



**National Qualifications 2012
Internal Assessment Report
Cantonese, Mandarin (Simplified),
Mandarin (Traditional)**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

National Courses

Titles/levels of National Courses verified:

Mandarin (Simplified) and Mandarin (Traditional): Intermediate 1
Cantonese, Mandarin (Simplified), Mandarin (Traditional): Intermediate 2
Cantonese, Mandarin (Simplified), Mandarin (Traditional): Higher

General comments

National Courses at Intermediate 1 and 2 have become established over the past few years and centres are now used to preparing candidates for speaking assessments at these levels. 2012 is the third year of presentation at Higher level. Candidates were presented for Mandarin (Simplified) and Mandarin (Traditional) at Intermediate 1, 2 and Higher levels. Candidates were also presented at Intermediate 2 and Higher levels for Cantonese. The verification of speaking sampled across the three levels.

At Intermediate 1 and 2, verifiers were pleased to note that centres continued to build on good practice, and approaches were becoming more and more proficient. At Higher, centres generally prepared candidates very well for the activity, assisting candidates to reach the required standard, and in some cases surpassing this. It is clear, for instance, that many centres share and discuss assessment criteria with candidates. This has allowed preparation to focus on successful aspects of performance. It is important to note again that judging candidate performance should be done by means of the criteria alone, and that candidates from native speaker and non-native speaker backgrounds should be assessed identically against these criteria.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

Verification activities established that centres were, on the whole, familiar with these approaches, and most had made very effective use of published guidance.

Evidence Requirements

Evidence submitted indicated clear understanding of approaches and the standard.

Administration of assessments

n/a

Areas of good practice

At all levels there were again performances where candidates have engaged very well with the task. Some skilled interlocutors facilitated authentic exchanges that allowed candidates to develop ideas and express themselves clearly and skilfully. Again, as in previous years, several candidates were able to speak at some length, particularly at Intermediate 2 and Higher levels.

Specific areas for improvement

At all levels there were again a few instances of performances that would have benefited from a greater degree of reaction and intervention on the part of the teacher/interlocutor. The role of the interlocutor in encouraging and drawing out can be crucial. It is entirely appropriate in such instances for interlocutors to repeat, rephrase and allow time for response.

At Intermediate 1, some performances were short, and did not allow candidates to express themselves adequately.