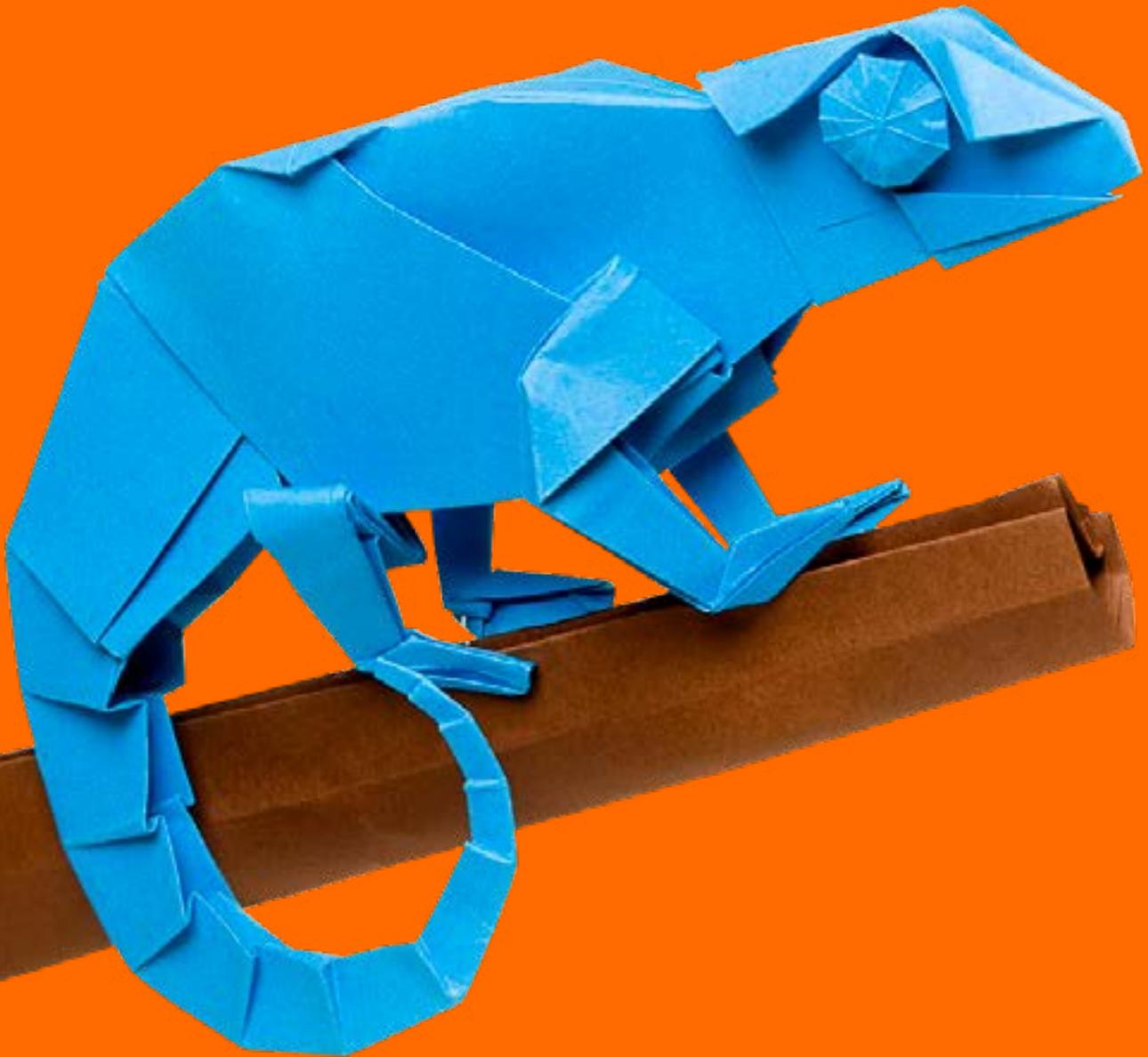


# GCSE (9-1) Chinese (spoken Mandarin/spoken Cantonese)



## Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Chinese  
(spoken Mandarin/spoken Cantonese) (1CN0)

*First teaching from September 2017*

*First certification from June 2019*

Issue 2

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# Summary of GCSE (9-1) in Chinese (spoken Mandarin/spoken Cantonese) Sample Assessment Materials

## Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
In the Paper 4 Higher Tier mark grid 'Question 1: communication and content mark grid – Higher tier', the second bullet point in mark band 1-3 (bottom band) has been corrected to: 'Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification'.	490
In the Paper 4 Higher Tier mark grid 'Question 1: communication and content mark grid – Higher tier', the first bullet point in mark band 10-12 (top band) has been corrected to: 'Communicates information relevant to the task with expansion of key points and ideas'.	491
In the Paper 4 Higher Tier mark grid 'Question 3 - Higher Tier (12 marks)' the top two mark bands have been corrected to: '7-9' and '10-12'.	498

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



# Contents

Introduction	1
General marking guidance	3
<b>Foundation tier</b>	
Paper 1F Listening transcript	5
Paper 1F Listening question paper	17
Paper 1F Listening mark scheme	33
Paper 2F Speaking general instructions to the teacher plus role play and picture-based task	37
Paper 2F Speaking mark scheme	165
Paper 3F Reading question paper	179
Paper 3F Reading mark scheme	215
Paper 4F Writing question paper	219
Paper 4F Writing mark scheme	235
<b>Higher tier</b>	
Paper 1H Listening transcript	251
Paper 1H Listening question paper	263
Paper 1H Listening mark scheme	279
Paper 2H Speaking general instructions to the teacher plus role play and picture-based task	283
Paper 2H Speaking mark scheme	411
Paper 3H Reading question paper	423
Paper 3H Reading mark scheme	463
Paper 4H Writing question paper	469
Paper 4H Writing mark scheme	489



# Introduction

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The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

---

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 1: Listening and understanding in Chinese**  
**Transcript** **Foundation Tier**

Sample assessment material for first teaching  
September 2017

Paper Reference

**1CN0/1F**

**Do not return the transcript with the question paper.**

Turn over ►

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## TRADITIONAL/FULL CHARACTER VERSION

### Hotel booking

#### Question 1

##### Example

F1: 我要一個大房間。

#### Question 1

F2: 酒店有沒有游泳池？

M1: 我想住在市中心。

M2: 這個酒店可以上網嗎？

### My family

#### Question 2

F1: 我家有四個人，爸爸喜歡聽音樂，媽媽在圖書館工作。哥哥在大學學地理。我們家都喜歡旅遊。

### Future plans

#### Question 3

##### Example

F1: 馬田,你喜歡什麼課？

M1: 我不喜歡上課。

#### Question 3

F1: 那你喜歡什麼？

M1: 我愛足球，想做運動員。

F1: 安娜，你呢？

F2: 我喜歡藝術，想做畫家，老師說我的畫很美。

F1: 馬克，你呢？

M2: 我數學不好，可是我想做電腦的工作。

## School subjects

### Question 4

#### Example

F1: 明山，你學多少個科目？

M1: 十個。

### Question 4

F1: 你最喜歡什麼課？

M1: 音樂課，老師很年輕，上課很有意思。

F2: 我是美麗，我不喜歡英文課，老師很好，可是作業太多。

M2: 我是東東，體育課我們學打籃球，我喜歡體育。

## Weather forecast

### Question 5 Part (a)

F1: 現在預報中國的天氣，今天是五月三號。

### Question 5 Part (b)

F1: 今天的天氣：香港天晴，太陽很好。

### Question 5 Part (c)

F1: 上海上午多雲，下午有小雨。

### Question 5 Part (d)

F1: 北京中午很熱，晚上有大風，謝謝收聽。

## Environment

### Question 6

M1: 樹對空氣好，我們應該有很多樹。還有，我覺得汽車對環境很不好，我們路上的汽車太多了，人們不應該開車，學生應該坐公共汽車上學。

F1: 我每天騎自行車上學，還有，我覺得應該有更多公園。

### A telephone message

#### Question 7

**F1:** 我是美英，今天晚上我和姐姐去聽音樂會。你想不想和我們一起去？音樂會在大學，我們可以坐地鐵去。音樂會晚上六點開始，我們四點在學校見面，先去吃飯，然後去音樂會。請你快點兒給我打電話。

### New Disneyland

#### Question 8

**F1:** 最新的迪士尼在中國上海，這是中國的第二個迪士尼。上海迪士尼第一天開門的時候，有很多父母帶孩子去玩。他們說迪士尼的遊戲很好玩。可是人太多了，而且吃的東西很貴，紀念品也很貴。

### A national holiday

#### Question 9

##### Example

**M1:** 玉芬，今天是六月一號兒童節，你做什麼了？

#### Question 9

**F1:** 今天學校不上課，老師帶我們去參觀天安門廣場，我們坐校車去。那裡很漂亮，有很多花，天氣很好。廣場上也有很多小朋友放風箏，我買了一個風箏，我的老師教我怎麼放風箏，我非常喜歡。

**M1:** 晚上呢？

**F1:** 我爸爸媽媽帶我去吃北京烤鴨，今天我很開心。

## A Chinese student

### Question 10

F1: 圓圓，你今年多大了？

M1: 十七歲。

F1: 那你明年就要上大學了吧？

M1: 是，明年我要回中國上大學。

F1: 你想學什麼？

M1: 我喜歡歷史，想在大學學中國歷史。

F1: 你喜歡你在英國的學校嗎？

M1: 很喜歡。我的學校有很多運動。

F1: 有什麼不喜歡的嗎？

M1: 學校都很好，可是我不喜歡英國的冬天。

F1: 爲什麼？

M1: 英國的冬天天氣很冷，而且四點天就黑了。

## A football match

### Question 11

M1: 週末我有一場足球比賽。和上海來的足球隊比賽，他們也是中學生。足球比賽在下午三點開始。比賽以後我們一起吃飯。我們送給他們的禮物是學校的球衣，球衣是紅色的，他們很喜歡。我的中文不好，可是上海的學生英文很好，所以我們可以說很多話。

## My school

### Question 12

M1: 我的學校早上八點開始上課。我走路去學校。中午的時候我們都在學校吃午飯，我常常吃雞肉和蘋果。我喜歡數學，因爲老師很好。我的學校有一個圖書館，圖書館很新，我喜歡去那兒用電腦。圖書館的旁邊是運動場，每天早上我去那兒跑步，不過，我並不喜歡運動。還有，學生都穿校服，是藍色的，很不好看，所以我們都不喜歡。

## A part-time job

### Question 13

**M1:** 我的朋友叫楊陽，他今年十九歲。他在賣衣服的商店工作。他每天早上十點半開始，中午他有半個小時吃午餐。他每個星期三不用工作，在家休息。他的商店在火車站旁邊，總是很忙。售貨員這個工作錢不多，但是可以見不同的人，他覺得很有意思。

## A trip to China

### Question 14

**M1:** 上個月馬田和學校去北京旅行。坐飛機去北京要十二個小時，飛機票不便宜。可是，他們的酒店不太貴。

他們在北京玩了三天。他們去動物園看大熊貓，大熊貓很胖，很好玩兒！第二天，他們去參觀長城，長城上人很多，風景很美。

第三天他們去買東西，馬田買了一張中國畫，非常漂亮，他也買了一點兒中國茶葉給爸爸媽媽，茶葉很特別，別的地方買不到。

晚上他們坐火車去西安。

## SIMPLIFIED CHARACTER VERSION

### Hotel booking

#### Question 1

##### Example

F1: 我要一个大房间。

#### Question 1

F2: 酒店有没有游泳池?

M1: 我想住在市中心。

M2: 这个酒店可以上网吗?

### My family

#### Question 2

F1: 我家有四个人，爸爸喜欢听音乐，妈妈在图书馆工作。哥哥在学地理。我们家都喜欢旅游。

### Future plans

#### Question 3

##### Example

F1: 马田，你喜欢什么课?

M1: 我不喜欢上课。

#### Question 3

F1: 那你喜欢什么?

M1: 我爱足球，想做运动员。

F1: 安娜，你呢?

F2: 我喜欢艺术，想做画家，老师说我的画很美。

F1: 马克，你呢?

M2: 我数学不好，可是我想做电脑的工作。

## School subjects

### Question 4

#### Example

F1: 明山，你学多少个科目？

M1: 十个。

### Question 4

F1: 你最喜欢什么课？

M1: 音乐课，老师很年轻，上课很有意思。

F2: 我是美丽，我不喜欢英文课，老师很好，可是作业太多。

M2: 我是东东，体育课我们学打篮球，我喜欢体育。

## Weather forecast

### Question 5 Part (a)

F1: 现在预报中国的天气，今天是五月三号。

### Question 5 Part (b)

F1: 今天的天气：香港天晴，太阳很好。

### Question 5 Part (c)

F1: 上海上午多云，下午有小雨。

### Question 5 Part (d)

F1: 北京中午很热，晚上有大风，谢谢收听。

## Environment

### Question 6

M1: 树对空气好，我们应该有很多树。还有，我觉得汽车对环境很不好，我们路上的汽车太多了，人们不应该开车，学生应该坐公共汽车上学。

F1: 我每天骑自行车上学，还有，我觉得应该有更多公园。

### A telephone message

#### Question 7

**F1:** 我是美英，今天晚上我和姐姐去听音乐会。你想不想和我们一起去？音乐会在大学，我们可以坐地铁去。音乐会晚上六点开始，我们四点在学校见面，先去吃饭，然后去音乐会。请你快点儿给我打电话。

### New Disneyland

#### Question 8

**F1:** 最新的迪士尼在中国上海，这是中国的第二个迪士尼。上海迪士尼第一天开门的时候，有很多父母带孩子去玩。他们说迪士尼的游戏很好玩。可是人太多了，而且吃的东西很贵，纪念品也很贵。

### A national holiday

#### Question 9

##### Example

**M1:** 玉芬，今天是六月一号儿童节，你做什么了？

#### Question 9

**F1:** 今天学校不上课，老师带我们去参观天安门广场，我们坐校车去。那里很漂亮，有很多花，天气很好。广场上也有很多小朋友放风筝，我买了一个风筝，我的老师教我怎么放风筝，我非常喜欢。

**M1:** 晚上呢？

**F1:** 我爸爸妈妈带我去吃北京烤鸭，今天我很开心。

## A Chinese student

### Question 10

F1: 圆圆，你今年多大了？

M1: 十七岁。

F1: 那你明年就要上大学了吧？

M1: 是，明年我要回中国上大学。

F1: 你想学什么？

M1: 我喜欢历史，想在大学学中国历史。

F1: 你喜欢你在英国的学校吗？

M1: 很喜欢。我的学校有很多运动。

F1: 有什么不喜欢的吗？

M1: 学校都很好，可是我不喜欢英国的冬天。

F1: 为什么？

M1: 英国的冬天天气很冷，而且四点天就黑了。

## A football match

### Question 11

M1: 周末我有一场足球比赛。和上海来的足球队比赛，他们也是中学生。足球比赛在下午三点开始。比赛以后我们一起吃饭。我们送给他们的礼物是学校的球衣，球衣是红色的，他们很喜欢。我的中文不好，可是上海的学生英文很好，所以我们可以说很多话。

## My school

### Question 12

M1: 我的学校早上八点开始上课。我走路去学校。中午的时候我们都在学校吃午饭，我常常吃鸡肉和苹果。我喜欢数学，因为老师很好。我的学校有一个图书馆，图书馆很新，我喜欢去那儿用电脑。图书馆的旁边是运动场，每天早上我去那儿跑步，不过，我并不喜欢运动。还有，学生都穿校服，是蓝色的，很不好看，所以我们都不喜欢。

## A part-time job

### Question 13

**M1:** 我的朋友叫杨阳，他今年十九岁。他在卖衣服的商店工作。他每天早上十点半开始，中午他有半个小时吃午餐。他每个星期三不用工作，在家休息。他的商店在火车站旁边，总是很忙。售货员这个工作钱不多，但是可以见不同的人，他觉得很有意思。

## A trip to China

### Question 14

**M1:** 上个月马田和学校去北京旅行。坐飞机去北京要十二个小时，飞机票不便宜。可是，他们的酒店不太贵。

他们在北京玩了三天。他们去动物园看大熊猫，大熊猫很胖，很好玩儿！第二天，他们去参观长城，长城上人很多，风景很美。

第三天他们去买东西，马田买了一张中国画，非常漂亮，他也买了一点儿中国茶叶给爸爸妈妈，茶叶很特别，别的地方买不到。

晚上他们坐火车去西安。



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

# Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 1: Listening and understanding  
in Chinese**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 30 minutes and 5 minutes' reading**

Paper Reference

**1CN0/1F**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- All questions are set in English.
- Answer **all** questions in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .

### Hotel booking

1 What do these people expect of their hotel?

Listen to the recording and put a cross  in each one of the **three** correct boxes.

(3)

<b>Example</b>	a big room	<input checked="" type="checkbox"/>
<b>A</b>	close to the train station	<input type="checkbox"/>
<b>B</b>	has a swimming pool	<input type="checkbox"/>
<b>C</b>	allows pets	<input type="checkbox"/>
<b>D</b>	has a tennis court	<input type="checkbox"/>
<b>E</b>	in the city centre	<input type="checkbox"/>
<b>F</b>	has internet access	<input type="checkbox"/>
<b>G</b>	has a good restaurant	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### My family

2 Your friend Meihua is talking about her family.

What does she say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

(3)

**Example:** Her family has...

<input type="checkbox"/>	<b>A</b> 3 people.
<input checked="" type="checkbox"/>	<b>B</b> 4 people.
<input type="checkbox"/>	<b>C</b> 5 people.
<input type="checkbox"/>	<b>D</b> 6 people.

(i) Her father likes...

<input type="checkbox"/>	<b>A</b> playing football.
<input checked="" type="checkbox"/>	<b>B</b> watching television.
<input type="checkbox"/>	<b>C</b> reading books.
<input type="checkbox"/>	<b>D</b> listening to music.

(ii) Her mother works at a...

<input type="checkbox"/>	<b>A</b> shop.
<input checked="" type="checkbox"/>	<b>B</b> school.
<input type="checkbox"/>	<b>C</b> library.
<input type="checkbox"/>	<b>D</b> hospital.

(iii) Her elder brother studies...

<input type="checkbox"/>	<b>A</b> geography.
<input checked="" type="checkbox"/>	<b>B</b> history.
<input type="checkbox"/>	<b>C</b> maths.
<input type="checkbox"/>	<b>D</b> arts.

(Total for Question 2 = 3 marks)

### Future plans

3 A group of friends is talking about their future plans.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

(3)

		Martin	Anna	Mark
<b>Example</b>	I do not like attending lessons.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A</b>	I want to be a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	I want to be a footballer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	I don't like maths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D</b>	I am good at painting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E</b>	I want to work in IT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>F</b>	I sing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>G</b>	I want to act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### School subjects

4 Mingshan and his friends are talking about their school subjects.

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

		Mingshan	Meili	Dongdong
<b>Example</b>	I study 10 subjects.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A</b>	My music lesson is interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	My art teacher is young.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	My English teacher is not good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D</b>	I have lots of homework for English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E</b>	I play football at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>F</b>	I enjoy my PE lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>G</b>	I don't like basketball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**Weather forecast**

**5** You are listening to the radio about a weather forecast in China.

Listen to the recording and answer the following questions **in English**.

(a) What is the date of the forecast? (1)

.....

(b) Which city is sunny? (1)

.....

(c) What is the weather like in Shanghai in the afternoon? (1)

.....

(d) What is the weather like in Beijing in the evening? (1)

.....

**(Total for Question 5 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## Environment

6 Mingming and Anna are talking about environmental issues.

What do they say?

Complete the sentences. Use the correct word or phrase from the box.

ride a bicycle

turn off the light

do not waste paper

plant trees

do not waste water

print less

build more parks

take buses

(a) Mingming: \_\_\_\_\_ *Plant trees* \_\_\_\_\_ and \_\_\_\_\_ . (1)

(b) Anna: \_\_\_\_\_ and \_\_\_\_\_ . (2)

**(Total for Question 6 = 3 marks)**

### A telephone message

7 Your friend Meiyong has left you a telephone message.

What does she say?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

<b>Example</b>	she is going to a concert	<input checked="" type="checkbox"/>
<b>A</b>	she is going with her brother	<input type="checkbox"/>
<b>B</b>	the concert will take place in the university	<input type="checkbox"/>
<b>C</b>	she wants to meet at the station	<input type="checkbox"/>
<b>D</b>	she wants to get there by bus	<input type="checkbox"/>
<b>E</b>	she wants to meet at 4 p.m.	<input type="checkbox"/>
<b>F</b>	she wants to eat after the concert	<input type="checkbox"/>
<b>G</b>	she wants you to call her	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### New Disneyland

8 You hear a news report on the newly opened Disneyland in Shanghai, China.

Listen to the report and answer the following questions **in English**.

(a) How many Disneylands does China have?

(1)

.....

(b) What do people like about Disneyland?

(1)

.....

(c) Name **one** of the things that people do not like about Disneyland.

(1)

.....

**(Total for Question 8 = 3 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A national holiday

- 9 Today is a national holiday in China. Yufen is a Chinese student from your exchange school. She has recorded a podcast about her day.

What does she say?

Listen to the recording and put a cross  in the correct box for each question.

**Example:** She is talking about the...

<input type="checkbox"/>	<b>A</b> Spring Festival.
<input type="checkbox"/>	<b>B</b> National Day.
<input checked="" type="checkbox"/>	<b>C</b> Children's Day.
<input type="checkbox"/>	<b>D</b> Mid-Autumn Festival.

- (i) Where did her class go?

<input type="checkbox"/>	<b>A</b> Beijing Zoo
<input type="checkbox"/>	<b>B</b> Beihai Park
<input type="checkbox"/>	<b>C</b> The Great Wall
<input type="checkbox"/>	<b>D</b> Tiananmen Square

- (ii) How did they get there?

<input type="checkbox"/>	<b>A</b> by school bus
<input type="checkbox"/>	<b>B</b> by bus
<input type="checkbox"/>	<b>C</b> by foot
<input type="checkbox"/>	<b>D</b> by underground

- (iii) What does she enjoy most?

<input type="checkbox"/>	<b>A</b> the weather
<input type="checkbox"/>	<b>B</b> the flowers
<input type="checkbox"/>	<b>C</b> the kite
<input type="checkbox"/>	<b>D</b> the food

(iv) What did she do in the evening?

<input type="checkbox"/>	<b>A</b> go to the cinema
<input type="checkbox"/>	<b>B</b> go to a restaurant
<input type="checkbox"/>	<b>C</b> visit a friend
<input type="checkbox"/>	<b>D</b> watch television

(Total for Question 9 = 4 marks)

**A Chinese student**

**10** Yuanyuan is from China and is studying at a boarding school in England. You hear him talking to a friend.

Listen to the conversation and answer the following questions **in English**.

(a) Where does he want to go next year?

(1)

.....

(b) What does he want to study?

(1)

.....

(c) What does he think of Britain's winter? Give **two** details.

(2)

.....

.....

**(Total for Question 10 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A football match

11 Nick is recording this report for his school radio station about a football match he played in.

Complete the sentences by choosing a word or words in the box. There are words that you will not use.

Saturday	local	dinner	Chinese
football	red	Wednesday	tennis
secondary	lunch	black	English

**Example:** Nick has a \_\_\_\_\_ *football* \_\_\_\_\_ match.

- (a) On \_\_\_\_\_ we had a match. (1)
- (b) The players all attended \_\_\_\_\_ schools. (1)
- (c) We went for \_\_\_\_\_ after the match. (1)
- (d) The presents we gave them were \_\_\_\_\_ sports shirts. (1)
- (e) We all spoke in \_\_\_\_\_ . (1)

**(Total for Question 11 = 5 marks)**

### My school

12 You are listening to a podcast of a Chinese student who is introducing his school.

What does he say?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

<b>Example</b>	he walks to school in the morning	<input checked="" type="checkbox"/>
<b>A</b>	school starts at 9 a.m.	<input type="checkbox"/>
<b>B</b>	he has fruit at lunchtime	<input type="checkbox"/>
<b>C</b>	the school library has computers	<input type="checkbox"/>
<b>D</b>	he enjoys running	<input type="checkbox"/>
<b>E</b>	she sports ground is new	<input type="checkbox"/>
<b>F</b>	the school uniform is white and red	<input type="checkbox"/>
<b>G</b>	he thinks the school uniform is ugly	<input type="checkbox"/>

(Total for Question 12 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A part-time job

**13** Yangyang is my friend and is talking about his part-time job.

Listen to the report and answer the following questions **in English**.

(a) What is his job? (1)

.....

(b) How long does he have for his lunch break? (1)

.....

(c) What does he do on Wednesdays? (1)

.....

(d) What is good about the job? (1)

.....

**(Total for Question 13 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A trip to China

14 Martin reports his recent trip to China.

Choose from the following **special**, **beautiful**, **cheap** and **fun** to complete the sentences. Some words can be used several times.

**Example:** Travelling by plane was not \_\_\_\_\_ *cheap* \_\_\_\_\_.

- (a) The hotel was \_\_\_\_\_ . (1)
- (b) The giant pandas were \_\_\_\_\_ . (1)
- (c) The Great Wall is very \_\_\_\_\_ . (1)
- (d) He thought the Chinese painting was \_\_\_\_\_ . (1)
- (e) The Chinese tea leaves he bought are very \_\_\_\_\_ . (1)

---

(Total for Question 14 = 5 marks)

---

**TOTAL FOR PAPER = 50 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## GCSE Chinese Foundation tier

### Paper 1 Mark scheme

All candidates are expected to answer in English. Answers in Chinese will not be credited.

Question number	Answer	Mark
1	B, E, F	(3)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	A	(1)

Question number	Answer	Mark
3 (Martin)	B	(1)
3 (Anna)	D	(1)
3 (Mark)	E	(1)

Question number	Answer	Mark
4 (Mingshan)	A	(1)
4 (Meili)	D	(1)
4 (Dongdong)	F	(1)

Question number	Answer	Reject	Mark
5(a)	3rd May		(1)

Question number	Answer	Reject	Mark
5(b)	Hong Kong		(1)

Question number	Answer	Reject	Mark
5(c)	rain/drizzle/light rain/shower		(1)

Question number	Answer	Reject	Mark
5(d)	windy/strong wind		(1)

Question number	Answer	Mark
6(a)	take buses	(1)

Question number	Answer	Mark
6(b)	ride a bicycle (1) build more parks (1)	(2)

Question number	Answer	Mark
7	B, E, G	(3)

Question number	Answer	Reject	Mark
8(a)	two/2		(1)

Question number	Answer	Reject	Mark
8(b)	games are fun/the games		(1)

Question number	Answer	Reject	Mark
8(c)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• too many people (1)</li> <li>• food is expensive (1)</li> <li>• souvenirs are expensive (1)</li> </ul>		(1)

Question number	Answer	Mark
9(i)	D	(1)

Question number	Answer	Mark
9(ii)	A	(1)

Question number	Answer	Mark
9(iii)	C	(1)

Question number	Answer	Mark
9(iv)	B	(1)

Question number	Answer	Reject	Mark
10(a)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• university (1)</li> <li>• (back to) China (1)</li> </ul>		(1)

Question number	Answer	Reject	Mark
10(b)	(Chinese) History		(1)

Question number	Answer	Reject	Mark
10(c)	cold in winter (1) gets dark early/ by 4 o'clock (1)		(2)

Question number	Answer	Mark
11(a)	Saturday	(1)

Question number	Answer	Mark
11(b)	secondary	(1)

Question number	Answer	Mark
11(c)	dinner	(1)

Question number	Answer	Mark
11(d)	red	(1)

Question number	Answer	Mark
11(e)	English	(1)

Question number	Answer	Mark
12	B, C, G	(3)

Question number	Answer	Reject	Mark
13(a)	salesperson/shop assistant/works in a (clothes) shop		(1)

Question number	Answer	Reject	Mark
13(b)	30 minutes/half an hour		(1)

Question number	Answer	Reject	Mark
13(c)	rest (at home)		(1)

Question number	Answer	Reject	Mark
13(d)	can meet different people/very interesting		(1)

Question number	Answer	Mark
14(a)	cheap	(1)

Question number	Answer	Mark
14(b)	fun	(1)

Question number	Answer	Mark
14(c)	beautiful	(1)

Question number	Answer	Mark
14(d)	beautiful	(1)

Question number	Answer	Mark
14(e)	special	(1)

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Chinese

(spoken Mandarin/spoken Cantonese)

Paper 2: Speaking in Chinese

General Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching  
September 2017

Paper Reference

**1CN0/2F**

**Time: 7 to 9 minutes plus 12 minutes' preparation time**

**You do not need any other materials.**

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## General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

**The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.**

### **Task 1: Role play**

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

**At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.**

### **Task 2: Picture-based task**

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

**At the end of the picture-based task, the speaking assessment will move to the conversation.**

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

### **Task 3: Conversation**

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

#### ***Conversation Part 1***

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

#### ***Conversation Part 2***

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

## GCSE Chinese Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

### Candidate 1 Foundation tier

- Role play FR6
- Picture card FP8
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If Candidate 1 has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

### Themes:

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
<b>Candidate 1</b>	FR6 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
<b>Candidate 2</b>	FR7 (Theme 3)	FP3 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		FP2 (Theme 1)	Theme 2	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 2
		FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 2
<b>Candidate 3</b>	FR5 (Theme 1)	FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		FP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		FP7 (Theme 4)	Theme 5	Theme 2 OR Theme 3
<b>Candidate 4</b>	FR3 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
<b>Candidate 5</b>	FR1 (Theme 4)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2

<b>Candidate 6</b>	FR10 (Theme 3)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		FP7 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		FP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
<b>Candidate 7</b>	FR2 (Theme 1)	FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP8 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
<b>Candidate 8</b>	FR8 (Theme 2)	FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
<b>Candidate 9</b>	FR4 (Theme 1)	FP10 (Theme 5)	Theme 2	Theme 3 OR Theme 4
		FP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4
<b>Candidate 10</b>	FR9 (Theme 4)	FP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2

**\* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR1

### Topic: Work

### Instructions to candidates

A hotel in Brighton attracts lots of Chinese tourists during the summer. You are asking for a holiday job in the hotel. The teacher will play the role of the hotel manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You are in a hotel in Brighton. You are looking for a job for the summer holidays.***

1. Say what kind of work you are looking for.
2. Say why you want to work in the summer.
3. **!**
4. Say how long you want to work.
5. **?** Ask when you can start work.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR1

### Topic: Work

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a hotel in Brighton. You are looking for a job for the summer holidays.*

1	您好！我能幫你什麼忙嗎？ Allow the candidate to say what kind of job s/he is looking for.
2	您為什麼想夏天工作？ Allow the candidate to say why s/he wants to work in the summer.
3	！ 你今年多大了？ Allow the candidate to provide his/her age.
4	你想工作多長時間？ Allow the candidate to say how long s/he wants to work there. 好。你可以上班了。
5	？ Allow the candidate to ask about the start date. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR1

### Topic: Work

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a hotel in Brighton. You are looking for a job for the summer holidays.*

1	您好！我能帮你什么忙吗？ Allow the candidate to say what kind of job s/he is looking for.
2	您为什么想夏天工作？ Allow the candidate to say why s/he wants to work in the summer.
3	！ 你今年多大了？ Allow the candidate to provide his/her age.
4	你想工作多长时间？ Allow the candidate to say how long s/he wants to work there. 好。你可以上班了。
5	？ Allow the candidate to ask about the start date. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9-1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR2

### Topic: Daily life

#### Instructions to candidates

You are in a shop while on holiday in Shanghai and want to buy some clothes. The teacher will play the role of the shop assistant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are in a shop while on holiday in Shanghai and would like to buy some clothes.***

1. Say what item of clothing you would like to buy.
2. Describe this item of clothing.
3. **!**
4. Say why you would like to buy this item of clothing.
5. **?** Ask to try the item of clothing on.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR2

### Topic: Daily life

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a shop while on holiday in Shanghai and would like to buy some clothes.*

1	您好！我能幫您什麼忙嗎？ Allow the candidate to say what s/he is looking for.
2	您想買什麼樣的……？ Allow the candidate to say what kind of (item of clothing) s/he wants.
3	！ 您想花多少錢？ Allow the candidate to say how much s/he would like to spend.
4	您為什麼買……？ Allow the candidate to say why s/he wants to buy the item of clothing. 好，請跟我來。
5	？ Allow the candidate to ask about trying the item of clothing on. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9-1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR2

### Topic: Daily life

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a shop while on holiday in Shanghai and would like to buy some clothes.*

1	您好! 我能帮您什么忙吗? Allow the candidate to say what s/he is looking for.
2	您想买什么样的……? Allow the candidate to say what kind of (item of clothing) s/he wants.
3	! 您想花多少钱? Allow the candidate to say how much s/he would like to spend.
4	您为什么买……? Allow the candidate to say why s/he wants to buy the item of clothing. 好, 请跟我来。
5	? Allow the candidate to ask about trying the item of clothing on. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR3

### Topic: Travel and tourist transactions

#### Instructions to candidates

You are going to eat at a restaurant in Chinatown in London with your friend. The teacher will play the part of the waiter/waitress and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are in a restaurant in Chinatown in London with a friend. You speak to the waiter/waitress.***

1. Say you would like a table for a certain number of people.
2. Say where you would like to sit.
3. **!**
4. Give your opinion of Chinese cuisine.
5. **?** Ask if there is Wi-Fi in the restaurant.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR3

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a restaurant in Chinatown in London with a friend. You speak to the waiter/waitress.*

1	兩位好！歡迎！ Allow the candidate to ask for a table for... (number of) people.
2	你們想坐在哪兒？ Allow the candidate to say where they want to sit.
3	！ 你們喜歡吃什麼樣的菜？ Allow the candidate to say what kind of food they would like to eat.
4	您覺得中國菜怎麼樣？ Allow the candidate to give his/her opinion of Chinese cuisine. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask about wireless internet availability in the restaurant. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR3

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a restaurant in Chinatown in London with a friend. You speak to the waiter/waitress.*

1	两位好! 欢迎! Allow the candidate to ask for a table for... (number of) people.
2	你们想坐在哪儿? Allow the candidate to say where they want to sit.
3	! 你们喜欢吃什么样的菜? Allow the candidate to say what kind of food they would like to eat.
4	您觉得中国菜怎么样? Allow the candidate to give his/her opinion of Chinese cuisine. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask about wireless internet availability in the restaurant. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR4

### Topic: Who am I?

#### Instructions to candidates

You are staying with a Chinese family. You are talking about your friends with one of the children in the family. The teacher will play the role of the Chinese family member and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are staying with a Chinese family. You talk about your friends to a young member of the family.***

1. Describe your best friend's appearance.
2. Say what the date of your best friend's birthday is.
3. **!**
4. Say what you like to do together.
5. **?** Ask the Chinese family member how old his/her best friend is.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR4

**Topic: Who am I?**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

***You are staying with a Chinese family. You talk about your friends to a young member of the family.***

1	你最好的朋友長什麼樣？ Allow the candidate to describe his/her best friend's appearance.
2	他/她的生日是什麼時候？ Allow the candidate to say when his/her best friend's birthday is.
3	！ 你認識他/她多長時間了？ Allow the candidate to say how long they have known one another.
4	你們喜歡一起做什麼？ Allow the candidate to say what they like to do together. 很好。
5	？ Allow the candidate to ask how old your best friend is. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR4

**Topic: Who am I?**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

***You are staying with a Chinese family. You talk about your friends to a young member of the family.***

1	你最好的朋友长什么样? Allow the candidate to describe his/her best friend's appearance.
2	他/她的生日是什么时候? Allow the candidate to say when his/her best friend's birthday is.
3	! 你认识他/她多长时间了? Allow the candidate to say how long they have known one another.
4	你们喜欢一起做什么? Allow the candidate to say what they like to do together. 很好。
5	? Allow the candidate to ask how old your best friend is. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR5

### Topic: Who am I?

#### Instructions to candidates

You are at your Chinese friend's house and are making plans for the day. The teacher will play the role of your friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at your Chinese friend's house and are making plans for the day.***

1. Say where you want to visit.
2. Explain why you want to visit this place.
3. **!**
4. Say how you want to get there.
5. **?** Ask what you should take.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR5

**Topic: Who am I?**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

*You are at your Chinese friend's house and are making plans for the day.*

1	今天你想做什麼？ Allow the candidate to say what s/he would like to do today.
2	你為什麼想去……呢？ Allow the candidate to say why s/he wants to visit this place.
3	！ 我們幾點走？ Allow the candidate to say at what time s/he would like to set off.
4	我們怎麼去？ Allow the candidate to say how s/he would like to get there. 好的。
5	？ Allow the candidate to ask what s/he should bring. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR5

**Topic: Who am I?**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

**Begin the role play with the following introduction.**

***You are at your Chinese friend's house and are making plans for the day.***

1	今天你想做什么? Allow the candidate to say what s/he would like to do today.
2	你为什么想去……呢? Allow the candidate to say why s/he wants to visit this place.
3	! 我们几点走? Allow the candidate to say at what time s/he would like to set off.
4	我们怎么去? Allow the candidate to say how s/he would like to get there. 好的。
5	? Allow the candidate to ask what s/he should bring. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR6

### Topic: Travel and tourist transactions

#### Instructions to candidates

You are at a train station with your family in Beijing and want to buy tickets. The teacher will play the part of the booking clerk and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at a railway station in Beijing and want to buy tickets.***

1. State the destination for which you would like tickets.
2. Explain why you want to go to this destination.
3. Say when you would like to travel.
4. **!**
5. **?** Ask how long the journey lasts.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9-1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR6

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at a railway station in Beijing and want to buy tickets.*

1	您好！我能幫您什麼忙嗎？ Allow the candidate to state that s/he wishes to buy tickets for... (a certain destination).
2	您為什麼去那個地方呢？ Allow the candidate to explain why s/he wants to visit that destination. <i>Give an appropriate brief response.</i>
3	您想買什麼時候的票？ Allow the candidate to say when s/he would like to travel.
4	！ 您怎麼付錢？ Allow the candidate to tell you his/her payment method.
5	？ Allow the candidate to ask you how long the journey lasts. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR6

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at a railway station in Beijing and want to buy tickets.*

1	您好! 我能帮您什么忙吗? Allow the candidate to state that s/he wishes to buy tickets for... (a certain destination).
2	您为什么去那个地方呢? Allow the candidate to explain why s/he wants to visit that destination. <i>Give an appropriate brief response.</i>
3	您想买什么时候的票? Allow the candidate to say when s/he would like to travel.
4	! 您怎么付钱? Allow the candidate to tell you his/her payment method.
5	? Allow the candidate to ask you how long the journey lasts. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR7

### Topic: What school is like

#### Instructions to candidates

You are in Chengdu on a school exchange. You are talking to one of the Chinese students there. The teacher will play the role of the student and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are talking to a Chinese student in a school in Chengdu.***

1. Describe your school.
2. Describe your school uniform.
3. **!**
4. Give your opinion of Chinese schools.
5. **?** Ask what time the student's school day ends.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR7

**Topic: What school is like**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

**Begin the role play with the following introduction.**

*You are talking to a Chinese student in a school in Chengdu.*

1	說說你的學校。 Allow the candidate to describe his/her school.
2	你的校服是什麼樣的？ Allow the candidate to describe his/her school uniform.
3	！ 中午休息的時候你做什麼？ Allow the candidate to say what s/he does in the lunch break. 好。
4	你覺得中國學校怎麼樣？ Allow the candidate to give his/her opinion of Chinese schools. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask you when your school day ends. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9-1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR7

**Topic: What school is like**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

**Begin the role play with the following introduction.**

***You are talking to a Chinese student in a school in Chengdu.***

1	说说你的学校。 Allow the candidate to describe his/her school.
2	你的校服是什么样的？ Allow the candidate to describe his/her school uniform.
3	！ 中午休息的时候你做什么？ Allow the candidate to say what s/he does in the lunch break. 好。
4	你觉得中国学校怎么样？ Allow the candidate to give his/her opinion of Chinese schools. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask you when your school day ends. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9-1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR8

### Topic: Holidays

#### Instructions to candidates

You are visiting a local gym while on holiday in China and would like to book some activities. The teacher will play the role of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are visiting a local gym while on holiday in China and would like to book some activities.***

1. Say which activity you would like to do.
2. Say why you would like to do this activity.
3. **!**
4. Describe the type of sports coach you would like.
5. **?** Ask for the sports coach's name.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9-1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR8

### Topic: Holidays

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are visiting a local gym while on holiday in China and would like to book some activities.*

1	您好！我能幫您什麼忙嗎？ Allow the candidate to say which activity s/he wants to do.
2	您為什麼要……呢？ Allow the candidate to say why s/he wants to do this activity.
3	！ 您想多久上一次課？ Allow the candidate to say how often s/he wishes to have a lesson.
4	您想要什麼樣的體育老師？ Allow the candidate to describe the type of sports coach s/he would like. 好，我們有一位最好的老師。
5	？ Allow the candidate to ask you the name of the sports coach. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR8

### Topic: Holidays

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are visiting a local gym while on holiday in China and would like to book some activities.*

1	您好! 我能帮您什么忙吗? Allow the candidate to say which activity s/he wants to do.
2	您为什么要……呢? Allow the candidate to say why s/he wants to do this activity.
3	! 您想多久上一次课? Allow the candidate to say how often s/he wishes to have a lesson.
4	您想要什么样的体育老师? Allow the candidate to describe the type of sports coach s/he would like. 好, 我们有一位最好的老师。
5	? Allow the candidate to ask you the name of the sports coach. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9-1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR9

### Topic: Ambitions

#### Instructions to candidates

You want to register for a Chinese language course at a local community centre. The teacher will play the role of the course administrator and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You want to register for a Chinese language course at a local community centre. You speak to the course administrator.***

1. Explain why you have come to the community centre.
2. Say how long you would like to study for.
3. **!**
4. Say how you plan to use your Chinese.
5. **?** Ask where the teacher is from.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR9

### Topic: Ambitions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You want to register for a Chinese language course at a local community centre. You speak to the course administrator.*

1	您好！我能幫您什麼忙嗎？ Allow the candidate to say why s/he has come to the centre.
2	您想學多久？ Allow the candidate to say how long s/he would like to study.
3	！ 您從哪兒知道這個課程的？ Allow the candidate to say how s/he found out about the course.
4	您想用中文做什麼？ Allow the candidate to tell you what s/he would like to do with his/her Chinese. 很好。
5	？ Allow the candidate to ask where the teacher is from. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR9

### Topic: Ambitions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You want to register for a Chinese language course at a local community centre. You speak to the course administrator.*

1	您好! 我能帮您什么忙吗? Allow the candidate to say why s/he has come to the centre.
2	您想学多久? Allow the candidate to say how long s/he would like to study.
3	! 您从哪儿知道这个课程的? Allow the candidate to say how s/he found out about the course.
4	您想用中文做什么? Allow the candidate to tell you what s/he would like to do with his/her Chinese. 很好。
5	? Allow the candidate to ask where the teacher is from. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FR10

### Topic: School activities

#### Instructions to candidates

You are in your school talking to your Chinese exchange partner about a school trip s/he is joining you on. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are talking to your Chinese exchange partner about a school trip s/he is joining you on.***

1. Say when the school trip is.
2. Say how long the school trip will last.
3. **!**
4. Give your opinion of school trips.
5. **?** Ask how many school trips your exchange partner has each year.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9-1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR10

### Topic: School activities

#### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are talking to your Chinese exchange partner about a school trip s/he is joining you on.*

1	我們是跟你學校的老師一起去旅行嗎？ Allow the candidate to say when the trip is.
2	這次旅行是多長時間？ Allow the candidate to say how long the trip lasts.
3	！ 我們在哪裡見面呢？ Allow the candidate to say where to meet.
4	你覺得參加學校旅行怎麼樣？ Allow the candidate to give his/her opinion of school trips. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask you how many school trips you have each year. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS FR10

### Topic: School activities

#### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are talking to your Chinese exchange partner about a school trip s/he is joining you on.*

1	我们是跟你学校的老师一起去旅行吗? Allow the candidate to say when the trip is.
2	这次旅行是多长时间? Allow the candidate to say how long the trip lasts.
3	! 我们在哪里见面呢? Allow the candidate to say where to meet.
4	你觉得参加学校旅行怎么样? Allow the candidate to give his/her opinion of school trips. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you how many school trips you have each year. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

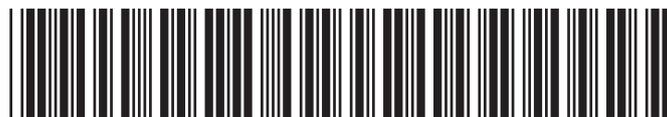
Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP1

### Topic: Daily life



(Source: © GoGo Images Corporation / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photo
- what you think about a family eating together
- what you ate on your birthday last year
- what you would like to make for your friends to eat
- whether you like healthy food.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Daily life



(Source: © GoGo Images Corporation / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為和家人一起吃飯很重要，你覺得呢？  
[為什麼（不）呢？/還有呢?]
3. 去年過生日的時候你吃了什麼？  
[還有呢?]
4. 你會做什麼東西給你的朋友們吃呢？  
[為什麼呢？/還有呢?]
5. 你喜歡吃健康的東西嗎？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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STIMULUS FP1

Topic: Daily life



(Source: © GoGo Images Corporation / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为和家人一起吃饭很重要, 你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 去年过生日的时候你吃了什么?  
[还有呢? ]
4. 你会做什么东西给你的朋友们吃呢?  
[为什么呢? /还有呢? ]
5. 你喜欢吃健康的東西嗎?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP2

### Topic: Cultural life



(Source: © TAO Images Limited / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- description of the photo
- your opinion of festivals
- a celebration you enjoyed
- plans for your next birthday
- where you like to celebrate.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP2

Topic: Cultural life



(Source: © TAO Images Limited / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為過節很有意思，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 最近你參加過什麼慶祝活動？  
[還有呢？]
4. 下次生日，你想怎麼過？  
[為什麼呢？/還有呢？]
5. 你喜歡去什麼樣的地方參加慶祝活動？  
[為什麼呢？/還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP2

Topic: Cultural life



(Source: © TAO Images Limited / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为过节很有意思, 你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 最近你参加过什么庆祝活动?  
[还有呢? ]
4. 下次生日, 你想怎么过?  
[为什么呢? /还有呢? ]
5. 你喜欢去什么样的地方参加庆祝活动?  
[为什么呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP3

### Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on outdoor activities
- your last summer holiday
- what you will do this winter
- long school holidays.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP3

### Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為戶外活動很重要，你覺得呢？  
[為什麼（不）呢？/還有呢?]
3. 去年暑假你做了什麼？  
[還有呢?]
4. 今年冬天你要做什麼？  
[為什麼呢？/還有呢?]
5. 你覺得學校的長假期好不好？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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**STIMULUS FP3**

**Topic: Holidays**



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为户外活动很重要, 你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 去年暑假你做了什么?  
[还有呢? ]
4. 今年冬天你要做什么?  
[为什么呢? /还有呢? ]
5. 你觉得学校的长假期好不好?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP4

### Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion of cities
- what you have done recently in your area
- an area you would like to visit in the future
- your opinion of the countryside.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我喜歡城市，你呢？  
[為什麼（不）呢？/還有呢?]
3. 最近你在你住的地方做了什麼？  
[還有呢?]
4. 將來你想到哪裡去旅遊？  
[為什麼呢？/還有呢?]
5. 你喜歡鄉下嗎？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我喜欢城市, 你呢?  
[为什么 (不) 呢? /还有呢? ]
3. 最近你在你住的地方做了什么?  
[还有呢? ]
4. 将来你想到哪里去旅游?  
[为什么呢? /还有呢? ]
5. 你喜欢乡下吗?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP5

### Topic: What school is like



(Source: © Henry Westheim Photography / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on school uniform
- what you did at school last week
- what you would like to study at school next year
- your opinion on homework.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP5

### Topic: What school is like



(Source: © Henry Westheim Photography / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為穿校服很好，你覺得呢？  
[為什麼（不）呢？/還有呢?]
3. 上個星期你在學校做了什麼？  
[還有呢?]
4. 明年你想學習什麼科目？  
[為什麼呢？/還有呢?]
5. 你喜歡做作業嗎？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP5

### Topic: What school is like



(Source: © Henry Westheim Photography / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为穿校服很好, 你觉得呢?  
[为什么(不)呢? /还有呢? ]
3. 上个星期你在学校做了什么?  
[还有呢? ]
4. 明年你想学习什么科目?  
[为什么呢? /还有呢? ]
5. 你喜欢做作业吗?  
[为什么(不)呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP6

### Topic: What school is like



(Source: © Photoshot)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on eating lunch in the school canteen
- what you did during the lunch break yesterday
- your plans for the end of the school year
- your favourite extracurricular activity at school.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP6

Topic: What school is like



(Source: © Photoshot)

1. 描述這張照片。  
[還有呢?]
2. 我認為在學校餐廳吃午飯很好。你覺得呢?  
[為什麼(不)呢?/還有呢?]
3. 昨天中午休息的時候你做了什麼?  
[還有呢?]
4. 今年夏天你要做什麼?  
[為什麼呢?/還有呢?]
5. 你最喜歡的課外活動是什麼?  
[為什麼(不)呢?/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP6

### Topic: What school is like



(Source: © Photoshot)

1. 描述这张照片。  
[还有呢? ]
2. 我认为在学校餐厅吃午饭很好。你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 昨天中午休息的时候你做了什么?  
[还有呢? ]
4. 今年夏天你要做什么?  
[为什么呢? /还有呢? ]
5. 你最喜欢的课外活动是什么?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP7

### Topic: Ambitions



(Source: © XiXinXing / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on staying at school beyond 16
- the subject you enjoyed most this year
- your plans for September
- your opinion on going to university.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP7

Topic: Ambitions



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為十六歲以後繼續上學很好，你覺得呢？  
[為什麼（不）呢？/還有呢?]
3. 你今年最喜歡的科目是什麼？  
[為什麼呢？/還有呢?]
4. 今年九月你要做什麼？  
[為什麼呢？/還有呢?]
5. 你認為上大學重要嗎？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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**STIMULUS FP7**

**Topic: Ambitions**



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为十六岁以后继续上学很好, 你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 你今年最喜欢的科目是什么?  
[为什么呢? /还有呢? ]
4. 今年九月你要做什么?  
[为什么呢? /还有呢? ]
5. 你认为上大学重要吗?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP8

### Topic: Work



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on working with others
- a part-time job you have done
- your future job
- your opinion on working abroad.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP8

Topic: Work



(Source: © Image Source / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我喜歡和別人一起工作。你呢?  
[為什麼(不)呢?/還有呢?]
3. 告訴我一下你做過的一份兼職工作。  
[還有呢?]
4. 將來你想做什麼工作?  
[為什麼呢?/還有呢?]
5. 你喜歡在國外工作嗎?  
[為什麼(不)呢?/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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**STIMULUS FP8**

**Topic: Work**



(Source: © Image Source / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我喜欢和别人一起工作。你呢?  
[为什么 (不) 呢? /还有呢? ]
3. 告诉我一下你做过的一份兼职工作。  
[还有呢? ]
4. 将来你想做什么工作?  
[为什么呢? /还有呢? ]
5. 你喜欢在国外工作吗?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP9

### Topic: Bringing the world together



(Source: © Bob Daemrich / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on watching competitions
- a competition you have attended
- what you would like to do together with a foreign friend
- what is good about international events.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP9

### Topic: Bringing the world together



(Source: © Bob Daemrich / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為比賽很好玩，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 最近你參加過什麼比賽？  
[還有呢？]
4. 你想和你的外國朋友一起參加什麼活動？  
[為什麼（不）呢？/還有呢？]
5. 參加國際活動有什麼好處？  
[還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP9

### Topic: Bringing the world together



(Source: © Bob Daemrich / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为比赛很好玩, 你觉得呢?  
[为什么 (不) 呢? / 还有呢? ]
3. 最近你参加过什么比赛?  
[还有呢? ]
4. 你想和你的外国朋友一起参加什么活动?  
[为什么 (不) 呢? / 还有呢? ]
5. 参加国际活动有什么好处?  
[还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS FP10

### Topic: Environmental issues



(Source: © Blue Jean Images / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on giving away items you no longer need
- what kind of items you have given away previously
- environmentally friendly ways of getting to school
- what else you can do to help the environment.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP10

### Topic: Environmental issues



(Source: © Blue Jean Images / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為捐東西給別人很好，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 你以前捐過什麼東西？  
[還有呢？]
4. 怎麼上學最環保？  
[還有呢？]
5. 我們還可以做什麼保護環境？  
[還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Foundation Tier**

Sample assessment material for first teaching  
September 2017

**Time: 19 to 21 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2F**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, a prompt has been given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

Turn over ►

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## STIMULUS FP10

### Topic: Environmental issues



(Source: © Blue Jean Images / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为捐东西给别人很好, 你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 你以前捐过什么东西?  
[还有呢? ]
4. 怎么上学最环保?  
[还有呢? ]
5. 我们还可以做什么保护环境?  
[还有呢? ]

## GCSE Chinese Foundation tier

### Paper 2 mark scheme

#### General guidance on using levels-based mark schemes

##### Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

##### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier – Part 1

### Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario. Informal register includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Formal register includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

### Foundation card 1 (FR1)

You are in a hotel in Brighton. You are looking for a job for the summer holidays.

**Prompt 1: Say what kind of work you are looking for.**

**Question 1: 您好! 我能帮你什么忙吗?**

Mark	Descriptor	
0	我喜欢服务员。	有意思的工作。
	No rewardable communication because response does not communicate the required message.	Highly ambiguous. Lack of subject and verb does not make it clear what the candidate's purpose is.
1	我当/做服务员。	我喜欢服务员的工作。
	Communication is partially clear but not entirely because of inaccurate use of the verb 'become' rather than 'would like to become'.	Communication is ambiguous. It could mean that the candidate likes a waiter/waitress' job rather than asking for a job as a waiter/waitress. However wording gives enough meaning within the context for one mark.
2	您好! 我想找个服务员的工作。/ 我想当服务员。	我想要到厨房工作。
	Clearly communicated.	Clearly communicated.

**Prompt 2: Say why you want to work in the summer.**

**Question 2: 您为什么想夏天工作?**

Mark	Descriptor	
0	喜欢。	休息中文。
	No rewardable communication because response does not communicate the required message.	No rewardable communication. The incorrect pronunciation of "学习" (study) as "休息" (rest) impedes communication.
1	说中文。	很有意思工作。
	Ambiguous as to whether the candidate is saying that s/he wants to work in the summer <i>because</i> s/he speaks Chinese or because s/he <i>wishes</i> to practise Chinese with the guests.	Partially clear due to incorrect word order interfering with meaning. However, the wording gives the statement some meaning within the context of the role play.
2	因为这个工作很好。	需要挣钱。
	Clearly communicated response to the prompt.	Clearly communicated response, in spite of the lack of a subject or "because" at the start of the utterance.

**Prompt 3: !****Question 3: 你今年多大了?**

Mark	Descriptor	
0	我是大人。	我在中国出生。
	No rewardable communication; this is not a response to the question asked.	No rewardable communication; the student gives the place of birth but not the date of birth as required by the question.
1	你十六。	十六年。
	Ambiguous because of the use of the incorrect pronoun (“你”). However in the context of the role play it still has some meaning.	Partially clear because the answer refers to a length of time as opposed to the candidate’s age. However in the context of the role play it still has some meaning.
2	我十六岁。/我十六了。	我今年十六岁。
	Clearly communicated.	Clearly communicated.

**Prompt 4: Say how long you want to work.****Question 4: 你想工作多长时间?**

Mark	Descriptor	
0	三次。	六点。
	No rewardable communication. The response is not meaningful.	Highly ambiguous. It is not evident that the student has understood the prompt.
1	朋友，四个星期可以吗?	四个星 kee。
	Partially appropriate because of the use of an informal form of address (“朋友”).	Partially clear. Incorrect pronunciation of “期” as ‘kee’ due to misunderstanding of conventions of Pinyin.
2	我想在这里工作两个月：七月和八月。	七、八两月。
	Clearly communicated. This response is unambiguous.	The response is clearly communicated.

**Prompt 5: ? Ask when you can start work.**

Mark	Descriptor	
0	我明天上班。	我可以上班吗？
	No rewardable communication. The candidate has not asked a question.	Highly ambiguous. Not clear what the candidate is asking about. The candidate fails to ask the intended question.
1	我上班什么时候？	上班七月二十日吗？
	Ambiguous as candidate could be asking about working hours rather than when they should start.	Communication is ambiguous, as candidate could also be asking whether they have to work on that particular day.
2	请问，我什么时候开始上班？	请问一下，工作时间是哪一天开始？
	Clearly communicated. Has asked a clear question.	Clearly communicated despite unnecessary inclusion of “时间”.

## Assessment criteria for the Foundation tier – Part 2

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers.</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.</li><li>• A straightforward opinion may be expressed but without justification.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed.</li><li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.</li><li>• Straightforward, brief opinions are given but without justification.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary.</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions with occasional, brief justification.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions and gives justification with some development.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>

## Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.

**Intonation:** the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

**Inaccuracies** in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in **tones** that lead to **impairment in communication**:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.

## Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.</li> <li>Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</li> <li>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li> </ul>

### Additional guidance

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example misuse of measure words
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example missing subject, incorrect word order
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Foundation tier – Part 3

### Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Communicates limited information relevant to the topics and questions.</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.</li><li>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions.</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.</li><li>• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>

## Additional guidance

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

**Intonation**: the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

**Inaccuracies** in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

Inaccuracies in **tones** that lead to **impairment in communication**:

- inaccuracies in tones that mean the listener cannot understand the message
- the tones are so frequently inaccurate or absent that the listener cannot understand the message.

## Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.</li> <li>• Short, undeveloped responses, many incomplete.</li> <li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.</li> <li>• Short responses, any development depends on teacher prompting.</li> <li>• Limited ability to sustain communication, pace is mostly slow and hesitant.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</li> <li>• Occasionally able to initiate and develop responses independently but regular prompting needed.</li> <li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation.</li> <li>• Sometimes able to initiate and develop the conversation independently, some prompting needed.</li> <li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</li> </ul>

### Additional guidance

**Rephrasing/repair strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

## Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation.</li> <li>• Limited accuracy, minimal success when referring to past, present and future events.</li> <li>• Individual words and phrases are coherent; high frequency of errors prevent meaning being conveyed throughout much of the conversation.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Uses straightforward, repetitive, grammatical structures.</li> <li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</li> <li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</li> <li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li> <li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li> <li>• Generally accurate grammatical structures, generally successful references to past, present and future events.</li> <li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication.</li> </ul>

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example misuse of measure words
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example missing subject, incorrect word order
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 3: Reading and understanding  
in Chinese**

**Foundation Tier**

Sample assessment material for first  
teaching September 2017

**Time: 50 minutes**

Paper Reference

**1CN0/3F**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- On page 2 indicate which set of texts you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Questions are set in English.
- Answer **all** questions from Sections A and B in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 10 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## Use of Chinese Characters

All questions and texts are printed twice, once in English and traditional/full characters and once in English and simplified characters. Questions and texts in English and traditional/full characters begin on page 181. Questions and texts in English and simplified characters begin on page 197. **You may work from whichever version you wish.** Please indicate which set of questions and texts you intend to work from by putting a cross in one box below:

TRADITIONAL/FULL 繁體字	<input type="checkbox"/>
SIMPLIFIED 简体字	<input type="checkbox"/>

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

繁體字

**TRADITIONAL/FULL CHARACTER VERSION**

(Simplified Character Version begins on page 197)

TRADITIONAL/FULL CHARACTERS

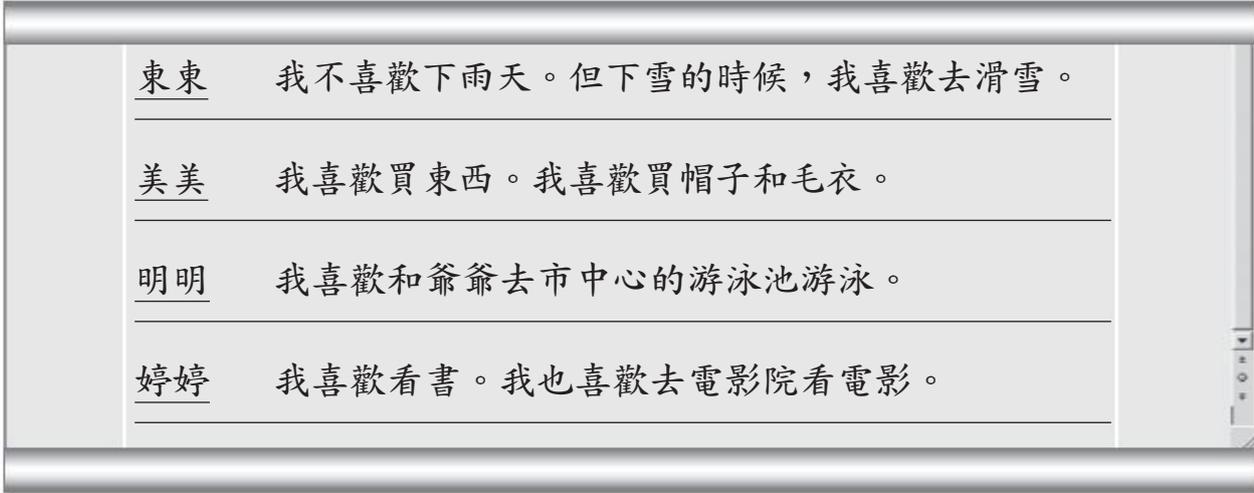
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

A day out

1 Read the opinions about days out on a website.



What do they say about days out? Enter **Dongdong, Meimei, Mingming** or **Tingting**.

You can use each person more than once.

**Example:** Meimei likes to go shopping.

- (a) \_\_\_\_\_ likes to read books. (1)
- (b) \_\_\_\_\_ likes swimming. (1)
- (c) \_\_\_\_\_ does not like rainy days. (1)
- (d) \_\_\_\_\_ goes out with his grandfather. (1)
- (e) \_\_\_\_\_ enjoys watching films. (1)
- (f) \_\_\_\_\_ buys hats and sweaters. (1)

(Total for Question 1 = 6 marks)

## TRADITIONAL/FULL CHARACTERS

### A new restaurant

2 Read the advert below.

#### 五月花餐廳

我們在市中心，火車站的旁邊。

餐廳下午五點開門到晚上十一點半，星期一休息。

歡迎你來買我們有名的烤肉和魚湯。咖啡免費。

我們餐廳能坐七十人。

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

50	70	Mondays	Sundays
coffee	water	train station	bus station
roast chicken	fish soup	fruit juice	city centre

**Example:** The new restaurant is situated in the city centre.

- (a) The restaurant is next to the \_\_\_\_\_ . (1)
- (b) The restaurant is closed on \_\_\_\_\_ . (1)
- (c) One of the famous menu items is \_\_\_\_\_ . (1)
- (d) \_\_\_\_\_ is provided free. (1)
- (e) The restaurant can seat \_\_\_\_\_ people. (1)

**(Total for Question 2 = 5 marks)**

TRADITIONAL/FULL CHARACTERS

Studying overseas

- 3 (a) Read this blog by Martin about studying overseas.

我是一個法國到中國留學的學生。  
我喜歡在這裡學習。我有很多外國朋友，我們  
都用普通話聊天。  
開始的時候，我只能說很少的普通話。  
在中國學習了一年，我的朋友說我是中國人了！

Answer the following questions **in English**. You do not need to write in full sentences.

- (i) Which country did Martin come from? (1)

.....

- (ii) What did Martin initially find difficult? (1)

.....

- (iii) How long has he been studying in China? (1)

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TRADITIONAL/FULL CHARACTERS

3 (b) The blog continues.

我和我的朋友喜歡吃中國菜。我喜歡吃青菜，  
但我不喜歡吃牛肉。  
在中國吃西餐很貴。

(i) What does Martin like to eat?

(1)

(ii) What does he think about Western food in China?

(1)

**(Total for Question 3 = 5 marks)**

TRADITIONAL/FULL CHARACTERS

《小馬過河》

4 Read the extract from a traditional Chinese fable about a little horse.

一隻小馬和馬媽媽住在一個大草地上。有一天，馬媽媽說：“你長大了，你能幫媽媽嗎？”

小馬說：“好啊！沒問題。”

馬媽媽說：“好孩子，這袋東西是送給大羊的，你送去山邊給他，好嗎？”

小馬拿了東西就跑了。跑到河邊，小馬看着河裡的水，心想：河裡的水深嗎？我能不能過去呢？他看到一隻老牛在河邊吃草，就去問老牛。

DO NOT WRITE IN THIS AREA

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Put a cross ☒ in the correct box.

**Example:** The little horse lived with...

<input type="checkbox"/>	A his father.
<input checked="" type="checkbox"/>	B his mother.
<input type="checkbox"/>	C his aunt.
<input type="checkbox"/>	D his grandmother.

(a) Where did they live?

<input type="checkbox"/>	A in a forest
<input type="checkbox"/>	B in a grassy field
<input type="checkbox"/>	C in the city
<input type="checkbox"/>	D in a stable

### TRADITIONAL/FULL CHARACTERS

(b) The little horse was asked to...

<input type="checkbox"/>	<b>A</b> carry a bag of things.
<input type="checkbox"/>	<b>B</b> go for a run.
<input type="checkbox"/>	<b>C</b> eat his meal.
<input type="checkbox"/>	<b>D</b> go to sleep.

(c) He had to go...

<input type="checkbox"/>	<b>A</b> across a field.
<input type="checkbox"/>	<b>B</b> to the hillside.
<input type="checkbox"/>	<b>C</b> to a farm.
<input type="checkbox"/>	<b>D</b> across a bridge.

(d) On his way he came to a...

<input type="checkbox"/>	<b>A</b> wall.
<input type="checkbox"/>	<b>B</b> road.
<input type="checkbox"/>	<b>C</b> river.
<input type="checkbox"/>	<b>D</b> lake.

(e) Nearby he saw an old...

<input type="checkbox"/>	<b>A</b> cow.
<input type="checkbox"/>	<b>B</b> pig.
<input type="checkbox"/>	<b>C</b> goat.
<input type="checkbox"/>	<b>D</b> dog.

(Total for Question 4 = 5 marks)

TRADITIONAL/FULL CHARACTERS

A festival

5 Read the extract from a webpage below.

每年五月，中國都會在北京或者上海舉辦國際音樂節。這個活動是從1997年開始的。今年的音樂節會在北京的一個大公園舉行。有五十多個音樂隊和八萬人參加。每年的音樂節都有一個環保主題：回收，節約用水，保護動物。

(Source from: <http://en.wikipedia.org>)

(a) What type of festival is described in the passage? (1)

(b) Apart from performers, how many people are expected? (1)

(c) Give **one** of the festival's themes. (1)

(Total for Question 5 = 3 marks)

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**QUESTION 6 BEGINS ON THE NEXT PAGE**

## TRADITIONAL/FULL CHARACTERS

### My summer job

6 Read this blog where Philip describes a summer job.

去年夏天，我在體育中心工作了八個星期。我先做售貨員，一個月後，我在服務台工作。

體育中心有游泳、打網球、打籃球的設備，也有餐廳和小商店。商店賣運動器材、衣服和鞋子。很多人喜歡買運動鞋。

來體育中心玩，成人票三十元，學生十五元，小孩六歲以下免費。

我有很多很好的同事，我很喜歡在那裡工作。

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Put a cross  in the correct box.

**Example:** The job lasted...

<input checked="" type="checkbox"/>	A one week.
<input type="checkbox"/>	B one month.
<input type="checkbox"/>	C five weeks.
<input checked="" type="checkbox"/>	D eight weeks.

(a) When he started to work, Philip worked as a...

<input checked="" type="checkbox"/>	A sales assistant.
<input type="checkbox"/>	B cleaner.
<input type="checkbox"/>	C driver.
<input checked="" type="checkbox"/>	D receptionist.

### TRADITIONAL/FULL CHARACTERS

(b) At the centre there was...

<input type="checkbox"/>	<b>A</b> an internet café.
<input type="checkbox"/>	<b>B</b> a health clinic.
<input type="checkbox"/>	<b>C</b> a restaurant.
<input type="checkbox"/>	<b>D</b> a post office.

(c) A lot of people liked to buy...

<input type="checkbox"/>	<b>A</b> clothes.
<input type="checkbox"/>	<b>B</b> food.
<input type="checkbox"/>	<b>C</b> sports equipment.
<input type="checkbox"/>	<b>D</b> trainers.

(d) The ticket price for students was...

<input type="checkbox"/>	<b>A</b> free.
<input type="checkbox"/>	<b>B</b> 10 yuan.
<input type="checkbox"/>	<b>C</b> 15 yuan.
<input type="checkbox"/>	<b>D</b> 20 yuan.

(e) Philip's colleagues...

<input type="checkbox"/>	<b>A</b> were very good.
<input type="checkbox"/>	<b>B</b> were not very helpful.
<input type="checkbox"/>	<b>C</b> shouted at him.
<input type="checkbox"/>	<b>D</b> asked him to stay.

(Total for Question 6 = 5 marks)



TRADITIONAL/FULL CHARACTERS

《我愛我的家》 by Lidia Fernandes de Mello

8 Read the extract from the text. Lidia describes her family and her future plans.

今年我四十二歲。我是中學教師。現在我學習漢語，因為我打算去台灣。我喜歡鍛煉身體，所以每個星期我去跑步三次。

我的丈夫五十二歲，他叫李山。他是一個銀行經理。每個星期四，他去打籃球。

我們有兩個孩子。兒子十歲，喜歡踢足球。女兒八歲，愛打網球。

(Source from: I Want To Be A Lawyer (short story anthology), Beijing Language and Culture University Press)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What is Lidia's job? (1)

(b) To where is she planning to travel? (1)

(c) What does Li Shan do every Thursday? (1)

(d) What does their daughter love to do? (1)

(Total for Question 8 = 4 marks)

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## TRADITIONAL/FULL CHARACTERS

### Tourism

9 Read these descriptions on a tourism website.

- |     |  |
|-----|--|
| 上海  | 從飛機場坐火車到市中心，去博物館看國畫展覽會，在河邊散步。                |
| 北京  | 參觀天安門廣場，去餐館吃北京烤鴨，去劇院看京劇，到動物園看熊貓。             |
| 香港  | 可以看美麗的海港和很多高樓。還有很大的購物中心，是購物的好地方，可以買很便宜的電子遊戲。 |
| 新加坡 | 逛市場買衣服、運動鞋和紀念品，去餐館吃小餃子。去運動場觀看比賽。             |

(Source from: <http://www.chinahighlights.com>)

Which is the right place? Choose between **Shanghai, Beijing, Hong Kong** and **Singapore**.

You can use each location more than once.

**Example:** Tiananmen Square is in Beijing.

- (a) It is possible to eat little dumplings in \_\_\_\_\_ . (1)
- (b) If you would like to see pandas, \_\_\_\_\_ is for you. (1)
- (c) For large shopping centres, go to \_\_\_\_\_ . (1)
- (d) If you want to view art, go to \_\_\_\_\_ . (1)
- (e) When visiting \_\_\_\_\_ , take the train from the airport. (1)

(Total for Question 9 = 5 marks)

**TOTAL FOR SECTION A = 43 MARKS**



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# 简体字

## **SIMPLIFIED CHARACTER VERSION**

(Traditional/Full Character Version begins on page 181)

## SIMPLIFIED CHARACTERS

### SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

#### A day out

1 Read the opinions about days out on a website.

东东	我不喜欢下雨天。但下雪的时候，我喜欢去滑雪。
美美	我喜欢买东西。我喜欢买帽子和毛衣。
明明	我喜欢和爷爷去市中心的游泳池游泳。
婷婷	我喜欢看书。我也喜欢去电影院看电影。

What do they say about days out? Enter **Dongdong, Meimei, Mingming** or **Tingting**.

You can use each person more than once.

**Example:** Meimei likes to go shopping.

- (a) \_\_\_\_\_ likes to read books. (1)
- (b) \_\_\_\_\_ likes swimming. (1)
- (c) \_\_\_\_\_ does not like rainy days. (1)
- (d) \_\_\_\_\_ goes out with his grandfather. (1)
- (e) \_\_\_\_\_ enjoys watching films. (1)
- (f) \_\_\_\_\_ buys hats and sweaters. (1)

**(Total for Question 1 = 6 marks)**

## SIMPLIFIED CHARACTERS

### A new restaurant

2 Read the advert below.

#### 五月花餐厅

我们在市中心，火车站的旁边。

餐厅下午五点开门到晚上十一点半，星期一休息。

欢迎你来买我们有名的烤肉和鱼汤。咖啡免费。

我们餐厅能坐七十人。

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

50	70	Mondays	Sundays
coffee	water	train station	bus station
roast chicken	fish soup	fruit juice	city centre

**Example:** The new restaurant is situated in the city centre.

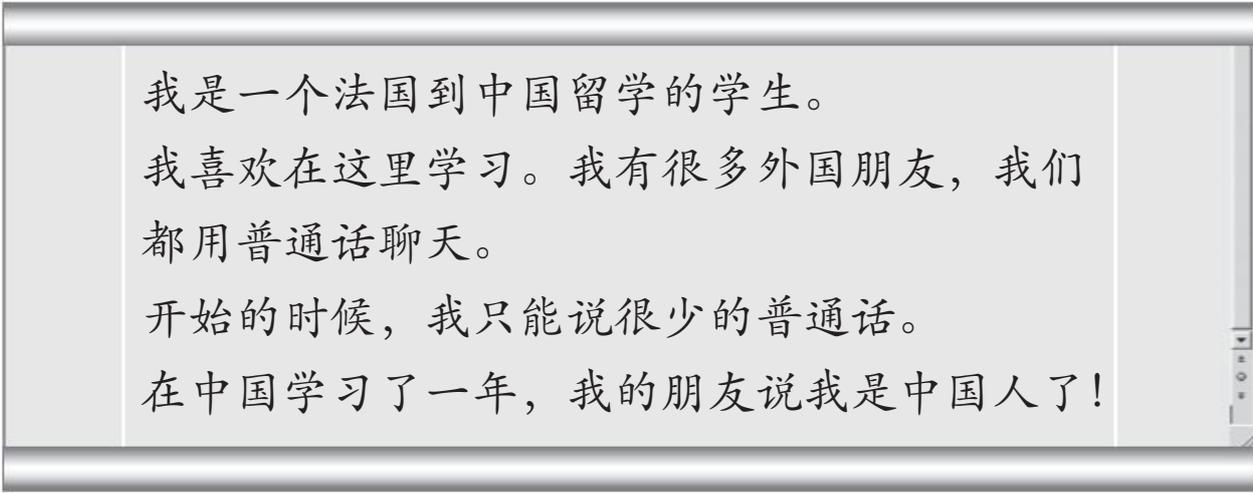
- (a) The restaurant is next to the \_\_\_\_\_ . (1)
- (b) The restaurant is closed on \_\_\_\_\_ . (1)
- (c) One of the famous menu items is \_\_\_\_\_ . (1)
- (d) \_\_\_\_\_ is provided free. (1)
- (e) The restaurant can seat \_\_\_\_\_ people. (1)

**(Total for Question 2 = 5 marks)**

## SIMPLIFIED CHARACTERS

### Studying overseas

- 3 (a) Read this blog by Martin about studying overseas.



我是一个法国到中国留学的学生。  
我喜欢在这里学习。我有很多外国朋友，我们都用普通话聊天。  
开始的时候，我只能说很少的普通话。  
在中国学习了一年，我的朋友说我是中国人了！

Answer the following questions **in English**. You do not need to write in full sentences.

- (i) Which country did Martin come from? (1)

.....

- (ii) What did Martin initially find difficult? (1)

.....

- (iii) How long has he been studying in China? (1)

.....

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**SIMPLIFIED CHARACTERS**

3 (b) The blog continues.

我和我的朋友喜欢吃中国菜。我喜欢吃青菜，  
但我不喜欢吃牛肉。

在中国吃西餐很贵。

(i) What does Martin like to eat?

(1)

(ii) What does he think about Western food in China?

(1)

**(Total for Question 3 = 5 marks)**

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## SIMPLIFIED CHARACTERS

### 《小马过河》

4 Read the extract from a traditional Chinese fable about a little horse.

一只小马和马妈妈住在一个大草地上。有一天，马妈妈说：“你长大了，你能帮妈妈吗？”

小马说：“好啊！没问题。”

马妈妈说：“好孩子，这袋东西是送给大羊的，你送去山边给他，好吗？”

小马拿了东西就跑了。跑到河边，小马看着河水的水，心想：河水的水深吗？我能不能过去呢？他看到一只老牛在河边吃草，就去问老牛。

Put a cross ☒ in the correct box.

**Example:** The little horse lived with...

<input type="checkbox"/>	<b>A</b> his father.
<input checked="" type="checkbox"/>	<b>B</b> his mother.
<input type="checkbox"/>	<b>C</b> his aunt.
<input type="checkbox"/>	<b>D</b> his grandmother.

(a) Where did they live?

<input type="checkbox"/>	<b>A</b> in a forest
<input type="checkbox"/>	<b>B</b> in a grassy field
<input type="checkbox"/>	<b>C</b> in the city
<input type="checkbox"/>	<b>D</b> in a stable

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DO NOT WRITE IN THIS AREA

### SIMPLIFIED CHARACTERS

(b) The little horse was asked to...

<input type="checkbox"/>	<b>A</b> carry a bag of things.
<input type="checkbox"/>	<b>B</b> go for a run.
<input type="checkbox"/>	<b>C</b> eat his meal.
<input type="checkbox"/>	<b>D</b> go to sleep.

(c) He had to go...

<input type="checkbox"/>	<b>A</b> across a field.
<input type="checkbox"/>	<b>B</b> to the hillside.
<input type="checkbox"/>	<b>C</b> to a farm.
<input type="checkbox"/>	<b>D</b> across a bridge.

(d) On his way he came to a...

<input type="checkbox"/>	<b>A</b> wall.
<input type="checkbox"/>	<b>B</b> road.
<input type="checkbox"/>	<b>C</b> river.
<input type="checkbox"/>	<b>D</b> lake.

(e) Nearby he saw an old...

<input type="checkbox"/>	<b>A</b> cow.
<input type="checkbox"/>	<b>B</b> pig.
<input type="checkbox"/>	<b>C</b> goat.
<input type="checkbox"/>	<b>D</b> dog.

(Total for Question 4 = 5 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

## SIMPLIFIED CHARACTERS

### A festival

5 Read the extract from a webpage below.

每年五月，中国都会在北京或者上海举办国际音乐节。这个活动是从1997年开始的。今年的音乐节会在北京的一个大公园举行。有五十多个音乐队和八万人参加。每年的音乐节都有一个环保主题：回收，节约用水，保护动物。

(Source from: <http://en.wikipedia.org>)

(a) What type of festival is described in the passage? (1)

(b) Apart from performers, how many people are expected? (1)

(c) Give **one** of the festival's themes. (1)

**(Total for Question 5 = 3 marks)**

DO NOT WRITE IN THIS AREA

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**QUESTION 6 BEGINS ON THE NEXT PAGE**

## SIMPLIFIED CHARACTERS

### My summer job

6 Read this blog where Philip describes a summer job.

去年夏天，我在体育中心工作了八个星期。我先做售货员，一个月后，我在服务台工作。

体育中心有游泳、打网球、打篮球的设备，也有餐厅和小商店。商店卖运动器材、衣服和鞋子。很多人喜欢买运动鞋。

来体育中心玩，成人票三十元，学生十五元，小孩六岁以下免费。

我有很多很好的同事，我很喜欢在那里工作。

Put a cross  in the correct box.

**Example:** The job lasted...

<input checked="" type="checkbox"/>	A one week.
<input checked="" type="checkbox"/>	B one month.
<input checked="" type="checkbox"/>	C five weeks.
<input checked="" type="checkbox"/>	D eight weeks.

(a) When he started to work, Philip worked as a...

<input checked="" type="checkbox"/>	A sales assistant.
<input checked="" type="checkbox"/>	B cleaner.
<input checked="" type="checkbox"/>	C driver.
<input checked="" type="checkbox"/>	D receptionist.

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### SIMPLIFIED CHARACTERS

(b) At the centre there was...

<input type="checkbox"/>	<b>A</b> an internet café.
<input type="checkbox"/>	<b>B</b> a health clinic.
<input type="checkbox"/>	<b>C</b> a restaurant.
<input type="checkbox"/>	<b>D</b> a post office.

(c) A lot of people liked to buy...

<input type="checkbox"/>	<b>A</b> clothes.
<input type="checkbox"/>	<b>B</b> food.
<input type="checkbox"/>	<b>C</b> sports equipment.
<input type="checkbox"/>	<b>D</b> trainers.

(d) The ticket price for students was...

<input type="checkbox"/>	<b>A</b> free.
<input type="checkbox"/>	<b>B</b> 10 yuan.
<input type="checkbox"/>	<b>C</b> 15 yuan.
<input type="checkbox"/>	<b>D</b> 20 yuan.

(e) Philip's colleagues...

<input type="checkbox"/>	<b>A</b> were very good.
<input type="checkbox"/>	<b>B</b> were not very helpful.
<input type="checkbox"/>	<b>C</b> shouted at him.
<input type="checkbox"/>	<b>D</b> asked him to stay.

(Total for Question 6 = 5 marks)



SIMPLIFIED CHARACTERS

《我爱我的家》 by Lidia Fernandes de Mello

8 Read the extract from the text. Lidia describes her family and her future plans.

今年我四十二岁。我是中学教师。现在我学习汉语，因为我打算去台湾。我喜欢锻炼身体，所以每个星期我去跑步三次。

我的丈夫五十二岁，他叫李山。他是一个银行经理。每个星期四，他去打篮球。

我们有两个孩子。儿子十岁，喜欢踢足球。女儿八岁，爱打网球。

(Source from: I Want To Be A Lawyer (short story anthology), Beijing Language and Culture University Press)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What is Lidia's job? (1)

(b) To where is she planning to travel? (1)

(c) What does Li Shan do every Thursday? (1)

(d) What does their daughter love to do? (1)

(Total for Question 8 = 4 marks)

## SIMPLIFIED CHARACTERS

### Tourism

9 Read these descriptions on a tourism website.

上海	从飞机场坐火车到市中心，去博物馆看国画展览会，在河边散步。
北京	参观天安门广场，去餐馆吃北京烤鸭，去剧院看京剧，到动物园看熊猫。
香港	可以看美丽的海港和很多高楼。还有很大的购物中心，是购物的好地方，可以买很便宜的电子游戏。
新加坡	逛市场买衣服、运动鞋和纪念品，去餐馆吃小饺子。去运动场观看比赛。

(Source from: <http://www.chinahighlights.com>)

Which is the right place? Choose between **Shanghai, Beijing, Hong Kong** and **Singapore**.

You can use each location more than once.

**Example:** Tiananmen Square is in Beijing.

- (a) It is possible to eat little dumplings in \_\_\_\_\_ . (1)
- (b) If you would like to see pandas, \_\_\_\_\_ is for you. (1)
- (c) For large shopping centres, go to \_\_\_\_\_ . (1)
- (d) If you want to view art, go to \_\_\_\_\_ . (1)
- (e) When visiting \_\_\_\_\_ , take the train from the airport. (1)

(Total for Question 9 = 5 marks)

**TOTAL FOR SECTION A = 43 MARKS**



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## GCSE Chinese Foundation tier

### Paper 3 Mark scheme

All candidates are expected to answer in English. Answers in Chinese will not be credited.

#### SECTION A

Question number	Answer	Mark
1(a)	Tingting	(1)

Question number	Answer	Mark
1(b)	Mingming	(1)

Question number	Answer	Mark
1(c)	Dongdong	(1)

Question number	Answer	Mark
1(d)	Mingming	(1)

Question number	Answer	Mark
1(e)	Tingting	(1)

Question number	Answer	Mark
1(f)	Meimei	(1)

Question number	Answer	Mark
2(a)	train station	(1)

Question number	Answer	Mark
2(b)	Mondays	(1)

Question number	Answer	Mark
2(c)	fish soup	(1)

Question number	Answer	Mark
2(d)	coffee	(1)

Question number	Answer	Mark
2(e)	70	(1)

Question number	Answer	Mark
3(a)(i)	France	(1)

Question number	Answer	Mark
3(a)(ii)	speaking/speaking Chinese	(1)

Question number	Answer	Mark
3(a)(iii)	one year/1 year/a year	(1)

Question number	Answer	Mark
3(b)(i)	vegetables/green vegetables/Chinese food	(1)

Question number	Answer	Mark
3(b)(ii)	very expensive	(1)

Question number	Answer	Mark
4(a)	B	(1)

Question number	Answer	Mark
4(b)	A	(1)

Question number	Answer	Mark
4(c)	B	(1)

Question number	Answer	Mark
4(d)	C	(1)

Question number	Answer	Mark
4(e)	A	(1)

Question number	Answer	Reject	Mark
5(a)	music festival/international music festival/music	festival	(1)

Question number	Answer	Reject	Mark
5(b)	80,000		(1)

Question number	Answer	Reject	Mark
5(c)	recycling save water/water conservation animal protection/animal conservation	pollution	(1)

Question number	Answer	Mark
6(a)	A	(1)

Question number	Answer	Mark
6(b)	C	(1)

Question number	Answer	Mark
6(c)	D	(1)

Question number	Answer	Mark
6(d)	C	(1)

Question number	Answer	Mark
6(e)	A	(1)

Question number	Answer	Mark
7(a)	sports	(1)

Question number	Answer	Mark
7(b)	classmates	(1)

Question number	Answer	Mark
7(c)	windy	(1)

Question number	Answer	Mark
7(d)	bored	(1)

Question number	Answer	Mark
7(e)	football	(1)

Question number	Answer	Mark
8(a)	teacher/middle school teacher/secondary school teacher	(1)

Question number	Answer	Mark
8(b)	Taiwan	(1)

Question number	Answer	Mark
8(c)	play basketball/basketball	(1)

Question number	Answer	Mark
8(d)	playing tennis/play tennis	(1)

Question number	Answer	Mark
9(a)	Singapore	(1)

Question number	Answer	Mark
9(b)	Beijing	(1)

Question number	Answer	Reject	Mark
9(c)	Hong Kong	Xianggang	(1)

Question number	Answer	Mark
9(d)	Shanghai	(1)

Question number	Answer	Mark
9(e)	Shanghai	(1)

## SECTION B

Question number	Indicative content	Mark
10	I am American. My family and I live in London. Every morning I take the bus to school. I like PE, in the future I hope to be a sportsman.	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect timeframes.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

# Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 4: Writing in Chinese**

**Foundation Tier**

Sample assessment material for first  
teaching September 2017

**Time: 1 hour 15 minutes**

Paper Reference

**1CN0/4F**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Question 3, answer **either** Question 3(a) **or** Question 3(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 10 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P54043A

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Pearson

## Use of Chinese Characters

All questions are printed twice, once in English and traditional/full characters and once in English and simplified characters. Questions in English and traditional/full characters begin on page 221. Questions in English and simplified characters begin on page 228. **You may work from whichever version you wish.** Please indicate which set of questions you intend to work from by putting a cross in one box below:

TRADITIONAL/FULL 繁體字	<input type="checkbox"/>
SIMPLIFIED 简体字	<input type="checkbox"/>

DO NOT WRITE IN THIS AREA

繁體字

**TRADITIONAL/FULL CHARACTER VERSION**

(Simplified Character Version begins on page 228)

TRADITIONAL/FULL CHARACTERS

Music event

1



(Source: © Xinhua/Alamy Stock Photo)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

You are attending a concert in Beijing. You post this photo on social media for your friends.

Describe the photo and give your opinion on music.

Write approximately 20–30 characters in **Chinese**.

<input type="text"/>	15														
<input type="text"/>	30														
<input type="text"/>	45														

(Total for Question 1 = 12 marks)

## TRADITIONAL/FULL CHARACTERS

### School exchange trip

- 2 You are going to China on a school exchange trip. Write an email to the principal of the school in China.

Write an email with the following information:

- when you want to go to China
- where you want to stay
- your favourite subject(s)
- why you want to go to China.

Write approximately 40–50 characters in **Chinese**.

Use appropriate language for a **formal** email.

尊	敬	的	校	長:														15	
		您	好!																30
																			45
																			60
																			75
																			90
		祝	好!																105
					X	X	X												120

(Total for Question 2 = 16 marks)

**TRADITIONAL/FULL CHARACTERS**

**Choose either Question 3(a) or Question 3(b).**

**Holidays**

**3** (a) Mingming, your Chinese friend, has sent you an email about what he did last summer.

Write a reply to Mingming.

You **must** refer to the following points:

- how you spent your best-ever holiday
- how you usually spend your free time
- why schools should or should not have long holidays
- your plans for this summer.

Write approximately 80–110 characters in **Chinese**.

Use appropriate language for an **informal** email.

(20)

															15
															30
															45
															60
															75
															90
															105
															120

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## TRADITIONAL/FULL CHARACTERS

### Plans for the future

(b) Your school magazine seeks your opinions on your plans for the future.

Write an article for the school magazine.

You **must** refer to the following points:

- your main interest
- which subject you enjoyed the most
- why young people should or should not go to university
- your ideal job in the future.

Write approximately 80–110 characters in **Chinese**.

Use appropriate language for an **informal** article.

(20)

<input type="text"/>	15														
<input type="text"/>	30														
<input type="text"/>	45														
<input type="text"/>	60														
<input type="text"/>	75														
<input type="text"/>	90														
<input type="text"/>	105														
<input type="text"/>	120														

(Total for Question 3 = 20 marks)

**TRADITIONAL/FULL CHARACTERS**

**Interests**

**4** Translate the following sentences into **Chinese**.

(a) I love studying.

(2)

(b) I have many books.

(2)

(c) I often go to the library.

(2)

(d) We sometimes watch films there.

(3)

(e) Yesterday we didn't go, because it snowed.

(3)

**(Total for Question 4 = 12 marks)**

**TOTAL FOR PAPER: 60 MARKS**

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简体字

**SIMPLIFIED CHARACTER VERSION**

(Traditional/Full Character Version begins on page 221)

# SIMPLIFIED CHARACTERS

## Music event

1



(Source: © Xinhua/Alamy Stock Photo)

You are attending a concert in Beijing. You post this photo on social media for your friends.

Describe the photo and give your opinion on music.

Write approximately 20–30 characters in **Chinese**.

<input type="text"/>	15														
<input type="text"/>	30														
<input type="text"/>	45														

(Total for Question 1 = 12 marks)

## SIMPLIFIED CHARACTERS

### School exchange trip

- 2 You are going to China on a school exchange trip. Write an email to the principal of the school in China.

Write an email with the following information:

- when you want to go to China
- where you want to stay
- your favourite subject(s)
- why you want to go to China.

Write approximately 40–50 characters in **Chinese**.

Use appropriate language for a **formal** email.

尊	敬	的	校	长:											15
		您	好!												30
															45
															60
															75
															90
		祝	好!												105
					X	X	X								120

(Total for Question 2 = 16 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**SIMPLIFIED CHARACTERS**

**Plans for the future**

(b) Your school magazine seeks your opinions on your plans for the future.

Write an article for the school magazine.

You **must** refer to the following points:

- your main interest
- which subject you enjoyed the most
- why young people should or should not go to university
- your ideal job in the future.

Write approximately 80–110 characters in **Chinese**.

Use appropriate language for an **informal** article.

(20)

<input type="text"/>	15														
<input type="text"/>	30														
<input type="text"/>	45														
<input type="text"/>	60														
<input type="text"/>	75														
<input type="text"/>	90														
<input type="text"/>	105														
<input type="text"/>	120														

**(Total for Question 3 = 20 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**SIMPLIFIED CHARACTERS**

**Interests**

**4** Translate the following sentences into **Chinese**.

(a) I love studying.

(2)

.....  
.....

(b) I have many books.

(2)

.....  
.....

(c) I often go to the library.

(2)

.....  
.....

(d) We sometimes watch films there.

(3)

.....  
.....

.....  
.....

(e) Yesterday we didn't go, because it snowed.

(3)

.....  
.....

.....  
.....

**(Total for Question 4 = 12 marks)**

**TOTAL FOR PAPER: 60 MARKS**

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## GCSE Chinese Foundation tier

### Paper 4 Mark scheme

#### General guidance on using levels-based mark schemes

##### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

##### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier

### Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common, familiar vocabulary and expression with frequent repetition</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common, familiar vocabulary and expression with some repetition</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common, familiar vocabulary and expression with little repetition</li></ul>

## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Produces simple, short sentences in isolation</li><li>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Produces simple, short sentences with little linking</li><li>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>• Produces simple sentences with some linking</li><li>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</li></ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see **Additional guidance** below).

The student is expected to produce 40–50 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited information given likely to consist of single words and phrases</li><li>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</li><li>• Repetitive use of a limited selection of common words and phrases</li><li>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some brief information given, basic points made without development</li><li>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</li><li>• Limited use of common, familiar vocabulary and expression with frequent repetition</li><li>• Occasional appropriate use of register and style</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some relevant information given appropriate to the task, basic points made with little development</li><li>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</li><li>• Uses a small range of, common, familiar vocabulary and expression with some repetition</li><li>• Mostly appropriate use of register and style, mostly sustained</li></ul>
7–8	<ul style="list-style-type: none"><li>• Relevant information given appropriate to the task, basic points made with some development</li><li>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</li><li>• Uses common, familiar vocabulary and expression with little repetition</li><li>• Appropriate use of register and style sustained</li></ul>

## **Additional guidance**

**Register and style definition: Formal register and style** –this includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. It would include avoidance of slang, over-familiar language, exaggeration, endearments, writing in a conversational style, inappropriate abbreviations used in social media chat.

## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Repetitive use of minimal selection of straightforward grammatical structures</li> <li>• Produces individual words /set phrases</li> <li>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Use of a restricted range of straightforward grammatical structures, frequent repetition</li> <li>• Produces simple, short sentences, which are not linked</li> <li>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces simple, short sentences with minimal linking</li> <li>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, occasional repetition</li> <li>• Produces predominantly simple sentences occasionally linked together</li> <li>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication</li> </ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective

- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–110 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

#### Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of some key points and ideas</li><li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>• Appropriate use of register and style is evident but with occasional inconsistency</li></ul>

Mark	Descriptor
10–12	<ul style="list-style-type: none"> <li>Communicates information relevant to the task with expansion of key points and ideas</li> <li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>Appropriate use of register and style throughout with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: informal register and style** – this includes language that students would use when addressing friends and people of a similar age.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 4 – Foundation tier (12 marks)

### Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response – traditional characters
4(a)	我喜歡學習。 / 我愛學習。
4(b)	我有很多書。
4(c)	我常常去圖書館。

Question number	Example response – simplified characters
4(a)	我喜欢学习。 / 我爱学习。
4(b)	我有很多书。
4(c)	我常常去图书馆。

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"> <li>Some words are communicated but the overall meaning of the sentence is not communicated</li> </ul>
2	<ul style="list-style-type: none"> <li>The meaning of the sentence is partially communicated</li> <li>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</li> </ul>
3	<ul style="list-style-type: none"> <li>The meaning of the sentence is fully communicated</li> <li>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</li> </ul>

Question number	Example response – traditional characters
4(d)	我們有時候在那裡看電影。
4(e)	昨天我們沒有去，因為下雪了。

Question number	Example response – simplified characters
4(d)	我们有时候在那里看电影。
4(e)	昨天我们没有去，因为下雪了。

## Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 1: Listening and understanding in Chinese**  
**Transcript** **Higher Tier**

Sample assessment material for first teaching  
September 2017

Paper Reference

**1CN0/1H**

**Do not return the transcript with the question paper.**

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## TRADITIONAL/FULL CHARACTER VERSION

### A football match

#### Question 1

**M1:** 週末我有一場足球比賽。和上海來的足球隊比賽，他們也是中學生。足球比賽在下午三點開始。比賽以後我們一起吃飯。我們送給他們的禮物是學校的球衣，球衣是紅色的，他們很喜歡。我的中文不好，可是上海的學生英文很好，所以我們可以說很多話。

### A national holiday

#### Question 2

##### Example

**M1:** 玉芬，今天是六月一號兒童節，你做什麼了？

#### Question 2

**F1:** 今天學校不上課，老師帶我們去參觀天安門廣場，我們坐校車去。那裡很漂亮，有很多花，天氣很好。廣場上也有很多小朋友放風箏，我買了一個風箏，我的老師教我怎麼放風箏，我非常喜歡。

**M1:** 晚上呢？

**F1:** 我爸爸媽媽帶我去吃北京烤鴨，今天我很開心。

### My school

#### Question 3

**M1:** 我的學校早上八點開始上課。我走路去學校。中午的時候我們都在學校吃午飯，我常常吃雞肉和蘋果。我喜歡數學，因為老師很好。我的學校有一個圖書館，圖書館很新，我喜歡去那兒用電腦。圖書館的旁邊是運動場，每天早上我去那兒跑步，不過，我並不喜歡運動。還有，學生都穿校服，是藍色的，很不好看，所以我們都不喜歡。

## A trip to China

### Question 4

**M1:** 上個月馬田和學校去北京旅行。坐飛機去北京要十二個小時，飛機票不便宜。可是，他們的酒店不太貴。

他們在北京玩了三天。他們去動物園看大熊貓，大熊貓很胖，很好玩兒！第二天，他們去參觀長城，長城上人很多，風景很美。

第三天他們去買東西，馬田買了一張中國畫，非常漂亮，他也買了一點兒中國茶葉給爸爸媽媽，茶葉很特別，別的地方買不到。

晚上他們坐火車去西安。

## A job interview

### Question 5

#### Example

**M1:** 陳小姐，你在大學學什麼？

**F1:** 英文。

### Question 5

**M1:** 你怎麼知道我們公司的？

**F1:** 我的朋友告訴我的。

**M1:** 你想去外國工作嗎？

**F1:** 很想。我覺得在外國工作，可以很快學好外語。

**M1:** 你最想去哪裡工作？

**F1:** 我父母是中國人，我會說一點兒中文。我想去中國，提高我的中文。

**M1:** 你有工作經驗嗎？

**F1:** 有，我在圖書館工作過。去年我在一個旅行社工作，常常用法語。我最喜歡的工作是做義工，教小朋友英文。

**M1:** 你什麼時候可以開始？

**F1:** 越快越好。

## Qingdao city

### Question 6

**F1:** 青島是一個城市，在中國北方。青島的啤酒非常有名。青島在海邊，天氣很好，而且海灘很多，可以游泳，所以夏天的時候，很多遊客去青島度假。青島人喜歡吃海鮮，他們的魚很新鮮。青島的風景很美，還有很多老房子，非常漂亮。在青島，有一家公司很有名，他們做的冰箱和洗衣機，又好又便宜，在英國也可以買到。

## Using mobile phones

### Question 7

**F1:** 我是安娜，我和我的同學都有手機，手機是我最好的朋友。每天早上起床，我要先看看手機，睡覺以前，我也要看看手機。

**M1:** 我是Ben，我的生日禮物就是這個手機。我覺得手機很好，可是電腦更有用，我可以用電腦做作業，手機不行。

**F2:** 我是Jane，我覺得手機太方便了，可以聽音樂，可以上網看新聞。不過，上網的費用不便宜，上個月我花了30鎊上網！媽媽很生氣。

**M2:** 我是David，在學校的時候，我們是不可以用手機的。不過放學回家的時候，在地鐵上我用手機學外語，我的手機裡有一個字典，很有用。我覺得學校應該改變，讓學生用手機學習。

## An exchange student

### Question 8

#### Example

**F1:** 我的好朋友James，昨天剛從南京回來。James，你在中國學了多久？

**M1:** 我在南京學了三個月中文。

#### Question 8 Part (a)

**F1:** 你們每天上幾節中文課？

**M1:** 星期一到星期五，上午三個小時，下午兩個半小時，一共五個半小時。

**F1:** 週末上課嗎？

**M1:** 沒有課，可是我們有文化活動，我上書法課。

**F1:** 除了學習，你還做什麼？

**M1:** 晚上我在一個中學教英文。我的學生英文很好，不過上課的時候他們不喜歡說話。

#### Question 8 Part (b)

**F1:** 他們為什麼要學英文？

**M1:** 他們喜歡看英國電視，所以想學好英文。

**F1:** 你喜歡南京嗎？

**M1:** 南京很有意思，人也很友好。不過交通很不好，我坐公共汽車常常遲到。

**F1:** 你覺得學中文容易嗎？

**M1:** 很多人說漢字難，可是我不覺得。我學過日文，所以學漢字很快。我覺得說中文不容易，我說中文的時候，我的朋友聽不懂。

**Question 9****Question 9 Part (a)**

**F1:** 今天我們去七九八藝術區，這裡以前是一個工廠，現在是北京有名的藝術區。我們去和遊客談談。你好！你是哪國人？你喜歡這裡嗎？

**M1:** 我是英國人。這裡有很多藝術中心，非常有意思。

**F1:** 你怎麼知道這個地方？

**M1:** 我有一本旅遊的書，書上說有很多藝術家在這兒工作。我昨天就來了，因為是星期一，這裡不開門，所以今天再來一次。

**F1:** 有沒有喜歡的展覽？

**M1:** 有很多，不過，我最喜歡那個老火車。英國也有很多老火車，所以覺得很有趣。

**Question 9 Part (b)**

**F1:** 你好！你從哪裡來？喜歡這裡嗎？

**F2:** 我是北京人，我常常和我的學生來。

**F1:** 你的學生？那你是老師？

**F2:** 是啊，我教音樂。

**F1:** 在這裡可以做什麼？

**F2:** 這裡每個月都有新展覽。除了看展覽，這裡的咖啡店很多，也有商店可以買漂亮的禮物，我很喜歡來這裡拍照。

**A Chinese scholarship****Question 10 Part (i)**

**M1:** 李小姐今天給我們介紹去中國的獎學金。

**F1:** 從今年開始，我們有一個獎學金是給中學生的。中學生都可以申請，不過，年齡一定要在十六歲以上。在中國學習的費用，住的地方和吃飯都是免費的，不過學生需要自己買去中國的飛機票。

得到獎學金的學生可以去中國的一個大學學習中文。最長的可以學兩個月，最短的可以學四個星期，這些中文課程都在暑假。

**Question 10 Part (ii)**

**M1:** 怎麼申請呢？

**F1:** 你應該去我們的網站申請。你要給我們你的名字，年齡和學校。如果你學過中文，也要告訴我們你學過多長時間的中文，認識多少個漢字。沒學過中文的學生也可以申請。五月的時候，我們會發電子郵件告訴你申請的結果。

**M1:** 謝謝李小姐。

## SIMPLIFIED CHARACTER VERSION

### A football match

#### Question 1

**M1:** 周末我有一场足球比赛。和上海来的足球队比赛，他们也是中学生。足球比赛在下午三点开始。比赛以后我们一起吃饭。我们送给他们的礼物是学校的球衣，球衣是红色的，他们很喜欢。我的中文不好，可是上海的学生英文很好，所以我们可以说很多话。

### A national holiday

#### Question 2

##### Example

**M1:** 玉芬，今天是六月一号儿童节，你做什么了？

#### Question 2

**F1:** 今天学校不上课，老师带我们去参观天安门广场，我们坐校车去。那里很漂亮，有很多花，天气很好。广场上也有很多小朋友放风筝，我买了一个风筝，我的老师教我怎么放风筝，我非常喜欢。

**M1:** 晚上呢？

**F1:** 我爸爸妈妈带我去吃北京烤鸭，今天我很开心。

### My school

#### Question 3

**M1:** 我的学校早上八点开始上课。我走路去学校。中午的时候我们都在学校吃午饭，我常常吃鸡肉和苹果。我喜欢数学，因为老师很好。我的学校有一个图书馆，图书馆很新，我喜欢去那儿用电脑。图书馆的旁边是运动场，每天早上我去那儿跑步，不过，我并不喜欢运动。还有，学生都穿校服，是蓝色的，很不好看，所以我们都不喜欢。

## A trip to China

### Question 4

**M1:** 上个月马田和学校去北京旅行。坐飞机去北京要十二个小时，飞机票不便宜。可是，他们的酒店不太贵。

他们在北京玩了三天。他们去动物园看大熊猫，大熊猫很胖，很好玩儿！第二天，他们去参观长城，长城上人很多，风景很美。

第三天他们去买东西，马田买了一张中国画，非常漂亮，他也买了一点儿中国茶叶给爸爸妈妈，茶叶很特别，别的地方买不到。

晚上他们坐火车去西安。

## A job interview

### Question 5

#### Example

**M1:** 陈小姐，你在大学学什么？

**F1:** 英文。

### Question 5

**M1:** 你怎么知道我们公司的？

**F1:** 我的朋友告诉我的。

**M1:** 你想去外国工作吗？

**F1:** 很想。我觉得在外国工作，可以很快学好外语。

**M1:** 你最想去哪里工作？

**F1:** 我父母是中国人，我会说一点儿中文。我想去中国，提高我的中文。

**M1:** 你有工作经验吗？

**F1:** 有，我在图书馆工作过。去年我在一个旅行社工作，常常用法语。我最喜欢的工作是做义工，教小朋友英文。

**M1:** 你什么时候可以开始？

**F1:** 越快越好。

## Qingdao city

### Question 6

**F1:** 青岛是一个城市，在中国北方。青岛的啤酒非常有名。青岛在海边，天气很好，而且海滩很多，可以游泳，所以夏天的时候，很多游客去青岛度假。青岛人喜欢吃海鲜，他们的鱼很新鲜。青岛的风景很美，还有很多老房子，非常漂亮。在青岛，有一家公司很有名，他们做的冰箱和洗衣机，又好又便宜，在英国也可以买到。

## Using mobile phones

### Question 7

**F1:** 我是安娜，我和我的同学都有手机，手机是我最好的朋友。每天早上起床，我要先看看手机，睡觉以前，我也要看看手机。

**M1:** 我是Ben，我的生日礼物就是这个手机。我觉得手机很好，可是电脑更有用，我可以用电脑做作业，手机不行。

**F2:** 我是Jane，我觉得手机太方便了，可以听音乐，可以上网看新闻。不过，上网的费用不便宜，上个月我花了30镑上网！妈妈很生气。

**M2:** 我是David，在学校的时候，我们是不可以用手机的。不过放学回家的时候，在地铁上我用手机学外语，我的手机里有一个字典，很有用。我觉得学校应该改变，让学生用手机学习。

## An exchange student

### Question 8

#### Example

**F1:** 我的好朋友James，昨天刚从南京回来。James，你在中国学了多久？

**M1:** 我在南京学了三个月中文。

#### Question 8 Part (a)

**F1:** 你们每天上几节中文课？

**M1:** 星期一到星期五，上午三个小时，下午两个半小时，一共五个半小时。

**F1:** 周末上课吗？

**M1:** 没有课，可是我们有文化活动，我上书法课。

**F1:** 除了学习，你还做什么？

**M1:** 晚上我在一个中学教英文。我的学生英文很好，不过上课的时候他们不喜欢说话。

#### Question 8 Part (b)

**F1:** 他们为什么要学英文？

**M1:** 他们喜欢看英国电视，所以想学好英文。

**F1:** 你喜欢南京吗？

**M1:** 南京很有意思，人也很友好。不过交通很不好，我坐公共汽车常常迟到。

**F1:** 你觉得学中文容易吗？

**M1:** 很多人说汉字难，可是我不觉得。我学过日文，所以学汉字很快。我觉得说中文不容易，我说中文的时候，我的朋友听不懂。

**Question 9****Question 9 Part (a)**

**F1:** 今天我们去七九八艺术区，这里以前是一个工厂，现在是北京有名的艺术区。我们去和游客谈谈。你好！你是哪国人？你喜欢这里吗？

**M1:** 我是英国人。这里有很多艺术中心，非常有意思。

**F1:** 你怎么知道这个地方？

**M1:** 我有一本旅游的书，书上说有很多艺术家在这儿工作。我昨天就来了，因为是星期一，这里不开门，所以今天再来一次。

**F1:** 有没有喜欢的展览？

**M1:** 有很多，不过，我最喜欢那个老火车。英国也有很多老火车，所以觉得很有趣。

**Question 9 Part (b)**

**F1:** 你好！你从哪里来？喜欢这里吗？

**F2:** 我是北京人，我常常和我的学生来。

**F1:** 你的学生？那你是老师？

**F2:** 是啊，我教音乐。

**F1:** 在这里可以做什么？

**F2:** 这里每个月都有新展览。除了看展览，这里的咖啡店很多，也有商店可以买漂亮的礼物，我很喜欢来这里拍照。

**A Chinese scholarship****Question 10 Part (i)**

**M1:** 李小姐今天给我们介绍去中国的奖学金。

**F1:** 从今年开始，我们有一个奖学金是给中学生的。中学生都可以申请，不过，年龄一定要在十六岁以上。在中国学习的费用，住的地方和吃饭都是免费的，不过学生需要自己买去中国的飞机票。

得到奖学金的学生可以去中国的一个大学学习中文。最长的可以学两个月，最短的可以学四个星期，这些中文课程都在暑假。

**Question 10 Part (ii)**

**M1:** 怎么申请呢？

**F1:** 你应该去我们的网站申请。你要给我们你的名字，年龄和学校。如果你学过中文，也要告诉我们你学过多长时间的中文，认识多少个汉字。没学过中文的学生也可以申请。五月的时候，我们会发电子邮件告诉你申请的结果。

**M1:** 谢谢李小姐。



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 1: Listening and understanding  
in Chinese**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 40 minutes and 5 minutes' reading**

Paper Reference

**1CN0/1H**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- All questions are set in English.
- Answer **all** questions in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### A football match

- 1 Nick is recording this report for his school radio station about a football match he played in.

Complete the sentences by choosing a word or words in the box. There are words that you will not use.

Saturday	local	dinner	Chinese
football	red	Wednesday	tennis
secondary	lunch	black	English

**Example:** Nick has a           *football*           match.

- (a) On \_\_\_\_\_ we had a match. (1)
- (b) The players all attended \_\_\_\_\_ schools. (1)
- (c) We went for \_\_\_\_\_ after the match. (1)
- (d) The presents we gave them were \_\_\_\_\_ sports shirts. (1)
- (e) We all spoke in \_\_\_\_\_ . (1)

**(Total for Question 1 = 5 marks)**

DO NOT WRITE IN THIS AREA

**BLANK PAGE**  
**QUESTION 2 BEGINS ON THE NEXT PAGE**

### A national holiday

- 2 Today is a national holiday in China. Yufen is a Chinese student from your exchange school. She has recorded a podcast about her day.

What does she say?

Listen to the recording and put a cross  in the correct box for each question.

**Example:** She is talking about the...

<input type="checkbox"/>	<b>A</b> Spring Festival.
<input type="checkbox"/>	<b>B</b> National Day.
<input checked="" type="checkbox"/>	<b>C</b> Children's Day.
<input type="checkbox"/>	<b>D</b> Mid-Autumn Festival.

- (i) Where did her class go?

<input type="checkbox"/>	<b>A</b> Beijing Zoo
<input type="checkbox"/>	<b>B</b> Beihai Park
<input type="checkbox"/>	<b>C</b> The Great Wall
<input type="checkbox"/>	<b>D</b> Tiananmen Square

- (ii) How did they get there?

<input type="checkbox"/>	<b>A</b> by school bus
<input type="checkbox"/>	<b>B</b> by bus
<input type="checkbox"/>	<b>C</b> by foot
<input type="checkbox"/>	<b>D</b> by underground

- (iii) What does she enjoy most?

<input type="checkbox"/>	<b>A</b> the weather
<input type="checkbox"/>	<b>B</b> the flowers
<input type="checkbox"/>	<b>C</b> the kite
<input type="checkbox"/>	<b>D</b> the food

(iv) What did she do in the evening?

<input type="checkbox"/>	<b>A</b> go to the cinema
<input type="checkbox"/>	<b>B</b> go to a restaurant
<input type="checkbox"/>	<b>C</b> visit a friend
<input type="checkbox"/>	<b>D</b> watch television

(Total for Question 2 = 4 marks)

### My school

3 You are listening to a podcast of a Chinese student who is introducing his school.

What does he say?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

<b>Example</b>	he walks to school in the morning	<input checked="" type="checkbox"/>
<b>A</b>	school starts at 9 a.m.	<input type="checkbox"/>
<b>B</b>	he has fruit at lunchtime	<input type="checkbox"/>
<b>C</b>	the school library has computers	<input type="checkbox"/>
<b>D</b>	he enjoys running	<input type="checkbox"/>
<b>E</b>	the sports ground is new	<input type="checkbox"/>
<b>F</b>	the school uniform is white and red	<input type="checkbox"/>
<b>G</b>	he thinks the school uniform is ugly	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A trip to China

4 Martin reports his recent trip to China.

Choose from the following **special**, **beautiful**, **cheap** and **fun** to complete the sentences. Some words can be used several times.

**Example:** Travelling by plane was not cheap.

(a) The hotel was \_\_\_\_\_ . (1)

(b) The giant pandas were \_\_\_\_\_ . (1)

(c) The Great Wall is very \_\_\_\_\_ . (1)

(d) He thought the Chinese painting was \_\_\_\_\_ . (1)

(e) The Chinese tea leaves he bought are very \_\_\_\_\_ . (1)

(Total for Question 4 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A job interview

5 You are observing a job interview with Miss Chen.

What does she say?

Listen to the recording and put a cross ☒ in the correct box for each question.

**Example:** At university, she studies...

<input type="checkbox"/>	<b>A</b> arts.
<input type="checkbox"/>	<b>B</b> history.
<input checked="" type="checkbox"/>	<b>C</b> English.
<input type="checkbox"/>	<b>D</b> journalism.

(i) She found out about the job through...

<input type="checkbox"/>	<b>A</b> a website.
<input type="checkbox"/>	<b>B</b> a newspaper.
<input type="checkbox"/>	<b>C</b> a friend.
<input type="checkbox"/>	<b>D</b> an agency.

(ii) She thinks that by working abroad she will...

<input type="checkbox"/>	<b>A</b> earn more money.
<input type="checkbox"/>	<b>B</b> learn foreign languages.
<input type="checkbox"/>	<b>C</b> experience different cultures.
<input type="checkbox"/>	<b>D</b> meet new friends.

(iii) Her favourite work involved...

<input type="checkbox"/>	<b>A</b> looking after books.
<input type="checkbox"/>	<b>B</b> teaching English.
<input type="checkbox"/>	<b>C</b> using her French.
<input type="checkbox"/>	<b>D</b> working in a travel agency.

(Total for Question 5 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Qingdao city

6 You hear a radio report about Qingdao.

Listen to the report and answer the following questions **in English**.

(a) Give **one** reason people visit Qingdao in the summer.

(1)

.....

(b) What food is popular with local people and why?

(2)

.....

.....

(c) What product does the company make? Name **one**.

(1)

.....

(d) Why do people like these products?

(1)

.....

**(Total for Question 6 = 5 marks)**

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Using mobile phones

7 In their Chinese lesson, Anna and her friends are talking about using mobile phones.

Listen to their discussion and answer the following questions **in English**.

(a) How helpful is Ben's mobile phone for his homework? (1)

.....

(b) (i) What does Jane think of mobile phones? (1)

.....

(ii) Why is Jane's mother unhappy? (1)

.....

(c) What does David use his mobile phone for? (1)

.....

(d) In David's opinion, what should change in his school? (1)

.....

**(Total for Question 7 = 5 marks)**

---

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**QUESTION 8 BEGINS ON THE NEXT PAGE**

### An exchange student

8 James has recorded this podcast about his time in China.

Listen to the recording and put a cross ☒ in the correct box for each question.

**Example:** James studied in Nanjing for:

<input type="checkbox"/>	<b>A</b> three weeks.
<input checked="" type="checkbox"/>	<b>B</b> three months.
<input type="checkbox"/>	<b>C</b> six months.
<input type="checkbox"/>	<b>D</b> one year.

#### Part (a)

(i) Every weekday he...

<input type="checkbox"/>	<b>A</b> didn't have lessons in the afternoon.
<input type="checkbox"/>	<b>B</b> had more than five hours of Chinese lessons.
<input type="checkbox"/>	<b>C</b> had Chinese cultural activities.
<input type="checkbox"/>	<b>D</b> taught English at a school.

(ii) Over the weekend, he...

<input type="checkbox"/>	<b>A</b> visited his friends.
<input type="checkbox"/>	<b>B</b> learnt Chinese characters.
<input type="checkbox"/>	<b>C</b> studied calligraphy.
<input type="checkbox"/>	<b>D</b> learnt Chinese painting.

(iii) He thinks his students...

<input type="checkbox"/>	<b>A</b> could read very fast.
<input type="checkbox"/>	<b>B</b> talked too much.
<input type="checkbox"/>	<b>C</b> liked to speak English.
<input type="checkbox"/>	<b>D</b> were quiet in class.

**Part (b)**

(i) His students study English because they want to...

<input type="checkbox"/>	<b>A</b> understand their foreign teachers.
<input type="checkbox"/>	<b>B</b> understand UK television programmes.
<input type="checkbox"/>	<b>C</b> visit London in the summer.
<input type="checkbox"/>	<b>D</b> study in the UK in future.

(ii) He doesn't like Nanjing because...

<input type="checkbox"/>	<b>A</b> the air pollution is really bad.
<input type="checkbox"/>	<b>B</b> the transport is unreliable.
<input type="checkbox"/>	<b>C</b> it is getting expensive.
<input type="checkbox"/>	<b>D</b> it's very different from home.

(iii) He thinks...

<input type="checkbox"/>	<b>A</b> it is easy to speak Chinese.
<input type="checkbox"/>	<b>B</b> Chinese characters are difficult to learn.
<input type="checkbox"/>	<b>C</b> his friends cannot understand him speaking Chinese.
<input type="checkbox"/>	<b>D</b> Chinese people speak too fast.

**(Total for Question 8 = 6 marks)**

**798 Art Zone**

**9** A TV journalist is interviewing two visitors at 798 Art Zone in Beijing.  
Listen to the interview and answer the following questions **in English**.

**Part (a)**

(i) What was the previous function of the site of the 798 Art Zone? (1)

.....

(ii) Where is the male visitor from? (1)

.....

(iii) How does he know about the art zone? (1)

.....

(iv) When does the art zone close? (1)

.....

(v) What does he like most? (1)

.....

**Part (b)**

(i) With whom does the female speaker visit the art zone? (1)

.....

(ii) What is her job? (1)

.....

(iii) What does she say there is to do at the art zone? Give **three** examples. (3)

.....

**(Total for Question 9 = 10 marks)**

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

### A Chinese scholarship

10 Miss Li is giving a briefing on a Chinese scholarship.

Listen to her briefing and put a cross ☒ in each of the **two** correct boxes for each question.

(i) This scholarship...

<b>Example</b>	starts this year.	<input type="checkbox"/>
<b>A</b>	is available to all students.	<input type="checkbox"/>
<b>B</b>	will cover your accommodation.	<input type="checkbox"/>
<b>C</b>	will cover your flight to China.	<input type="checkbox"/>
<b>D</b>	will allow you to study at a school.	<input type="checkbox"/>
<b>E</b>	must be used for summer study.	<input type="checkbox"/>

(ii) You should...

<b>A</b>	let us know where you prefer to study.	<input type="checkbox"/>
<b>B</b>	apply via school.	<input type="checkbox"/>
<b>C</b>	apply online.	<input type="checkbox"/>
<b>D</b>	not apply unless you have studied Chinese before.	<input type="checkbox"/>
<b>E</b>	wait for a confirmation email from us.	<input type="checkbox"/>

**(Total for Question 10 = 4 marks)**

**TOTAL FOR PAPER = 50 MARKS**

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## GCSE Chinese Higher tier

### Paper 1 Mark scheme

All candidates are expected to answer in English. Answers in Chinese will not be credited.

Question number	Answer	Mark
1(a)	Saturday	(1)

Question number	Answer	Mark
1(b)	secondary	(1)

Question number	Answer	Mark
1(c)	dinner	(1)

Question number	Answer	Mark
1(d)	red	(1)

Question number	Answer	Mark
1(e)	English	(1)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	A	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
2(iv)	B	(1)

Question number	Answer	Mark
3	B, C, G	(3)

Question number	Answer	Mark
4(a)	cheap	(1)

Question number	Answer	Mark
4(b)	fun	(1)

Question number	Answer	Mark
4(c)	beautiful	(1)

Question number	Answer	Mark
4(d)	beautiful	(1)

Question number	Answer	Mark
4(e)	special	(1)

Question number	Answer	Mark
5(i)	C	(1)

Question number	Answer	Mark
5(ii)	B	(1)

Question number	Answer	Mark
5(iii)	B	(1)

Question number	Answer	Reject	Mark
6(a)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• the weather is good (1)</li> <li>• there are lots of beaches (1)</li> <li>• near/by the seaside (1)</li> </ul>	beer/to drink beer/seafood/to eat seafood/fish is very fresh	(1)

Question number	Answer	Reject	Mark
6(b)	seafood/fish (1) because it is fresh (1)		(1)

Question number	Answer	Reject	Mark
6(c)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>refrigerators (1)</li> <li>washing machines (1)</li> </ul>		(1)

Question number	Answer	Reject	Mark
6(d)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>good (quality) (1)</li> <li>cheap (1)</li> </ul>		(1)

Question number	Answer	Reject	Mark
7(a)	not helpful		(1)

Question number	Answer	Reject	Mark
7(b)(i)	convenient/very useful/can listen to music/can check the news		(1)

Question number	Answer	Reject	Mark
7(b)(ii)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>because Jane spent so much/30 pounds (1)</li> <li>the internet fee was 30 pounds /too expensive (1)</li> </ul>		(1)

Question number	Answer	Reject	Mark
7(c)	to learn foreign languages/to use a dictionary		(1)

Question number	Answer	Reject	Mark
7(d)	to allow students to use mobile phones to study		(1)

Question number	Answer	Mark
8(a)(i)	B	(1)

Question number	Answer	Mark
8(a)(ii)	C	(1)

Question number	Answer	Mark
8(a)(iii)	D	(1)

Question number	Answer	Mark
8(b)(i)	B	(1)

Question number	Answer	Mark
8(b)(ii)	B	(1)

Question number	Answer	Mark
8(b)(iii)	C	(1)

Question number	Answer	Reject	Mark
9(a)(i)	a factory		(1)

Question number	Answer	Reject	Mark
9(a)(ii)	Britain/UK		(1)

Question number	Answer	Reject	Mark
9(a)(iii)	from a tourist book		(1)

Question number	Answer	Reject	Mark
9(a)(iv)	on Mondays		(1)

Question number	Answer	Reject	Mark
9(a)(v)	an old train		(1)

Question number	Answer	Reject	Mark
9(b)(i)	students		(1)

Question number	Answer	Reject	Mark
9(b)(ii)	(music) teacher		(1)

Question number	Answer	Reject	Mark
9(b)(iii)	Any <b>three</b> of the following: <ul style="list-style-type: none"> <li>• see/visit/enjoy exhibitions (1)</li> <li>• drink coffee/visit coffee shops (1)</li> <li>• buy gifts (1)</li> <li>• take photos (1)</li> </ul>		(1)

Question number	Answer	Mark
10(i)	B, E	(2)

Question number	Answer	Mark
10(ii)	C, E	(2)

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

## Chinese

(spoken Mandarin/spoken Cantonese)

Paper 2: Speaking in Chinese

General Instructions to the teacher

Higher Tier

Sample assessment material for first teaching  
September 2017

**Time: 10 to 12 minutes plus 12 minutes'  
preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

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## General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

**The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.**

### **Task 1: Role play**

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

**At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.**

### **Task 2: Picture-based task**

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

**At the end of the picture-based task, the speaking assessment will move to the conversation.**

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

### **Task 3: Conversation**

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

#### ***Conversation Part 1***

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

#### ***Conversation Part 2***

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

## GCSE Chinese Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR10
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If Candidate 1 has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

### Themes:

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
Candidate 1	HR10 (Theme 2)	HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		HP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 2	HR7 (Theme 3)	HP4 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		HP1 (Theme 1)	Theme 2	Theme 4 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 2
		HP7 (Theme 4)	Theme 5	Theme 1 OR Theme 2
Candidate 3	HR1 (Theme 1)	HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP3 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		HP8 (Theme 4)	Theme 5	Theme 2 OR Theme 3
Candidate 4	HR4 (Theme 2)	HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 5	HR9 (Theme 4)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		HP2 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		HP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2

<b>Candidate 6</b>	HR5 (Theme 3)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP3 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP1 (Theme 1)	Theme 5	Theme 2 OR Theme 4
<b>Candidate 7</b>	HR3 (Theme 1)	HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		HP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
<b>Candidate 8</b>	HR6 (Theme 2)	HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		HP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
<b>Candidate 9</b>	HR8 (Theme 1)	HP9 (Theme 5)	Theme 2	Theme 3 OR Theme 4
		HP8 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		HP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4
<b>Candidate 10</b>	HR2 (Theme 4)	HP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP10 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR1

### Topic: Who am I?

#### Instructions to candidates

You are talking about friends and family with your Chinese penfriend. The teacher will play the part of your penfriend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You speak about your friends and family with your Chinese penfriend.***

1. Talk about which family member you get on with best.
2. Describe your best friend.
3. **!**
4. **?** Ask your penfriend if s/he prefers spending time with family or friends.
5. **?** Ask your penfriend about the importance of friends.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

Turn over ►

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## STIMULUS HR1

**Topic: Who am I?**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

***You speak about your friends and family with your Chinese penfriend.***

1	你和哪個家人的關係最好？ Allow the candidate to say which family member s/he gets on with best.
2	說說你最好的朋友。 Allow the candidate to describe his/her best friend.
3	! 你最近和朋友一起做了什麼？ Allow the candidate to say what s/he has recently done with his/her friends. 很好。
4	? Allow the candidate to ask if you prefer spending time with family or friends. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you about the importance of friends. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

Turn over ►

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## STIMULUS HR1

**Topic: Who am I?**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

**Begin the role play with the following introduction.**

***You speak about your friends and family with your Chinese penfriend.***

1	你和哪个家人的关系最好? Allow the candidate to say which family member s/he gets on with best.
2	说说你最好的朋友。 Allow the candidate to describe his/her best friend.
3	! 你最近和朋友一起做了什么? Allow the candidate to say what s/he has recently done with his/her friends. 很好。
4	? Allow the candidate to ask if you prefer spending time with family or friends. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you about the importance of friends. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR2

### Topic: Work

### Instructions to candidates

You want to gain work experience in a Chinese travel agency in Birmingham. You are speaking on the telephone with the manager about a job. The teacher will play the role of the manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You want to gain work experience in a Chinese travel agency in Birmingham. You are speaking with the manager on the phone.***

1. Say how you know about the job.
2. Say why you want to work there.
3. **!**
4. **?** Ask about the working hours.
5. **?** Ask if there are opportunities to practise Chinese.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR2

### Topic: Work

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You want to gain work experience in a Chinese travel agency in Birmingham. You are speaking with the manager on the phone.*

1	您怎麼知道這個工作的？ Allow the candidate to say how s/he knows about the job.
2	為什麼想在這兒工作？ Allow the candidate to say why s/he wants to work there.
3	！ 您有過什麼旅行經驗？ Allow the candidate to talk about his/her travel experience. 謝謝。
4	？ Allow the candidate to ask about the working hours. Give an appropriate brief response.
5	？ Allow the candidate to ask about opportunities to practise Chinese. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9-1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR2

### Topic: Work

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

***You want to gain work experience in a Chinese travel agency in Birmingham. You are speaking with the manager on the phone.***

1	您怎么知道这个工作的? Allow the candidate to say how s/he knows about the job.
2	为什么想在这儿工作? Allow the candidate to say why s/he wants to work there.
3	! 您有过什么旅行经验? Allow the candidate to talk about his/her travel experience. 谢谢。
4	? Allow the candidate to ask about the working hours. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask about opportunities to practise Chinese. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR3

### Topic: Daily life

#### Instructions to candidates

You have a problem with your smartphone while visiting China and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are in a mobile phone shop to ask for help with your smartphone. You speak to the shop assistant.***

1. Explain the problem with your smartphone.
2. **!**
3. Say how long you are staying in the local area.
4. **?** Ask about the possibility of repair.
5. **?** Ask about the cost of repair.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR3

### Topic: Daily life

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a mobile phone shop to ask for help with your smartphone. You speak to the shop assistant.*

1	我能幫您什麼忙嗎？ Allow the candidate to describe the problem with his/her smartphone.
2	！ 您在用手機做什麼？ Allow the candidate to say what s/he was doing with the smartphone when it broke.
3	我明白。您能在這裡住多長時間？ Allow the candidate to say how long s/he is here for. 好，沒問題。
4	？ Allow the candidate to ask if his/her smartphone can be repaired. 我試試。
5	？ Allow the candidate to ask about the cost of repair. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR3

### Topic: Daily life

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are in a mobile phone shop to ask for help with your smartphone. You speak to the shop assistant.*

1	我能帮您什么忙吗? Allow the candidate to describe the problem with his/her smartphone.
2	! 您在用手机做什么? Allow the candidate to say what s/he was doing with the smartphone when it broke.
3	我明白。您能在这里住多长时间? Allow the candidate to say how long s/he is here for. 好，没问题。
4	? Allow the candidate to ask if his/her smartphone can be repaired. 我试试。
5	? Allow the candidate to ask about the cost of repair. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR4

### Topic: Town, region and country

### Instructions to candidates

You are staying in Xi'an on holiday and go to a tourist office for some information. The teacher will play the role of an employee in the tourist office and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

### Task

***You are in a tourist office in Xi'an. You speak to an employee.***

1. Ask for information about local activities.
2. **!**
3. Explain what you like to do in the evenings.
4. **?** Ask the employee to recommend a local restaurant.
5. **?** Ask when the last subway train is.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9-1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR4

**Topic: Town, region and country**

**Instructions to teacher**

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

***You are in a tourist office in Xi'an. You speak to an employee.***

1	您好！我能幫您什麼忙嗎？ Allow the candidate to ask for information about local activities.
2	！ 您已經做了什麼？ Allow the candidate to say what s/he has already done during his/her holidays. 哦，很好。
3	您想怎麼安排晚上的時間？ Allow the candidate to explain what s/he likes doing in the evening. <i>Give an appropriate brief response.</i>
4	？ Allow the candidate to ask you to recommend a local restaurant. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask you the time of the last subway train. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

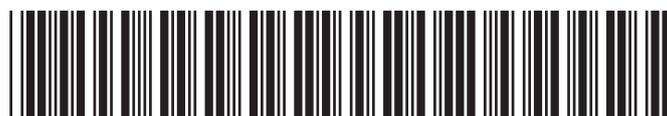
## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR4

**Topic: Town, region and country**

**Instructions to teacher**

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

**Begin the role play with the following introduction.**

***You are in a tourist office in Xi'an. You speak to an employee.***

1	您好！我能帮您什么忙吗？ Allow the candidate to ask for information about local activities.
2	！ 您已经做了什么？ Allow the candidate to say what s/he has already done during his/her holidays. 哦，很好。
3	您想怎么安排晚上的时间？ Allow the candidate to explain what s/he likes doing in the evening. <i>Give an appropriate brief response.</i>
4	？ Allow the candidate to ask you to recommend a local restaurant. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask you the time of the last subway train. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR5

### Topic: What school is like

#### Instructions to candidates

You are at a school in Singapore for an exchange visit. You are talking to your penfriend about school. The teacher will play the role of the penfriend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at a school in Singapore. You speak to your penfriend.***

1. Describe your school uniform.
2. Say what extra-curricular activities you do.
3. **!**
4. **?** Ask your penfriend about exams in his/her school.
5. **?** Ask about the importance of homework.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR5

**Topic: What school is like**

**Instructions to teacher**

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

---

**Begin the role play with the following introduction.**

*You are at a school in Singapore. You speak to your penfriend.*

1	你的校服是什麼樣子的？ Allow the candidate to describe his/her school uniform.
2	說說你學校的課外活動。 Allow the candidate to talk about his/her school's extra-curricular activities.
3	！ 你參加過什麼學校的旅行？ Allow the candidate to talk about what kind of trip s/he has already been on with his/her school. 很好。
4	？ Allow the candidate to ask you about exams in your school. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask you about the importance of homework. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR5

**Topic: What school is like**

### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

***You are at a school in Singapore. You speak to your penfriend.***

1	你的校服是什么样子的? Allow the candidate to describe his/her school uniform.
2	说说你学校的课外活动。 Allow the candidate to talk about his/her school's extra-curricular activities.
3	! 你参加过什么学校的旅行? Allow the candidate to talk about what kind of trip s/he has already been on with his/her school. 很好。
4	? Allow the candidate to ask you about exams in your school. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you about the importance of homework. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR6

### Topic: Travel and tourist transactions

#### Instructions to candidates

You and your family are at the reception of a hotel in Shanghai. The teacher will play the role of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You and your family are at the reception of a hotel in Shanghai. You speak to the receptionist.***

1. Say you would like to go on a local tour.
2. **!**
3. Explain why you are on holiday in China.
4. **?** Ask the receptionist to recommend a place to buy souvenirs.
5. **?** Ask what time breakfast is.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR6

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You and your family are at the reception of a hotel in Shanghai. You speak to the receptionist.*

1	您好！我能幫您什麼忙嗎？ Allow the candidate to explain s/he would like to go on a local tour.
2	！ 來中國以後，您做了些什麼？ Allow the candidate to say what s/he has done since his/her arrival in China.
3	您為什麼來中國度假？ Allow the candidate to say why s/he is on holiday in China. 好的，這些信息我會告訴導遊。他明天會給你打電話。
4	？ Allow the candidate to ask you to recommend a place to buy souvenirs. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask when breakfast is. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR6

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You and your family are at the reception of a hotel in Shanghai. You speak to the receptionist.*

1	您好! 我能帮您什么忙吗? Allow the candidate to explain s/he would like to go on a local tour.
2	! 来中国以后, 您做了些什么? Allow the candidate to say what s/he has done since his/her arrival in China.
3	您为什么来中国度假? Allow the candidate to say why s/he is on holiday in China. 好的, 这些信息我会告诉导游。他明天会给你打电话。
4	? Allow the candidate to ask you to recommend a place to buy souvenirs. Give an appropriate brief response.
5	? Allow the candidate to ask when breakfast is. Give an appropriate brief response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR7

### Topic: School activities

#### Instructions to candidates

You are talking to a young Chinese student during a school trip to Beijing. The teacher will play the role of the Chinese student and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are talking to a young Chinese student during a school trip to Beijing.***

1. Say how often you visit China.
2. Say what you think about this visit.
3. **!**
4. **?** Ask if the student will visit the UK.
5. **?** Ask for the student's telephone number.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR7

### Topic: School activities

#### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are talking to a young Chinese student during a school trip to Beijing.*

1	你多久來一次中國呢？ Allow the candidate to say how often s/he comes to China.
2	你覺得這次來中國怎麼樣？ Allow the candidate to say what s/he thinks of the trip.
3	！ 到北京後你最喜歡做的是什麼？ Allow the candidate to say what s/he has enjoyed doing most since arriving in Beijing. 很好！
4	？ Allow the candidate to ask you if you will visit the UK. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask for your telephone number. 我的手機是 138 8997 6006 °

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9-1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR7

### Topic: School activities

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are talking to a young Chinese student during a school trip to Beijing.*

1	你多久来一次中国呢? Allow the candidate to say how often s/he comes to China.
2	你觉得这次来中国怎么样? Allow the candidate to say what s/he thinks of the trip.
3	! 到北京后你最喜欢做的是什麼? Allow the candidate to say what s/he has enjoyed doing most since arriving in Beijing. 很好!
4	? Allow the candidate to ask you if you will visit the UK. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask for your telephone number. 我的手机是138 8997 6006。

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR8

### Topic: Daily life

#### Instructions to candidates

You are in Hangzhou, planning a shopping trip with a Chinese friend. Your teacher will play the part of your friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are going shopping in Hangzhou city centre with your Chinese friend.***

1. Say where you want to go shopping.
2. Say what you think about the shops in the area where you live.
3. **!**
4. **?** Ask if the local shops are expensive.
5. **?** Ask about plans for this evening.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR8

### Topic: Daily life

#### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are going shopping in Hangzhou city centre with your Chinese friend.*

1	我們今天去哪兒買東西呢？ Allow the candidate to say where s/he wants to go shopping.
2	在你住的地方，有什麼樣的商店？ Allow the candidate to say what the shops are like in the area where s/he lives.
3	！ 說說你上一次買東西的經歷。 Allow the candidate to say what s/he did on his/her last shopping trip. 有意思。
4	？ Allow the candidate to ask whether the local shops are expensive. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask about plans for this evening. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

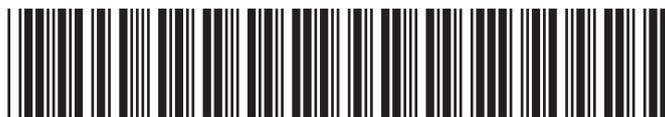
## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR8

### Topic: Daily life

#### Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are going shopping in Hangzhou city centre with your Chinese friend.*

1	我们今天去哪儿买东西呢? Allow the candidate to say where s/he wants to go shopping.
2	在你住的地方，有什么样的商店? Allow the candidate to say what the shops are like in the area where s/he lives.
3	! 说说你上一次买东西的经历。 Allow the candidate to say what s/he did on his/her last shopping trip. 有意思。
4	? Allow the candidate to ask whether the local shops are expensive. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask about plans for this evening. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR9

### Topic: Ambitions

#### Instructions to candidates

You would like to volunteer at a local Chinese youth club. The teacher will play the role of a youth worker and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You would like to volunteer at a local Chinese youth club. The teacher will play the role of a youth worker and will speak first.***

1. State what kind of activities you would like to help with.
2. Say why you are interested in voluntary work.
3. **!**
4. **?** Ask about the people you will be working with.
5. **?** Ask what you need to do before starting work.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR9

### Topic: Ambitions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You would like to volunteer at a local Chinese youth club. The teacher will play the role of a youth worker and will speak first.*

1	您想來這兒幫什麼忙？ Allow the candidate to say what type(s) of activity s/he would like to organise.
2	您為什麼想做義工？ Allow the candidate to say why s/he is interested in voluntary work.
3	！ 您以前怎麼幫助別人呢？ Allow the candidate to say what s/he has previously done to help other people. 好。
4	？ Allow the candidate to ask about the people s/he will be working with. <i>Give an appropriate brief response.</i>
5	？ Allow the candidate to ask what s/he needs to do before starting work. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR9

### Topic: Ambitions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You would like to volunteer at a local Chinese youth club. The teacher will play the role of a youth worker and will speak first.*

1	您想来这儿帮什么忙? Allow the candidate to say what type(s) of activity s/he would like to help with.
2	您为什么想做义工? Allow the candidate to say why s/he is interested in voluntary work.
3	! 您以前怎么帮助别人呢? Allow the candidate to say what s/he has previously done to help other people. 好。
4	? Allow the candidate to ask about the people s/he will be working with. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask what s/he needs to do before starting work. <i>Give an appropriate brief response.</i>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HR10

### Topic: Travel and tourist transactions

#### Instructions to candidates

You have lost your bag and are in a lost property office in Guangzhou. The teacher will play the role of the lost property officer and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are at a lost property office in Guangzhou. You have lost your bag and speak to the lost property officer.***

1. Describe your bag.
2. **!**
3. Say how long you are staying in Guangzhou.
4. **?** Ask when the office is open.
5. **?** Ask if the lost property officer works every day.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR10

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at a lost property office in Guangzhou. You have lost your bag and speak to the lost property officer.*

1	描述一下您丟的東西。 Allow the candidate to describe the bag s/he has lost.
2	! 您的包不見的時候，您在做什麼？ Allow the candidate to say what s/he was doing when the bag was lost. 好，謝謝。
3	您會在廣州住多長時間？ Allow the candidate to say how long s/he is staying in Guangzhou. 好的，知道了。如果找到，我給你打電話。
4	? Allow the candidate to ask you when the office is open. 我們每天早上七點到晚上六點上班。
5	? Allow the candidate to ask whether you work every day. 對，我也每天上班。

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 1: Role play**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.  
The statements/questions may be repeated but no more than twice.

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## STIMULUS HR10

### Topic: Travel and tourist transactions

#### Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*You are at a lost property office in Guangzhou. You have lost your bag and speak to the lost property officer.*

1	描述一下您丢的东西。 Allow the candidate to describe the bag s/he has lost.
2	! 您的包不见的时候, 您在做什么? Allow the candidate to say what s/he was doing when the bag was lost. 好, 谢谢。
3	您会在广州住多长时间? Allow the candidate to say how long s/he is staying in Guangzhou. 好的, 知道了。如果找到, 我给你打电话。
4	? Allow the candidate to ask you when the office is open. 我们每天早上七点到晚上六点上班。
5	? Allow the candidate to ask whether you work every day. 对, 我也每天上班。

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP1

### Topic: Daily life



(Source: © GoGo Images Corporation / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- the importance of spending free time with your family
- the last time you ate out
- what you will do this weekend to help at home
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP1

### Topic: Daily life



(Source: © GoGo Images Corporation / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 有空的時候我喜歡和家人在一起，你呢？  
[為什麼（不）呢？/還有呢?]
3. 說說你上次在外面吃飯的事。  
[還有呢?]
4. 這個週末你會幫家人做什麼？  
[為什麼呢？/還有呢?]
5. 你喜歡和朋友一起購物嗎？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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STIMULUS HP1

Topic: Daily life



(Source: © GoGo Images Corporation / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 有空的时候我喜欢和家人在一起, 你呢?  
[为什么 (不) 呢? /还有呢? ]
3. 说说你上次在外面吃饭的事。  
[还有呢? ]
4. 这个周末你会帮家人做什么?  
[为什么呢? /还有呢? ]
5. 你喜欢和朋友一起购物吗?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

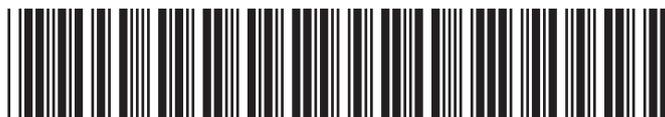
## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP2

### Topic: Cultural life



(Source: © TAO Images Limited / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on festivals
- a special occasion you attended recently
- celebrating your next birthday
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP2

### Topic: Cultural life



(Source: © TAO Images Limited / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為節日很重要，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 說說你參加過的一個慶祝活動。  
[還有呢？]
4. 你打算怎麼慶祝你的生日？  
[為什麼（不）呢？/還有呢？]
5. 你喜歡參加活動，還是喜歡看？  
[為什麼呢？/還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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## STIMULUS HP2

### Topic: Cultural life



(Source: © TAO Images Limited / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为节日很重要, 你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 说说你参加过的一个庆祝活动。  
[还有呢? ]
4. 你打算怎么庆祝你的生日?  
[为什么 (不) 呢? /还有呢? ]
5. 你喜欢参加活动, 还是喜欢看?  
[为什么呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP3

### Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on holidaying in the countryside
- an interesting holiday you have been on
- your next holiday
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
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- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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## STIMULUS HP3

### Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為到農村玩很有意思，你覺得呢？  
[為什麼（不）呢？/還有呢?]
3. 你有過什麼特別有趣的假期？給我說說。  
[還有呢?]
4. 下個假期，你打算去哪兒？  
[為什麼呢？/還有呢?]
5. 你是願意和朋友還是和家人一起度假呢？  
[為什麼呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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## STIMULUS HP3

### Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢]
2. 我認為到農村玩很有意思，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 你有過什麼特別有趣的假期？給我說說。  
[還有呢？]
4. 下個假期，你打算去哪裡？  
[為什麼呢？/還有呢？]
5. 你是願意和朋友還是和家人一起度假呢？  
[為什麼呢？/還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP4

### Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on your house/apartment
- a place you have visited recently
- where you would like to live in the future
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS HP4

Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 你覺得你住的地方怎麼樣?  
[為什麼(不)呢?/還有呢?]
3. 說說你最近去過的一個地方。  
[還有呢?]
4. 將來你想住在哪裡?  
[為什麼呢?/還有呢?]
5. 你喜歡城市還是農村?  
[為什麼呢?/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP4

### Topic: Town, region and country



(Source: © Image Source / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 你觉得你住的地方怎么样?  
[为什么 (不) 呢? /还有呢? ]
3. 说说你最近去过的一个地方。  
[还有呢? ]
4. 将来你想住在哪里?  
[为什么呢? /还有呢? ]
5. 你喜欢城市还是农村?  
[为什么呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
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- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP5

### Topic: What school is like



(Source: © Henry Westheim Photography / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on an 8 a.m. to 5 p.m. school day
- your greatest achievement at school
- what you are going to do at school next year
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP5

### Topic: What school is like



(Source: © Henry Westheim Photography / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 有些學生上午八點上學，下午五點放學。我認為時間太長了，你覺得呢？  
[為什麼（不）呢？/還有呢?]
3. 你在學校取得的最好的成績是什麼？給我說說。  
[還有呢?]
4. 明年你要在學校做什麼？  
[為什麼呢？/還有呢?]
5. 你認為你學校的老師怎麼樣？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP5

### Topic: What school is like



(Source: © Henry Westheim Photography / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢?]
2. 有些学生上午八点上学, 下午五点放学。我认为时间太长了, 你觉得呢?  
[为什么(不)呢? /还有呢?]
3. 你在学校取得的最好的成绩是什么? 给我说说。  
[还有呢?]
4. 明年你要在学校做什么?  
[为什么呢? /还有呢?]
5. 你认为你学校的老师怎么样?  
[为什么(不)呢? /还有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP6

### Topic: What school is like



(Source: © Photoshot)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on the canteen in your school
- your activities in the lunch break yesterday
- your plans to celebrate the end of the exams
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP6

### Topic: What school is like



(Source: © Photoshot)

1. 描述這張照片。  
[還有呢?]
2. 我認為很多中學的餐廳很好，你學校的餐廳怎麼樣？  
[為什麼（不）呢？/還有呢?]
3. 昨天中午休息的時候你做了什麼？  
[還有呢?]
4. 考完試以後，你會怎麼慶祝？  
[為什麼呢？/還有呢?]
5. 你最喜歡的課外活動是什麼？  
[為什麼（不）呢？/還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP6

### Topic: What school is like



(Source: © Photoshot)

1. 描述这张照片。  
[还有呢?]
2. 我认为很多中学的餐厅很好, 你学校的餐厅怎么样?  
[为什么(不)呢? /还有呢?]
3. 昨天中午休息的时候你做了什么?  
[还有呢?]
4. 考完试以后, 你会怎么庆祝?  
[为什么呢? /还有呢?]
5. 你最喜欢的课外活动是什么?  
[为什么(不)呢? /还有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

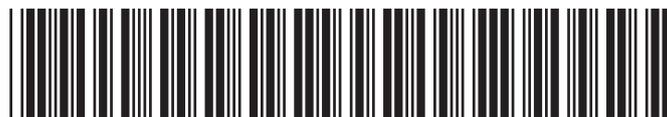
## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP7

### Topic: Ambitions



(Source: © XiXinXing / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on students having part-time jobs
- your dream job when you were younger
- your plans at the end of school term
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP7

### Topic: Ambitions



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為年青人做兼職工作很好，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 小的時候，你想做什麼工作？  
[還有呢？]
4. 學期結束以後你想做什麼？  
[為什麼呢？/還有呢？]
5. 中學畢業就開始工作，好不好？  
[為什麼（不）呢？/還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP7

### Topic: Ambitions



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为年青人做兼职工作很好, 你觉得呢?  
[为什么(不)呢? /还有呢? ]
3. 小的时候, 你想做什么工作?  
[还有呢? ]
4. 学期结束以后你想做什么?  
[为什么呢? /还有呢? ]
5. 中学毕业就开始工作, 好不好?  
[为什么(不)呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP8

### Topic: Work



(Source: © Image Source / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- description of the photo
- your opinion on working on Sundays
- any job or work experience you have had
- your opinion on working in an office
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP8

### Topic: Work



(Source: © Image Source / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為星期天上班是個好主意，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 你有沒有工作經驗？  
[還有呢？]
4. 你將來想在辦公室工作嗎？  
[為什麼（不）呢？/還有呢？]
5. 你想在國外工作嗎？  
[為什麼（不）呢？/還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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**STIMULUS HP8**

**Topic: Work**



(Source: © Image Source / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为星期天上班是个好主意, 你觉得呢?  
[为什么 (不) 呢? /还有呢? ]
3. 你有没有工作经验?  
[还有呢? ]
4. 你将来想在办公室工作吗?  
[为什么 (不) 呢? /还有呢? ]
5. 你想在国外工作吗?  
[为什么 (不) 呢? /还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP9

### Topic: Bringing the world together



(Source: © Bob Daemrich / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on attending events with friends
- an international event you enjoyed watching
- how you can meet people from other countries
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP9

### Topic: Bringing the world together



(Source: © Bob Daemrich / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為和朋友一起參加活動很有意思，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 說說你看過的一個國際活動。  
[還有呢?]
4. 怎麼可以認識外國朋友？  
[為什麼呢？/還有呢?]
5. 參加國際活動有什麼好處？  
[還有呢?]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP9

### Topic: Bringing the world together



(Source: © Bob Daemrich / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为和朋友一起参加活动很有意思, 你觉得呢?  
[为什么(不)呢? /还有呢? ]
3. 说说你看过的一个国际活动。  
[还有呢? ]
4. 怎么可以认识外国朋友?  
[为什么呢? /还有呢? ]
5. 参加国际活动有什么好处?  
[还有呢? ]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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## STIMULUS HP10

### Topic: Environmental issues



(Source: © Blue Jean Images / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- the importance of recycling
- what you have done to help the environment
- what you will do in future to save electricity
- !

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (traditional characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

Turn over ►

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## STIMULUS HP10

### Topic: Environmental issues



(Source: © Blue Jean Images / Alamy Stock Photo)

1. 描述這張照片。  
[還有呢?]
2. 我認為垃圾回收不重要，你覺得呢？  
[為什麼（不）呢？/還有呢？]
3. 為保護環境，你做了什麼？  
[還有呢？]
4. 你會做什麼來節約用電？  
[還有呢？]
5. 你覺得每個人都應該用公共交通嗎？  
[為什麼（不）呢？/還有呢？]

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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# Chinese (spoken Mandarin/ spoken Cantonese)

**Paper 2: Speaking in Chinese**

**Task 2: Picture-based task**

**Instructions to the teacher (simplified characters)**

**Higher Tier**

Sample assessment material for first teaching  
September 2017

**Time: 22 to 24 minutes (total), which  
includes 12 minutes' preparation time**

Paper Reference

**1CN0/2H**

**You do not need any other materials.**

Total Marks

## Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

Turn over ►

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## STIMULUS HP10

### Topic: Environmental issues



(Source: © Blue Jean Images / Alamy Stock Photo)

1. 描述这张照片。  
[还有呢? ]
2. 我认为垃圾回收不重要, 你觉得呢?  
[为什么(不)呢? /还有呢? ]
3. 为保护环境, 你做了什么?  
[还有呢? ]
4. 你会做什么来节约用电?  
[还有呢? ]
5. 你觉得每个人都应该用公共交通吗?  
[为什么(不)呢? /还有呢? ]

# GCSE Chinese Higher tier

## Paper 2 mark scheme

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Higher tier – Part 1

### Role play – Higher tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario. Informal register includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Formal register includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR6) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

### Higher card 6 (HR6)

You and your family are at the reception of a hotel in Shanghai. You speak to the receptionist.

**Prompt 1: Say you would like to go on a local tour.**

**Question 1: 您好! 我能帮您什么忙吗?**

Mark	Descriptor	
0	饭店。	一日。
	No rewardable communication. No detail of tour services is given.	Highly ambiguous. Question has not been answered.
1	旅游服务我要。	我要刀右(导游)。
	Communication is ambiguous. However, the wording gives the statement some meaning within the context of the role play.	Communication is only partially clear because of the incorrect pronunciation of "导游" (tour guide).
2	我想找一个导游。	定一个导游服务。
	Clearly communicated.	All ideas are clearly communicated.

**Prompt 2: !**

**Question 2: 来中国以后, 您做了些什么?**

Mark	Descriptor	
0	中国很好。	吃博物馆了。
	No rewardable communication. Question has not been answered.	Pronunciation of "去" as "吃" prevents communication.
1	去市中心。	我要买东西。
	Ambiguous. The candidate has referred to a present event rather than a past event.	Ambiguous. The candidate has referred to a future event rather than a past event.
2	我参观了博物馆。	我买了很多东西。
	Clearly communicated.	Clearly communicated.

**Prompt 3: Explain why you are on holiday in China.**

**Question 3: 您为什么来中国度假?**

Mark	Descriptor	
0	度假好。	我喜欢假期。
	No rewardable communication. The candidate has not answered the question.	No rewardable communication. The question has not been answered.
1	好地方。	买东西上海。
	Ambiguous because it is not clear where exactly the candidate is referring to. However, the wording gives the statement some meaning within the context of the role play.	Partially clear because of unclear sentence structure resulting in broken Chinese, however inclusion of the word for 'shopping' infers some meaning within the context of the role play.
2	我喜欢上海。	因为上海很漂亮。
	Clearly communicated.	Clearly communicated.

**Prompt 4: ? Ask the receptionist to recommend a place to buy souvenirs.**

Mark	Descriptor	
0	纪念品在哪里?	我喜欢纪念品。
	No rewardable communication. Not asking for a recommendation but is asking a different question.	Highly ambiguous. Candidate has not asked a question.
1	买纪念品, 在哪里?	你有好的纪念品店吗?
	Communication is ambiguous because of incorrect word order. However, the ideas in the questions can be inferred.	Communication is ambiguous. Nonetheless, the basic idea has been conveyed.
2	你可以推荐一家纪念品店吗?	附近有家好的纪念品店吗?
	Clearly communicated.	Clearly communicated.

**Prompt 5: ? Ask what time breakfast is.**

Mark	Descriptor	
0	早餐吗?	午饭几点?
	No rewardable communication. Candidate has not asked a clear question about breakfast times.	No rewardable communication. The question being asked simply does not correspond to the question in the task.
1	哎! 早餐几点?	早餐点?
	Partially appropriate due to use of the informal greeting "哎".	Communication is partially clear because the omission of "几".
2	早餐是几点钟?	请告诉我早餐的时间, 好吗?
	Clearly communicated.	Clearly communicated.

## Assessment criteria for the Higher tier – Part 2

### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary.</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions with occasional, brief justification.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions and gives justification with some development.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.</li><li>• Expresses opinions effectively and gives justification which is mostly developed.</li><li>• Pronunciation and intonation are intelligible and predominantly accurate.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses.</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.</li><li>• Expresses opinions with ease and gives fully-developed justification.</li><li>• Pronunciation and intonation are consistently accurate and intelligible.</li></ul>

## Additional guidance

**Adaptation of language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Intonation:** the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

**Inaccuracies** in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

## Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.</li> <li>Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.</li> <li>Responses are coherent, any errors do not hinder the clarity of the communication.</li> </ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 3

### Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.</li><li>• Pronunciation and intonation are intelligible and predominantly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</li><li>• Pronunciation and intonation are consistently accurate and intelligible.</li></ul>

## Additional guidance

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

**Intonation:** the mark grid describes the frequency of inaccuracies and the impact that inaccuracies have on clarity. For Chinese, **intonation** encompasses both intonation and **tones**.

**Inaccuracies** in intonation **specifically** in relation to **tones**:

Inaccuracies in **tones** that have **no impact on clarity of communication**:

- infrequent inaccuracies in the use of tones that do not distract the listener from the content of what is being said; there is no doubt as to what the candidate is saying.

Inaccuracies in **tones** that **affect clarity of communication**:

- inaccuracies in the use of tones change the meanings of words and make speech difficult to understand immediately (even if the meaning is eventually understood)
- inaccuracies in the use of tones change the meanings of words and force listeners to strain to understand what is meant
- frequent inaccuracies in the use of tones that hinder clarity as they distract the listener from the content of what is being said.

## Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</li><li>Occasionally able to initiate and develop responses independently but regular prompting needed.</li><li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li></ul>
4–6	<ul style="list-style-type: none"><li>Responds spontaneously to some questions, interacting naturally for parts of the conversation.</li><li>Sometimes able to initiate and develop the conversation independently, some prompting needed.</li><li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</li></ul>
7–9	<ul style="list-style-type: none"><li>Responds to most questions spontaneously, resulting in mostly natural interaction.</li><li>Mostly able to initiate and develop the conversation independently.</li><li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.</li></ul>
10–12	<ul style="list-style-type: none"><li>Responds spontaneously and with ease to questions, resulting in natural interaction.</li><li>Consistently able to initiate and develop the conversation independently.</li><li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.</li></ul>

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

## Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</li> <li>Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li> <li>Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li> <li>Generally accurate grammatical structures, generally successful references to past, present and future events.</li> <li>Generally coherent speech although errors occur that sometimes hinder clarity of communication.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Manipulates a variety of grammatical structures, some variety of complex structures.</li> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events.</li> <li>Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Manipulates a wide variety of grammatical structures, frequent use of complex structures.</li> <li>Consistently accurate grammatical structures, consistently successful references to past, present and future events.</li> <li>Fully coherent speech; any errors do not hinder the clarity of the communication.</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example incorrect timeframe, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 3: Reading and understanding  
in Chinese**

**Higher Tier**

Sample assessment material for first  
teaching September 2017

**Time: 1 hour 5 minutes**

Paper Reference

**1CN0/3H**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- On page 2 indicate which set of texts you intend to work from, either **TRADITIONAL** or **SIMPLIFIED** characters.
- Questions are set in English.
- Answer **all** questions from Sections A and B in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 15 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## Use of Chinese Characters

All questions and texts are printed twice, once in English and traditional/full characters and once in English and simplified characters. Questions and texts in English and traditional/full characters begin on page 425. Questions and texts in English and simplified characters begin on page 443. **You may work from whichever version you wish.** Please indicate which set of questions and texts you intend to work from by putting a cross in one box below:

<b>TRADITIONAL/FULL</b> 繁體字	<input type="checkbox"/>
<b>SIMPLIFIED</b> 简体字	<input type="checkbox"/>

DO NOT WRITE IN THIS AREA

繁體字

**TRADITIONAL/FULL CHARACTER VERSION**

(Simplified Character Version begins on page 443)

TRADITIONAL/FULL CHARACTERS

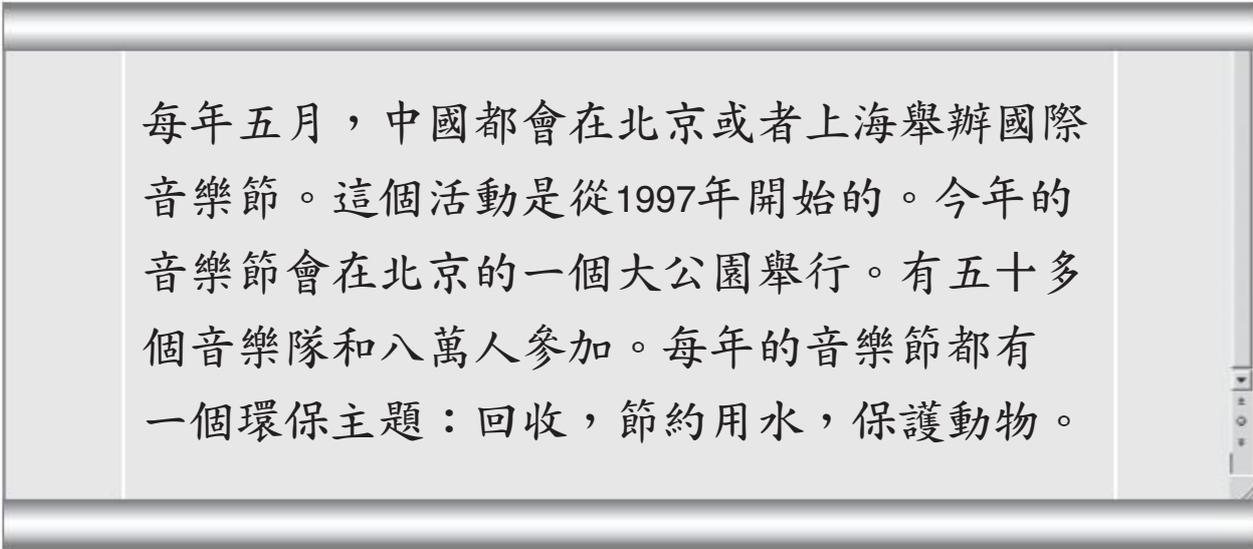
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

A festival

1 Read the extract from a webpage below.



每年五月，中國都會在北京或者上海舉辦國際音樂節。這個活動是從1997年開始的。今年的音樂節會在北京的一個大公園舉行。有五十多個音樂隊和八萬人參加。每年的音樂節都有一個環保主題：回收，節約用水，保護動物。

(Source from: <http://en.wikipedia.org>)

(a) What type of festival is described in the passage?

(1)

(b) Apart from performers, how many people are expected?

(1)

(c) Give **one** of the festival's themes.

(1)

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

**BLANK PAGE**  
**QUESTION 2 BEGINS ON THE NEXT PAGE**

## TRADITIONAL/FULL CHARACTERS

### My summer job

2 Read this blog where Philip describes a summer job.

去年夏天，我在體育中心工作了八個星期。我先做售貨員，一個月後，我在服務台工作。

體育中心有游泳、打網球、打籃球的設備，也有餐廳和小商店。商店賣運動器材、衣服和鞋子。很多人喜歡買運動鞋。

來體育中心玩，成人票三十元，學生十五元，小孩六歲以下免費。

我有很多很好的同事，我很喜歡在那裡工作。

Put a cross ☒ in the correct box.

**Example:** The job lasted...

<input type="checkbox"/>	A one week.
<input type="checkbox"/>	B one month.
<input type="checkbox"/>	C five weeks.
<input checked="" type="checkbox"/>	D eight weeks.

(a) When he started to work, Philip worked as a...

<input type="checkbox"/>	A sales assistant.
<input type="checkbox"/>	B cleaner.
<input type="checkbox"/>	C driver.
<input type="checkbox"/>	D receptionist.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### TRADITIONAL/FULL CHARACTERS

(b) At the centre there was...

<input type="checkbox"/>	<b>A</b> an internet café.
<input type="checkbox"/>	<b>B</b> a health clinic.
<input type="checkbox"/>	<b>C</b> a restaurant.
<input type="checkbox"/>	<b>D</b> a post office.

(c) A lot of people liked to buy...

<input type="checkbox"/>	<b>A</b> clothes.
<input type="checkbox"/>	<b>B</b> food.
<input type="checkbox"/>	<b>C</b> sports equipment.
<input type="checkbox"/>	<b>D</b> trainers.

(d) The ticket price for students was...

<input type="checkbox"/>	<b>A</b> free.
<input type="checkbox"/>	<b>B</b> 10 yuan.
<input type="checkbox"/>	<b>C</b> 15 yuan.
<input type="checkbox"/>	<b>D</b> 20 yuan.

(e) Philip's colleagues...

<input type="checkbox"/>	<b>A</b> were very good.
<input type="checkbox"/>	<b>B</b> were not very helpful.
<input type="checkbox"/>	<b>C</b> shouted at him.
<input type="checkbox"/>	<b>D</b> asked him to stay.

(Total for Question 2 = 5 marks)

TRADITIONAL/FULL CHARACTERS

《我愛我的家》 by Lidia Fernandes de Mello

3 Read the extract from the text. Lidia describes her family and her future plans.

今年我四十二歲。我是中學教師。現在我學習漢語，因為我打算去台灣。我喜歡鍛煉身體，所以每個星期我去跑步三次。

我的丈夫五十二歲，他叫李山。他是一個銀行經理。每個星期四，他去打籃球。

我們有兩個孩子。兒子十歲，喜歡踢足球。女兒八歲，愛打網球。

(Source from: I Want To Be A Lawyer (short story anthology), Beijing Language and Culture University Press)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What is Lidia's job? (1)

(b) To where is she planning to travel? (1)

(c) What does Li Shan do every Thursday? (1)

(d) What does their daughter love to do? (1)

(Total for Question 3 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## TRADITIONAL/FULL CHARACTERS

### Tourism

4 Read these descriptions on a tourism website.

上海 從飛機場坐火車到市中心，去博物館看國畫展覽會，在河邊散步。

北京 參觀天安門廣場，去餐館吃北京烤鴨，去劇院看京劇，到動物園看熊貓。

香港 可以看美麗的海港和很多高樓。還有很大的購物中心，是購物的好地方，可以買很便宜的電子遊戲。

新加坡 逛市場買衣服、運動鞋和紀念品，去餐館吃小餃子。去運動場觀看比賽。

(Source from: <http://www.chinahighlights.com>)

Which is the right place? Choose between **Shanghai, Beijing, Hong Kong** and **Singapore**.

You can use each location more than once.

**Example:** Tiananmen Square is in Beijing.

- (a) It is possible to eat little dumplings in \_\_\_\_\_ . (1)
- (b) If you would like to see pandas, \_\_\_\_\_ is for you. (1)
- (c) For large shopping centres, go to \_\_\_\_\_ . (1)
- (d) If you want to view art, go to \_\_\_\_\_ . (1)
- (e) When visiting \_\_\_\_\_ , take the train from the airport. (1)

**(Total for Question 4 = 5 marks)**

TRADITIONAL/FULL CHARACTERS

Future plans

- 5 Read the following journal entry recounting a dialogue between two friends who are discussing future plans.

王明在陽台上看報紙。今天他在找招請人的廣告。大偉問他找什麼，王明說找新的工作。

王明又說，有一個朋友告訴他，在網上可以找到各種各樣的工作，但是王明自己沒有信心上網去找。大偉說他可以介紹王明一些網站，因為他現在的工作就是在網站上看到的。

可是王明只想在新聞公司工作，所以大偉和他一起去網站看有沒有這種工作。

(Source from: IT Talk Sinolingua)

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) What was Wang Ming looking for in a newspaper? (1)

- (b) Where had a friend suggested that Wang Ming look? (1)

- (c) How did Wang Ming feel about the friend's proposal? (1)

- (d) What did Dawei offer to do to help? (1)

- (e) What condition did Wang Ming place on Dawei's offer? (1)

(Total for Question 5 = 5 marks)

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**QUESTION 6 BEGINS ON THE NEXT PAGE**

## TRADITIONAL/FULL CHARACTERS

### 《我家的餐廳》 by Yang Ming Suan

- 6 Read the extract from the literary text. In this story we learn about the restaurant run by the author's family.

我的家在馬來西亞的東海岸，這裡有很多美麗的地方和海灘，也有很多漂亮的餐館，很多中國人來這裡旅遊。

我家在這兒有一個飯館。我有時間就去飯館幫忙。有很多中國人來我們餐館吃飯，但是我爸爸、媽媽不會說漢語。

我們的餐館有馬來西亞菜，也有中國菜。馬來西亞人喜歡吃‘辣’的，所以馬來西亞菜很辣。我們餐館的甜點很特別，很多客人喜歡吃我們的甜點。我們餐館還有很多海鮮，海鮮很新鮮。

(Source from: I Want To Be A Lawyer (short story anthology), Beijing Language and Culture University Press)

Put a cross ☒ in the correct box.

**Example:** The restaurant is in...

<input type="checkbox"/>	A China.
<input type="checkbox"/>	B Taiwan.
<input type="checkbox"/>	C Singapore.
<input checked="" type="checkbox"/>	D Malaysia.

(a) Near to the restaurant there are...

<input type="checkbox"/>	A beautiful mountains.
<input type="checkbox"/>	B beaches.
<input type="checkbox"/>	C waterfalls.
<input type="checkbox"/>	D lakes.

### TRADITIONAL/FULL CHARACTERS

(b) The author goes to the restaurant to...

<input type="checkbox"/>	<b>A</b> serve customers.
<input type="checkbox"/>	<b>B</b> meet his friends.
<input type="checkbox"/>	<b>C</b> help his parents.
<input type="checkbox"/>	<b>D</b> update the menu.

(c) The author explains that his parents cannot...

<input type="checkbox"/>	<b>A</b> speak Mandarin.
<input type="checkbox"/>	<b>B</b> speak English.
<input type="checkbox"/>	<b>C</b> cook seafood.
<input type="checkbox"/>	<b>D</b> eat "hot" food.

(d) What do guests like to eat?

<input type="checkbox"/>	<b>A</b> meat
<input type="checkbox"/>	<b>B</b> desserts
<input type="checkbox"/>	<b>C</b> seafood
<input type="checkbox"/>	<b>D</b> vegetarian dishes

(e) What type of food is fresh in the restaurant?

<input type="checkbox"/>	<b>A</b> fruit
<input type="checkbox"/>	<b>B</b> meat
<input type="checkbox"/>	<b>C</b> vegetables
<input type="checkbox"/>	<b>D</b> seafood

(Total for Question 6 = 5 marks)

## TRADITIONAL/FULL CHARACTERS

### Computers in school

- 7 A Chinese middle school student posts the following blog recording his friends' opinions of using computers in schools.

王勇說，在他的學校每個學生都有一個筆記本電腦。上課時不用課本，用電子書，很方便。

英英聽了，就回答說，筆記本電腦很貴，她的學校買不起。同學們還是用課本上課。上電腦課時，他們用台式電腦。

林山同意，筆記本電腦好是好，也方便，但是字太小了。他還是喜歡用傳統的書，覺得它們很好用。

美美說，筆記本電腦很多人用。台式電腦更好，因為它們更快，不會不見了。做功課的時候，可以在聊天室和朋友交談。

(Source from: <http://www.mempowered.com/children/using-computers-schools>)

Choose the correct answer from **Wang Yong, Yingying, Lin Shan** or **Meimei**.

**Example:** Yingying still uses textbooks in class.

- (a) \_\_\_\_\_ says that their school cannot afford laptops. (1)
- (b) \_\_\_\_\_ says that every student has a laptop at school. (1)
- (c) \_\_\_\_\_ says desktop computers are better than laptops. (1)
- (d) \_\_\_\_\_ says that traditional textbooks are better. (1)

Answer the following questions **in English**.

- (e) What is the benefit of using e-books to support lessons? (1)

- (f) How can using a computer help with homework? (1)

**(Total for Question 7 = 6 marks)**

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**QUESTION 8 BEGINS ON THE NEXT PAGE**

## TRADITIONAL/FULL CHARACTERS

### China's "Treasure"

8 Read the following excerpt from a newspaper article.

野生大熊貓的身體又圓又胖，動作很慢，但是牠們會爬樹，而且聽覺非常靈敏。當受到驚嚇的時候，牠們會爬上高高的樹上。另外，大熊貓食量很大，牠們白天、晚上都吃東西。大熊貓不冬眠，冬天照常活動。

因為大熊貓數量非常少，現在全世界只有一千多隻。大熊貓的樣子很可愛，而且牠們只生長在中國，所以人們說，大熊貓是中國的“國寶”。為了與其他國家良好的友誼，中國一共送了二十三隻大熊貓到九個不同的國家，包括美國、德國和新加坡。

(Source from: Marvellous Chinese, FLRTP Graded Readers)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What creature is described in the passage?

(1)

(b) How does it react when frightened?

(1)

(c) When do these animals eat?

(1)

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**TRADITIONAL/FULL CHARACTERS**

(d) How many have been sent to different countries?

(1)

(e) Which European country is mentioned as a recipient?

(1)

**(Total for Question 8 = 5 marks)**

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## TRADITIONAL/FULL CHARACTERS

### The favourite sport of the Chinese

9 Read the following passage from a tourist guidebook.

在中國，你知道人們最喜歡哪種運動嗎？  
不是籃球，不是足球，而是乒乓球！

一九零四年，一個上海的商人從日本買回  
十套乒乓球器材，乒乓球運動就開始傳入  
了中國。

一九五九年中國運動員容國團獲得第一個  
世界冠軍後，乒乓球運動在中國發展非常  
快，並成為中國“國球”。

小學生、初中生、高中生和大學生，都  
喜歡在課間和課後打乒乓球，其他人也  
常常在休息的時候打乒乓球。

奧運會的時候，在中國很多人會在電視  
前面坐上好幾個小時看精彩的比賽。

(Source from: What a Beautiful Jasmine Flower, FLRTP Graded Readers)

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**TRADITIONAL/FULL CHARACTERS**

(a) What does this passage tell us?

Put a cross ☒ next to each one of the **three** correct boxes.

(3)

<b>Example:</b>	In China most people like to play table tennis.	<input checked="" type="checkbox"/>
<b>A</b>	Basketball is the most popular sport in China.	<input type="checkbox"/>
<b>B</b>	When table tennis was first introduced in China, there were only 10 sets of equipment.	<input type="checkbox"/>
<b>C</b>	Table tennis was imported from Thailand.	<input type="checkbox"/>
<b>D</b>	In 1959, a Chinese athlete became world champion in table tennis.	<input type="checkbox"/>
<b>E</b>	Table tennis has played an important role in the economic development of China.	<input type="checkbox"/>
<b>F</b>	Table tennis is the national sport of China.	<input type="checkbox"/>
<b>G</b>	Table tennis is not played in primary schools.	<input type="checkbox"/>

Answer the following questions **in English**.

(b) Who introduced table tennis to China in 1904?

(1)

(c) What event did audiences in China sit and watch for hours on television?

(1)

**(Total for Question 9 = 5 marks)**

**TOTAL FOR SECTION A = 43 MARKS**



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# 简体字

## **SIMPLIFIED CHARACTER VERSION**

(Traditional/Full Character Version begins on page 425)

## SIMPLIFIED CHARACTERS

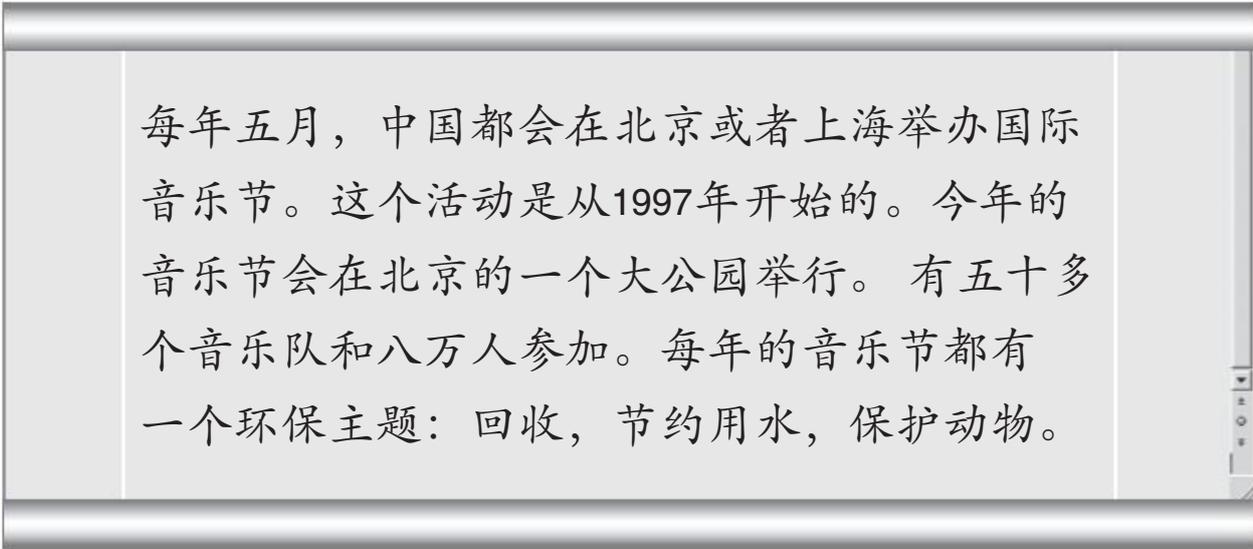
### SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

#### A festival

1 Read the extract from a webpage below.



每年五月，中国都会在北京或者上海举办国际音乐节。这个活动是从1997年开始的。今年的音乐节会在北京的一个大公园举行。有五十多个乐队和八万人参加。每年的音乐节都有一个环保主题：回收，节约用水，保护动物。

(Source from: <http://en.wikipedia.org>)

(a) What type of festival is described in the passage?

(1)

(b) Apart from performers, how many people are expected?

(1)

(c) Give **one** of the festival's themes.

(1)

(Total for Question 1 = 3 marks)

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**QUESTION 2 BEGINS ON THE NEXT PAGE**

## SIMPLIFIED CHARACTERS

### My summer job

2 Read this blog where Philip describes a summer job.

去年夏天，我在体育中心工作了八个星期。我先做售货员，一个月后，我在服务台工作。

体育中心有游泳、打网球、打篮球的设备，也有餐厅和小商店。商店卖运动器材、衣服和鞋子。很多人喜欢买运动鞋。

来体育中心玩，成人票三十元，学生十五元，小孩六岁以下免费。

我有很多很好的同事，我很喜欢在那里工作。

Put a cross  in the correct box.

**Example:** The job lasted...

<input checked="" type="checkbox"/>	A one week.
<input checked="" type="checkbox"/>	B one month.
<input checked="" type="checkbox"/>	C five weeks.
<input checked="" type="checkbox"/>	D eight weeks.

(a) When he started to work, Philip worked as a...

<input checked="" type="checkbox"/>	A sales assistant.
<input checked="" type="checkbox"/>	B cleaner.
<input checked="" type="checkbox"/>	C driver.
<input checked="" type="checkbox"/>	D receptionist.

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## SIMPLIFIED CHARACTERS

(b) At the centre there was...

<input type="checkbox"/>	<b>A</b> an internet café.
<input type="checkbox"/>	<b>B</b> a health clinic.
<input type="checkbox"/>	<b>C</b> a restaurant.
<input type="checkbox"/>	<b>D</b> a post office.

(c) A lot of people liked to buy...

<input type="checkbox"/>	<b>A</b> clothes.
<input type="checkbox"/>	<b>B</b> food.
<input type="checkbox"/>	<b>C</b> sports equipment.
<input type="checkbox"/>	<b>D</b> trainers.

(d) The ticket price for students was...

<input type="checkbox"/>	<b>A</b> free.
<input type="checkbox"/>	<b>B</b> 10 yuan.
<input type="checkbox"/>	<b>C</b> 15 yuan.
<input type="checkbox"/>	<b>D</b> 20 yuan.

(e) Philip's colleagues...

<input type="checkbox"/>	<b>A</b> were very good.
<input type="checkbox"/>	<b>B</b> were not very helpful.
<input type="checkbox"/>	<b>C</b> shouted at him.
<input type="checkbox"/>	<b>D</b> asked him to stay.

(Total for Question 2 = 5 marks)

SIMPLIFIED CHARACTERS

《我爱我的家》 by Lidia Fernandes de Mello

3 Read the extract from the text. Lidia describes her family and her future plans.

今年我四十二岁。我是中学教师。现在我学习汉语，因为我打算去台湾。我喜欢锻炼身体，所以每个星期我去跑步三次。

我的丈夫五十二岁，他叫李山。他是一个银行经理。每个星期四，他去打篮球。

我们有两个孩子。儿子十岁，喜欢踢足球。女儿八岁，爱打网球。

(Source from: I Want To Be A Lawyer (short story anthology), Beijing Language and Culture University Press)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What is Lidia's job? (1)

(b) To where is she planning to travel? (1)

(c) What does Li Shan do every Thursday? (1)

(d) What does their daughter love to do? (1)

(Total for Question 3 = 4 marks)

DO NOT WRITE IN THIS AREA

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## SIMPLIFIED CHARACTERS

### Tourism

4 Read these descriptions on a tourism website.

上海	从飞机场坐火车到市中心，去博物馆看国画展览会，在河边散步。
北京	参观天安门广场，去餐馆吃北京烤鸭，去剧院看京剧，到动物园看熊猫。
香港	可以看美丽的海港和很多高楼。还有很大的购物中心，是购物的好地方，可以买很便宜的电子游戏。
新加坡	逛市场买衣服、运动鞋和纪念品，去餐馆吃小饺子。去运动场观看比赛。

(Source from: <http://www.chinahighlights.com>)

Which is the right place? Choose between **Shanghai, Beijing, Hong Kong** and **Singapore**.

You can use each location more than once.

**Example:** Tiananmen Square is in Beijing.

- (a) It is possible to eat little dumplings in \_\_\_\_\_ . (1)
- (b) If you would like to see pandas, \_\_\_\_\_ is for you. (1)
- (c) For large shopping centres, go to \_\_\_\_\_ . (1)
- (d) If you want to view art, go to \_\_\_\_\_ . (1)
- (e) When visiting \_\_\_\_\_ , take the train from the airport. (1)

**(Total for Question 4 = 5 marks)**

## SIMPLIFIED CHARACTERS

### Future plans

- 5 Read the following journal entry recounting a dialogue between two friends who are discussing future plans.

王明在阳台上看报纸。今天他在找招请人的广告。大伟问他找什么，王明说找新的工作。

王明又说，有一个朋友告诉他，在网上可以找到各种各样的工作，但是王明自己没有信心上网去找。大伟说他可以介绍王明一些网站，因为他现在的工作就是在网站上看到的。

可是王明只想在新闻公司工作，所以大伟和他一起去网站看有没有这种工作。

(Source from: IT Talk Sinolingua)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What was Wang Ming looking for in a newspaper? (1)

(b) Where had a friend suggested that Wang Ming look? (1)

(c) How did Wang Ming feel about the friend's proposal? (1)

(d) What did Dawei offer to do to help? (1)

(e) What condition did Wang Ming place on Dawei's offer? (1)

**(Total for Question 5 = 5 marks)**

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**QUESTION 6 BEGINS ON THE NEXT PAGE**

## SIMPLIFIED CHARACTERS

### 《我家的餐厅》 by Yang Ming Suan

- 6 Read the extract from the literary text. In this story we learn about the restaurant run by the author's family.

我的家在马来西亚的东海岸，这里有很多美丽的地方和海滩，也有很多漂亮的餐馆，很多中国人来这里旅游。

我家在这儿有一个饭馆。我有时间就去饭馆帮忙。有很多中国人来我们餐馆吃饭，但是我爸爸、妈妈不会说汉语。

我们的餐馆有马来西亚菜，也有中国菜。马来西亚人喜欢吃‘辣’的，所以马来西亚菜很辣。我们餐馆的甜点很特别，很多客人喜欢吃我们的甜点。我们餐馆还有很多海鲜，海鲜很新鲜。

(Source from: I Want To Be A Lawyer (short story anthology), Beijing Language and Culture University Press)

Put a cross ☒ in the correct box.

**Example:** The restaurant is in...

<input type="checkbox"/>	A China.
<input type="checkbox"/>	B Taiwan.
<input type="checkbox"/>	C Singapore.
<input checked="" type="checkbox"/>	D Malaysia.

(a) Near to the restaurant there are...

<input type="checkbox"/>	A beautiful mountains.
<input type="checkbox"/>	B beaches.
<input type="checkbox"/>	C waterfalls.
<input type="checkbox"/>	D lakes.

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**SIMPLIFIED CHARACTERS**

(b) The author goes to the restaurant to...

<input type="checkbox"/>	<b>A</b> serve customers.
<input type="checkbox"/>	<b>B</b> meet his friends.
<input type="checkbox"/>	<b>C</b> help his parents.
<input type="checkbox"/>	<b>D</b> update the menu.

(c) The author explains that his parents cannot...

<input type="checkbox"/>	<b>A</b> speak Mandarin.
<input type="checkbox"/>	<b>B</b> speak English.
<input type="checkbox"/>	<b>C</b> cook seafood.
<input type="checkbox"/>	<b>D</b> eat "hot" food.

(d) What do guests like to eat?

<input type="checkbox"/>	<b>A</b> meat
<input type="checkbox"/>	<b>B</b> desserts
<input type="checkbox"/>	<b>C</b> seafood
<input type="checkbox"/>	<b>D</b> vegetarian dishes

(e) What type of food is fresh in the restaurant?

<input type="checkbox"/>	<b>A</b> fruit
<input type="checkbox"/>	<b>B</b> meat
<input type="checkbox"/>	<b>C</b> vegetables
<input type="checkbox"/>	<b>D</b> seafood

**(Total for Question 6 = 5 marks)**

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DO NOT WRITE IN THIS AREA

## SIMPLIFIED CHARACTERS

### Computers in school

- 7 A Chinese middle school student posts the following blog recording his friends' opinions of using computers in schools.

王勇说，在他的学校每个学生都有一个笔记本电脑。上课时不用课本，用电子书，很方便。

英英听了，就回答说，笔记本电脑很贵，她的学校买不起。同学们还是用课本上课。上电脑课时，他们用台式电脑。

林山同意，笔记本电脑好是好，也方便，但是字太小了。他还是喜欢用传统的书，觉得它们很好用。

美美说，笔记本电脑很多人用。台式电脑更好，因为它们更快，不会不见了。做功课的时候，可以在聊天室和朋友交谈。

(Source from: <http://www.mempowered.com/children/using-computers-schools>)

Choose the correct answer from **Wang Yong, Yingying, Lin Shan** or **Meimei**.

**Example:** Yingying still uses textbooks in class.

- (a) \_\_\_\_\_ says that their school cannot afford laptops. (1)
- (b) \_\_\_\_\_ says that every student has a laptop at school. (1)
- (c) \_\_\_\_\_ says desktop computers are better than laptops. (1)
- (d) \_\_\_\_\_ says that traditional textbooks are better. (1)

Answer the following questions **in English**.

- (e) What is the benefit of using e-books to support lessons? (1)

- (f) How can using a computer help with homework? (1)

**(Total for Question 7 = 6 marks)**

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**QUESTION 8 BEGINS ON THE NEXT PAGE**

## SIMPLIFIED CHARACTERS

### China's "Treasure"

8 Read the following excerpt from a newspaper article.

野生大熊猫的身体又圆又胖，动作很慢，但是它们会爬树，而且听觉非常灵敏。当受到惊吓的时候，它们会爬上高高的树上。另外，大熊猫食量很大，它们白天、晚上都吃东西。大熊猫不冬眠，冬天照常活动。

因为大熊猫数量非常少，现在全世界只有一千多只。大熊猫的样子很可爱，而且它们只生长在中国，所以人们说，大熊猫是中国的“国宝”。为了与其他国家良好的友谊，中国一共送了二十三只大熊猫到九个不同的国家，包括美国、德国和新加坡。

(Source from: Marvellous Chinese, FLRTP Graded Readers)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What creature is described in the passage? (1)

(b) How does it react when frightened? (1)

(c) When do these animals eat? (1)

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**SIMPLIFIED CHARACTERS**

(d) How many have been sent to different countries?

(1)

(e) Which European country is mentioned as a recipient?

(1)

**(Total for Question 8 = 5 marks)**

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## SIMPLIFIED CHARACTERS

### The favourite sport of the Chinese

9 Read the following passage from a tourist guidebook.

在中国，你知道人们最喜欢哪种运动吗？  
不是篮球，不是足球，而是乒乓球！

一九零四年，一个上海的商人从日本买回  
十套乒乓球器材，乒乓球运动就开始传入  
了中国。

一九五九年中国运动员容国团获得第一个  
世界冠军后，乒乓球运动在中国发展非常  
快，并成为中国“国球”。

小学生、初中生、高中生和大学生，都  
喜欢在课间和课后打乒乓球，其他人也  
常常在休息的时候打乒乓球。

奥运会的时候，在中国很多人会在电视  
前面坐上好几个小时看精彩的比赛。

(Source from: What a Beautiful Jasmine Flower, FLRTP Graded Readers)

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### SIMPLIFIED CHARACTERS

(a) What does this passage tell us?

Put a cross ☒ next to each one of the **three** correct boxes.

(3)

<b>Example:</b>	In China most people like to play table tennis.	<input checked="" type="checkbox"/>
<b>A</b>	Basketball is the most popular sport in China.	<input type="checkbox"/>
<b>B</b>	When table tennis was first introduced in China, there were only 10 sets of equipment.	<input type="checkbox"/>
<b>C</b>	Table tennis was imported from Thailand.	<input type="checkbox"/>
<b>D</b>	In 1959, a Chinese athlete became world champion in table tennis.	<input type="checkbox"/>
<b>E</b>	Table tennis has played an important role in the economic development of China.	<input type="checkbox"/>
<b>F</b>	Table tennis is the national sport of China.	<input type="checkbox"/>
<b>G</b>	Table tennis is not played in primary schools.	<input type="checkbox"/>

Answer the following questions **in English**.

(b) Who introduced table tennis to China in 1904?

(1)

(c) What event did audiences in China sit and watch for hours on television?

(1)

**(Total for Question 9 = 5 marks)**

**TOTAL FOR SECTION A = 43 MARKS**



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## GCSE Chinese Higher tier

### Paper 3 Mark scheme

All candidates are expected to answer in English. Answers in Chinese will not be credited.

#### SECTION A

Question number	Answer	Reject	Mark
1(a)	music festival/international music festival/music	festival	(1)

Question number	Answer	Reject	Mark
1(b)	80,000		(1)

Question number	Answer	Reject	Mark
1(c)	recycling save water/water conservation animal protection/animal conservation	pollution	(1)

Question number	Answer	Mark
2(a)	A	(1)

Question number	Answer	Mark
2(b)	C	(1)

Question number	Answer	Mark
2(c)	D	(1)

Question number	Answer	Mark
2(d)	C	(1)

Question number	Answer	Mark
2(e)	A	(1)

Question number	Answer	Mark
3(a)	teacher	(1)

Question number	Answer	Mark
3(b)	Taiwan	(1)

Question number	Answer	Mark
3(c)	plays basketball/basketball	(1)

Question number	Answer	Mark
3(d)	playing tennis/play tennis	(1)

Question number	Answer	Mark
4(a)	Singapore	(1)

Question number	Answer	Mark
4(b)	Beijing	(1)

Question number	Answer	Reject	Mark
4(c)	Hong Kong	Xianggang	(1)

Question number	Answer	Mark
4(d)	Shanghai	(1)

Question number	Answer	Mark
4(e)	Shanghai	(1)

Question number	Answer	Reject	Mark
5(a)	new job/a job/job advertisements		(1)

Question number	Answer	Reject	Mark
5(b)	the internet/on a website/website advertisements		(1)

Question number	Answer	Reject	Mark
5(c)	not confident/does not have confidence in internet recruitment		(1)

Question number	Answer	Reject	Mark
5(d)	recommend some websites		(1)

Question number	Answer	Reject	Mark
5(e)	job must be at a news company/he only wants to work for a news company		(1)

Question number	Answer	Mark
6(a)	B	(1)

Question number	Answer	Mark
6(b)	C	(1)

Question number	Answer	Mark
6(c)	A	(1)

Question number	Answer	Mark
6(d)	B	(1)

Question number	Answer	Mark
6(e)	D	(1)

Question number	Answer	Reject	Mark
7(a)	Yingying		(1)

Question number	Answer	Reject	Mark
7(b)	Wang Yong		(1)

Question number	Answer	Reject	Mark
7(c)	Meimei		(1)

Question number	Answer	Reject	Mark
7(d)	Lin Shan		(1)

Question number	Answer	Reject	Mark
7(e)	very convenient		(1)

Question number	Answer	Reject	Mark
7(f)	chat with friends/use a chat room/chat with friends in a chat room	chat	(1)

Question number	Answer	Mark
8(a)	panda	(2)

Question number	Answer	Mark
8(b)	climb trees	(1)

Question number	Answer	Mark
8(c)	day and night/all the time	(1)

Question number	Answer	Mark
8(d)	23	(1)

Question number	Answer	Mark
8(e)	Germany	(1)

Question number	Answer	Mark
9(a)	B, D, F	(3)

Question number	Answer	Mark
9(b)	Shanghai businessman	(1)

Question number	Answer	Mark
9(c)	Olympic Games/The Olympics	(1)

## SECTION B

Question Number	Indicative content	Mark
10	<p>In China, buying a bicycle is very cheap.</p> <p>Cycling is very environmentally friendly and has many advantages.</p> <p>However, in recent years, there are more and more cars in China.</p> <p>They have brought a negative impact to traffic and the environment.</p>	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect timeframes.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 4: Writing in Chinese**

**Higher Tier**

Sample assessment material for first  
teaching September 2017

**Time: 1 hour 25 minutes**

Paper Reference

**1CN0/4H**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets:  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 15 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## Use of Chinese Characters

All questions are printed twice, once in English and traditional/full characters and once in English and simplified characters. Questions in English and traditional/full characters begin on page 471. Questions in English and simplified characters begin on page 480. **You may work from whichever version you wish.** Please indicate which set of questions you intend to work from by putting a cross in one box below:

TRADITIONAL/FULL 繁體字	<input type="checkbox"/>
SIMPLIFIED 简体字	<input type="checkbox"/>

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繁體字

**TRADITIONAL/FULL CHARACTER VERSION**

(Simplified Character Version begins on page 480)

**TRADITIONAL/FULL CHARACTERS**

**Choose either Question 1(a) or Question 1(b).**

**Holidays**

**1** (a) Mingming, your Chinese friend, has sent you an email about what he did last summer.

Write a reply to Mingming.

You **must** refer to the following points:

- how you spent your best-ever holiday
- how you usually spend your free time
- why schools should or should not have long holidays
- your plans for this summer.

Write approximately 80–110 characters in **Chinese**.

Use appropriate language for an **informal** email.

(20)

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## TRADITIONAL/FULL CHARACTERS

### Plans for the future

(b) Your school magazine seeks your opinions on your plans for the future.

Write an article for the school magazine.

You **must** refer to the following points:

- your main interest
- which subject you enjoyed the most
- why young people should or should not go to university
- your ideal job in the future.

Write approximately 80–110 characters in **Chinese**.

Use appropriate language for an **informal** article.

(20)

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(Total for Question 1 = 20 marks)

**TRADITIONAL/FULL CHARACTERS**

**Choose either Question 2(a) or Question 2(b).**

**Sport**

**2** (a) A Chinese website is looking for articles about sport.

Write an article to interest readers.

You **must** refer to the following points:

- details of a sports event you experienced recently
- a popular sport in your country
- whether sport is an important part of young people's life
- a sport activity in the future you want to take part in.

Justify your ideas and your opinions.

Write approximately 130–180 characters in **Chinese**.

Use appropriate language for a **formal** article.

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## TRADITIONAL/FULL CHARACTERS

### Chinese New Year celebration

(b) A Chinese cultural organisation is arranging a major Chinese New Year celebration in the UK.

Write a letter to convince the organisers to offer your class some free tickets.

You **must** refer to the following points:

- what your class has done to learn about Chinese culture
- why your class deserves some free tickets
- why young people should attend cultural events
- what you will do to tell your school about the event afterwards.

Justify your ideas and your opinions.

Write approximately 130–180 characters in **Chinese**.

Use appropriate language for a **formal** letter.

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简体字

**SIMPLIFIED CHARACTER VERSION**

(Traditional/Full Character Version begins on page 471)



## SIMPLIFIED CHARACTERS

### Plans for the future

(b) Your school magazine seeks your opinions on your plans for the future.

Write an article for the school magazine.

You **must** refer to the following points:

- your main interest
- which subject you enjoyed the most
- why young people should or should not go to university
- your ideal job in the future.

Write approximately 80–110 characters in **Chinese**.

Use appropriate language for an **informal** article.

(20)

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(Total for Question 1 = 20 marks)

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## SIMPLIFIED CHARACTERS

Choose either Question 2(a) or Question 2(b).

### Sport

2 (a) A Chinese website is looking for articles about sport.

Write an article to interest readers.

You **must** refer to the following points:

- details of a sports event you experienced recently
- a popular sport in your country
- whether sport is an important part of young people's life
- a sport activity in the future you want to take part in.

Justify your ideas and your opinions.

Write approximately 130–180 characters in **Chinese**.

Use appropriate language for a **formal** article.

(28)

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## SIMPLIFIED CHARACTERS

### Chinese New Year celebration

(b) A Chinese cultural organisation is arranging a major Chinese New Year celebration in the UK.

Write a letter to convince the organisers to offer your class some free tickets.

You **must** refer to the following points:

- what your class has done to learn about Chinese culture
- why your class deserves some free tickets
- why young people should attend cultural events
- what you will do to tell your school about the event afterwards.

Justify your ideas and your opinions.

Write approximately 130–180 characters in **Chinese**.

Use appropriate language for a **formal** letter.

(28)

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尊 敬 的 先 生 / 女 士: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

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(Total for Question 2 = 28 marks)

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# GCSE Chinese Higher tier

## Paper 4 Mark scheme

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–110 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>

Mark	Descriptor
7–9	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of some key points and ideas</li> <li>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li> <li>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li> <li>Appropriate use of register and style is evident but with occasional inconsistency</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Communicates information relevant to the task with expansion of key points and ideas</li> <li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>Appropriate use of register and style throughout, with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: informal register and style** – this includes language that students would use when addressing friends and people of a similar age.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–180 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li><li>• Some effective adaptation of language to narrate, inform, interest/convince</li><li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</li><li>• Appropriate use of register and style with the occasional inconsistency</li></ul>
5–8	<ul style="list-style-type: none"><li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li><li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li><li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</li><li>• Appropriate use of register and style with few inconsistencies</li></ul>
9–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li><li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li><li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</li><li>• Predominantly appropriate use of register and style</li></ul>

Mark	Descriptor
13–16	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li> <li>• Consistently effective adaptation of language to narrate, inform, interest/convince</li> <li>• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</li> <li>• Consistent use of appropriate register and style throughout</li> </ul>

### Additional guidance

**Creative use of language:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: Formal register and style** – this includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. It would include avoidance of slang, over-familiar language, exaggeration, endearments, writing in a conversational style, inappropriate abbreviations used in social media chat.

## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li> <li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li> <li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li> <li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Uses a variety of grammatical structures including some different examples of complex language</li> <li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li> <li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Uses a wide variety of grammatical structures, including complex language</li> <li>• Fluent response throughout with extended, well-linked sentences</li> <li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but which are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 3 – Higher tier (12 marks)

#### Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</li><li>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–9	<ul style="list-style-type: none"><li>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• The meaning of the passage is fully communicated</li><li>• Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

Question number	Example response – traditional characters
3	美美在北京上學。她喜歡亞洲歷史，但是去年她覺得數學很難。下個學期她會開始上中文課。她覺得學習寫漢字很重要，因為她喜歡住在中國。

Question number	Example response – simplified characters
3	美美在北京上学。她喜欢亚洲历史，但是去年她觉得数学很难。下个学期她会开始上中文课。她觉得学习写汉字很重要，因为她喜欢住在中国。

## Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a misformed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

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