conjunctions

雖然。。。可是

要是。。。就

因爲。。。所以

也。。。也

除了。。。以外。。。都/也

一。。。就

越。。。越 **etc**

31. Expression of location

你家在哪兒？

在城外頭。

32. Stative verbs as adverbs

好吃，好看，容易找，難學。 **etc**

33. Coverbs *zai*, *yong*, *gei* etc

他哥哥在小學教書。

請你用普通話說。

給他寫信。

替他寫。

34. Question words used in indefinite sense

我不買什麼。

不怎麼清楚。

Used to express inclusiveness and exclusiveness

我什麼都吃。

誰都不認識他。

35. Verbs of movement:

Coming and going

我從家裏來。

他到圖書館去。

他要從法國到德國去。

Means of conveyance

從倫敦到北京坐飛機去需要多少錢？

Purpose in coming and going

他去城裏看戲。

他們來參觀圖書館。

Directional complements

他跑上山去。

36. Time expressions: asking the time

幾點鐘？

你什麼時候去？

Word order in time expressions: year, month, day, time of day, hour, minute



Time expressions placed before verb

火車幾點鐘開？

Expression of length of time

從你家到學校要多久？/幾個鐘頭？

他每天看幾個鐘頭的書？

Use of *jiu* and *cai* with time expressions

他九點半就來了，太早了。

他十點鐘才來，太晚了。

37. Experiential suffix *guo*

你去過中國嗎？

With negative *mei*

從來沒去過日本。

(Contrast *cong lai bu* – never, in present)

38. Highlighting circumstances of past events: *shi ... de ...*

他是坐飛機來的。

39. Comparison

上海比南京大。

Negative comparison

南京沒有上海那麼大。

他不比我聰明。

Degrees of comparison

他比他弟弟更胖。

他比他弟弟胖一點兒。

他比他弟弟胖得多。

Comparison of verb phrases

他寫字寫得比我好。

他寫字比我寫得好。

他字寫得比我好。

*yi yang*

他的自行車跟我的一樣。

他的自行車跟我的一樣好。

他跟我一樣喜歡開車。

40. Verb complements: resultative complements, eg

看見 看不見 看得見

買到 買不到 買得到

Directional complements

跑上去 走下來 站起來 etc

41. *ba* construction

他把我的自行車拿走了。

42. Proximity and remoteness

火車站離這兒多遠？

火車站離這兒很近/遠。

43. Progressive aspect

我們正說他呢，他就來了。

我們進辦公室的時候，他正在打電話。

44. Predicative complements

他說普通話說得很流利。

45. Intensifying complements

冷得很，冷極了，冷得不得了

46. Adverbial *de*

他高興地跑過來。

Candidates are not expected to know English grammatical terms for Chinese linguistic structures; these are for teachers' guidance only.



## Simplified Characters

1. Topic/subject (eg noun/pronoun) + stative verb

昨天冷。

他冷。

2. Topic/subject (eg noun/pronoun) + negative + stative verb

他不冷。

3. Topic/subject + negative + adverbial modifier + stative verb

他不很冷。

4. Topic/subject (+ neg) (+ adverbial modifier) + stative verb + question marker *ma*

他（不）（很）冷吗？

5. Topic/subject + stative verb + negative + stative verb (choice type question)

他冷不冷？

6. Topic/subject 1 + stative verb + topic/subject 2 + question marker *ne*

我很忙，你呢？

7. Noun phrase + classificatory verb + noun phrase

他是中国人。

8. Noun phrase + negative + classificatory verb + noun phrase

他不是中国人。

9. Noun phrase (+ negative) + classificatory verb + noun phrase + question marker *ma*

他（不）是中国人吗？

10. Topic/subject (noun/pronoun) (+ verb) + question word

他是谁？

这是什么？

他在哪儿？

11. Question word + verb

谁去？

哪个好？

12. Statement + *ba* (suggestion, supposition)

您是中国人吧。

走吧！

13. Subject (noun/pronoun) + action verb + object

他喝茶。

14. Subject + adverb + action verb + object

他常常喝茶。

15. Subject + negative + action verb + object

他不喝茶。

16. Subject (+ negative) (+ adverb) + object + question marker

他（不）喝茶吗？

17. Subject + verb (+ object) + negative + verb (choice type question)

他喝（茶）不喝？

18. Subject + modal verb + verb + object

他会说中国话。

19. Coordinated subjects/topics + *dou* + stative verb or noun phrase

茶和咖啡都不很热。

20. Indirect questions:

Subject + verb + indirect object + clause.

他问我谁喝茶。

21. Pivotal construction:

Subject + verb + indirect object/subject + verb (+ object)

他请我喝茶。

22. Modification of nouns:

Without *de*

他太太是中国人。

With *de*

我妹妹的老师是中国人。

Modified noun understood

这杯茶是谁的？

大的是我的。

Modified by stative verb, without *de*

他有一个小电视。

Modified by stative verb, with *de*

他有一个很小的电视。

23. Reduplicated verbs

我想看看报。

试试看吧！

24. Choice type questions

他是不是学生？

你喜不喜欢吃鱼？

25. Measure words:

Nouns as own measures

他三岁。

多少天？十四天。

几年？五年。

Quantifying

多少人？二十八个。

几本书？三本。

Specifying

哪个人？那个人。

哪本书？这本。

每个人都喝茶。



26. Number, measurement, currency:

Asking quantity, price etc

多少钱?

多高?

有几本书?

他几岁?

您多大年纪了?

Prices (Yuan, HK dollars, pounds)

三十块钱。

三十元。

三十镑。

Prices for items (asking)

苹果多少钱一斤 (一公斤)?

Prices for items (answering)

四毛五一斤 (一斤四毛五)。

Half and more

两岁多。二十多本书。

半斤苹果。六斤半苹果。

27. Subordinating marker

他喜欢的东西。。。

我们都爱吃他做的鱼。

28. Reduplication of measure words (every)

他天天都去看电影。

29. Use of modal particle *le*:

- a) to indicate that limits have been passed

他太胖了。

- b) to indicate a new situation or progression

他胖了。

我不饿了。

- c) to express imminent action

天气快要冷了。

北京快到了。

- d) verb suffix *le* to express completed action

中学毕业以后，他就进了工厂。

- e) sentence particle *le* to express accomplished fact

他已经到日本了吗？早就到了。

and negative *mei*

你们昨天买东西没有？没有。

他们昨天有没有买东西？

30. Correlative conjunctions

虽然。。。可是

要是。。。就

因为。。。所以

也。。。也

除了。。。以外。。。都/也

一。。。就

越。。。越 etc

31. Expression of location

你家在哪儿？

在城外头。

32. Stative verbs as adverbs

好吃，好看，容易找，难学。 etc

33. Coverbs *zai*, *yong*, *gei* etc

他哥哥在小学教书。

请你用普通话说。

给他写信。

替他写。

34. Question words used in indefinite sense

我不买什么。

不怎么清楚。

Used to express inclusiveness and exclusiveness

我什么都吃。

谁都不认识他。

35. Verbs of movement:

Coming and going

我从家里来。

他到图书馆去。

他要从法国到德国去。

Means of conveyance

从伦敦到北京坐飞机去需要多少钱？

Purpose in coming and going

他去城里看戏。

他们来参观图书馆。

Directional complements

他跑上山去。

36. Time expressions: asking the time

几点钟？

你什么时候去？

Word order in time expressions: year, month, day, time of day, hour, minute

Time expressions placed before verb

火车几点钟开？

Expression of length of time

从你家到学校要多久？/几个钟头？

他每天看几个钟头的书？

Use of *jiu* and *cai* with time expressions

他九点半就来了，太早了。

他十点钟才来，太晚了。

37. Experiential suffix *guo*

你去过中国吗？

With negative *mei*

从来没去过日本。

(Contrast *cong lai bu* – never, in present)

38. Highlighting circumstances of past events: *shi ... de ...*

他是坐飞机来的。

39. Comparison

上海比南京大。

Negative comparison

南京没有上海那么大。

他不比我聪明。

Degrees of comparison

他比他弟弟更胖。

他比他弟弟胖一点儿。

他比他弟弟胖得多。

Comparison of verb phrases

他写字写得比我好。

他写字比我写得好。

他字写得比我好。

*yi yang*

他的自行车跟我的一样。

他的自行车跟我的一样好。

他跟我一样喜欢开车。

40. Verb complements: resultative complements, eg

看见 看不见 看得见

买到 买不到 买得到

Directional complements

跑上去 走下来 站起来 etc

41. *ba* construction

他把我的自行车拿走了。

42. Proximity and remoteness

火车站离这儿多远？

火车站离这儿很近/远。

43. Progressive aspect

我们正说他呢，他就来了。

我们进办公室的时候，他正在打电话。

44. Predicative complements

他说普通话说得很流利。

45. Intensifying complements

冷得很，冷极了，冷得不得了

46. Adverbial *de*

他高兴地跑过来。

Candidates are not expected to know English grammatical terms for Chinese linguistic structures; these are for teachers' guidance only.





## Traditional/Full and Simplified Characters with English Translation

### *A. In the United Kingdom and Abroad*

- Things to see and do
- Directions
- Life in the town, country and by the sea
- Weather
- Everyday life, customs and special occasions in target language countries or communities and the UK.

地方	地方	place / site
地区	地區	area / region
城市	城市	city / urban
市中心	市中心	city centre
郊区	郊區	suburban / countryside
海滩	海灘	seashore / seaside
博物馆	博物館	museum
庙	廟	temple
工厂	工廠	factory
运动场	運動場	stadium
公园	公園	park
动物园	動物園	zoo
商场	商場	shopping arcade
市场	市場	market
商店	商店	shop
书店	書店	bookshop
百货公司	百貨公司	department store
超级市场	超級市場	supermarket
购物	購物	shopping

银行	銀行	bank
邮局	郵局	post office
警察局	警察局	police station
街	街	street
公路 / 马路	公路 / 馬路	road
行人道	行人道	pedestrian zone
十字路口	十字路口	crossroad
桥	橋	bridge
车站	車站	station
火车站	火車站	train station
公共汽车站	公共汽車站	bus station
铁路	鐵路	railway
地铁	地鐵	underground
自行车/单车	自行車/單車	bicycle
春	春	spring
夏	夏	summer
秋	秋	autumn
冬	冬	winter
天气	天氣	weather
冷	冷	cold
热	熱	hot
云	雲	cloud
雾	霧	fog
下雨	下雨	rain
下雪	下雪	snow
打雷	打雷	thunder
风	風	wind
气温	氣溫	temperature
天气预报	天氣預報	weather forecast
左	左	left

右	右	right
前	前	front
后	後	back
上	上	above
下	下	below
外	外	outside
内	內	inside
旁(边)	旁(邊)	at the side
东	東	east
西	西	west
南	南	south
北	北	north
一直走	一直走	go straight ahead/ walk forward
对面	對面	opposite side
汽车	汽車	car
开车	開車	drive
安全	安全	safety
空调	空調	air-conditioned
旅行社	旅行社	travel agency
旅馆	旅館	inn / hotel
饭店	飯店	hotel
服务台	服務台	reception / service desk
欢迎	歡迎	to welcome / to greet
到达	到達	arrive
停留	停留	stay
送	送	to see somebody off
离开	離開	leave
订票	訂票	to book ticket
单程	單程	single journey
来回票	來回票	return ticket
售票处	售票處	ticket office

护照	護照	passport
行李	行李	luggage
旅行袋	旅行袋	traveling bag
照相机	照相機	camera
旅行支票	旅行支票	traveler's cheque
信用卡	信用卡	credit card
纪念品	紀念品	souvenir
失物	失物	lost property
明信片	明信片	postcard
风俗	風俗	custom
书法	書法	calligraphy
国画	國畫	Chinese painting
天安门广场	天安門廣場	Tiananmen Square
长城	長城	Great Wall
熊猫	熊貓	panda
北京	北京	Beijing
上海	上海	Shanghai
广州	廣州	Guangzhou

### *B. Education, Training and Employment*

- School life and routine
- Different types of jobs
- Job advertisements, applications and interviews
- Future plans and work experience

小学	小學	primary school
中学	中學	secondary school
大学	大學	university
教育	教育	education
科目	科目	subjects
考试	考試	examination
毕业	畢業	graduate
礼堂	禮堂	assembly hall
教室	教室	classroom
图书馆	圖書館	library
体育馆	體育館	gym
运动场	運動場	sports ground
外文/语	外文/語	modern languages
中文	中文	Chinese
英文	英文	English
法文	法文	French
德文	德文	German
科学	科學	Science
数学	數學	Mathematics
地理	地理	Geography
历史	歷史	History
体育	體育	Physical Exercise
音乐	音樂	Music
艺术	藝術	Art
科技	科技	Technology

中学会考	中學會考	GCSE
高等程度会考	高等程度會考	A Levels
学期	學期	school term
假期	假期	holidays
暑假/期	暑假/期	summer holidays
时间表	時間表	timetable
老师	老師	teacher
校长	校長	headteacher / principal
学生	學生	student / pupil
学习	學習	study
练习	練習	practice / exercise
阅读	閱讀	reading
作业	作業	exercise
回答	回答	to answer
准备	準備	to prepare
课本	課本	textbook
对	對	correct/right
错误	錯誤	wrong
困难	困難	difficult/difficulty
申请	申請	apply
工作	工作	work
职业	職業	job
失业	失業	unemployed
赚钱	賺錢	earn money
训练	訓練	training
兼职	兼職	part-time
做生意	做生意	do business
工资	工資	salary
司机	司機	driver
作家	作家	writer
画家	畫家	painter

工程师	工程師	engineer
科学家	科學家	scientist
演员	演員	actor/actress
商人	商人	businessman
教师	教師	teacher
医生	醫生	doctor
护士	護士	nurse
工人	工人	worker
售货员	售貨員	sales assistant
服务员	服務員	service people

### *C. House, Home and Daily Routine*

- Types of home, rooms, furniture and garden
- Information about self, family, friends
- Helping around the house
- Food and drink

房子	房子	house
花园	花園	garden
房间	房間	room
厨房	廚房	kitchen
浴室	浴室	bathroom
饭厅	飯廳	dining room
客厅	客廳	sitting room
卧室	臥室	bed room
厕所	廁所	toilet
门	門	door
窗	窗	window
家具	家具	furniture
床	床	bed
灯	燈	lamp
桌子	桌子	table
椅子	椅子	chair
柜子	櫃子	wardrobe
地毯	地毯	carpet
书架	書架	bookshelves
画	畫	painting
钟	鐘	clock
炉	爐	oven/stove
冰箱	冰箱	refrigerator
洗衣机	洗衣機	washing machine
吸尘机	吸塵機	vacuum cleaner



电视	電視	television
录音机	錄音機	tape recorder
录象机	錄像機	video recorder
收音机	收音機	radio
手提电话	手提電話	mobile phone
计算机/电脑	計算機/電腦	computer
互联网/上网	互聯網/上網	internet
电子邮件	電子郵件	Email
出生	出生	born
出生日期	出生日期	date of birth
出生地点	出生地點	place of birth
生日	生日	birthday
国籍	國籍	nationality
住址	住址	address
性别	性別	gender
男	男	male
女	女	female
姓名	姓名	surname and first name
名字	名字	name
孩子	孩子	child
年轻人/青年人	年輕人/青年人	youth/teenagers/adolescent
成年人	成年人	adult
老	老	old
少	少	young / teens
丈夫	丈夫	husband
妻子	妻子	wife
太太	太太	Mrs
先生	先生	Mr
小姐	小姐	Miss / lady
女士	女士	Ms / madam
祖父	祖父	grandpa

祖母	祖母	grandma
爸爸	爸爸	father
妈妈	媽媽	mother
父母	父母	parents
孙子	孫子	grandson
孙女	孫女	grand daughter
哥哥	哥哥	elder brother
姐姐	姐姐	elder sister
弟弟	弟弟	younger brother
妹妹	妹妹	younger sister
朋友	朋友	friend
笔友	筆友	pen friend
高	高	tall
矮	矮	short
胖	胖	fat
瘦	瘦	thin / slim
可爱	可愛	lovely / cute
宠物	寵物	pet
猫	貓	cat
狗	狗	dog
吃饭	吃飯	to have lunch / dinner
做饭/煮饭	做飯/煮飯	to cook lunch or dinner
睡觉	睡覺	to sleep
休息	休息	to rest
家务	家務	housework
饭馆	飯館	restaurant
外卖	外賣	take away
快餐	快餐	fast food
菜单	菜單	menu
账单	賬單	bill
	早餐/飯	breakfast

早餐/飯	午餐/飯	lunch
午餐/飯	晚餐/飯	dinner
晚餐/飯	麵包	bread
面包	米飯	rice
米饭	麵條	noodles
面条	小吃/點心	snack
小吃/点心		
菜	菜	vegetable
牛肉	牛肉	beef
猪肉	豬肉	pork
羊肉	羊肉	lamb
鱼	魚	fish
鸡	雞	chicken
鴨	鴨	duck
蛋	蛋	egg
水果	水果	fruit
海鮮	海鮮	sea food
炒	炒	fry
煮	煮	cook
茶	茶	tea
开水	開水	boiled water
咖啡	咖啡	coffee
牛奶	牛奶	milk
汽水	汽水	soft drinks
果汁	果汁	juice
饿	餓	hungry
口渴	口渴	thirsty
好吃	好吃	delicious

#### ***D. Media and Social Activities***

- Sport, fashion and entertainment
- Famous personalities
- The media
- Social, environmental and health issues

名人	名人	celebrities
新闻	新聞	news
广告	廣告	advertisement
访问	訪問	interview
国际	國際	international
本地	本地	local
亚洲	亞洲	Asia
欧洲	歐洲	Europe
澳洲	澳洲	Australia
非洲	非洲	Africa
美洲	美洲	America
中国	中國	China
台湾	臺灣	Taiwan
香港	香港	Hong Kong
马来西亚	馬來西亞	Malaysia
新加坡	新加坡	Singapore
印度	印度	India
日本	日本	Japan
美国	美國	USA
英国	英國	UK
法国	法國	France
德国	德國	Germany
英格兰	英格蘭	England
苏格兰	蘇格蘭	Scotland
威尔斯	威爾斯	Wales

爱尔兰	愛爾蘭	Ireland
天空	天空	sky
星星	星星	stars
太阳	太陽	sun
月亮	月亮	moon
地球	地球	earth
土地	土地	ground
海	海	sea
江	江	river
河	河	river
山	山	hill / mountain
森林	森林	forest
树木	樹木	tree
风景	風景	scenery
花	花	flower
草	草	grass
植物	植物	plant
污染	污染	polluted
结婚	結婚	marry / wedding
过年	過年	New Year's day
圣诞节	聖誕節	Christmas
中秋节	中秋節	Mid-autumn festival
月饼	月餅	moon cake
端午节	端午節	Dragon-boat festival
粽子	粽子	rice dumplings
龙舟	龍舟	dragon boat
中国新年/春节	中國新年/春節	Chinese New Year/Spring festival
舞狮	舞獅	lion dance
舞龙	舞龍	dragon dance
活动	活動	activities
运动	運動	sports

跑步	跑步	jogging
游泳	游泳	swimming
足球	足球	football
网球	網球	tennis
篮球	籃球	basketball
骑马	騎馬	riding
羽毛球	羽毛球	badminton
体操	體操	gymnastics
比赛	比賽	competition
队	隊	team
散步	散步	a walk
中心	中心	centre
会员	會員	member
表演	表演	performance
节目	節目	programme
音乐会	音樂會	concert
唱歌	唱歌	singing
戏剧	戲劇	drama / play
电影(院)	電影(院)	film (cinema)
展览	展覽	exhibition
电话	電話	telephone
唱片	唱片	record / CD
写信	寫信	to write letter
零用钱	零用錢	pocket money
衣服	衣服	clothing
裙子	裙子	skirt / dress
裤子	褲子	trousers
鞋	鞋	shoe
手表	手錶	watch
意外	意外	accident
生病	生病	sick / ill

医院	醫院	hospital
药房	藥房	chemist
看病	看病	to consult doctor
中药	中藥	Chinese medicine
西药	西藥	Western medicine
吃药	吃藥	taking medicine
伤风	傷風	cold
感冒	感冒	flu
发烧	發燒	fever
头痛	頭痛	headache
胃痛	胃痛	stomachache
咳嗽	咳嗽	cough
身体	身體	body
头	頭	head
手	手	hand
背	背	back
脚	腳	feet
耳	耳	ear
鼻	鼻	nose
喉	喉	throat
眼睛	眼睛	eye
牙齿	牙齒	teeth
抽烟	抽煙	smoking
毒品	毒品	drug
喝酒	喝酒	drink
喝醉	喝醉	drunk

### *Other Words*

很	很	very, quite
就	就	exactly, indeed
不	不	not
也	也	also, too, as well
都	都	all, both
正在	正在	just...ing
是	是	to be, to be so
有	有	there is / are
没有	沒有	there isn't / aren't
谁	誰	who(whom)
什么	什麼	what
哪	哪	which
哪儿/里	哪兒/裏	where
怎么	怎麼	how
为什么	為什麼	why
几 / 多少	幾 / 多少	how many
这	這	this
那	那	that
会	會	know how to
想	想	want to
喜欢	喜歡	like to
高兴 / 快乐	高興 / 快樂	happy
生气	生氣	angry
因为	因為	because
所以	所以	therefore
虽然	雖然	although
比	比	compare/ compare with
更	更	still more/even more
跟	跟	along with
在	在	to be located in/at
到	到	to
来	來	come
去	去	go
出去	出去	go out
的	的	marker of subordination
远	遠	far
近	近	near, close



## Appendix 4 – Key skills

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This GCSE offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolio.

In particular, the following key skills can be developed through this specification at level 2:

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

\* Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that **evidence for the key skill of communication can only be evidenced in English, Irish or Welsh.**

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- Part B: what you must do – this identifies the evidence that students must produce for their portfolio
- Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each paper (listening, speaking, reading and writing) within all the modern foreign language GCSEs featured in this specification will provide opportunities for the development of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

## Mapping of key skills: summary table

Key skills (level 2)	Paper 1	Paper 2	Paper 3	Paper 4
<b>Information technology</b>				
IT2.1	3	3	3	3
IT2.2			3	3
IT2.3				3
<b>Working with others</b>				
WO2.1	3	3	3	3
WO2.2	3	3	3	3
WO2.3	3	3	3	3
<b>Improving own learning and performance</b>				
LP2.1	3	3	3	3
LP2.2	3	3	3	3
LP2.3	3	3	3	3
<b>Communication</b>				
C2.1a	3	3		
C2.1b		3		3
C2.2		3	3	3
C2.3				3



## Information technology level 2

When producing work for any of the GCSEs in this specification, students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

As part of their modern foreign language programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use standalone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.1	Search for and select information for <b>two</b> different purposes	1, 2, 3, 4	<p>Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.</p> <p>A student could, using key words, search, locate and extract target-language information from the Internet or other ICT sources on a given topic as appropriate to the activity (eg reviewing a tourist bulletin of a given locality and then selecting suitable holiday activities for different people with specific interests or requirements).</p>
IT2.2	Explore and develop information, and derive new information, for <b>two</b> different purposes	3, 4	<p>Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information could be derived from websites, eg football league table or another sports-related source from a target-language country, and this could be compared with results from the previous year and, using different formulae, converted into tables. This could provide a stimulus for further research and language development, eg students could discover more information about a certain club and key players.</p> <p>Eg a student could undertake research into the ‘Most Popular Weekend Activities’ identified by contributors to an Internet discussion group in the target language. This information could be transferred into a table and provide a stimulus for an article (to be word processed in the target language). Additionally, students could contribute to the online discussion.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.3	<p>Present combined information for <b>two</b> different purposes</p> <p>This work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers</p>	4	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg GCSE coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proofread.</p> <p>Eg a student could undertake a task such as the ‘Weekend Activities’ article (see IT2.2) and develop this as a piece of word-processed extended writing in the target language. This could possibly be enhanced with suitable graphics and charts/tables. The student would choose a suitable layout and insert symbols as appropriate to the target language.</p>

### Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- printouts with annotations
- draft documents.

## Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work cooperatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	1, 2, 3, 4	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>Eg students agree tasks and responsibilities for carrying out a project comparing likes and dislikes about school with other class members, undertaking research, planning questionnaires, writing articles.</p> <p>Eg students plan an informative web page or video project on their town intended for a target-language audience.</p>
WO2.2	Work cooperatively with others towards achieving identified objectives, organising tasks to meet responsibilities	1, 2, 3, 4	<p>Students will need to organise tasks so that responsibilities can be met, for example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Cooperative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc, should be sought when needed.</p> <p>Eg students actively engage in activities to ensure completion of the 'School' project as mentioned above.</p>
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	1, 2, 3, 4	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target-language performance.</p>

### Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

## Improving own learning and performance level 2

Within these MFL GCSEs, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in Urdu will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

**Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.**

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met	1, 2, 3, 4	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan.  Eg discussing planning and research procedures for a given coursework task and agreeing a deadline for plan and/or initial draft. This could be adapted for non-coursework tasks across all skills.
LP2.2	Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets  Improve your performance by: <ul style="list-style-type: none"> <li>• studying a straightforward subject</li> <li>• learning through a straightforward practical activity</li> </ul>	1, 2, 3, 4	The plan should be implemented with performance reviews and should include working for short periods without close supervision.  Eg agree to undertake independent study/homework as directed and respond to teacher guidance, interpreting general teacher/feedback and identifying errors within texts through consulting reference books, teacher or language assistant.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task	1, 2, 3, 4	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify, with for example their tutor, action for improving their performance.</p> <p>Eg target-setting review meeting may reveal that a student has developed a wide vocabulary but needs to be more secure with a range of tenses.</p> <p>Eg asking for advice and guidance from the teacher when referring to marked work.</p>

### Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.



## Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject	1, 2	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>Eg students choose a topic for discussion about different types of film. They would prepare this and then contribute to a class/group discussion. This activity would encourage students to give and justify opinions.</p>
C2.1b	Give a short talk about a straightforward subject, using an image	2, 4	<p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or models, maps, etc.</p> <p>Eg a student could make a short presentation about their work experience. The presentation could be enhanced with a copy of a page from the work diary to illustrate the daily work routine and activities undertaken.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.2	<p>Read and summarise information from <b>two</b> extended documents about a straightforward subject</p> <p>One of the documents should include at least <b>one</b> image</p>	2, 3, 4	<p>Students will have a number of opportunities to read and synthesise information from two extended documents, for example as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose, eg for a talk, discussion or an essay.</p> <p>Eg a student could read two extended letters from students living in a country where the target language is spoken giving information about and their views on a particular topic (eg school life). Students could then extract and summarise the main points from each letter.</p>
C2.3	<p>Write <b>two</b> different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least <b>one</b> image</p>	4	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Eg a student could undertake an essay about a special occasion or visit. They could enhance the presentation with an annotated story board incorporating photographs, drawings, etc. This would be ideal preparation for the development of extended writing skills. Students could write a letter about a different topic as a contrasting activity.</p>

## Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

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