Mark Scheme (Results)

Summer 2022

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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.

GCE A Level 9CN0_3A

Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where 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 level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

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 on the 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.

Guidance on timing of the speaking assessment

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to18 minutes in total and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1 − Discussion on a theme

Three mark grids are applied to task 1:
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts. When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is 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.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1−3	• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4−6	• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7−9	• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.

Marks	Description
10−12	• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently

	developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance
Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.
Ideas include thoughts, feelings, impressions, opinions.
Straightforward *ideas, arguments, conclusions,* are deemed to be those that give the standard, predictable response.

Task 1 − Discussion on a theme (continued)
Accuracy and range of language mark grid
This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.
Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. • Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. • Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Complex language: considered to include the following.
• use of aspect markers
• passive voice
• the 把 construction, for example 他把车修好了。
• use of interrogative sentences in which 吗 is used
• using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns
• using synonyms and a variety of expressions
• any grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which

mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below). Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

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

***Errors*:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
● errors that do not affect meaning, for example gender, adjectival agreements
● infrequent errors that do not distract the listener from the content of what is being said.

Errors that hinder clarity:

• errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain 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)

• serious mispronunciation such as tones which block communication for example, pronouncing 看书 as 砍树;照 as 找;上午 as 下午;网上 as 晚上)

• frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
● errors that mean the listener cannot understand the message
● errors that convey the wrong message
● errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
● mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Task 1 – Discussion on a theme (continued)
Interaction mark grid
This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance
Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.
Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

Traditional characters	Simplified characters
你同意我的看法嗎？	你同意我的看法吗？
是不是可以認為……？	是不是可以认为……？
我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你怎么看……问题的？
你對……有什麼看法？	你对……有什么看法？
你明白我的意思嗎？	你明白我的意思吗？

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 2, Part 1 – Independent research presentation
One-mark grid is applied to this part of the task:
● responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.
Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	● Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. ● Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. *Responses that refer to just one single written source can be awarded a maximum of 3 marks only.*
4–6	● Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. ● Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	● Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. ● Gives a relevant personal response to the written sources supported with some justification.
10–12	● Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. ● Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance
Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 − Discussion on independent research

Three-mark grids are applied to this part of the task:
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	● Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. ● Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	● Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context, ● Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	● Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. ● Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	● Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. ● Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance
Perceptive: demonstrates an in depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.
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Task 2, Part 2 − Discussion on independent research (continued)
Accuracy and range of language mark grid
This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.
Accuracy and range of language (AO3)

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• use of interrogative sentences in which 吗 is used
• using extended sentences to express abstract ideas or convey justified arguments that require a range of lexis and structures, for example, conjunctions and pronouns
• using synonyms and a variety of expressions any grammar and structures included in the grammar list that are specific to A Level.

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

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Task 2, Part 2 − Discussion on independent research (continued)
Interaction mark grid

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我們可以說……嗎？	我们可以说……吗？
你是怎麼看……問題的？	你是怎么看……问题的？
你對……有什麼看法？	你对……有什么看法？
你明白我的意思嗎？	你明白我的意思吗？

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 1: Indicative content

In their response, while presenting and justifying points of view, developing arguments and drawing conclusions based on understanding, students may refer critically and analytically to the following points. However, the indicative content is not exhaustive, and students should be rewarded for any valid response.

Task 1 Stimulus CN1

CN1	- The high-speed trains in China have improved the economic links between cities. All business, trade and distribution can be done at a much faster pace, helping the economic development of both cities and the surrounding areas. Property values in cities with high-speed train stations have risen. - Much faster transportation also provides people with more possibilities to work in different cities, as it is much easier to move temporarily for work. It is also easier for people to come into the cities to work from the surrounding countryside. Cities also offer workers better opportunities for career development. - Migrants into the cities are able to return to their hometowns much more frequently and easily due to the accessibility of high-speed trains, which increases their quality of life. The high-speed trains allow them to travel in comfort at affordable ticket prices. - Migrants can benefit from the better education and healthcare offered in the cities.

Task 1 Stimulus CN2

CN2	- China is one of the fastest growing markets for UK educational institutions as wealthy families continue to rise in cities like Beijing, Shanghai and Shenzhen. Expansion in China can offer British schools a new source of income. - The western-style education in British schools allows Chinese students to escape the traditional education system. British schools offer great access to the best universities and better job prospects. Chinese parents also want their children to be fluent in both Chinese and English. - The overseas branches of British schools often offer exchange programmes for the Chinese students to visit their main campuses in the UK. This gives students the opportunity to travel, experience new activities and broaden their horizons. - Both Chinese and expatriate students gain inspiration from each other through joint projects and focus on global themes. The engagement provides motivation for language learning and offers teachers opportunity to share experience and good practice.

Task 1 Stimulus CN3

CN3	- In China people are currently much more open minded and liberal in regards to their personal life. The social stigma that was previously attached to divorce has largely disappeared. The younger generation think that a single parent can bring up a child happily and healthily, both physically and mentally. - Economic development allows people to have the means to divorce and leave unhealthy relationships whilst still being able to support themselves. - Some people continue to hold the Chinese traditional attitude that single parent families are a problem. Children from single parent families may be more withdrawn, negative or socially isolated. They may be sensitive and worried about society's attitude towards them. - Some children may face problems such as bullying at school or less support from their single parent families.

Task 1 Stimulus CN4

CN4	- China has huge population of 1.4 billion. The competition in the job market for better paid jobs is particularly severe amongst young people. Employers will often not consider a candidate who does not have a university education. - There is plenty of work in China but a lot of it is manual labour, factory work, retail, etc. with low incomes, few prospects, and no job security. Graduation from university is seen as a gateway to a good career and a better lifestyle. - For people in China, a "good" job is considered to be a position with power such as in a government department; a professional post with particular expertise in a specific field; a business owner; or working for a foreign company which pays well. - Some people think a good job is one which allows you to work in a field of your own interest, such as being an artist or a musician. Some people think working in the charity sector is a good job, as it involves helping people in need.

Task 1 Stimulus CN5

CN5	- China is rapidly becoming a cashless society. Nowadays nearly everyone in China can live without using cash. They can shop, pay for goods and services online, and pay for their travel with mobile payments. - Businesses in China have been quick to adopt digital payments. It is quick, safe, convenient and efficient.

	• More and more Chinese people are used to operating without cash in daily life. Young people in particular enjoy the convenience of a cashless lifestyle. • The older generation fears being left behind by the speed of progress. Some do not have a smart phone or do not know how to use it. Some are fearful of paying with mobile phones. Some feel that using cash gives them a better sense of how much money they are spending.

Task 1 Stimulus CN6

CN6	• The majority of Chinese have at least a smart device allowing them access to shop online twenty-four hours a day. It is more convenient, as goods are delivered within 1-2 days, better pricing, and more varieties are available online. • Online shopping is further fuelled by large-scale online shopping festivals. For example, in China, the Alibaba Group organises Singles Day or Double-11 to attract shoppers to go online. • Shopping centres have been built in every city in China. People love to go to a shopping centre not only for shopping but also for socializing with families and friends. This not only generates profit for the shops and restaurants but also tax revenue for the local government. • If shopping centres disappear, there would be a severe impact on the local community including job losses. Vacant properties reinforce low levels of consumer confidence.

Task 1 Stimulus CN7

CN7	• Family unity is very important in traditional Chinese culture. While many traditional customs associated with Chinese New Year such as setting off fireworks and wearing new clothes are fading, family reunion remains a core part of the festival. • Chinese New Year is a time when families (young and old, living near or far) gather. It is a festival for the whole family, which strengthens family unity and cohesiveness. • While most Chinese young people look forward to the festival, some of them may find it challenging to face prying questions regarding their jobs and relationships. They are expected to give a full account of their annual performance, and their achievements will be compared with others'. • It is the norm to scrutinise young people's private lives. Although young people recognise the good intentions, this can be challenging to them. Some suffer from "return home" phobia and have to ask a friend or hire someone to act as their life partner.

Task 1 Stimulus CN8

CN8	- Reading Chinese literature is enjoyable. It exercises imagination; improves literacy and thinking skills; maintains attention and focus; and fosters reflection. - Literature relays experience and history, including social problems and historical events. Young people can gain a wide range of background knowledge of Chinese culture, enabling them to see the world from different perspectives. - Electronic devices make reading Chinese literature more accessible for young people, as they can read anytime and anywhere. There are many free eBooks. More and more young people are listening to audio books as well. - In recent years, many films and drama series adapted from Chinese literature have been well-received by audiences. This arouses young people's interests in Chinese literature.