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## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE Advanced Subsidiary  
In Chinese (8CN0) Paper 2

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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.

## Paper 2 mark scheme

### Section A–Question 1 (translation into Chinese)

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

#### Marking principles

Regional variations: Candidates from different geographical regions may use different expressions, which are tolerated, for example 食饭 rather than 吃饭. However,

Spoken Chinese and over-familiar language should not be used in translation, for example 唔 rather than 不.

Errors in writing, such as a misformed stroke in a character, are tolerated as long as this does not lead to ambiguity.

Word order: the Chinese translation may follow a different word order from the English text. For example, in the sentence “I am going to school tomorrow”, an acceptable Chinese translation could be 明天我去学校 or 我明天去学校.

Accept any appropriate alternatives that do not already appear in the acceptable answers column.

#### Traditional characters

	Text	Correct Answer	Acceptable Answers	Reject	Mark
1	China has become	中國已經成為			(1)
2	the world's	世界上			(1)
3	largest	最大的			(1)
4	mobile phone markets	手機市場			(1)
5	one of	之一			(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
6	People of all ages	不同年齡的人			(1)
7	use their phones	用他們的手機			(1)
8	at train stations	在火車站			(1)
9	restaurants	餐廳	餐館		(1)
10	and supermarkets	和超級市場	和超市		(1)
11	to make payments	付錢	付款		(1)
12	They find	他們覺得			
13	paying with their mobile phones	用手機付款	用手機付錢		(1)
14	than using cash	比用現金			(1)
15	more convenient	更方便			(1)
16	However	但是	可是		(1)

17	some people	一些人		(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
18	are concerned about	擔心		關心	(1)
19	of online payment	網上付款的	網上支付的		(1)
20	the security	安全性	安全		(1)

### Simplified characters

	Text	Correct Answer	Acceptable Answers	Reject	Mark
1	China has become	中国已经成为			(1)
2	the world's	世界上			(1)
3	largest	最大的			(1)
4	mobile phone markets	手机市场			(1)
5	one of	之一			(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
6	People of all ages	不同年龄的人			(1)
7	use their phones	用他们的手机			(1)
8	at train stations	在火车站			(1)
9	restaurants	餐厅	餐馆		(1)
10	and supermarkets	和超级市场	和超市		(1)
11	to make payments	付钱	付款		(1)
12	They find	他们觉得			
13	paying with their mobile phones	用手机付款	用手机付钱		(1)
14	than using cash	比用现金			(1)
15	more convenient	更方便			(1)
16	However	但是	可是		(1)



17	some people	一些人		(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
18	are concerned about	担心		关心	(1)
19	of online payment	网上付款的	网上支付的		(1)
20	the security	安全性	安全		(1)



## Sections B and C, Questions 2 to 5 (written response to works)

There are two levels – based mark grids to be applied to the written response to a work. The mark grids are:

- Critical response (AO4)
- Accuracy and range of grammatical structures and vocabulary (AO3).

### General guidance on using levels – based mark schemes

#### Step 1: Decide on a band

- You should consider the answer as a whole initially; and then decide which descriptors most closely match the answer prior to place it in that band. The descriptors for each band indicate the different features that will be assessed from the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer, but not to focus disproportionately on small and specific parts of the answer, which the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the band. You should decide a mark within the band for the student's answer by using the variability of the response, for example, if the response is predominantly decided in band 5 – 8 with a small amount of band 9 – 12 material, it would be placed in band 5 – 8 with an awarded near top mark of bank 5-8 because of some band 9 – 12 contents, e.g 7 or 8 marks.

#### Step 2: Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide a mark to award based on the quality of the answer. You will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Critical response (AO4)

- This mark grid assesses students' ability to respond critically to the aspect of the literary work or film outlined in the question. To provide a critical response, students should present and justify points of view, develop arguments and draw conclusions based on understanding.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. **The whole essay should be marked regardless of length. ( This sentence may need to be revised)**

Marks	Description
0	No rewardable work.
1–4	<ul style="list-style-type: none"><li>• Response relates to the work but has limited focus on the question.</li><li>• Points of view are made but any evidence from the work is descriptive; statements are mostly unjustified or show misunderstanding or confusion.</li><li>• Limited ability to form arguments or arguments break down with frequent inconsistencies; any conclusions rarely link to the argument.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Response relates to the work but often loses focus on the question.</li><li>• Points of view are made but evidence from the work used for justification is often descriptive; statements are often made in isolation without justification or they show misunderstanding or confusion.</li><li>• Arguments are made but with some inconsistencies; conclusions are sometimes unclear or do not link to the argument.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Response is relevant to particular aspects of the question, occasional loss of focus.</li><li>• Points of view sometimes show a critical response to the question through some justification with appropriate evidence from the work; occasionally statements made that are not justified or that show misunderstanding or confusion.</li><li>• Arguments are made with the occasional inconsistency; some conclusions are drawn but are occasionally unclear or do not relate to the arguments.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Predominantly relevant response to the question.</li><li>• Points of view show a critical response to the question through frequent justification with appropriate evidence from the work.</li><li>• Arguments are made that mostly link with valid conclusions.</li></ul>
17–20	<ul style="list-style-type: none"><li>• Relevant response to the question throughout.</li><li>• Points of view show a critical response to the question through consistent justification with appropriate evidence from the work.</li><li>• Arguments are made that link with valid conclusions.</li></ul>

### Accuracy and range of grammatical structures and vocabulary (AO3)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately in order to produce articulate written communication.

Marks	Description
0	No rewardable language.
1–4	<ul style="list-style-type: none"> <li>• Limited variation of straightforward grammatical structures and vocabulary with much repetition, communication is restricted because of lack of range.</li> <li>• Limited use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>• Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.</li> </ul>
5–8	<ul style="list-style-type: none"> <li>• Occasional variation of vocabulary and grammatical structures; mostly straight forward language with the occasional complex structure, often repetitive and stilted.</li> <li>• Occasional use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>• Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• Some variation in vocabulary and grammatical structures, evidence of some recurrent complex structures, producing sections of articulate writing with occasionally stilted phrasing.</li> <li>• Some use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>• Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.</li> </ul>
13–16	<ul style="list-style-type: none"> <li>• Frequent variation of vocabulary and grammatical structures, including some examples of complex language, resulting in sequences of articulate writing.</li> <li>• Frequent use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>• Accurate use of language throughout most of the essay, resulting in generally coherent writing; errors occur that rarely hinder clarity of communication.</li> </ul>
17–20	<ul style="list-style-type: none"> <li>• Consistent variation of vocabulary and grammatical structures, including different types of complex language, expressing ideas in a variety of ways to produce articulate writing.</li> <li>• Consistent use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>• Accurate use of language throughout, resulting in coherent writing; any errors do not hinder clarity of communication.</li> </ul>

## **Additional guidance**

***Variation of vocabulary and grammatical structures:*** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will judge which mark band to place students' answer in and which mark to award, based on the effect of the variety of grammatical structures and vocabulary has on the quality of the communication; the wider range of variety, the more articulate communication will become (see definition of 'articulate' below).

Examples of a variety of grammatical structures and vocabulary are: a selection of complex language (see definition below) for a variety of purposes, including to present and to justify points of view, to develop arguments, to draw conclusions based on one's understanding.

***Articulate:*** articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say, rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

***Complex language:*** considered to include the following.

- Use of aspect markers
- Passive voice
- Relative constructions
- Comparative constructions
- Precision and accuracy
- Using conjunctions to express abstract ideas or convey justified arguments that require a range of lexis and structures
- Using synonyms and a variety of expressions.

***Straightforward language:*** considered to be:

- Repetitive, simple word order
- A lack of variety of expressions
- Frequent repetition of ideas

***Terminology for literary and cinematic analysis:*** vocabulary for critical analysis according to the work being studied, for example 'plot', 'character' and figures of speech such as 'metaphor'.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band despite the fact that errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- Errors that do not affect meaning, for example the misuse of measure words
- Missing strokes in characters as long as it is not ambiguous (for example 图 written as 囙 would not be penalised)
- Infrequent use of mixed simplified and traditional forms (for example 我們来英國学习)
- Infrequent errors that do not distract the reader from understanding the content and which result in coherent writing.

Errors that **hinder clarity:**

- Errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate use of near synonyms, such as 满意 instead of 满足 as in 老师对你的作业很满意/老师对你的作业 很满足
- Using English word order (for example 我学习在图书馆)
- Frequent errors hinder clarity as they distract the reader from understanding the content of the writing.

Errors that **prevent meaning being conveyed:**

- Errors that mean the reader cannot understand the message
- Errors that convey the wrong message
- Errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- Mother-tongue interference.

NB These are examples only and do not constitute a finite list.

## Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of arguments or examples.

Question number	Indicative content
2	<p data-bbox="363 439 1366 517"><i>This work shows how the two innocent children are brought together by the unique pigeon, Feng, and develop a simple, pure childhood friendship.</i></p> <ul data-bbox="416 577 1374 1626" style="list-style-type: none"><li data-bbox="416 577 1374 875">● In normal circumstances, Xia Wang and Qiu Hu would not become close friends. Xia Wang was born into a wealthy family and lived a very comfortable life. His father kept a lot of homing pigeons and hired a person to look after them, which was very enviable for children like Qiu Hu. However, when his father's business failed and his father was imprisoned, his family was left destitute.</li><li data-bbox="416 898 1374 1043">● Qiu Hu's family life was rather difficult. His mother left home with his younger sister. He was left with his hopeless, gambling father. He had to take care of everything himself.</li><li data-bbox="416 1066 1374 1200">● They became friends because both Xia Wang and Qiu Hu were the same age, share mutual interests and childish innocence. The love of keeping and racing pigeons brought them together and formed the basis of their relationship.</li><li data-bbox="416 1223 1374 1626">● Xia Wang and Qiu Hu differed in many ways in the past. However, Feng linked two individuals closely. Qiu Hu owned Feng. Feng was sold to Xia Wang's father. Qiu Hu tried everything he could to buy Feng back from Xia Wang's father. Then Xia Wang's family became destitute, and Feng won a race. Xia Wang and Qiu Hu went together to collect the prize money, showing that they considered Feng to be shared. All these things happened connected two earnest and kind children together and gradually formed their strong friendship.</li></ul>



Question number	Indicative content
3	<p data-bbox="360 293 1406 376"><i>The author uses the flowers to symbolise Ying Zi's family life and her father's health condition.</i></p> <ul data-bbox="416 443 1406 1131" style="list-style-type: none"> <li data-bbox="416 443 1406 526">● The flowers symbolise father. They also reflect the happy and healthy family life at the beginning.</li> <li data-bbox="416 548 1406 741">● Father loves life. He loves flowers and spends a lot of time and energy to look after them. Father loves his family and cares about them. However, his deepest love is focused on making Ying Zi strong and able to face the world, even in his absence, something she is eventually forced to confront by his death.</li> <li data-bbox="416 808 1406 949">● Once Father becomes ill, the flowers don't look well. The eponymous falling of the flowers occurs when Father passes away. The metaphor is used to underline the whole family's strong sense of loss.</li> <li data-bbox="416 1003 1406 1131">● The falling of the flowers also reflects the falling of the family fortunes as they lose their bread earner and the spiritual support. The family is falling apart but they still unite in the face of tragedy.</li> </ul>

Question number	Indicative content
4	<p data-bbox="360 1619 1406 1749"><i>The film shows an election campaign in the primary school classroom. However, it reflects the real world and advantages and disadvantages in election campaigns.</i></p> <ul data-bbox="416 1765 1406 2107" style="list-style-type: none"> <li data-bbox="416 1765 1406 1957">● Xiao Fei is quiet, shy and lack of self- confidence. She is not an ideal candidate to compete with two other strong candidates. She gives the impression of only reluctantly participation. For example, she cries a few times when is challenged.</li> <li data-bbox="416 1973 1406 2107">● She is from a single parent family. Her mother doesn't have the finance and the contact to help her to win the election. The mother is very supportive but she never interferes to the extent that the others</li> </ul>

do.

- There are arguably other reasons that affect the election result. Both the parents of Luo Lei and Cheng Cheng get involved in the campaign and have done almost everything they can to help their own child to win the election. They plan for them and teach them all sorts of important strategies at different stages using different approaches. They even resort to bribery and dirty tricks in adult world.
- Luo Lei's father plans and arranges the events for Luo Lei. The special metro trip is the most significant factor which leads to Luo Lei's overwhelming victory.

Question number	Indicative content
5	<p data-bbox="483 297 1374 389"><i>In the film, Guijie has positive and long lasting impact on Granny Leung Foon's everyday life.</i></p> <ul data-bbox="539 421 1437 1615" style="list-style-type: none"> <li data-bbox="539 421 1437 633">● Granny Leung Foon lives on her own. She goes shopping and cooks alone. Her daily meals are always one dish and one bowl of rice. Her life seems to be simple, repetitive and immutable. She seems lonely, unhappy and with nobody to talk to.</li> <li data-bbox="539 667 1437 943">● After meeting Guijie, working with her in the supermarket, developing a friendship with Guijie, Granny Leung Foon's life gradually changes for the better. Some daily tasks, such as taking a TV to her flat, changing the bulb for her by Guijie's son, give Granny Leung Foon a lot of comfort and assuage her feelings of missing her daughter and grandson.</li> <li data-bbox="539 976 1437 1305">● Guijie is an ordinary woman with exceptional kindness. She offers Granny Leung Foon a lot of help in everyday life. When Granny Leung Foon goes to Shatin/ Shatian to meet up with her former son-in-law and her grandson, Guijie accompanies her and supports her by accepting her gifts and promising to keep them for her, which is important for Granny Leung Foon.</li> <li data-bbox="539 1339 1437 1615">● Granny Leung Foon is neglected by her own family. Her grandson failed to attend the meeting. The former son-in-law refuses to accept her gifts and says that he can only look after his current wife's parents. Then he leaves for work in a hurry. His attitude is in stark contrast with Guijie's, who is willing to look after Granny Leung Foon as a total stranger.</li> </ul>

