Bridging the gap: Teaching sixth form Chinese
Lily Chen & Shan Li

Focus: Practical approaches to teaching & learning

AS Level
--Speaking 30%
--Listening 20%
--Reading 20%
--Writing 30%
AS Writing: 180-200 words under four general topics

1. Food          2. Health
3. Transport     4. Travel
5. Education     6. Employment
7. Youth interest 8. Festival

AS Writing

Clear guidance about:
- What to write
- How to write

Suggestion: Students should have a copy of marking criteria/A level sentence patterns and connectives
AS Writing

Writing booklets: Writing tasks from
- Past Papers (writing and speaking)
- Tailor-made tasks based on 8 topics
要想保持健康，首先你要多运动。比如，你可以去公园跑步，或者去健身房做运动，游泳等等。其次你要吃得健康。也就是说，你要多吃蔬菜和水果。除此之外，你要保持乐观的心态。
AS Speaking: 5-6 minutes
No interaction with the examiner

- Unexpected but expectable!
- Open questions for each topics, which can be prepared in advance!

TOPIC AREA: FOOD, DIET AND HEALTH
• What are the ways of keeping healthy?
  • In your opinion, is fast food unhealthy and why?

TOPIC AREA: Travel and Transport
• Where in the world would you like to travel, Why?
• What are the advantages & disadvantages of public transport?

TOPIC AREA: Education and job
• What is your idea job?
• Your opinion about Part-time job/ weekends job/volunteer job?
• Advantages & disadvantages of Gap year?

TOPIC AREA: Youth Leisure and Festivals
• What do you do in your spare time? (What are your hobbies?)
• Talk about your favourite festival. And what is your favourite festival food, Why?
### Example task

Audio task + marking criteria + Edexcel examiner report *

### AS Speaking: Case Study

#### Content and understanding (AO2)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No understanding. No rewordable content.</td>
</tr>
<tr>
<td>1-4</td>
<td>Demonstrates minimal comprehension of basic questions and gives minimal responses.</td>
</tr>
<tr>
<td>5-8</td>
<td>Responses restricted. Answers invariably limited, short and hesitant. Opinions limited.</td>
</tr>
<tr>
<td>9-12</td>
<td>Responds well to stimulus but experiences problems with more complex demands. Responses rarely expanded upon and convey only simple opinions.</td>
</tr>
<tr>
<td>13-16</td>
<td>Responds well to stimulus, demonstrating good utilisation of content, Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.</td>
</tr>
<tr>
<td>17-20</td>
<td>Excellent. Response to stimulus demonstrates very good understanding and utilisation of content. Clearly and fluently expresses wide range of opinions and attitudes.</td>
</tr>
</tbody>
</table>

#### Quality of language (AO3)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewordable language.</td>
</tr>
<tr>
<td>1-2</td>
<td>Consistently inaccurate language, including grammar. Offers only isolated examples of accurate language. Pronunciation impedes basic communication most of the time. Operates only in most basic structures. Rarely offers complete sentences.</td>
</tr>
<tr>
<td>3-4</td>
<td>Communicates main points despite high incidence of grammatical errors. Pronunciation inconsistent. Short main clause structures predominantly used. Inappropriate lexical items may impede communication at times.</td>
</tr>
<tr>
<td>5-6</td>
<td>Generally accurate grammar in straightforward language despite a fair number of significant errors. Pronunciation easy to understand with some inconsistency. Mostly predictable lexical items deployed.</td>
</tr>
<tr>
<td>7-8</td>
<td>Generally accurate grammar in straightforward language but errors made in more complex language. Pronunciation and intonation generally very good. Uses reasonably wide and mostly appropriate range of structure and lexis.</td>
</tr>
<tr>
<td>9-10</td>
<td>Very accurate grammar with pronunciation and intonation of a consistently high standard. Insignificant errors may occur. Deploys a wide range of structures and lexis as appropriate to stimuli.</td>
</tr>
</tbody>
</table>
UNIT 1

TOPIC AREA: FOOD, DIET AND HEALTH

Stimulus 4: Fast food

Traditional Chinese restaurants are facing challenges from Western style fast food. One American company already has more than 600 restaurants in over 100 Chinese cities and they plan to open more in the coming years.

Fast food is considered cheap, tasty and convenient in the UK. Although it is not cheap in China, some young Chinese people who live in cities eat fast food at least once a week.

Chinese children love fast food and like to have birthday parties in fast food restaurants. Although parents believe that Chinese food is healthier, they take their children to fast food restaurants.

Guidance

Please respond in Chinese to the bullet points below. You are not expected to refer to the full content of the above.

- State what the above article is referring to (a full summary is not required).
- Why do people like fast food?
- What are the disadvantages of eating fast food?
- What is your favourite food? Why?
- How do you keep healthy?

UNIT 1

TOPIC AREA: FOOD, DIET AND HEALTH

Stimulus 4: Healthy eyes

In China, school pupils do eye exercises every day to keep their eyes healthy.

Chinese children have to do well at school and pass their exams. That is why they do many hours homework every day, so they are always reading.

In their free time, they often read a book, play computer games or surf the internet. All these activities can be bad for the eyes.

When using a computer you should rest every 15 minutes.

Have your eyes checked often.

Glossary:

Eye exercises: 眼睛運動 眼睛运动
Checked: 檢查 檢查

Guidance

Please respond in Chinese to the bullet points below. You are not expected to refer to the full content of the above.

- State what the above article is referring to (a full summary is not required).
- Why do Chinese children do regular eye exercises?
- What activities can cause eye problems?
- How do you relax?
- What do you do to stay healthy?
AS Reading

- To provide students with *Vocab* list for each topic
- ALWAYS emphasis *synonyms*
- Using reading texts from the textbooks
- Adapt news/articles from internet
- Encourage learners to read widely
- Use of dictionaries/apps mdbg.net/Pleco (playstore)

AS Listening

- Train students to have a sharp ear for listening
- Emphasis the importance of listening daily
- Using songs/QQ music/Chinese news
- Question 4 – writing in characters, the vocabulary is generally within GCSE vocab list!
Mandarin A2

- Research based essay

Research Based Essay

Students’ Work + Mark Scheme

Group discussion + Edexcel examiner feedback
Result

- 浅析北京由首都变‘首堵’的原因
  Quality of language 4/5
  Organisation and development of material 3/10
  Completion of task 3/15

- 陈独秀反孔教的意义与背景
  Quality of language 5/5
  Organisation and development of material 5/10
  Completion of task 4/15

- 广州经济发展所面临的问题
  Quality of language 5/5
  Organisation and development of material 7/10
  Completion of task 7/15
2013 examiner report

Some observations of candidate performance

1. The breadth and depth of research was not up to the required standard. Some candidates used Wikipedia or Baidu as their only resource, which affects the quality of their analysis and evaluation.

2. Candidates were not able to organise good discussions or explanations and evaluation in their essays. Some only stated facts but were not able to draw a conclusion. These kinds of answers were commonly found in the history, festival, geography and literature topics.

Advice from the exam board

For the Research-based essay, candidates should provide a strong and well focused response to the question, offer consistent explanations and a substantiated answer which is supported by evaluation throughout - not just in the conclusion. They should use good knowledge to support their analysis. They should make effective links between paragraphs and their essay should be well-structured and organised. Factors will be linked and cross-evaluated.
Thank you!

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AS Reading: Teaching Ideas

Class activities:
Lazy Teaching
Sample worksheet using past paper task*