

Mark Scheme (Results)

Summer 2013

GCE Chinese (6CN03/01)  
Unit 3: Understanding, Written  
Response and Research

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

TRADITIONAL

Section A: Reading

| Question Number | Correct Answer      | Acceptable answers                              | Reject | Mark |
|-----------------|---------------------|---|--------|------|
| 1 (a)           | 因為父母每天要上班工作         | 因為父母每天要上班/<br>因為父母每天要工作                         |        | 1    |
| 1 (b)           | 物質生活比較好             | 物質生活水平提高  | 物質生活   | 1    |
| 1(c)            | 用一次就丟棄， <u>不用洗</u>  | 不用洗<br>不用清洗                                     |        | 1    |
| 1 (d)           | 覺得這很乾淨/衛生           | 乾淨 or 衛生  |        | 1    |
| 1 (e)           | 浪費天然資源[1]製造了大量垃圾[1] |   |        | 2    |
| 1 (f)           | 用自己帶備的 <u>環保</u> 餐具 | 自己帶備環保餐具  | 自己帶備餐具 | 1    |
| 1 (g)           | 有減價的優惠              |   |        | 1    |
| 1(h)            | 在日常生活中養成環保的習慣       | 養成環保的習慣<br>accept as part of the answer, 1 mark | 在日常生活中 | 2    |

## Question 2

### Vocabulary for section 1

Plastic bottles      塑料瓶 ( 塑膠瓶)

Drinking cans      飲料罐

Protect environment      環保

habit      習慣

waste      垃圾

green living      綠色生活

everyday life      日常生活

Environmental awareness      環保意識

現在愈來愈多人在講‘綠色生活’，學校都在幫助學生提高環保意識。家長也可以教他們的孩子怎樣去環保。

家長為孩子準備午餐帶上學的時候，\*應該用午餐盒，（盡量）不用紙袋。他們也要告訴孩子們把飲料罐和塑料瓶送去垃圾回收站。讓孩子們在日常生活中養成減少垃圾的習慣是重要的

\*Or alternatively

家長為孩子準備午餐帶上學的時候，應該（盡量）用午餐盒，不用紙袋

| Mark | Transfer of meaning and quality of translation (A02)   |
|------|--|
| 0    | No rewardable language.  |
| 1-2  | Very limited transfer of meaning with little rewardable language. Occasional communication. Major errors in grammar, structure and lexis.  |
| 3-4  | Satisfactory transfer of meaning but with evidence of misunderstanding and/or detail glossed over. Intrusive errors in grammar, structure and lexis. Communication is sometimes achieved, but with little fluency although occasionally uses apt vocabulary. |
| 5-6  | Competent transfer of meaning but with some errors of transmission. Mostly accurate but sometimes lacks flow with errors in grammar, structure and lexis.  |
| 7-8  | Very good transfer of meaning skills with some awareness of nuance and idiom. Very accurate with only a few minor errors in grammar and structure. Appropriate choice of lexis.  |
| 9-10 | Excellent transfer of meaning showing awareness of nuance and idiom.   |

### Section C: Writing

| Mark  | Content and response (A02)  |
|-------|---|
| 0     | No rewardable material.   |
| 1-5   | Task mostly misunderstood and answers barely relevant.                                      |
| 6-10  | Task not fully grasped or developed. Much irrelevance and/or repetition.                    |
| 11-15 | Task understood and some points developed satisfactorily. Some omission and/or irrelevance. |
| 16-20 | Task understood and developed successfully.   |
| 21-25 | Task fully grasped, answer wholly relevant, convincing and well developed.                  |

| Mark | Quality of language (A03)   |
|------|---|
| 0    | No rewardable material.   |
| 1    | Limited communication. Highly inaccurate. Language very basic with much repetition.                                 |
| 2    | Some communication. Language often inaccurate. Limited variety of lexis and structures.                             |
| 3    | Satisfactory communication. Basic language generally satisfactory. Some attempt at variety of lexis and structures. |
| 4    | Good communication. Good level of accuracy. Generally successful use of a variety of lexis and structures.          |
| 5    | Excellent communication. High level of accuracy. Language almost always fluent, varied and appropriate.             |

## Section D: Research-based essay

| Mark | Quality of language (A03)  |
|------|--|
| 0    | No rewardable language.  |
| 1    | Very limited communication. Language often breaks down. Very inaccurate.   |
| 2    | Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range.                                  |
| 3    | Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis and structures.    |
| 4    | Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures.  |
| 5    | Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structure. High level of accuracy. |

| Mark | Organisation and development of material (A02)   |
|------|--|
| 0    | Poorly organised and lacking in coherence.   |
| 1-2  | Very limited organisation and development. Material lacking in coherence. Limited ability to draw conclusions/respond convincingly.  |
| 3-4  | Some organisation and development. May be rambling and/or repetitive. Evidence of argument but development of ideas impeded at times by lack of ability to organise material logically.      |
| 5-6  | Satisfactory organisation and development of material with some effective sequencing of ideas. Development sometimes patchy but generally well constructed. Lacking in coherence in places.  |
| 7-8  | Good organisation and development. Material well planned and sequenced with few lapses. Demonstrates good control with some evidence of independent thinking.                                |
| 9-10 | Excellent organisation and development. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout. |

| Mark  | Completion of task (A02)   |
|-------|--|
| 0     | Material presented completely irrelevant to title and subject.   |
| 1-3   | A small amount of relevant material presented but often confused. Restricted ability in using evidence and source material.            |
| 4-6   | Limited amount of relevant material presented showing little ability to analyse. Approach to subject mostly descriptive or narrative.  |
| 7-9   | Modest ability to analyse and to use evidence and source material, but sometimes digressive with lack of clarity.                      |
| 10-12 | Demonstrates ability to analyse. Uses evidence and source materials well with some inconsistency. Independent judgement present.       |
| 13-15 | Fully relevant. Shows ability to analyse in depth and convincing use of evidence and source material. Very good independent judgement. |

Unit 3: Reading, Writing response and Research

SIMPLIFIED

Section A: Reading

| Question Number | Correct Answer      | Acceptable answers                              | Reject | Mark |
|-----------------|---------------------|---|--------|------|
| 1 (a)           | 因为父母每天要上班工作         | 因为父母每天要上班 /<br>因为父母每天要工作                        |        | 1    |
| 1 (b)           | 物质生活比较好             | 物质生活水平提高  | 物质生活   | 1    |
| 1 (c)           | 用一次就丢弃， <u>不用洗</u>  | 不用洗   |        | 1    |
| 1(d)            | 觉得这很干净/卫生           | 干净 or 卫生  |        | 1    |
| 1 (e)           | 浪费天然资源[1]制造了大量垃圾[1] |   |        | 2    |
| 1(f)            | 用自己带备的 <u>环保</u> 餐具 | 自己带备环保餐具  | 自己带备餐具 | 1    |
| 1 (g)           | 有减价的优惠              |   |        | 1    |
| 1 (h)           | 在日常生活中养成环保的习惯       | 养成环保的习惯<br>accept as part of the answer, 1 mark | 在日常生活中 | 2    |

## Question 2

### Vocabulary for section 1

|                         |          |
|-------------------------|----------|
| Plastic bottles         | 塑料瓶(塑胶瓶) |
| Drinking cans           | 饮料罐      |
| Protect environment     | 环保       |
| habit                   | 习惯       |
| waste                   | 垃圾       |
| green living            | 绿色生活     |
| everyday life           | 日常生活     |
| Environmental awareness | 环保意识     |

现在愈来愈多人在讲‘绿色生活’，学校都在帮助学生提高环保意识。家长也可以教他们的孩子怎样去环保。

家长为孩子准备午餐带上学的时候，应该用午餐盒，（尽量）不用纸袋。他们也要告诉孩子们把饮料罐和塑料瓶送去垃圾回收站。让孩子们在日常生活中养成减少垃圾的习惯是重要的。

\*Or alternatively

家长为孩子准备午餐带上学的时候，应该（尽量）用午餐盒，不用纸袋。

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