

Document 4



**Cambridge Pre-U  
Mandarin Chinese**  
London

**Michelle Tate**

**21 November 2013**



# Housekeeping

- Health & Safety
- Fire alarms
- Fire safety
- Start-finish, breaks
- Washrooms
- Refreshments
- Plan of the day

## Cambridge International Examinations



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- ▶ develops successful students in over 160 countries
- ▶ valued by over 9,000 schools worldwide
- ▶ part of the University of Cambridge – renowned worldwide for excellence in education

# Who am I?

Michelle Tate

## Introduction and format of event

- Morning (10:30 – 13:15)
  - General overview of Cambridge Pre-U Syllabus
  - Introduction to the components
  - Focus on speaking
- Afternoon (13:45 – 16:15)
  - Teaching history for non-specialists: The Founding of the PRC

## The aims of the day are to

- introduce the Cambridge Pre-U syllabus
- provide an introduction to the assessment of the syllabus and standards
- provide the opportunity to discuss classroom delivery and teaching ideas
- discuss available resources

## What is in the pack

- Syllabus booklet and syllabus update documents
- Copy of powerpoint presentation (with space for notes)
- Minimum core vocabulary
- Teacher guide
- Speaking: mark scheme, working mark sheet, notes on questioning technique, notes for centres on arranging the speaking tests

## What is in the pack continued

- Reading, Listening & Translation: question paper, mark scheme, transcript, sample scripts
- Writing and Usage: question paper, mark scheme, sample scripts
- Chinese Culture: question paper, mark scheme, sample scripts, timeline for Chinese history, topic outline for the founding of the PRC, teaching handout and sample worksheet
- Pre-U: a guide for schools



## Grading Cambridge Pre-U Principal Subjects

Equivalence of the A\* can only be estimated, but the intention is that this level of achievement is divided into two Pre-U grades. D1 extends beyond A\*.

Distinction	D1	
	D2	Putative A*/A boundary
	D3	
Merit	M1	A/B
	M2	
	M3	
Pass	P1	
	P2	
	P3	E/U

# Features of the examination

- Putonghua
- Simplified characters
- Contemporary vernacular style
- Underpinning topics
- List of Core characters
- Develops 4 skills: Speaking, Listening, Reading and Writing
- These are supplemented by Chinese-specific skills: accurate identification of roman transliteration, including tones, and the use of a radical-indexed Chinese dictionary.
- Fosters awareness of Chinese Culture and History
- Aims to equip candidates with the skills to survive in a Chinese environment
- Provides a stepping stone for university courses in Chinese and Chinese Studies

## **Syllabus topics, minimum core vocabulary and culture topics**

- There are important changes to the Syllabus topics, Minimum Core Vocabulary and Culture topics for examination in 2014 and 2015
- See the Syllabus Update sheet for details

# Assessment Objectives Principal Subject (9778)

<b>AO1</b>	Understand and respond to texts written in the target language and to spoken material.
<b>AO2</b>	Manipulate the target language accurately in spoken and written forms to demonstrate a capacity to choose appropriate examples of lexis and structures.
<b>AO3</b>	Select information and present it in Mandarin Chinese and in English, organising arguments and ideas logically.
<b>AO4</b>	Demonstrate knowledge and understanding of aspects of Chinese society.

# Assessment Objectives - Short Course (1341)

<b>AO1</b>	Understand and respond to spoken material.
<b>AO2</b>	Manipulate the target language accurately in the spoken form to demonstrate a capacity to choose appropriate examples of lexis and structures.
<b>AO3</b>	Select information and present it in Mandarin Chinese and in English, organising arguments and ideas logically.
<b>AO4</b>	Demonstrate knowledge and understanding of aspects of Chinese society.

## Scheme of Assessment:

candidates take all 4 papers at the end of their course

### Scheme of Assessment – Principal

Component	Name	Duration	Weighting (%)	Type of Assessment
<b>Paper 1</b>	Speaking	c. 15 mins	20	Externally assessed Oral
<b>Paper 2</b>	Listening, Reading and Translation	2 hours 30 minutes	30	Externally set and marked written paper
<b>Paper 3</b>	Writing and Usage	2 hours	25	Externally set and marked written paper
<b>Paper 4</b>	Chinese Culture	2 hours 30 minutes	25	Externally set and marked written paper

Candidates take Papers 1, 2, 3 and 4.

## **Scheme of Assessment: Short course**

- Candidates take 2 components:
  - Paper 1 Speaking
    - c. 15 minutes; weighting = 40%, internally assessed, externally moderated
  - Paper 2 Chinese Culture,
    - 1 hour 15 minutes, weighting = 60%, externally set and marked written paper
- All assessed at the end of the course

## Paper 1: Speaking (12-15 minutes)

- Principal subject
  - Conducted and assessed by an external Examiner on a date within the official examination period (15 March to 15 May)
  - **Centres must make estimated entries now for June 2014**
  - Worth 20% of the total syllabus marks
- Short course
  - Conducted and assessed by the candidate's teacher and externally moderated by CIE
  - Worth 40% of the total syllabus marks



## Paper 1: Speaking

- Part 1: Prepared Topic and Topic Conversation (5-7 minutes)
  - Candidate speaks on prepared topic for about 2 minutes
  - This is followed by a discussion on the topic with the Examiner
  - Cue card allowed in the examination (post card size, maximum number of characters/pinyin syllables = 50)
  - Marks will be awarded for the content of the presentation and linguistic competence.
- Transition to General Conversation will be indicated

## Paper 1: Speaking

- Part 2: General Conversation (6-8 minutes)
  - General conversation based on syllabus topic areas
  - Examiners should usually aim to cover 2/3 of the syllabus topic areas (for 2014 these are: 1. Family; 2. Young people; 3. Education; 4. The media (new – replaces Tourism); 5. Urban and rural life; 6. The environment)
  - Principal subject = topic areas 1-6 (with at least one topic from areas 4-6 to be covered in conversation)
  - Short course = topic areas 1-3
- Marks will be awarded for linguistic competence

## Key messages

- Prepared topic: encourage candidates to choose a topic...
  1. that is of interest to them, and
  2. which they can talk about with the language they have at their disposal
- Topic conversation: encourage candidates to anticipate questions an interested layman might ask
- General conversation: importance of preparation
- Topic and General conversation
  - Hierarchy of questions: straightforward questions v more stretching open invitation questions
  - Encourage candidates to get into the habit of developing their answers, even to straightforward questions
- The Examiner will want to give the candidate the opportunity to show what s/he can do – it is then up to the candidate to respond

## Helping students become candidates

- Regular practice on a variety of Speaking activities
- Pair work, group work, hot seating techniques
- Practise with question banks helpful initially but important that students can access their material 'freely' on the day
- Record students regularly (is their delivery of the prepared topic clear?)
- Peer marking
- Practise exam technique (mock exams (use and mark together), train students to listen to you, list structures for improvement, encourage explanation/justification, teach how to ask for questions to be repeated or rephrased)

## Apply to be a Visiting Speaking Examiner

- Cambridge is looking to recruit more Visiting Speaking Examiners for the June 2014 session and beyond:
  - You need to have standard Putonghua and experience of teaching Mandarin Chinese to Pre-U/A level standard
  - Thorough training is provided
- To apply:
  1. Fill in and submit the Examiner application form for Languages (<http://www.cie.org.uk/cambridge-for/examiners/>) and
  2. Let Marica Lopez know that you are applying (via an email to [info@cie.org.uk](mailto:info@cie.org.uk) marked for the attention of Marica)

## **Paper 2: Listening, Reading and Translation (2 hours 30 minutes)**

- Prescribed dictionary allowed in the examination
- Worth 30% of the total marks for the syllabus
- Language used on question papers = everyday vernacular Chinese (no literary nuances)
- Familiarise students with the structure of the paper – importance of practice with past papers
- Importance of good time management
- Positive marking

## **Paper 2: Listening, Reading and Translation**

### **Section 1: Listening Comprehension**

- Candidates listen on individual equipment (recommended time for this section = 30 minutes) – importance of practice
- Structure of paper
  - Identification of tones and Pinyin (3 marks)
  - 2 short listening extracts (3 marks)
  - 2 longer extracts – 275-300 characters in total (14 marks)
  - Questions are set in English
  - Question types: objective; questions requiring written answers in English; gist summary

## **Paper 2: Listening, Reading and Translation**

### **Section 1: Listening Comprehension**

- Key messages from the June 2013 examination
  - Recognition of tones remains a critical area:
    - Initial – differentiating between ‘j’ (玩具) and ‘zh’.
    - Tones – differentiating between 2<sup>nd</sup> and 3<sup>rd</sup> tone continues to cause difficulties
  - Importance of practice with a variety of Listening texts, including authentic recordings
  - In the summary exercise there are always more marking points than marks



## **Paper 2: Listening, Reading & Translation**

### **Section 2: Reading**

- Structure of paper
  - 2 passages in Chinese (approximately 450 characters in total)
  - All questions in English
  - Question types: objective questions; comprehension questions requiring written answers in English
- Key messages from 2013 examination
  - Importance of good dictionary skills.
  - Importance of reading the question carefully
  - Importance of clear answers which provide all the information required

## **Paper 2: Listening, Reading & Translation**

### **Section 3: Chinese sayings**

- Structure of the paper
  - 3 *Chengyu* provided on the question paper
  - Candidate must provide translation and explanation for each
- Key messages from the 2013 examination:
  - The list of *Chengyu* is provided in the syllabus
  - Importance of teaching/preparation
  - Importance of not relying on a dictionary in the exam

## **Paper 2: Listening, Reading & Translation**

### **Section 4: Translation**

- Structure of the paper
  - Candidate required to translate a short passage into English
  - Assessment focuses on transfer of meaning rather than literal correctness
  - There are more marking points available than the total number of marks
- Key messages from the 2013 examination
  - Avoid slavish word-for-word renderings which convey no meaning
  - Importance of using common-sense to ensure translations read naturally and make sense

## Paper 3 : Writing and Usage, 2 hours

- **Section 1:**
  - Candidates identify 3 characters by their radicals and provide the stroke order for each character (6 marks)
  - Cloze test to test grammar markers and measure words (4 marks)
- **Section 2: Letter Writing**
  - Task provided in English
  - 80-100 characters required
  - Marked for communication (5 marks) and accuracy (15 marks)
  - Requires formal register to open and close the letter

## Paper 3 : Writing and Usage

- **Section 3: Opinion Essay**
  - 6 essay titles provided on question paper; 1 essay title for each of syllabus topic areas
  - 1 essay required in the examination (175-225 characters.)
  - Essay titles provided in English and Chinese
  - Colloquial style sufficient for top marks
  - Marks awarded for Accuracy and linguistic range (20 marks) as well as Development and organisation of ideas (10 marks)
- Prescribed dictionary allowed in the examination
- Worth 25% of the total marks for the syllabus

## Key messages

- To improve their performance on this paper, candidates should:
  - work on their character strokes
  - consolidate their knowledge of basic Chinese grammar
  - expand their use of more complex sentence structures
  - enlarge their vocabulary well beyond GCSE level.

## Key messages

- Letter
  - Ensure writing goes beyond GCSE level:
    - Importance of a wide range of vocabulary and sentence structures
  - Read the required tasks carefully (provided in English)
  - Cover all the bullet points stated on the question paper
- Opinion essay
  - Choose the question carefully and then answer it
  - Include a brief and clear-cut introduction and a strong conclusion
  - Develop a series of coherent arguments supported by relevant examples
  - Draft a simple essay plan before starting to write

## Paper 4: Chinese Culture

- Structure of the paper
  - 2 sections
    - Section 1: topics in Chinese culture
    - Section 2: Chinese literature and film
  - Principal subject candidates must answer one question from each section / Short course candidates answer one question from the whole paper
  - 3 options offered in each section
  - 2 questions are provided per option



## Paper 4: Chinese Culture

- Crucial that the correct options are being prepared – see syllabus update document
- In 2014 the examined options are:
  - **Section 1: Topics in Chinese Culture**
    - The founding of the PRC
    - Chinese economic trends since 1978
    - Emerging China: population, environment and migration (new)
  - **Section 2: Chinese Literature and Film**
    - Love in a Fallen City and other stories (Eileen Chang) (new)
    - Red Dust (Ma Jian)
    - Yellow Earth, Chen Kaige
- Guidance on topics/themes for the new options are provided in the syllabus update document

## Paper 4: Chinese Culture

- Principal subject
  - 2 questions to be answered in the examination (1 from each section)
  - Worth 25% of the total marks for the syllabus
- Short course
  - 1 question to be answered in the examination (can be taken from either section)
  - Worth 60% of the total marks for the syllabus
- Questions set and answered in English
- Recommended length for each answer: 600-750 words
- Answers assessed for content (25 marks) and structure (5 marks)
- Knowledge, understanding, analysis, ability to develop material, focus on the question and organisation

## Key messages

- Questions are open to interpretation: candidates should consider the wording of the question and outline their approach to answering it
- No right or wrong way to answer a question: candidates should develop an argument and produce evidence to support it
- As well as facts, candidates should include discussion (backed up by examples), analysis and evaluation
- To score highly, candidates should write a well-argued essay which is clear and focused
- Candidates should write in a formal style

## Teaching a novel, short story, film

- Importance of background so that candidates can make sense
- Importance of a thorough knowledge and understanding of the text/film
- Exposure to different points of view – group work / class discussion
- Guidance on essay writing (see chapter in the Teacher guide)

## **Strategies: learners need to be aware of the background of text/film studied**

Task suggestion:

- Teacher prepares set of questions to elicit important background details for the text/film to be studied, eg on historical, social, geographical aspects as appropriate
- Learners research answers to one aspect and then present findings to class, compare/consolidate results and feed into whole group discussion
- Teacher fills in gaps

## **Strategies: developing knowledge and understanding**

- Provide a worksheet that learners fill out as they read each chapter/story or view each scene
- Prepare a series of questions on each chapter/story/scene that will guide learners to follow the plot/development of characters
- As learners read the text, they keep a record of important quotations, page number and a personal note of why that particular quotation was chosen

# Strategies: developing knowledge and understanding

Games and other activities (see handout):

- True/false
- Gap fill
- Who am I
- Time lines
- What happened next
- Spidergrams or mind maps
- How much can you say
- Alphabet game
- Quotation game
- Emotions

## **Strategies: promoting exposure to different points of view**

- Encourage learners to work in groups so that they can learn from each other
  - At the end of the chapter/story/film, learners work in groups to come to an agreement about the important themes and produce a representation of this with the name of the theme, an illustration and a quotation. Discuss with class
  - Work through a series of projects, one group /learner could search for a theme of a chapter/story/theme, another could search for a presentation of a character or a relationship and another could look for literary/cinematographic devices (eg use of dialogue, description, point of view, lighting, use of colour, camera movement). Share group/learner work with whole class



# Essay writing for novels, short stories & films

- Learners need practice at essay writing
- Encourage them to:
  - open with a clear statement relating to the question (not a general intro to the text) and maintain this focus throughout
  - Outline their argument first
  - Choose relevant points only
  - Support their points with specific reference to the text (not always quotations)
- In class: peer assess the first draft using the mark scheme

## Grade boundaries: Principal subject – June 2013

- Paper 1
  - D3 = 47; M3 = 35; P3 = 23
- Paper 2
  - D3 = 41; M3 = 30; P3 = 19
- Paper 3
  - D3 = 48; M3 = 36; P3 = 24
- Paper 4
  - D3 = 45; M3 = 35; P3 = 27
- Syllabus
  - D1 = 202; D2 = 191; D3 = 180; M1 = 165, M2 = 150, M3 = 135; P1 = 120, P2 = 106, P3 = 92

## Focusing on Speaking

# Resources

- Syllabus and syllabus updates (main website & teacher support site)
- Past examination papers (teacher support site – publications catalogue for most recent listening recordings)
- Published mark schemes (teacher support site)
- Principal examiner reports (teacher support site)
- Minimum Core Vocabulary (teacher support site)
- Teacher Guide (includes suggestions for language textbooks) (teacher support site)
- Timeline of Chinese History (teacher support site)
- Indicative content for new topic areas (main website & teacher support site)
- Topic outline for The founding of the PRC (teacher support site)
- Notes on questioning technique for the Speaking test (pack)
- Your school and you!

## Reminders

- How to keep in touch....
- For more information about future courses please go to the training events calendar at [www.cie.org.uk](http://www.cie.org.uk)