



ISEB ASSESSMENT IN MANDARIN CHINESE

LISTENING AND SPEAKING INSTRUCTIONS AND REGULATIONS

Please note, Mandarin Chinese is an online assessment.

1. Distribution

Schools/centres will be contacted by the online provider following registration. This will give the centre access to an online platform, called the School Panel, where all assessment documentation and online test links will be available.

2. Listening

Candidates hear each text twice. They must answer the questions on the screen. Dictionaries are not allowed. A transcript of the audio, found on the School Panel, is provided for the assessor's use.

3. Speaking (Level 2 only; 5-7 minutes + 10 minutes' preparation time)

Candidates may use a dictionary during the preparation time but may not use any other reference material or make notes.

4. Recording the speaking assessment (Level 2 only)

Schools should use an audio recording device (MP3) to record all the candidates' speaking entries. Equipment should be tested in advance. The microphone should be turned towards the candidate and all extraneous noises excluded if possible.

The assessor should record the name of the candidates' school at the beginning of the digital file, and each candidate's name as he/she begins the assessment.

Pauses due to hesitation in the candidate's delivery of answers must remain on the recording. If machines are fitted with a PAUSE button, it is better to use this rather than the STOP control during the changeover of candidates.

5. Action after the assessment

Assessors will be required to complete the mark sheets provided by the online provider and input their results into the School Panel, as directed.

MANDARIN CHINESE SPEAKING (Level 2 only)

The assessment paper (and assessor's copy, where relevant) will be available on the School Panel for schools to print in advance of the test. A mark sheet will also be provided for completion by the assessor.

The assessment consists of two elements:

Role-play situation (about 2-3 minutes)

Three role plays are provided and the assessor must choose one of them for each candidate. The assessor may distribute the role plays in any order, but should ensure that over the whole assessment period all three are used more or less equally.

The role-play situation is probably the most demanding part of the speaking test in that it requires a candidate to respond to a specific stimulus and to communicate a precise piece of information given in English. Candidates should be advised to focus on the role play for at least three of the ten minutes' preparation time.

The following points are important:

- As in the whole of the speaking test, English should never be used.
- The exercise must be introduced in the target language, using the exact wording given in the assessor's notes.
- Often the tasks are open-ended and where this is indicated in the script (... etc.) a range of answers will be possible.
- One task will always require the candidate to answer an unprepared question (indicated by an exclamation mark on the assessment paper).
- If the candidate does not understand an item (including the unprepared one), it may be repeated, but if the candidate still does not understand, the assessor must proceed to the next item.
- The question for the unprepared item should not be rephrased.
- If there has been considerable hesitation, a maximum of ½ a mark is to be awarded for the task.
- If a candidate requests a repeat, using appropriate language, and then answers promptly and correctly, he or she should not be penalised.
- The role play is not a translation exercise. Full sentences are not always needed and in some cases the full mark can be scored with an answer consisting of a short phrase or a single word. The mark scheme states that minor errors are to be tolerated. Provided that full communication is achieved and there is no confusion, a candidate should not be penalised for such errors.
- Assessors should trust their own judgement and, if in doubt, be generous towards the candidate.
- The graphics are meant to enhance the presentation of the exercise, but the candidate's answer does not necessarily depend on them.

Role-play assessment

Each role play is marked out of 12, according to the following descriptors. There is a total of 6 marks for the tasks and up to 6 marks for the quality of language throughout the role play.

Mark (per task)	Completion of tasks
1	Full communication.
½	Task partly carried out; there may be considerable hesitation.
0	Failure to communicate.

Mark (overall impression)	Quality of language
5-6	High level of accuracy with no significant errors.
3-4	Level of language generally good but with a number of errors.
1-2	Marked weaknesses in the use of language.
0	Little or no effective use of the target language.

Prepared topic (self-introduction) (2-3 minutes)

This section consists of one short conversation between the assessor and the candidate. The candidate will make a self-introduction. This could include some of the following information:

- personal details (name, age, home town)
- likes and dislikes (food, clothes, school subjects)
- names of family and friends
- daily routine or weekly schedule.

The assessor will intervene after about 30 seconds to ask at least four questions during the course of the two minutes. Credit will be given for communication of information, pronunciation, tones, range of vocabulary, range of grammar, as set out in the syllabus, accuracy, fluency and readiness of response.

See page 4 for prepared topic assessment.

Prepared topic assessment (Self introduction)

The discussion is marked out of 13, according to the following descriptors.

Mark	Descriptor
12-13	Excellent: a lot of information communicated; good pronunciation and at least a reasonable attempt at intonation; a high level of accuracy; opinions and justification offered.
11	Very good communication: ready responses, mainly accurate; a wide range of vocabulary; good pronunciation; at least a reasonable attempt at speaking with tones.
10	Good communication: generally ready responses, though with some hesitation and a number of errors; a good range of vocabulary; a reasonable attempt at pronunciation.
8-9	Satisfactory communication: adequate responses; some hesitation; some significant errors.
6-7	Limited communication: hesitant, probably with serious errors; prompting required.
3-5	Very limited communication: very hesitant, with prompting needed; relatively little accurate usage.
0-2	Very weak: little or no communication; not easily understood; much prompting needed.