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# GCSE CHINESE (SPOKEN MANDARIN)

(8673)

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**Specification**

For teaching from September 2017 onwards

For exams in 2019 onwards

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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8673](https://aqa.org.uk/8673)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

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## 1.1 Why choose AQA for GCSE Chinese (Spoken Mandarin)

### A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Chinese (Mandarin) language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

### Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

You can find out about all our (Mandarin) qualifications at [aqa.org.uk/languages](http://aqa.org.uk/languages)

## 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### 1.2.1 Teaching resources

Visit [aqa.org.uk/8673](http://aqa.org.uk/8673) to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- textbook and digital resources endorsed by AQA
- training courses to help you deliver AQA Chinese (Mandarin) qualifications
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

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## 1.2.2 Preparing for exams

Visit [aqa.org.uk/8673](https://www.aqa.org.uk/8673) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- example student answers with examiner commentaries.

## Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://www.aqa.org.uk/results)

## Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://www.coursesandevents.aqa.org.uk)

## Help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/8673](https://www.aqa.org.uk/8673)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/from-2017](https://www.aqa.org.uk/from-2017)

Alternatively, you can call or email our subject team direct.

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# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## 2.1 Subject content

Students study all of the following themes on which the assessments are based.

1. [Theme 1: Identity and culture](#) (page 11)
2. [Theme 2: Local, national, international and global areas of interest](#) (page 11)
3. [Theme 3: Current and future study and employment](#) (page 12)

## 2.2 Assessments

GCSE Chinese (Spoken Mandarin) has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
<p><b>What's assessed</b></p> <p>Understanding and responding to different types of spoken language</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>
<p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Questions in English, to be answered in English or non-verbally</li> </ul>



## Paper 2: Speaking

### What's assessed

Communicating and interacting effectively in speech for a variety of purposes

### How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

### Questions

#### Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)



## Paper 3: Reading

### What's assessed

Understanding and responding to different types of written language

### How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

### Questions

#### Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – translation from Chinese (Mandarin) into English (a minimum of 35 characters for Foundation Tier and 50 characters for Higher Tier)



<b>Paper 4: Writing</b>
<b>What's assessed</b> Communicating effectively in writing for a variety of purposes
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li><li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li><li>• 25% of GCSE</li></ul>
<b>Questions</b> <b>Foundation Tier</b> <ul style="list-style-type: none"><li>• Question 1 – message (student produces four sentences in response to a photo) – 8 marks</li><li>• Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 30 characters in total) – 16 marks</li><li>• Question 3 – translation from English into Chinese (Mandarin) (minimum 25 words) – 10 marks</li><li>• Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 75 characters in total) – there is a choice from two questions – 16 marks</li></ul> <b>Higher Tier</b> <ul style="list-style-type: none"><li>• Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 75 characters in total) – there is a choice from two questions – 16 marks</li><li>• Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 125 characters in total) – there is a choice from two questions – 32 marks</li><li>• Question 3 – translation from English into Chinese (Mandarin) (minimum 40 words) – 12 marks</li></ul>



# 3 Subject content

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## 3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Chinese is spoken.

### 3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

#### 3.1.1.1 Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

#### 3.1.1.2 Topic 2: Technology in everyday life

- Social media
- Mobile technology

#### 3.1.1.3 Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

#### 3.1.1.4 Topic 4: Customs and festivals in Chinese-speaking countries/communities

### 3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

#### 3.1.2.1 Topic 1: Home, town, neighbourhood and region

#### 3.1.2.2 Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

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### 3.1.2.3 Topic 3: Global issues

- The environment
- Poverty/homelessness

### 3.1.2.4 Topic 4: Travel and tourism

## 3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics:

### 3.1.3.1 Topic 1: My studies

### 3.1.3.2 Topic 2: Life at school/college

### 3.1.3.3 Topic 3: Education post-16

### 3.1.3.4 Topic 4: Jobs, career choices and ambitions

## 3.2 Scope of study

### 3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

### 3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events

- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation, intonation and tones to be understood by a native speaker.

### 3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Chinese (Mandarin) into English.

### 3.2.4 Writing: communicate in writing

Students are expected to be able to:

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

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## 3.3 Grammar

The grammar requirements for GCSE Chinese (Mandarin) are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Chinese (Mandarin) grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

### 3.3.1 Foundation Tier

#### 3.3.1.1 Nouns

noun suffixes: 子, 家, 员

#### 3.3.1.2 Measure words

the following measure words: 个, 岁, 年, 只, 天, 本, 口  
with 每 to mean 'every'

#### 3.3.1.3 Adjectives/ stative verbs

as predicate: positive and negative

with modifiers: 很, 非常

modification of nouns with or without 的

with 了 to imply limits have been passed

with 了 to imply a new situation

stative verbs as adverbs (好吃, 难学)

#### 3.3.1.4 Exclamations and interjections

太 ... 了

真

#### 3.3.1.5 Comparatives

use of 比

use of 比较 + adjective

use of 最

use of 跟/和一样 to state similarity

#### 3.3.1.6 Adverbs

非常, 常常, 一定, 也, 还, 就

### 3.3.1.7 Pronouns

all personal pronouns, singular and plural

personal pronouns with 的

demonstrative pronouns 这, 那

大家

### 3.3.1.8 Verbs

the verb 是 (to be), positive and negative

the verb 有 (to have), positive and negative

simple sentences with verb and object, positive and negative

verb-object type verbs (唱歌, 跳舞 etc.)

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

modal verbs: 会, 想, 要, 应该, 可以

future intention: 打算

attitude: 喜欢, 爱

actions in progress: 在, 正在

requests: 请

completed actions: 了

experiential suffix: 过

complements of direction, degree and manner

### 3.3.1.9 Prepositions/ co-verbs

从, 到, 在, 用, 坐

### 3.3.1.10 Interrogatives

questions using 吗

choice type questions

questions using 还是

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

tag questions using 呢, 吧

### 3.3.1.11 Location

giving location using 在

giving location using 是

positional phrases using 的 ( 墙上的画 )

### 3.3.1.12 Conjunctions

joining nouns to nouns: 和

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saying 'with' 和 , 跟  
subjects in parallel 都  
虽然 ....但是.....  
因为 ... 所以 ....  
也 .... 也 ....  
又 .... 又 ....  
先 .... 然后/再 ....  
如果/要是... 就 ...  
一边 ... 一边 ...  
... 的时候

### 3.3.1.13 Number, quality, dates and time

all numbers up to 1 million  
ordinal numbers using 第  
stating quantities  
giving the time and date  
currencies and prices  
giving the length of time  
word order when using time expressions

## 3.3.2 Higher Tier

### 3.3.2.1 Nouns

noun suffixes: 儿 , 者

### 3.3.2.2 Measure words

条 , 家 , 次 , 些 , 杯 , 张 ,  
reduplication of measure words

### 3.3.2.3 Adjectives/ stative verbs

adjectives with 得多/极了/不得了  
adjective/stative verb + verb as adjective eg 好吃/好听/好看/难看

### 3.3.2.4 Comparatives

comparative sentences with quantities

### 3.3.2.5 Adverbs

经常 , 从来 , 从来不

### 3.3.2.6 Pronouns

自己

### 3.3.2.7 Verbs

modal verbs: 得，必须，一定，能

negative of 必须：不用，不必

future intention: 准备

imminent action: 了

use of 得 to describe how an action is carried out

use of 给

reduplication of verbs

imperatives (positive and negative)

resultative verb complements (看见，看不见)

reported speech: 听说，妈妈说 ...

topic/comment type sentence

是 plus stative verb for emphasis

### 3.3.2.8 Interrogatives

questions using the following interrogatives: 多远，多长时间，多久

indirect questions

interrogatives used to express inclusiveness/exclusiveness

interrogatives used indefinitely

### 3.3.2.9 Location

use of 离 to state proximity or remoteness between two locations

### 3.3.2.10 Conjunctions

'Or' in statements using 或，或者

一.... 就 .....

不但 ... 而且 ....

除了 .... 以外 .....

越 .... 越 .....

而且

不过

那么

因此

为了

## 3.4 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

### 3.4.1 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

#### 3.4.1.1 Measure words

Chinese	English
个	general measure word
口	for members of the family
本	for books
张	for flat things
只	for animals and birds
件	for clothes
杯	for cups
碗	for bowls
瓶	for bottles
双	for pairs of
条	for long things

#### 3.4.1.2 Verbs

Chinese	English
是	to be

Chinese	English
有	to have
问	to ask
吃	to eat
喝	to drink
知道	to know (a fact)
认识	to know (a person)
叫	to call/to be named
学	to learn/to study
懂 /明白	to understand
说	to say/speak
要	to want
想	to want to/to think
觉得	to feel
写	to write
画	to draw/paint
住	to live
坐	to sit
玩	to play
睡觉	to sleep
用	to use
希望	to hope
来	to come
去	to go
回	to return

Chinese	English
买	to buy
卖	to sell
换	to change
试	to try
发	to send (an email)
寄	to send (a letter)
忘	to forget
记得	to remember
洗	to wash
找	to look for/find
参观	to visit
参加	to take part in
穿	to wear (clothes)
戴	to wear (accessories)

### 3.4.1.3 Adjectives

Chinese	English
好	good
坏	bad
快	quick
慢	slow
漂亮	beautiful
难看	ugly
有意思	interesting
没意思	boring

Chinese	English
干净	clean
脏	dirty
忙	busy
累	tired
饿	hungry
渴	thirsty
高兴	happy
好吃	delicious
强	strong
弱	weak
旧/老	old
新	new
贵	expensive
便宜	cheap

### 3.4.1.4 Comparisons

Chinese	English
一样	the same
跟 /和。。。一样	...is the same as...
跟 /和。。。不一样	...is not the same as...
没有。。。那么好	...is not as good as...
比	to compare
。。。比。。。好	...is better than...
比较好	quite good
最好	best

Chinese	English
最坏/最差	worst
更好	even better

### 3.4.1.5 Conjunctions and connectives

Chinese	English
除了。。。以外。。	apart from ...and also...
虽然。。。但是。。	although...but...
要是/如果。。。就。。	if ...then...
又。。。又。。	both...and...
越。。。越。。	more and more
的时候	when
因为。。。所以。。	because...therefore...
可是/但是	but
不过	however
而且	moreover
。。或者。。	or... (statement)
。。还是。。	or... (question)
因此	because of this
一边。。。一边。。	on the one hand...on the other hand..
。。。一。。。就。。	...as soon as ...then...
第一	firstly
第二	secondly
第三	thirdly
却	yet

## 3.4.1.6 Negatives

Chinese	English
不	not
没有	has not
不。。。了	no longer

## 3.4.1.7 Money

Chinese	English
现金	cash
块	kuai (spoken)
元	yuan (written)
毛	mao (spoken)
角	jiao (written)
零用钱	pocket money
换钱	to change money

## 3.4.1.8 Asking questions

Chinese	English
什么时候	when?
为什么	why?
怎么样	what sort/type of...?
什么	what?
哪	which?
谁	who?
哪儿	where?
多长	how long? (length)
多久/多长时间	how long? (time)

Chinese	English
几岁	how old? (children)
多大	how old? (adults)
几点	what time?
多少/几	how much/many?
怎么	how?
从哪儿	where from?
去哪儿	where to?
和/跟谁一起	who with?
星期几	what day of the week?
几月几日	what month and what day?
哪年	what year?

### 3.4.1.9 Greetings and exclamations

Chinese	English
你好	hello
早上好	good morning
晚上好	good evening
你好吗	how are you?
你属什么	what year were you born in?
您贵姓	what is your name? (polite)
你叫什么	what is your name?
谢谢	thank you
对不起/没关系	excuse me/sorry
新年快乐	Happy New Year
欢迎	welcome

Chinese	English
祝好	congratulations
再见	goodbye
干杯	cheers
太好了	that's great
真糟糕	that's awful!

### 3.4.1.10 Opinions

Chinese	English
喜欢	to like
觉得/以为/想	to think/to feel
非常好	excellent
舒服	comfortable
一定	definite(ly)/certain(ly)
胡说	nonsense, rubbish
同意	to agree
反对	(to be) against/opposed to something
比较喜欢	to prefer
对。。。有兴趣	to be interested in
不对	that's (not) right/correct
高兴/快乐	happy, glad, pleased
相信	to believe
恨	to hate
有用	useful
没有用	useless
安全	safe

Chinese	English
重要	important
希望	to wish

### 3.4.1.11 Expressions of time

#### Seasons

Chinese	English
季节	season
春天	Spring
夏天	Summer
秋天	Autumn
冬天	Winter

#### Months of the year

Chinese	English
年	year
月	month
号 / 日	day

#### The clock

Chinese	English
点	o'clock
小时	hour
分钟	minute
半	half
刻	quarter
慢	to be slow
快	to be fast

Chinese	English
晚	late
早	early
几点了	what time is it?

### Other expressions of time

Chinese	English
星期一	Monday
星期二	Tuesday
星期三	Wednesday
星期四	Thursday
星期五	Friday
星期六	Saturday
星期日/星期天	Sunday
早上	early morning
上午	morning
中午	midday
下午	afternoon
晚上	evening
每天早上	every morning
每天晚上	every evening
每天	every day
每个月	every month
每年	every year
今天	today
明天	tomorrow

Chinese	English
昨天	yesterday
前天	the day before yesterday
后天	the day after tomorrow
常常/经常	often
快	soon
最近	recently
周末	weekend
到底	finally
马上	immediately
总是	always
现在	now
有时候	sometimes
已经	already
很少	seldom/rarely

### 3.4.1.12 Location and distance

Chinese	English
这儿	here
那儿	there
近	close by
远	far
上	on top of
下	below
往	towards
对面	opposite

Chinese	English
后	behind
前	in front
里	inside
外	outside
中间	in the middle of
旁边	next to
离	away from
左	left
右	right
附近	near by
在	to be situated (in)

### 3.4.1.13 Weights and measures

Chinese	English
斤	pound (old Chinese weight)
公斤	kilo
公里	kilometre
米	metre
公分	centimetre
升	litre
多	many
少	few
窄	narrow
瘦	thin
高	tall/high

Chinese	English
矮	short
一点	a little
一些	some, a few
差不多	about, roughly
瓶	bottle
杯	cup

### 3.4.1.14 Access

Chinese	English
关	to close
开	to open
入口	entrance (building)
出口	exit (building)
有人	occupied, engaged
门票	entrance ticket
免费	free

## 3.4.2 Theme based vocabulary (Foundation Tier)

### 3.4.2.1 Identity and culture

#### Me, my family and friends

Chinese	English
家	family
爸爸	dad
父亲	father
妈妈	mum
母亲	mother

Chinese	English
哥哥	older brother
弟弟	younger brother
姐姐	elder sister
妹妹	younger sister
儿子	son
女儿	daughter
奶奶	grandmother
爷爷	grandfather
孙子	grandson
孙女	granddaughter
阿姨	auntie
叔叔	uncle
结婚	married
年纪	age
岁	years old
胖	fat
瘦	thin
聪明	clever
友好	friendly
安静	quiet
亲切	kind
美丽	pretty
幽默	humorous
有名	famous

Chinese	English
护照	passport
参观	to visit
笔友	penfriend
孩子	child
朋友	friend
男孩	boy
女孩	girl
宠物	pet
猫	cat
狗	dog
马	horse
兔子	rabbit
鸟	bird
我	I/me
你	you
他	he
她	she
它	it
我们	we
你们	you (pl)
他们	they
我的	my/mine
你的	your/yours
他的	his

Chinese	English
她的	her/hers
它的	its
我们的	our/ours
你们的	your/yours (pl)
他们的	their/theirs
头发	hair
眼睛	eyes
嘴	mouth
耳朵	ears
手	hand
脚	foot
客人	guest
生日	birthday
电话号码	telephone number
地址	address
我很喜欢	I like... (very much)
我很讨厌	I can't stand.../I don't like...

### Technology in everyday life

Chinese	English
网站	website
电脑	computer
网页	web page
上网	to go online
电子邮件	email

Chinese	English
手机	mobile phone
打电话	to make a telephone call
用	to use
打字	to type
聊天	to chat
网民	people using the internet
网友	internet friend
收	to receive
发	to send
计算器	calculator
社交媒体、社交网站	social media

#### Free time activities

Chinese	English
踢足球	to play football
打羽毛球	to play badminton
玩滑板	to skateboard
打太极拳	to practice taiqi
跑步	to run
爬山	to climb hills
钓鱼	to go fishing
游泳	to swim
弹吉他	to play the guitar
看小说	to read a novel
遛狗	to walk a dog

Chinese	English
看电视	to watch TV
听音乐	to listen to music
交朋友	to make friends
看电影	to watch a film
看京剧	to watch Beijing opera
去电影院	to go to the cinema
唱歌	to sing
跳舞	to dance
请	to invite
流行歌曲	pop song
电视节目	TV programme
电视剧	TV soap
动画片	cartoon
新闻	news
购物中心	shopping centre
赛马	horse racing
名人	celebrity
花钱	to spend money
照相/拍照	to take a photo
照片	photograph
网吧	internet cafe
有空	to have free time
比赛	competition
队员	team member

Chinese	English
参加	to participate
买票	to buy a ticket
杂志	magazine
报纸	newspaper
书	book
爱好	hobby
茶	tea
咖啡	coffee
牛奶	milk
水	water
汽水	fizzy drink
果汁	fruit juice
酒	wine
汤	soup
米饭	rice
面条	noodles
面包	bread
牛肉	beef
猪肉	pork
鸡肉	chicken
鱼	fish
海鲜	seafood
饺子	dumpling
鸡蛋	egg

Chinese	English
肉	meat
鸭肉	duck
烤	roast
蔬菜/青菜	vegetable
蛋糕	cake
水果	fruit
早饭	breakfast
午饭	lunch
晚饭	dinner
点心	snack
菜单	menu
饭馆	restaurant
咖啡厅	cafe
点	to order food
做饭	to cook food
筷子	chopsticks

### Customs and festivals in Chinese-speaking countries/communities

Chinese	English
春节/中国新年	Chinese New Year
饺子	dumplings
红包	red envelopes
舞狮	lion dance
舞龙	dragon dance
中秋节	Mid-Autumn Festival

Chinese	English
月饼	moon cakes
圣诞节	Christmas
收	to get, to receive
感谢	to thank
请	to invite
邀请	invitation
送礼物	to give a present
节日	festival, celebration
客人	guest
礼物	present

### 3.4.2.2 Local, national, international and global areas of interest

#### Home, town, neighbourhood and region

Chinese	English
饭厅	dining room
客厅	lounge
书房	study
卧室	bedroom
厨房	kitchen
厕所	toilet
浴室	bathroom
花园	garden
桌子	table
椅子	chair
床	bed

Chinese	English
电视	TV
电话	telephone
门	door
灯	light
书架	bookcase
电脑	computer
冰箱	fridge
洗衣机	washing machine
炉子	cooker
空调	air conditioning
钟	clock
银行	bank
邮局	post office
超市	supermarket
电影院	cinema
汽车站	bus stop
公园	park
体育馆	sports centre
学校	school
美术馆	art gallery
动物园	zoo
明信片	postcard
城市	city
海边	seaside

Chinese	English
农村	countryside
山区	mountain area
树	tree
空气	air
新鲜	fresh
安静	quiet
湖	lake
河	river
商店	shop
苹果	apple
桔子	orange
衣服	clothes
夹克/大衣	jacket
衬衣	shirt
裤子	trousers
领带	tie
裙子	skirt
毛衣	sweater
皮带	belt
袜子	socks
鞋子	shoes
帽子	hat
颜色	colour
黑	black

Chinese	English
白	white
红	red
黄	yellow
蓝	blue
绿	green
橙	orange
紫	purple
粉红	pink
灰	grey
棕	brown

### Social issues

Chinese	English
抽烟/吸烟	to smoke
烟	cigarette
胖	fat
瘦	thin
健康	healthy
交朋友	make friends
男朋友	boyfriend
女朋友	girlfriend
爱	to love
医院	hospital
病	illness
药	medicine

Chinese	English
疼	pain
年轻	young
结婚	marry
网上约会	internet dating

### Global issues

Chinese	English
环境	environment
垃圾	rubbish
浪费	wastage
失业	unemployed
穷	poor
富	rich
人口	population
增加	increase
住房	housing
小偷	thief
社会	society
生活	life
有害的	harmful
罪行	crime
交通	traffic
是阴天	overcast, cloudy
有雾	foggy
下雪	snow

Chinese	English
下大雪	heavy snow
下雨	rain
下小雨	showery
有风	windy
有云	cloudy
凉快	cool
热	hot
暖和	warm
冷	cold
是晴天	bright, fine, clear, fair
星	star
月亮	moon
气候	climate
天气预报	weather forecast

### Travel and tourism

Chinese	English
设备	equipment
单人房	single room
双人房	double room
单程票	single ticket
往返票	return ticket
度假	to have a holiday
旅行	to travel
买纪念品	to buy souvenirs

Chinese	English
晒太阳	to sunbathe
向右拐	turn right
向左拐	turn left
向前走	go ahead
请问	excuse me
去。。。怎么走	how do you get to...
在旁边	beside
汽车	car
公共汽车	bus
旅游车	coach
飞机	plane
火车	train
地铁	underground
船	ship
出租车	taxi
自行车	bike
开车	to drive a car
马路	road
十字路口	crossroads
红绿灯	traffic lights
见面	to meet
等	to wait for
英国	England
中国	China

Chinese	English
法国	France
德国	Germany
美国	America
台湾	Taiwan
香港	Hong Kong
新加坡	Singapore
旅行袋	travel bag
护照	passport
安全带	seat belt
地图	map
故宫	Forbidden City
鸟巢	Bird's Nest
天安门	Tiananmen
天坛	Temple of Heaven
长城	Great Wall

### 3.4.2.3 Current and future study and employment

#### My studies

Chinese	English
老师	teacher
学生	student
科目	subject
校长	headteacher
作业	homework
聪明	clever, intelligent

Chinese	English
教	to teach
学	to learn
课	lesson

### Life at school/ college

Chinese	English
英文	English
汉语	Chinese
法文	French
意大利语	Italian
数学	Maths
科学	Science
美术	Art
历史	History
体育	PE
音乐	Music
地理学	Geography
手工学	DT
电脑学	IT
节	measure word for lessons
礼堂	assembly hall
教室	classroom
办公室	office
食堂	dining hall
操场	playing field

Chinese	English
体育馆	gymnasium
走廊	corridor
图书馆	library
卫生间/厕所/洗手间	toilets
休息	break time
上学	start school
放学	finish school
小学	primary school
中学	secondary school
校服	school uniform
笔	pen
毛笔	Chinese writing brush
尺子	ruler
橡皮	rubber
书包	school bag
钟	clock

### Education post-16

Chinese	English
大学生	university student
大学	university
毕业	to graduate
工作	to work/work
社会实践	work experience
申请	to apply for

Chinese	English
信	letter
学期	term

### Jobs, career choices and ambitions

Chinese	English
能力	skills
名片	business card
机会	opportunity
同事	colleague
广告	advert
联系	to make contact
工资	wage
理想	dream/ideal
赚钱	to earn money
目标	aim
办公室	office
家庭妇女	house wife
厨师	chef, cook
护士	nurse
医生	doctor
司机	driver
科学家	scientist
作家	writer
售货员	shop assistant
工程师	engineer

Chinese	English
服务员	waiter
演员	actor

### 3.4.3 Theme based vocabulary (Higher Tier)

#### 3.4.3.1 Identity and culture

##### Me, my family and friends

Chinese	English
亲戚	relatives
未婚	unmarried
离婚	divorced
婚礼	wedding
严肃	serious
严格	strict
有礼貌	polite
身份证	identity card
独生子	only child
成人	adult, grown-up
出生日期	date of birth
出生地点	place of birth
性别	sex, gender

##### Technology in everyday life

Chinese	English
博客	blog
下载	download
上载	upload

Chinese	English
复制	to copy
删除	to delete
坏处	disadvantage
好处	advantage
浪费时间	waste time
影响	influence

### Free time activities

Chinese	English
练体操	to practice gymnastics
去健身房	to go to the gym
参观博物馆	to visit a museum
滑雪	to ski
滑冰	to ice skate
弹钢琴	to play the piano
乐器	musical instrument
赛车	car racing
写日记	to write a diary
得奖牌	to win a medal
演出	to perform
成功	to succeed
影迷	movie fan

### Customs and festivals in Chinese-speaking countries/communities

Chinese	English
鞭炮	firecrackers

Chinese	English
灯笼	lantern
端午节	Dragon Boat Festival
龙舟	dragon boat
粽子	rice dumplings
复活节	Easter

### 3.4.3.2 Local, national, international and global areas of interest

#### Home, town, neighbourhood and region

Chinese	English
博物馆	museum
地铁站	underground station
展览馆	exhibition
郊区	suburb
小镇	small town
热闹	bustling
吵	noisy
浅	light
深	dark

#### Social issues

Chinese	English
戒烟	to stop smoking
饮食习惯	eating habits
减肥	to lose weight
超重	overweight
针灸	acupuncture

Chinese	English
中药	Chinese medicine
西药	Western medicine
上瘾	addiction
毒品	drugs
谈恋爱	to date

### Global issues

Chinese	English
风险	risk/hazard
污染	pollution
洪水	flooding
乞丐	beggar
战争	war
饥饿	hunger
全球变暖	global warming
气候变化	climate change

### Travel and tourism

Chinese	English
省钱	economical
方便	convenient
麻烦	troublesome
订飞机票	to book a flight ticket
登记表	registration form
暑假	summer holiday
寒假	winter holiday

Chinese	English
站台	platform
目的地	destination
出发	departure
到达	arrival
丢	to lose
欧洲	Europe
亚洲	Asia
非洲	Africa
北美洲	North America
南美洲	South America
信用卡	credit card
现金	cash
迷路	to lose the way

### 3.4.3.3 Current and future study and employment

#### Life at school/ college

Chinese	English
生物学	Biology
物理学	Physics
化学	Chemistry
经济	Economics

#### Education post-16

Chinese	English
高考	upper school exams
压力	pressure

Chinese	English
兼职	part time job
义工	voluntary work

### Jobs, career choices and ambitions

Chinese	English
个人简历	CV
流利	fluent
背景	background
面试	job interview
面谈	to discuss face to face
经验	experience
职业	career
警察	policeman
兼职	part time job

# 4 Scheme of assessment

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Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Chinese (Spoken Mandarin) include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

## 4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Chinese (Mandarin) should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification must encourage students to:

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

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Chinese (Spoken Mandarin) specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

### 4.2.1 Assessment objective weightings for GCSE Chinese (Spoken Mandarin)

#### 4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### 4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

## 4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

## 4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

### 4.4.1 Foundation Tier and Higher Tier

Students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources,

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suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

## 4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test and all student questions are in English.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words/characters or the material which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

### 4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

#### 4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

#### 4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

#### 4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation, intonation and tones so as to be understood by a native speaker.

See the Speaking test assessment criteria.

## 4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

### 4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, there will be a translation from Chinese (Mandarin) into English (a minimum of 35 characters at Foundation

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Tier and 50 characters at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

## 4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions and questions are in English.

### 4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Chinese (Mandarin).

#### 4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write items using familiar language in a familiar context.

#### 4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 30 characters but, **provided the tasks set are completed**, the number of characters is not important.

#### 4.7.1.3 Question 3 (10 marks)

A translation from English into Chinese (Mandarin), requiring a minimum of 25 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

#### 4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register.

Students are expected to write approximately 75 characters but, **provided the tasks set are completed**, the number of characters is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

### 4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Chinese (Mandarin).

#### 4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register.

Students are expected to write approximately 75 characters but, **provided the tasks set are completed**, the number of characters is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

#### 4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register.

Students are expected to write approximately 125 characters but, **provided the tasks set are completed**, the number of characters is not important. They choose either Question 2.1 or 2.2.

#### 4.7.2.3 Question 3 (12 marks)

A translation from English into Chinese (Mandarin), requiring a minimum of 40 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

## 4.8 Assessment criteria

### 4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

## 4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation, intonation and tones	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

### 4.8.2.1 Foundation Tier

#### 4.8.2.1.1 Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

#### Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.

Mark	Knowledge and use of language
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

#### 4.8.2.1.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

#### Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### 4.8.2.1.3 Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for communication, range and accuracy of language, pronunciation, intonation and tones and spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

##### 4.8.2.1.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.

Level	Mark	Communication
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

#### 4.8.2.1.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.

Level	Mark	Range and accuracy of language
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

#### 4.8.2.1.3.3 Pronunciation, intonation and tones

Level	Mark	Pronunciation, intonation and tones
5	5	Pronunciation, intonation and tones generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some correct intonation and tones.
3	3	Pronunciation is understandable, with a little correct intonation and a few correct tones and comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation or tones, making comprehension difficult at times.
1	1	Pronunciation is only just understandable with no evidence of intonation or tones, making comprehension difficult.
0	0	Pronunciation, intonation and tones do not meet the standard required for Level 1 at this tier.

#### 4.8.2.1.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.

Level	Mark	Spontaneity and fluency
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

## 4.8.2.2 Higher Tier

### 4.8.2.2.1 Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

### Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.

Mark	Knowledge and use of language
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

#### 4.8.2.2.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

#### Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### 4.8.2.2.3 Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation, intonation and tones and spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

##### 4.8.2.2.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.

Level	Mark	Communication
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

#### 4.8.2.2.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.

Level	Mark	Range and accuracy of language
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

#### 4.8.2.2.3.3 Pronunciation, intonation and tones

Level	Mark	Pronunciation, intonation and tones
5	5	Consistently good pronunciation and mostly correct intonation and tones throughout.
4	4	Good pronunciation and mostly correct intonation and tones with only occasional lapses.
3	3	Generally good pronunciation, intonation and tones but with some inconsistency in more challenging language.
2	2	Pronunciation, intonation and tones generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some correct intonation and tones.
0	0	Pronunciation, intonation and tones do not reach the standard required for Level 1 at this tier.

#### 4.8.2.2.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.

Level	Mark	Spontaneity and fluency
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

## 4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

## 4.8.4 Writing

### 4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

#### 4.8.4.1.1 Question 1 (8 marks)

Students are required to write four sentences. Each item is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.

Mark	Communication
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

#### 4.8.4.1.2 Question 2 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 30 characters over the whole question. The number of characters is approximate; examiners will mark all work produced by the student.

##### 4.8.4.1.2.1 Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

##### 4.8.4.1.2.2 Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

#### 4.8.4.1.3 Question 3 (10 marks)

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

##### 4.8.4.1.3.1 Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

##### 4.8.4.1.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

#### 4.8.4.1.4 Question 4 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 75 characters over the whole question. The number of characters expected is approximate; examiners will mark all work produced by the student.

## 4.8.4.1.4.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

## 4.8.4.1.4.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.

Level	Mark	Response
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

### 4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

#### 4.8.4.2.1 Question 1 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 75 characters over the whole question. The number of characters expected is approximate; examiners will mark all work produced by the student.

##### 4.8.4.2.1.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.

Level	Mark	Response
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

#### 4.8.4.2.1.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

#### 4.8.4.2.2 Question 2 (32 marks)

There are two compulsory bullet points, assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 125 characters over the whole question. The number of characters expected is approximate; examiners will mark all work produced by the student.

##### 4.8.4.2.2.1 Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

##### Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

##### 4.8.4.2.2.2 Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.

Level	Mark	Response
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

#### 4.8.4.2.2.3 Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

#### 4.8.4.2.3 Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

##### 4.8.4.2.3.1 Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.

Level	Mark	Response
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

#### 4.8.4.2.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Chinese (Spoken Mandarin)	Foundation Tier	8673F	TBC
	Higher Tier	8673H	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/1210/5.

## 5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

## 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

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A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

## 5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at [jcq.org.uk](http://jcq.org.uk)

### Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice visit [aqa.org.uk/access](http://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

## 5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at [aqa.org.uk/becomeacentre](http://aqa.org.uk/becomeacentre)

## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](http://aqa.org.uk/privatecandidates)
- email [privatecandidates@aqa.org.uk](mailto:privatecandidates@aqa.org.uk)

## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/8673](https://aqa.org.uk/8673)

You can talk directly to the Chinese (Spoken Mandarin) subject team:

E: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

T: 01423 534 381