

Rethinking assessment styles for Key Stage 3 and GCSE Mandarin

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Where are we currently?

- Both teaching other languages!
- Formal integration of Mandarin into the department!
- How do we move forward?

Where are we currently?

- What skills do you assess?
- How do you assess them?
- Are you thinking long-term? Or short term?

Why do we assess?

- Ensure feedback contributes to improved learning.
- Allows progress over time to be tracked.
- Understandable to parents and students.
- Reliable and free from bias.

Where are we now?

- No real standardisation
- How do we compare before GCSE?
- How do you deal with transition from primary?

New specification

- Take the European specifications as a guide.
- Translation included in some form.
- Responding to Chinese questions in Chinese in the reading paper.

Our proposed system

- A range of skills that can be tracked.
- KS2/KS3 up to KS4 & KS5.
- More in line with European Framework

Passive & Active

- Active and Passive skills to ensure simplicity
- Passive - Listening/Reading
- Active - Writing/Speaking

| Skill | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Translation into/from English | Single words/short sentences- 1 – 2 tenses. | Longer sentences/ more difficult structures and short paragraphs using correct English!! | Longer paragraphs/ 3 tenses – more complex language and topics. | Paragraphs using all three tenses, complex language and structures | Similar to Year 10 with higher degree of focus on accuracy in either direction. |
| Skill 2 | | | | | |

These skills could be further broken down into subsets and linked to GCSE/A level frameworks

Progression over time!

Skills

Passive

- Word recognition
- Reading and listening for gist
- Reading/Listening for detail
- Identifying unknown words

Active

- Writing characters from memory
- Adapting language
- Accurate translation
- Understanding Chinese syntax
- Asking and responding to questions

Immediate issues

- How many is too many skills?
- Will these skills be understandable to parents and students?
- Will progress be trackable over time?

Back to why we assess

- Ensure feedback contributes to improved learning.
- Allows progress over time to be tracked.
- Understandable to parents and students.
- Reliable and free from bias.
- Is this transferable across languages?

Q & A: Tell us what you think!

- What are the merits of this type of system?
- What do you think of the ideas so far?
- How do you think they could be developed?