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**GCSE**

**CHINESE**

**8673/SF+SH**

Paper 2 Speaking Foundation and Higher

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**Mark scheme including Guidance for Role-plays**

June 2019

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **Speaking Tests – Foundation tier and Higher tier**

### **Part One mark scheme**

All candidates complete one speaking test at either Foundation tier **or** Higher tier.

#### **Principles of marking**

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document.

No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

#### **Level of response marking instructions**

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

#### **Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

#### **Step 2 Determine a mark**

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

**The test as a whole**

Each candidate’s speaking test consists of three parts, completed in this order:

- Part 1** Role-play – two minutes approximately (15 marks)
- Part 2** Discussion of photo card – two minutes at Foundation tier and three minutes at Higher tier (15 marks)
- Part 3** General conversation – 3–5 minutes at Foundation tier and 5–7 minutes at Higher tier (30 marks)

Total marks at Foundation tier and Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

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

	<b>Communication</b>	<b>Knowledge and use of language</b>	<b>Range and accuracy of language</b>	<b>Pronunciation and intonation</b>	<b>Spontaneity and fluency</b>	<b>Total</b>
<b>Role-play</b>	10	5				15
<b>Photo card</b>	15					15
<b>General Conversation</b>	10		10	5	5	30
<b>Total</b>	<b>35</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>60</b>

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 1 on p.19) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

## Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So, if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

### Assessment criteria for each role-play task

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

### Notes

- Students who do not understand a question may show repair strategies\* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

*\*'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc, in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is ‘Say what you did last night. Give **one** detail.’

Candidate A says: ‘I went to the cinema and I’m going to the restaurant’. The task is complete as soon as the candidate says ‘I went to the cinema.’ Two marks are given for Communication and what follows is ignored.

Candidate B says: ‘I’m going to the cinema and I went to the restaurant.’ The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher’s role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate’s answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher’s initial prompt, it is fine for the teacher to prompt with something like 你有什么问题要问我吗? or 你有什么问题吗?

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by 你呢? For example, where the prompt on the candidate's card asks them about their favourite websites: 我喜欢看新闻网站, 你呢?

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 9, 10 and 11 of the General Principles for marking the role-play.

### Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

### Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at each of Foundation and Higher tiers and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

#### Foundation Tier

**For a student scoring five marks,** the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as missing/omitting a word 岁 (years old) as in 我十六, or adding a word 是 (be) as in 我是十六岁.

**For a student scoring four marks,** the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as missing/omitting or adding a word in a sentence, and/or a more serious error, such as a lapse 岁 (years old) in the formation of a nominal predicate 我第十, or using 年 for 岁 like 我十六年, which affects communication.

**For a student scoring three marks,** there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as instances where the verb is omitted. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

**For a student scoring two marks,** although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.



**For a student scoring one mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

### **Higher Tier**

**For a student scoring five marks**, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as missing/omitting or adding a word in a sentence. Verbs are handled with confidence and the usage of time references is always accurate.

**For a student scoring four marks**, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as missing/omitting or adding a word in a sentence, and/or a more serious error, such as a lapse in predicate formation, which affects communication. Verbs are handled with confidence and the usage of time references is nearly always accurate.

**For a student scoring three marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as instances where the verb is omitted. Imprecise time frame usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring two marks**, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring one mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**Section 2: Discussion of photo card**

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

**Assessment criteria**

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

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

**Notes**

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

*\*‘Repair strategies’ include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question ‘What is there in the photo?’. The maximum time for Foundation tier is two minutes and for Higher three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two or three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Chinese, an example would be 中国年 instead of 春节.

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

说说你去年过得最开心的节日。

(No reply)

说说你去年过得最高兴/(or最快乐)的节日。or去年你觉得什么节日过得最开心?

When responding to the first question ‘What is there in the photo?’, candidate responses must be rooted in the content of the photo. Merely to say ‘I like the photo’ without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn’t. Conjecture is appropriate, eg ‘I think the weather is hot because the people are wearing shorts.’

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

你觉得住在什么地方最好? 为什么?

我最喜欢住在农村, 那里很安静。

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

你喜不喜欢过节? 为什么?

喜欢, 很有意思。

The following information relates to the number of questions answered by the candidate:

<b>All</b>	Defined as all five questions
<b>Nearly all</b>	Defined as four questions
<b>Most</b>	Defined as three questions or more
<b>Some</b>	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three (‘most’) answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three (‘most’) replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10–12 band, a candidate must develop at least two (‘some’) replies, as well as answering at least four (‘nearly all’) questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three (‘most’) questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

### Section 3: General conversation (Foundation Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

#### Foundation Tier

At Foundation tier, the General conversation must last between three and five minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Foundation tier is one and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The maximum penalty overall, therefore, is -3 (-2 for short coverage of the themes and -1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Foundation tier lasts for 1'20", the second theme for 1'15" and no question is asked, this is a penalty of -3 (-2/-1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of -3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (five minutes at Foundation tier). However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to ‘narration’ in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

你喜不喜欢吃中国菜?  
喜欢, 很好吃。

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking ‘And you?’ would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in

exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than  $1+1+1+1 = 4$ .

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 9–10 band for Range and accuracy of language at Foundation tier, a candidate must have had a recognisable attempt at all three time frames. For the 7–8 band at Foundation tier, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**. In Chinese a verb does not inflect or change its form to indicate tense: therefore a time word/or a time expression, or a time reference or context for the action of the verb must be clearly provided when referring to past, present or future events and actions. Modal verbs such as 想, 会, 打算, 计划, 希望 or 要 + verb, etc can indicate the future. Aspectual particles/(aspect markers) can also be accepted for actions with different time references, eg verb + 过 or 了 can indicate past experience.

A reference to a present, past or future event can only be credited if a time phrase is used with the verb. It cannot be, for example, a response of 是的 to the teacher's question 你打算去打网球吗？

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

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

#### Section 4: General conversation (Higher Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

#### Higher Tier

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The maximum penalty overall, therefore, is -3 (-2 for short coverage of the themes and -1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of -3 (-2/-1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of -3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit.



There are references to ‘narration’ in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

你喜欢吃中餐吗？  
是的/喜欢，非常美味。

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1–2 band (which is identical to the 7–8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

### Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking ‘And you?’ would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

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

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 3–4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**. In Chinese a verb does not inflect or change its form to indicate tense: therefore a time word/or a time expression, or a time reference or context for the action of the verb must be clearly provided when referring to past, present or future events and actions. Modal verbs such as 想, 会, 打算, 计划, 希望 or 要 + verb, etc can indicate the future. Aspectual particles/(aspect markers) can also be accepted for actions with different time references, eg verb + 过 or 了 can indicate past experience.

A reference to a present, past or future event can only be credited if a time phrase is used with the verb. It cannot be, for example, a response of 是的 to the teacher's question 你打算去打网球吗?

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

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test, the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

**APPENDIX 1 – SPEAKING SCORE SHEET – GCSE Chinese**

Examiner name:

Centre Number						Candidate name and number	
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Role Play №:

Photo Card Letter:

PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm + KUL

**Total:**

Task	Communication	Time:
1		
2		
3		
4		
5		

**Total:**

**General conversation**

Nominated Theme №:	Second Theme №:
Time	Time

Use of time frames (up to 4 of each ✓)	
Present	<input style="width: 100%; height: 20px;" type="text"/>
Past	<input style="width: 100%; height: 20px;" type="text"/>
Future	<input style="width: 100%; height: 20px;" type="text"/>

**Other notes:**

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total
				<input style="width: 50px; height: 20px;" type="text"/>
Penalty deductions included in above mark for Comm (✓)		No Question -1	Short GC Theme -2	
		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	

**Total mark for test**

**Appendix 2 - GCSE Chinese Symbols for annotating Speaking Score Sheet**

**Role-play and General Conversation**

**NB For the Role-play, don't use these symbols: + S ^**

<b>General</b>	
✓	A clear piece of information in the form of a phrase or sentence with a verb
✓ ?	An understandable piece of information with some lack of clarity. There may be poor pronunciation or inaccurate tones, or inaccurate use of a word, for example, but something can be understood from the response as a whole.
-	A clear piece of information with no verb
+	An enhancement, eg a more complex structure or unusual vocabulary item
S	A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability
A	A minor inaccuracy, eg incorrect or none measure word (MW), which does not affect communication
Ⓐ	A more serious inaccuracy, usually a problem with a time reference (wrong use of a time word or an aspect marker), or a word, or a word order which affects immediate understanding
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	是的/不是 or 好/不好 or 喜欢/不喜欢 alone
Ⓘ	A question asked by the student
<b>Opinions and Justifications</b>	
Op	An opinion without a verb
Ⓔ	An opinion with a verb
J	Justification of an opinion without a verb
Ⓙ	Justification of an opinion with a verb
<b>Delivery</b>	
P	A minor mispronunciation, which doesn't hinder communication
Ⓟ	A more serious mispronunciation which would make comprehension difficult
T	A minor tone error, which doesn't hinder communication
Ⓣ	A more serious tone error which would make comprehension difficult
^	A hesitation

^	A longer hesitation
?	What is said is incomprehensible

### Appendix 3 - Marking of photo card – Guidance Notes

#### Symbols to be used:

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb.
-	A clear piece of information with no verb
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	是的/不是 or 好/不好 or 喜欢/不喜欢 alone
? ✓	An understandable piece of information with some lack of clarity. There may be poor pronunciation or inaccurate tones, or inaccurate use of a word, for example, but something can be understood from the response as a whole.
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb
Ⓞ	An opinion with a verb.
J	Justification of an opinion without a verb
Ⓜ	Justification of an opinion with a verb.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

**Automatic access to the band if the minimum requirements are achieved:**

Band	Requirements
13–15	<ul style="list-style-type: none"> <li>all 5 questions answered clearly</li> <li>minimum 3 of ✓ in 3 answers</li> <li>minimum 1 (Op) or Op</li> <li>minimum 1 (J) or J</li> <li>Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)</li> </ul>
10–12	<ul style="list-style-type: none"> <li>minimum 4 questions answered clearly</li> <li>minimum 2 ✓s in 2 answers</li> <li>minimum 1 (Op) or Op</li> <li>minimum 1 (J) or J</li> <li>Note: (Op) or (J) can count instead of a ✓</li> </ul>
7–9	<ul style="list-style-type: none"> <li>minimum 3 questions answered which are understandable</li> <li>minimum 2 ✓s in 1 answer</li> <li>minimum 1 (Op) or Op</li> <li>Note: (Op) or (J) can count instead of a ✓</li> </ul>
4–6	<ul style="list-style-type: none"> <li>minimum 3 questions answered which are understandable</li> </ul>
1–3	<ul style="list-style-type: none"> <li>only 1 or 2 questions answered which are understandable</li> </ul>

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

**Example 1**

Task	Communication
1	✓✓✓ - -
2	(Op) (J) ✓
3	✓✓✓
4	✓
5	✓

Photo Card mark:

**15**

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly (there are no ? or  $\checkmark$  symbols)
- 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification

Because everything is clear, 15 marks are given.

**Example 2**

Task	Communication
1	✓✓✓✓✓
2	(Op) (J) ? ?✓
3	✓-✓-✓✓ ? ?✓
4	(Op) (J) (Op) (J)
5	✓✓✓ ?

Photo Card mark:

**13**

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible.
- More than 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s)
- There is one more than one opinion
- There is more than one justification

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.



**Example 3**

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	(Op) (J) ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo Card mark:

11

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible.
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with (Op) + (J) counting instead of ✓s)
- There is one opinion
- There is one justification

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

**Example 4**

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	(Op)
4	(Op) ✓ ✓ ✓ ✓
5	(Op) (Op) ✓ ✓

Photo Card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is received.

**Example 5**

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	(Op)

Photo Card mark:

**9**

The minimum requirements are fulfilled for the 7–9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also a lack of clarity on one occasion.
- One answer is developed with two ✓s.
- There is one opinion

There is one occasion where the information given is unclear, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

**Example 6**

Task	Communication
1	✓ ✓ -
2	? ?
3	(Op) J
4	W
5	-

Photo Card mark:

**7**

The minimum requirements are fulfilled for the 7–9 band.

- Three questions are answered clearly.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible, and the last question is answered very briefly without a verb. The combination of these issues means that a mark at the bottom of the 7–9 band is appropriate.

**Example 7**

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo Card mark:

5

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the answers that are given correctly, there is an implied lack of clarity in the final response because it is the wrong answer to the question. The replies are short and so the mid-mark in the band is awarded.

**Example 8**

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo Card mark:

2

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb.
- Three of the questions have no response.

Most (ie three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1–3 band is awarded.

**Example 9**

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo Card mark:

**1**

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

## **Appendix 4 – Subject content (Themes)**

### **Theme 1: Identity and culture**

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

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

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

## Appendix 5 – Role-Plays - General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	Mark (0/1/2)
1	Only one detail is given when two are required. [Message is partially conveyed]	1 mark
2	Opinion is given but without a reason when this is required. [Message is partially conveyed]	1 mark
3	The aspect mark 了 is missing for a past event. For example: 昨天放学以后你做了什么? 我去图书馆。 [Message is conveyed with some ambiguity]	1 mark
4	The time reference is unclear for a present/or regular action. For example: 你常常在健身房做什么运动? 我打乒乓球了。 [Message is conveyed with some ambiguity]	1 mark
5	A simple response such as 很好 or 不好 to the question 那儿/(那里)的天气怎么样? cannot be awarded 2 marks, one <b>detailed</b> description is required.	1 mark
6	Short answers/responses, if appropriate, can be worth two marks, eg a time phrase is used to answer the question instead of a full sentence. 你什么时候上网? 周末/ or 星期天/ or 每天晚上 [N.B. KUL consideration]	2 marks
7	Same as above, in a very clear/known context, short expressions, eg place phrases are used to answer questions instead of a full sentence, with verb 在 to indicate 'to be at/in'. 你在哪儿上网? 在学校/ or 在家/ or 在图书馆。 [N.B. KUL consideration]	2 marks
8	A measure word is adding or missing or wrongly used. For example: 我爸爸今天早上喝了两个杯牛奶。; 我们班有十二女学生。; 我朋友在公园跟三个猫玩儿。 [N.B. KUL consideration]	2 marks
9	In the ? task, the 吗 is missing in yes/no questions eg 你天天喝水? and without a questioning/rising tone.	0 marks
10	An incorrect personal pronoun is used in the ? task in OAR, eg not '你you' is used, but 'he' or 'she': 他/她最喜欢什么网站?; 他/她喜欢去公园吗?	1 mark
11	In the ? task, the question particle 呢 is used to form a follow-up question/an elliptical question, eg 我喜欢看历史书, 你呢? the meaning is usually illustrated clearly by the previous sentence.	2 marks

**Appendix 6 – Photo cards – Guidance on paraphrasing**

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

Original question wording	Allow	Reject
明年过春节，你想吃什么？	Substitution of the word <i>Chinese New Year for Spring Festival</i> which retains the same meaning: 明年过中国年，你想吃什么？	A change to the language which that doesn't retain the same meaning: 明年过生日，你想吃什么？
你的朋友常常在哪儿做运动？	Substitution of the place word which retains the same meaning: 你的朋友常常在哪里/or 什么地方做运动？	A re-wording that supplies information: 你的朋友常常去健身房做运动吗？
下个周末你打算做什么？	Substitution of the modal verb for the future time frame which retains the same meaning: 下个周末你想/ or要/or计划/ or准备做什么？	A re-wording that elicit merely a Yes/No answer: 下个周末你要去看朋友，是不是？
说说你们学校都有什么。	A re-wording that retains the same meaning: 你们学校有什么？	Addition of an extra element: 你们学校都有什么？比如图书馆、电脑室，健身房。

**GCSE Chinese Speaking – Part 2 Mark Scheme**

<b>Foundation Role Play 1</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	你什么时候上网? (one detail)	我睡觉以前上网。/我每天晚饭以后上网。/我晚上九点开始上网。/我周末上网。周末/星期天/每天晚上(in a clear/known context, simple time expressions permissible)	周末( <i>zhōumǒu</i> ) (pronunciation that causes a delay in communication)	八/上网/星期/看电影 (message not communicated) or no response
<b>b</b>	你上网做什么? (two details)	我上网看电影, 也买东西。/我除了听音乐, 也看新闻。/聊天和发邮件/又听音乐又看地图/看新闻、玩儿游戏 (two simple action phrases (v+o) permissible)	one element only clearly conveyed我上网买东西。(only one detail) 聊天/发邮件/听音乐/看地图 (simple phrase to indicate one detail)	衣服/书/邮件(no verb) (message not communicated, or no response)
<b>c</b>	! 你在哪儿上网? (one detail)	我在图书馆上网。/我在家上网。/在学校/在家 (simple place phrases permissible, verb ‘在’ required)	家/学校(unclear about ‘at/in’, no verb ‘在’)	教室( <i>jiàoshì</i> ), 学校( <i>xiàoxiào</i> ) (incomprehensible pronunciation or tones / message not communicated, or no response)
<b>d</b>	上网好不好? 为什么? (one opinion) & (a reason)	上网很好/有好处, 因为对我的学习很有帮助。/上网不好, 因为时间长了对眼睛不好。 (both elements required)	One element only 很不错。(no reason conveyed) 因为网上有很多信息。(no opinion conveyed)	好不好, 因为.....(incomplete meaning, the message not conveyed, or no response)
<b>e</b>	? what your favourite website is	Accept any variation which clearly conveys this message. 你最喜欢上哪个网站? /你最喜欢哪个/什么网站? /你最喜欢的网站是什么? 我喜欢看新闻网站, 你呢? (a follow-up Q permissible)	你喜欢( <i>xǐwān/sīhuān</i> )哪个/什么网站? (pronunciation or tones that causes a delay in communication) 他/她最喜欢哪个网站? (wrong subject/personal pron.)	什么网站? 新闻/体育? (incomprehensible attempt at the question, the message not conveyed) or no response



Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	请你说说这家饭馆，好吗？ (one detail)	这个餐馆的饭很好吃。/这里很安静。/这个饭馆不太大。/这里每天都有很多人。/这家饭馆的服务很好。(clear, specific comment, topic + verb/adj. required) 饭很好吃/服务很好/饭不好吃 (simple phrases with topic and verb/adj. permissible)	很好吃/很干净/不好吃 (no topic: referring to what?)	an incomprehensible attempt at a comment 我常常来这里吃饭。(no comment, the message not conveyed), or no response
b	你要喝什么？ (one detail)	我要喝中国茶。/我要喝咖啡。/我要一瓶果汁。/我喝可乐。/中国茶/咖啡/果汁/可乐 (simple expressions of drinks permissible)	我喝(gē)果汁(gǒuzhī)。 (pronunciation that causes a delay in communication)	nothing conveyed, or incomprehensible pronunciation or tones
c	！你要吃什么？ (one detail)	我要吃米饭。/我吃饺子。炒面/包子 (simple expressions of food permissible)	我爱吃鱼。(message not fully conveyed)	incomprehensible pronunciation or tones, or no response
d	你喜欢吃中国菜吗？为什么？ (one opinion) & (a reason)	我喜欢吃中国菜，（因为）很好吃。 (both elements required)	中国菜很好吃。(questions not fully responded to, only explanation) 我喜欢中国菜。(only opinion) 喜欢，中国菜(zhà)好吃。 (pronunciation or tones that causes a delay in communication)	我喜欢中国。message not communicated, the word 菜 is missing
e	? your opinion about the food today	Accept any variation which clearly conveys this message. 今天的饭菜怎么样？你觉得今天的饭怎么样？你觉得今天的菜怎么样？	饭菜怎么样？饭好吃吗？(time word 'today's' missing)	怎么样？你怎么样？好不好？ incomprehensible attempt at the question

Foundation Role Play 3				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	你几点起床? (one detail)	我早上六点三十起床。/早上六点半/早上七点 (simple clear time words permissible)	六点半(pàn)/七点(diàn) (pronunciation that causes a delay in communication)	incomprehensible pronunciation or tones
b	你常常做什么运动? (one detail)	我常常跑步/打网球/游泳。/跑步/打网球/游泳 (simple action (v+o) phrases permissible)	(no verb) 我常常乒乓球。 网球/篮球/足球	an incomprehensible attempt at a sport
c	! 你在哪里/(哪儿)做运动? (one detail)	我在健身房/公园/运动中心做运动。/在健身房/公园/运动中心(simple place phrases permissible, verb ‘在’ required)	我健身房/公园/运动中心做运动。 健身房/公园/运动中心(unclear about ‘at/in’,no verb ‘在’)	an incomprehensible attempt at a place
d	你喜欢吃快餐吗? 为什么? (one opinion) & (a reason)	我喜欢快餐, 因为又便宜又方便。/喜欢, 因为快餐很方便。/不喜欢, 不健康。 (both elements required)	喜欢(only opinion, no explanation) 快餐很好吃。(not fully responded, yes/no 吗Q not answered) 不喜欢, 快餐(kān)不健康。 (pronunciation or tones that causes a delay in communication)	快餐 nothing conveyed no opinion, no reason conveyed
e	? if you drink water every day	Accept any variation which clearly conveys this message. 你每天都喝水吗? 每天你都喝水吗? 你天天喝水吗? 我每天都喝水, 你呢?	你喝水吗? (time word ‘every day’ missing) 他/她每天都喝水吗? (wrong subject/personal pron.)	喝水? (just word repeated) message not communicated

Foundation Role Play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	你家在哪儿/(哪里)? (one detail)	我家在伦敦。/我家(住)在郊区。/在Brighton (some names of places in English permissible) 在海边/城市里/小镇/农村(simple place phrases permissible, verb ‘在’ required)	我家一个小镇上。/ or ‘Manchester’/ 海边/城市里/小镇/农村(unclear about ‘at/in’, no verb ‘在’)	海/很大/很漂亮 an incomprehensible attempt at a place
b	你喜欢你住的地方吗? 为什么? (one opinion) & (a reason)	我喜欢我住的地方, 风景很美。/不太喜欢, 因为太吵了。/喜欢, 空气很新鲜。(both elements conveyed)	one element only 喜欢 (one opinion only, no reason) 买东西很不方便(reason only, no opinion)	我家nothing conveyed no opinion, no reason conveyed
c	! 那儿/(那里)的天气怎么样? (one detail)	那里的天气很好, 不冷也不热。/不太好, 那儿常常有雨/有大风/很热/很冷。(one detailed description required, not only 很好or 不好)	很好/不好(too simple, no detailed description)	an incomprehensible attempt at a description of the weather, or no response
d	你每天怎么去上学? (one detail)	我每天走路去上学。/我每天坐公共汽车上学。/坐地铁/坐校车/走路(simple action (v+o) phrases permissible)	(lack of a verb) 地铁/校车/公共汽车 我火车上学。	incomprehensible pronunciation or tones, or an incomprehensible attempt at a mode of transport
e	Whether you like to go to the park	Accept any variation which clearly conveys this message. 你喜欢去公园吗? 你喜不喜欢去公园? 你喜欢不喜欢去公园?	你喜欢去.....吗? (message partially conveyed) 你喜欢去公园? (‘吗’ missing)	喜欢?喜欢吗? incomprehensible attempt at the question

<b>Foundation Role Play 5</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	说说你的学校。 (two details)	我的学校很大，有很多很好的老师。 (two details required, with verbs)	one element only 我的学校有一个大礼堂。or我的学校很漂亮。	我的学校/我的老师message not communicated, or no response
<b>b</b>	说说你最喜欢的科目。为什么？ (one opinion) & (a reason)	我最喜欢电脑课，因为我能学到很多东西。/我喜欢手工课，很有意思。/我最喜欢的科目是化学，因为很有趣。/戏剧是我最喜欢的科目，我喜欢表演。 (both elements required)	one element only 电脑课的老师很亲切。(reason only) 我最喜欢电脑课，因为意思。(not clear reason)	nothing conveyed neither part of the message is conveyed
<b>c</b>	！你喜欢哪个老师？ (one detail)	我喜欢美术老师。/我喜欢体育老师。/我喜欢张老师。/生物老师/汉语老师 (simple noun phrases permissible)	我喜欢我的老师。(message with ambiguity, lack of specific information)	他很友好。/中文/美术(the message not conveyed), or no response
<b>d</b>	你做什么兼职？ (one detail)	我是售货员。/我在图书馆工作。/我送报纸。/帮小学生学习。(simple verb phrases permissible)	我去超市。/我在快餐店。 (message partially conveyed, with some ambiguity)	我想做医生。(the message not conveyed), or an incomprehensible attempt at a job
<b>e</b>	? whether you like being a teacher	Accept any variation which clearly conveys this message. 你喜欢做/当老师吗？你喜不喜欢做/当老师？你喜欢不喜欢做当老师？你喜欢老师的工作吗？	你喜欢老师吗？(message partially conveyed)	当老师/老师的工作(the message not conveyed), or no response

Foundation Role Play 6				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	你怎么来上班? (one detail)	我坐公共汽车来上班。/坐地铁/坐火车 (simple verb phrases permissible)	公共汽车/地铁/火车 (no verb, some ambiguity) 我坐火车去上班。(去 wrong verb used, message conveyed with some ambiguity)	走/来/上班 (the message not conveyed), or no response
b	! 你几点下班? (one detail)	我下午三点下班。/晚上六点 (simple clear time words permissible)	六点半 (pàn)/七点 (diàn) (pronunciation or tones that causes a delay in communication)	incomprehensible pronunciation or tones
c	你为什么来这里/(这儿)工作? (one detail)	因为我需要工作经验。/我想赚点儿钱。/这里的工作环境很好。/为了参加社会实践。(one clear reason required)	因为我要经验。/我想点儿钱。(not clear, insufficient message); 工作对我好处 (grammatical inaccuracy that causes a delay in communication)	我想/我要 (message not communicated)
d	你觉得我们的同事怎么样? (one opinion)	他们都很友好。/他们很热心。/他们工作很努力。(one specific comment required)	有的好, 有的不太好。/不错/还行/不好说 (lack of specific comments)	an incomprehensible attempt at a comment or no response
e	? whether you like working on Sundays	Accept any variation which clearly conveys this message. 你喜欢星期天/日工作吗? 你喜不喜欢星期天/日工作? 你喜欢不喜欢星期天/日工作? 你喜欢星期天上班吗?	你喜欢星期天上班? ('吗' missing) 你喜欢周末上班吗? (inaccuracy of time expression that causes a delay in communication)	an incomprehensible attempt at the question

### **Important Notice**

#### **1. Role Play 8, Task 2:**

As there is more than one term for a gym and any appropriate word used by the candidate to convey 'gym' is acceptable, e.g. an alternative word such as 体育馆 or 运动中心 can be accepted for 健身房.

#### **2. The unprepared '!' tasks in Role Play 8, 10, 11, 12**

The student card for the unprepared question does not prompt the student to give 2 pieces of information to gain 2 marks. Only the teacher card indicates that 2 pieces of information are required. Therefore if the student only gives one piece of information 2 marks will be awarded.

Teacher prompts will also be allowed for this question such as “*hai you ne ...?* 还有呢?” to elicit a second piece of information. But if the student does not answer then 2 marks will also still be awarded.

<b>Higher Role Play 7</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	说说你的一个家人，好吗？ (one detail)	我妈妈做的饭很好吃。/我爸爸是老师。/我姐姐喜欢唱歌。 (detailed description required, with s+v)	language that causes a delay in communication 我妈妈很好。/哥哥不错。(communication not completely achieved) 弟弟小学生。(no verb是)	妈妈爸爸(the message not conveyed), or no response
<b>b</b>	上个周末你和家人一起做了什么？ (two details)	上个周末我和家人一起去了伦敦，我们听了一场音乐会。/我们看了电影，吃了中餐。 (two clear past events or actions required, with v+o, aspect marker 了 normally used)	上个周末我和家人一起去海边散步，也看飞机表演。(grammatical inaccuracy that causes a delay in communication, no 了 to indicate past action) 我们去爬了山。(only one detail about the past event)	公园/火车/电影(message not communicated)
<b>c</b>	你喜欢和家人一起度假吗？为什么？ (one opinion) & (a reason)	我喜欢和家人一起度假，因为我们平时都很忙，没有时间在一起玩儿，所以一放假我就想天天跟他们在一起。/不太喜欢，我更喜欢跟朋友一起度假，因为我们的兴趣和爱好差不多，我们可以玩儿得更开心。 (both elements required)	One element only 我喜欢和家人一起度假。(no reason conveyed) 和家人一起度假我不用担心付钱的事。(no opinion conveyed)	nothing conveyed neither part of the message conveyed
<b>d</b>	！你的朋友是个什么样的人？ (one detail)	我的朋友很聪明。/她很漂亮。/他喜欢看书。 (detailed description required)	Pronunciation or tones that causes a delay in communication 我的朋友特别喜欢看书(shù/zū/chū)。	足球/画画儿 an incomprehensible attempt at a comment
<b>e</b>	? what you like doing with your friends	Accept any variation which clearly conveys this message. 你喜欢和朋友一起做什么？请你说说你喜欢和朋友一起做什么。	你和朋友一起做什么？(question asked with one verb only, no verb喜欢)	an incomprehensible attempt at the question, or no response

<b>Higher Role Play 8</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR</b> <b>conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	你觉得这个健身房怎么样? (two details)	我觉得这个健身房又大又舒服。/这个健身房比较小, 设备也有点儿旧。 (two clear elements required, with verbs)	one detail only conveyed 这个健身房的设备很现代。/这个健身房里的人太多了。	Incomprehensible pronunciation or tones, or no response
<b>b</b>	你上一次是什么时候来这个健身房的? (one detail)	我上一次是去年八月来这个健身房的。/是上个周末/两年前 (simple clear time phrase permissible)	language that causes a delay in communication 我上一次是去年暑假去健身房的。(wrong use of verb去)	message not communicated 和朋友(wrong answer)
<b>c</b>	你认为人们做运动重要吗? 为什么? (one opinion) & (a reason)	我认为人们做运动很重要, 因为做运动对身体好。/重要, 如果不做运动, 我就会长胖的。 (both elements required)	One element only 我认为人们做运动重要。(no reason conveyed) 不做运动, 人们就不能有最好的健康。(no opinion conveyed)	nothing conveyed neither part of the message conveyed
<b>d</b>	! 你常常在健身房做什么运动? (two details)	我常常在健身房打网球, 也打太极拳。/我常常在健身房打羽毛球或者打乒乓球。 (both elements with verb required) 练体操、举重 (simple action (v+o) phrases permissible)	one sport only conveyed 我常常在健身房打网球。/跑步	Incomprehensible pronunciation or tones, or an incomprehensible attempt at a sport
<b>e</b>	? ask you (the PE teacher) what you think the best place is for people to do sport	Accept any variation which clearly conveys this message. 您觉得人们在哪儿/什么地方做运动最好? 请问, 人们在哪儿做运动最合适? / 你认为在什么地方做运动最好? / 您觉得哪里是做运动最好的地方?	message partially conveyed 你觉得在什么地方做运动比较好? / 人们应该去哪儿运动? (message not accurately conveyed)	做运动重要吗? (message not communicated)



<b>Higher Role Play 9</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR</b> <b>conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	请问，你在这里做什么？ (two details)	我在这里教老年人用电脑，比如，上网和家人聊天、买东西。/我给老年人讲故事，也跟他们一起听音乐。/给老年人送咖啡，也教他们玩儿电脑游戏。(two clear elements required, with verbs) 洗衣服、做饭 (simple verb phrases permissible)	one detail of current job conveyed 我在老人院教老年人学电脑。/准备午餐	nothing conveyed, incomprehensible pronunciation or tones, or no response
<b>b</b>	请问，你为什么到老人院来做义工？ (one detail)	因为我喜欢帮助别人。/这里的老人需要关心。/因为这里的老人越来越多，需要跟多的服务员。(a clear, specific reason required)	我想帮忙。/我喜欢。(ambiguous, incomplete messages)	incomprehensible attempt at a reason
<b>c</b>	！你每个星期工作几天？ (one detail)	我每个星期工作两天：星期五和星期六。/两天/一天(simple clear time words permissible)	我每周五工作。/我们工作从星期四到星期日。(linguistic inaccuracies that cause a delay in communication)	incomprehensible pronunciation or tones 四(shí十)天(message not communicated)
<b>d</b>	请问，你将来希望做什么工作？为什么？ (one opinion) & (a reason)	我将来想做小学教师，因为我喜欢跟孩子们在一起。/我要当画家，因为老师说画得非常好。(both elements required, with clear future time reference+verbs)	One element only 我想做电脑工程师。(no reason conveyed) 厨师是最重要的职业，每个人都得吃饭。(no opinion conveyed) 我做老师。(no clear future time reference, nor verb eg 想/要)	电脑/意思(nothing conveyed neither part of the message conveyed)
<b>e</b>	? if you have any more questions	Accept any variation which clearly conveys this message. 您还有问题吗？ 请问，你还有别的问题吗？	你还有问题？（‘吗’ missing） 你有很多的问题吗？(message not accurately conveyed)	什么问题？(message not communicated)

<b>Higher Role Play 10</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	你上一次度假是什么时候? ( <b>one detail</b> )	我上一次度假是去年暑假。 / 是去年暑假 / 去年暑假 ( <b>simple clear time phrase permissible</b> )	我上一次度假是昨年暑假。 / 是上个年圣诞节。(time word inaccuracies that cause a delay in communication)	三天/星期天 (message not communicated)
<b>b</b>	! 说说度假的时候你最喜欢做什么? ( <b>two details</b> )	度假的时候, 我最喜欢参观博物馆, 也喜欢去看朋友。(two clear elements required, with verbs) 拍照片、买东西 (simple verb phrases permissible)	one response only 度假的时候, 我最喜欢看名胜古迹。 照片、名胜古迹 (no verbs)	我喜欢/有意思 (an incomprehensible attempt at an activity)
<b>c</b>	度假的时候, 你喜欢住在什么地方? ( <b>one detail</b> )	度假的时候, 我喜欢住在亲戚家。(a clear place require, with verb) 住在亲戚家/住在朋友家 (simple verb phrases permissible)	度假的时候, 你喜欢住旅馆。(inaccurate personal pronoun that causes a delay in communication) 度假的时候, 我青年旅社。(no verbs)	看朋友 (the point not communicated)
<b>d</b>	你觉得假期重要吗? 为什么? ( <b>one opinion</b> ) & ( <b>a reason</b> )	我觉得假期很重要, 因为我们平时都很忙, 需要好好休息一下。 (both elements required)	one response only 假期很重要。(no reason conveyed) 因为假期可以做自己喜欢做的事。 / 因为在海边晒太阳很放松。(no opinion conveyed)	neither part of the message conveyed
<b>e</b>	? what your plan for this summer holiday is	Accept any variation which clearly conveys this message. 你今年暑假有什么打算? 今年暑假你有什么打算? 你今年暑假有什么计划? 说说你今年的暑假计划。你今年的暑假计划是什么?	暑假你有什么打算? / 你今年的计划是什么? (message not fully conveyed)	an incomprehensible attempt at the question, or no response

<b>Higher Role Play 11</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR</b> <b>conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is</b> <b>conveyed</b>
<b>a</b>	你觉得最有意思的课是什么? <b>(two details)</b>	我觉得最有意思的课是历史和电脑。(two clear elements required) 历史和电脑 (simple subjects permissible)	我觉得有意思的课是历史和电脑。 (message partially conveyed, 最 'best' missing)	数学课没意思。(message not conveyed)
<b>b</b>	你认为学生做作业是不是很重要? 为什么? <b>(one opinion) &amp; (a reason)</b>	认为学生做作业是不是很重要, 因为我们可以复习学过的东西。/我认为作业不重要, 学生应该多都自己喜欢的课外书。 (both elements required)	one response only 学生做作业很重要。(no reason conveyed) 因为做作业可以更好地理解知识。(no opinion conveyed)	neither part of the message conveyed
<b>c</b>	昨天放学以后你做了什么? <b>(one detail)</b>	昨天放学以后我和同学一起去了图书馆。 (two clear past events or actions required, with v+o, aspect marker 了 normally used)	昨天放学以后我打网球。(grammatical inaccuracy that causes a delay in communication, no 了 to indicate past action)	网球 (message not communicated)
<b>d</b>	! 你在学校有什么压力? <b>(two details)</b>	我在学校最大的压力就是考试和太多的作业。 (two clear elements required) 考试和作业	One detail only 我在学校最大的压力就是考试。/考试	an incomprehensible attempt at a pressure, or no response
<b>e</b>	? what kind of books you like to read	Accept any variation which clearly conveys this message. 你喜欢看/读什么书? 你喜欢看/读什么样的书? 你喜欢看/读什么类型的书? 你喜欢看/读哪(一)类的书?	你喜欢看书吗? (message not accurately conveyed)	书 (an incomprehensible attempt at the question, or no response)

Higher Role Play 12				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	说说你们学校的课外活动，好吗？ (two details)	我们学校的课外活动有很多，比如绘画、舞蹈。(two clear elements required) 国际象棋、喜剧表演 (two simple nouns/activities permissible)	one detail only 乐器演奏	an incomprehensible attempt at an extra-curricular activity, or no response
b	你认为学生应该穿校服吗？为什么？ (one opinion) & (a reason)	我认为学生应该穿校服，因为人们就可以知道我们是哪所学校的学生。/我认为学生不应该穿校服，因为大家都穿一样的衣服，没有意思。 (both elements required)	one response only 学生做作业很重要。(no reason conveyed) 因为做作业可以更好地理解知识。(no opinion conveyed)	有校服/不校服 neither part of the message conveyed
c	！你们学校的食堂怎么样？ (two details)	我们学校的食堂很大，饭也很好吃。/我们学校的食堂又大又安静。/我们学校的食堂很漂亮，可是饭不太好吃。 (two clear elements/detailed descriptions required, with verbs, not only 很好 or 不好)	one detail only 我们学校的食堂很大。 很好/不好 (too simple, no detailed descriptions)	an incomprehensible attempt at a comment, or no response
d	上个学期什么课最没意思？ (one detail)	上个学期数学课最没意思。 数学 (a simple short subject permissible)	体育(yì/yòu) (pronunciation or tones that causes a delay in communication)	电脑课有意思/老师很友好 (message not conveyed)
e	? how long you spend doing your homework every day	Accept any variation which clearly conveys this message. 请问，你每天做作业要多长时间？你每天做多长时间作业？每天你做作业要多长时间？	每天你做作业要多长时间吗？ (grammatical inaccuracy, with 吗 at the end of the question)	不知道/不明白(no response)