

NOTICE TO CENTRES

FAO: Chinese teacher /The Head of Modern Foreign Languages

Date: January 2006

Subject: Advanced Subsidiary/Advanced GCE Chinese (8610/9610)

Changes to Specification

This notice gives details of:

- Changes to AS/A2 assessment grids with effect from Summer 2005
- Changes to content of specification with effect from summer 2007 (including changes to Unit 2, Section 2 (Research based essay) assessment grids with effect from Summer 2007
- New prescribed Topic areas / Texts with effect from Summer 2007
- Essay plan forms (example and blank versions)
- Changes to the Weightings of Assessment Objectives with effect from summer 2007.

This document outlines modifications to assessment grids for Edexcel Advanced Subsidiary/Advanced GCE examinations in Chinese and also includes information on revised content that will affect examinations from June 2007. Please read this booklet very carefully.

Edexcel is grateful for the useful feedback received from schools and colleges, which informed decisions on the amendments to the published assessment grids. It is intended that these will prove more logical and easier to apply.

A '*GCE Chinese-Research Essay Guide*' will be produced to support both teachers and students and should be available on the Edexcel website in January 2006.

N.B. Issue 3 of the specification is under preparation and should shortly be available on the Edexcel website. This will include all the latest amendments.

CHANGED ASSESSMENT GRIDS (WITH EFFECT FROM 2005)

Unit 1 Reading and writing

Section 3 – Continuous writing task (40 marks 20%)

Mark	Completion of task (AO2)
15	Task fully grasped; answer wholly relevant, coherent and convincing.
13-14	Task well understood and completed, with some development of points.
11-12	Task understood and completed satisfactorily apart from minor omissions and/or irrelevance.
9-10	Task understood but some omissions and/or irrelevance.
7-8	Task not fully grasped but some points addressed successfully. Significant omissions. Some irrelevance and/or repetition.
4-6	Task largely misunderstood. Few points addressed successfully. Much irrelevance and/or repetition.
1-3	Task mostly misunderstood and answer barely relevant.
0	No rewardable material.

Mark	Knowledge and Understanding (AO4)
5	Very good.
4	Good.
3	Adequate / limited / obvious.
2	Slim / mainly general knowledge.
1	Minimal.
0	No rewardable material.

Mark	Quality of Language (AO3)
19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy.
16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature.
13-15	Good communication. A good variety of lexis and structures. Familiar forms and structures usually accurate. Occasional lapses do not impair comprehension.
10-12	Satisfactory communication. Inaccurate language sometimes impairs comprehension. Some variety of lexis and structures.
7-9	Some communication. Basic language predominates. Language often inaccurate.
4-6	Limited communication. Range of language basic and/or 'translated', with much inaccuracy.
1-3	Very limited communication. Language very basic, with much repetition. Highly inaccurate.
0	No rewardable language.

Unit 2: Reading and writing; topics and texts

Section 2 – Topics and Texts (60 marks 30%)

Mark	Knowledge and Understanding (AO4)
23-25	Excellent k/u. Highly relevant and perceptive. Excellent ability to analyse and to substantiate points. Excellent insight into the topic/text. High degree of independent judgement.
20-22	Very good k/u. Clearly expressed and largely relevant. Very good ability to analyse and substantiate points. Good degree of independent judgement.
17-19	Good k/u. Mostly relevant with minor lapses. Sound ability to analyse and substantiate points. Beginnings of independent judgement.
14-16	Satisfactory k/u. Some irrelevance and lack of clarity at times. Modest ability to analyse and substantiate points.
11-13	Some k/u but significant omissions. Contains some irrelevance/inaccuracy. Some ability to analyse and substantiate points. Attempts to evaluate but treatment often too factual.
8-10	Limited k/u. A small amount of relevant material presented, showing little ability to analyse and substantiate points. Tends to be predominantly descriptive/narrative.
5-7	Very limited k/u. A very small amount of relevant material presented but often confused. Very little ability to analyse and substantiate points.
1-4	Minimal k/u. Mostly irrelevant and/or confused. Almost no ability to substantiate points.
0	Completely irrelevant.

k/u = knowledge and understanding of the society/culture of the TL country/community

Mark	Organisation and Development of Ideas (AO2)
23-25	Excellent o/d. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.
20-22	Very good o/d. Material very well planned and sequenced, with minor lapses. Good control and coherently presented argument.
17-19	Good o/d of material and effective sequencing of ideas, but lacking coherence in places. Generally well constructed with minor lapses.
14-16	Satisfactory o/d of material. Development patchy and/or under ambitious. Ideas not always effectively sequenced.
11-13	Some o/d. Development of ideas impeded at times by lack of ability to organise material logically. Rambling and/or repetitive at times.
8-10	Limited o/d. Attempts to construct an argument, but material ineffectively structured. Limited ability to draw conclusions.
5-7	Very limited o/d. Structure lacks coherence. Very limited ability to draw conclusions.
1-4	Minimal o/d. Structure almost wholly lacking in coherence. No ability to draw conclusions.
0	So ill-organised and lacking in coherence that no credit can be given.

o/d = organisation and development

Mark	Quality of Language (AO3)
9-10	Excellent communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy.
7-8	Very good communication. Errors rarely impede comprehension. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures.
5-6	Satisfactory to good communication. Inaccurate language occasionally impedes comprehension. Fair range of appropriate lexis. Structures often well handled.
3-4	Some communication achieved but often lacks comprehension. Limited linguistic range; basic sentence construction. Register often inappropriate.
1-2	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate.
0	No rewardable language.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

CHANGES WITH EFFECT FROM SUMMER 2007

Unit 1: Reading and writing

3 hours

AS 100%

A 50%

Unit description

Unit 1 assesses students' ability to understand and respond in writing to a variety of written texts. Responses will be required both in the target language and in English.

The unit will normally consist of three sections:

- Section 1: Reading and writing
- Section 2: Translation
- Section 3: Continuous writing.

For all three sections, material will be drawn from contemporary sources such as magazines, newspapers, reports and books and may be drawn from General Topic Areas 1 - 3 on page 10. Students will need to demonstrate **knowledge and awareness** of the contemporary society and/or cultural heritage of the target-language country or communities.

Section 1 (40 marks 20%)

Students will be required to read authentic printed, target-language material and to retrieve and convey information by responding via a range of mainly target-language test-types, including questions and answers in the target language.

Assessment

35 marks will be awarded for individual questions according to the mark scheme. This mark scheme relates to **A02** and **A04**.

5 marks will be awarded positively for the quality of language of the target-language answers in Section 1, using the grid on the following page.

Mark	Quality of language (AO3)
5	Grammar and structures very accurate. Communication always effective.
4	Grammar and structures generally accurate. Communication almost always effective.
3	Errors in grammar and structures, although these do not impede communication. Syntax inconsistent.
2	Limited knowledge of grammar with frequent basic error even in straight forward language. Communication often impeded.
1	Grammar and structure so inaccurate that communication only occasionally takes place.
0	No rewardable language.

Section 2 (20 marks 10%)

Students will be assessed for their ability to transfer meaning from the target language into English. They will be required to read and understand a passage in the target language and produce a written translation in English.

Assessment

The translation into English will be marked positively for transfer of meaning, accuracy of transmission and the quality of the English used, using the grid below.

Mark	Transfer of meaning and quality of translation (A02)
18-20	An excellent level of translation, showing an awareness of nuance and idiom. Excellent grammar, punctuation and spelling.
15-17	Very good translation skills with some awareness of nuance and idiom. Very accurate with only a few minor errors in grammar, punctuation and spelling.
12-14	A competent transfer of meaning with some errors of transmission. Sometimes lacks flow and some errors in grammar, punctuation and spelling.
9-11	Satisfactory transfer of meaning but with evidence of misunderstanding and/or detail glossed over. Intrusive errors in grammar, punctuation and spelling.
5-8	A pedestrian transfer of meaning. Some communication achieved, but with little fluency although occasionally uses apt vocabulary. Major errors in grammar, punctuation and spelling.
1-4	Limited transmission and communication with very little rewardable work. Lacks understanding of the text overall and unable to communicate clearly in English.
0	No rewardable language.

Section 3 – Continuous writing task (40 marks 20%)

Students will be required to write about 180-200 characters for Chinese in the form of a letter, report or article based on a target-language stimulus.

Assessment

For the continuous target-language task, marks will be awarded for both **completion of task** and **quality of language** including grammar and structures. Knowledge and skills to be rewarded include the ability to write clearly, accurately and to respond relevantly and effectively to the task. Marks will be rewarded positively using the grids below.

Mark	Completion of task (AO2)
19-20	Task fully grasped; answer wholly relevant, coherent and convincing.
16-18	Task well understood and completed, with some development of points.
13-15	Task understood and completed satisfactorily apart from minor omissions and/or irrelevance.
10-12	Task understood but some omissions and/or irrelevance.
7-9	Task not fully grasped but some points addressed successfully. Significant omissions. Some irrelevance and/or repetition.
4-6	Task largely misunderstood. Few points addressed successfully. Much irrelevance and/or repetition.
1-3	Task mostly misunderstood and answer barely relevant.
0	No rewardable material.

Mark	Quality of Language (AO3)
19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy.
16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature.
13-15	Good communication. A good variety of lexis and structures. Familiar forms and structures usually accurate. Occasional lapses do not impair comprehension.
10-12	Satisfactory communication. Inaccurate language sometimes impairs comprehension. Some variety of lexis and structures.
7-9	Some communication. Basic language predominates. Language often inaccurate.
4-6	Limited communication. Range of language basic and/or 'translated', with much inaccuracy.
1-3	Very limited communication. Language very basic, with much repetition. Highly inaccurate.
0	No rewardable language.

N.B. Candidates will **not** be required to demonstrate cultural knowledge of the target language country in the personal responses. Responses should relate to the learners' everyday life and experiences.

Unit 2: Reading and writing; research-based essay

3 hours

Unit description

Unit 2 assesses students' ability to understand and respond in writing to written language and their knowledge and understanding of the culture and/or society of the target-language countries and/or communities.

The unit will consist of two sections:

- Section 1: Reading and Writing
- Section 2: Research-based essay.

Section 1 (20 marks 20%)

Students will be required to read a piece of authentic target-language material and to retrieve and convey information via questions and answers in the target language. They will then be required to translate a related passage from English into the target language.

Assessment

For the questions and answers in the target language, up to 10 marks will be awarded following the detail required for individual questions, outlined in the mark scheme. The mark scheme relates to **A02** and **A03**. The translation into the target language will be marked positively for transfer of meaning, accuracy of transmission and the quality of language used, using the grid below.

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

Section 2 - Research-based Essay (60 marks 30%)

Students will be required to produce an extended piece of target-language writing directly related to one of the prescribed essay topic areas. It must be approximately 500–1000 characters in length. (Assessment is qualitative rather than quantitative and no essay should exceed 1000 characters). Students are expected to undertake extensive research and individual study prior to producing their extended essay which must demonstrate the following:

- knowledge and understanding of the culture and/or society of Chinese language countries or communities
- an ability to write effectively in Chinese
- organisation and development of ideas on the chosen topic
- personal evaluation and opinions

Candidates may **not** use dictionaries but should take a completed essay plan into the examination. This must be completed using the pro-forma plan (please see enclosed pro – forma at the end) and must be handed in with the answer booklet. Candidates must limit their planning notes to a maximum of 100 characters (including proposed essay title) and these should be produced in a bullet point format. Candidates must also provide references for sources used in their research on this sheet and provide an appropriate and individual essay title.

During their research phase, candidates may refer to a variety of resources including text books, reference books, the internet, audio-visual media etc. More information and guidance is given in the *GCE Chinese Research-based Essay Guide* (accessed via the Edexcel website – www.edexcel.org.uk).

Assessment

Students will be assessed for: **knowledge and understanding, organisation and development of material** and **quality of language** including grammar and structures as detailed in this specification.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

Content

In the first grid the following qualities will be rewarded:

- knowledge and understanding of the topic
- grasp of the implications and scope of the topic
- relevance, clarity of thought and expression, ability to analyse
- ability to use evidence and source material
- independent judgement/originality
- imaginative personal response to the source material, where appropriate.

Mark	Knowledge and understanding (AO4)
23-25	Very good k/u . Fully relevant. Shows ability to analyse in depth and convincing use of evidence and source material. Very good independent judgement.
20-22	Good k/u. Shows ability to analyse. Evidence well selected and source materials mostly relevant and used intelligently. Good degree of independent judgement, but may have some minor lapses and lack of clarity.
17-19	Adequate k/u. Analysis and use of evidence and source material present but inconsistent. Minor digressions. Beginnings of independent judgement.
14-16	Satisfactory k/u. Modest ability to analyse and to use evidence and source material. Attempts to evaluate but treatment often too factual. Some digressions and lack of clarity.
11-13	Moderate k/u but some omissions. Shows some ability to analyse and to use evidence and source material, but often digressive and/or muddled. Approach to subject mostly descriptive or narrative.
8-10	Limited k/u. A limited amount of relevant material presented, showing little ability to analyse and to use evidence and source material.
5-7	Very limited k/u. A very small amount of relevant material presented but often confused. Use of evidence and source material unconvincing.
1-4	Minimal k/u. Hardly any relevant material presented. Almost no ability to use evidence and source material.
0	Material presented completely irrelevant to title and subject.

k/u = knowledge and understanding

In the second grid the following qualities will be rewarded:

- planning, organisation and control of material
- logical and effective sequencing of material
- ability to develop argument and ideas.

Mark	Organisation and development of material (AO2)
27-30	Excellent o/d. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.
23-26	Very good o/d. Material very well planned and sequenced with minor lapses. Good control and coherently presented argument.
18-22	Good o/d of material and effective sequencing of ideas. Generally well constructed but lacking coherence in places.
14-17	Satisfactory o/d of material. Development patchy and/or under ambitious. Evidence of argument but ideas not always effectively sequenced.
10-13	Some o/d. May be rambling and/or repetitive. Development of ideas impeded at times by lack of ability to organise material logically.
5-9	Limited o/d. Material ineffectively structured. Limited ability to draw conclusions/to respond convincingly.
1-4	Minimal o/d. Structure almost wholly lacking in coherence; no ability to draw conclusions.
0	So ill-organised and lacking in coherence that no credit can be given.

o/d = organisation and development

Language

Skills to be rewarded will include:

- ability to communicate intelligibly
- accuracy
- variety of structures
- appropriateness of language
- lexical range
- fluency.

Mark	Quality of language (AO3)
5	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy.
4	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures.
3	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis and structures.
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range.
1	Very limited communication. Language often breaks down. Very inaccurate.
0	No rewardable language.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

Prescribed essay topic areas for Unit 2 section 2 (for examination from 2007)

Candidates will choose only ONE topic from ONE of the four sections below:

1 Modern Chinese history (20th Century) 1911 - 1976

- Warlords in China
- The New Cultural Movement (1915-1924)
- The relationship between the Nationalist and Communist Parties of China (1921-1949)
- The Land Reform (1950-52)
- The Great Leap Forward (1958)
- The Cultural Revolution (1966-76)

2 Geography of China

- The role of the Yangtze River OR the Yellow River in modern day China
- The environmental, economic, developmental and cultural features of a Chinese city (either Beijing, Shanghai, Guangzhou, Hong Kong or Taipei)

3 Society

- China's traditions: festivals and customs
- Confucianism OR Taoism (Daoism) (discussion of the basic principles of either philosophical tradition in Chinese society)
- Women's issues OR Gender issues in China (1911 to the present)

Suggested bibliography for teachers

Spence J – *The Search for Modern China* (W W Norton, 1999 [Paperback])

Hsu I – *The Rise of Modern China* (OUP, 1990)

Fairbank, J.K. and Goldman, M – *China: A New History* (1998)

In English: Cambridge, MA: Harvard University Press.

ISBN: 0674116739

Translated in Chinese

Cheng Chung Book Co. Ltd., Taiwan (2004 3rd edition)

ISBN 957-09-1392-4

4 Literary Texts (Books and Films)

(i) Films

- Nan Hai 13 (Mad Phoenix)

Candidates can use any of the following versions:

Film (Mandarin and Cantonese)

Stage play (Cantonese only)

TV series (Mandarin only)

- Han Yan Cui (Mist Over Dream Lake)

This title is available in both VCD and DVD with subtitles in Chinese and English, published by Mei Ah (HK)

(ii) Books

- Lu Xun: *Gu Xiang* (My hometown)
- Ba Jin: *Chun* (Spring)
- Ru Zhijuan: *Bai He Hua* (The Lilies)
- Wang Meng: *Shuiké ying men* (A court full of advisors)

Possible essay plan

CHINESE GCE A LEVEL 6262 1B CANDIDATE ESSAY PLAN AND REFERENCES

Centre Name:

Centre Number:

Candidate Name:

Candidate Number:

Plan

Title of essay

為什麼有這麼多的‘說客’來找丁一？
從這些說客看到了些什麼問題？

(一) 丁一是誰

背景 / 外貌 / 性格 / 遭遇

(二) 「說客」出現的因由

龔鼎的行為和背景

(三) 說客各式各樣意圖和行動

看到什麼問題 (不正之風 / 怎樣形成的)

(四) 結論:

批評社會流行的不正之風

鼓勵人們做事正直無私

但也不能把原因問題表面化簡單化

References

Candidate's Signature

Essay plan form (blank)

CHINESE GCE A LEVEL 6262 (Unit 2 — Section 2) CANDIDATE ESSAY PLAN FORM

Centre name:	Centre number:
Candidate name:	Candidate number:

References/sources used

Candidate signature:

Title of essay:

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Assessment weightings overview (Revised Chinese specification)

Unit 1 is marked out of 100

Unit 1	AO1	AO2	AO3	AO4
Section 1	N/A	15	5	20
Section 2	N/A	20		
Section 3	N/A	20	20	
% AS		55	25	20
% Overall		27.5	12.5	10

Unit 2 Section 1 is marked out of 20

Unit 2 Section 2 is marked out of 60

Unit 2	AO1	AO2	AO3	AO4
Section 1 (40%)	N/A	10	10	
% A2		20	20	
Section 2 (60%)	N/A	30	5	25
% A2		30	5	25
% A2 (Sections 1&2 combined)		50	25	25
% Overall		25	12.5	12.5
% Totals		52.5	25	22.5

NB:

Unit 2 – Please note that the two sections in this unit (as with the existing specification) are weighted differently and contribute different percentages to the overall score.

For more information on Edexcel and BTEC qualifications please contact
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or visit our website: www.edexcel.org.uk

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