

Mark Scheme (Results)

Summer 2013

International GCSE Chinese (4CN0)
Paper 02 Reading and Writing

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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: Reading and Writing (Traditional Characters)

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (i) | F | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (ii) | G | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (iii) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (iv) | E | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (v) | D | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (i) | E | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (ii) | G | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (iii) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (iv) | A | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (v) | C | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(i) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(ii) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(iii) | A | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(iv) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(v) | C | 1 |

| Question Number | Indicative content | Mark |
|-----------------|---|-----------|
| 4 | This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 13 of the Specification. | 10 |

| Marks | Communication and Content |
|----------|---|
| 0 | No effective communication. |
| 1 | The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible. |
| 2 | The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times. |
| 3 | The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall. |
| 4 | The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity. |
| 5 | The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality. |

| Marks | Knowledge and Application of Language |
|----------|--|
| 0 | No language worthy of credit. |
| 1 | Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure. |
| 2 | Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. |
| 3 | Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. |
| 4 | Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication. |
| 5 | Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication. |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(i) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(ii) | C | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(iii) | E | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(iv) | G | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(v) | I | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(a) | 八 | 8 | 八年 | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(b) | 坐飛機 | 飛到 | | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(c) | 二十年 | 20年 | 20 | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|-----------------|----------------------------|--------|----------|
| 6(d) | 二十分鐘 參觀的人太多了 | 20 分鐘 參觀的人多/ 人太多了/人多 | 20 | 2 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(e) | 十五鎊 | 15 鎊 | 15 | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(f) | 訂參觀時間 | | | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(g) | 大熊貓紀念品 | | | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|-----------------------|--------------------|--------|----------|
| 6(h) | 去動物園的網站, 看看大熊貓 ▪ 天的生活 | | | 2 |

In addition to these **10** marks, **5** marks are available for the quality of the Chinese in the answers

| Mark | Knowledge and application of language |
|----------|--|
| 0 | No language worthy of credit. |
| 1 | Basic vocabulary and structures, frequently inappropriate. Little or no evidence of language awareness. Frequent basic errors and inaccuracies impede communication. Nearly all material directly lifted from the original text. |
| 2 | Limited vocabulary and structures. Frequent lapses. Some evidence of accurate language, which is mostly lifted straight from the original text. Main points are however communicated, despite inaccuracies. |
| 3 | Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas. |
| 4 | Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication. |
| 5 | Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication. |

Question 7

| Marks | Communication and Content |
|-------|---|
| 0 | No relevant communication. |
| 1 | <p>Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.</p> |
| 2 | <p>Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read.</p> |
| 3 | <p>Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.</p> |
| 4 | <p>Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.</p> |
| 5 | <p>Very detailed and fully relevant response to the stimulus. Clearly able to narrate, describe, express opinions and expand, as appropriate to the task. Excellent communication; no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.</p> |

| Marks | Knowledge and Application of Language |
|-------|--|
| 0 | No language worthy of credit. |
| 1 | <p>Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses.</p> <p>Occasional almost correct phrase or short sentence, but this will be pre-learned.</p> |
| 2 | <p>Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses.</p> <p>Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.</p> |
| 3 | <p>Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.</p> |
| 4 | <p>Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.</p> |
| 5 | <p>Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.</p> |

| Marks | Accuracy |
|-------|---|
| 0 | No language worthy of credit. |
| 1 | Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation. |
| 2 | Frequent basic errors, but main points communicated. Some correct phrases, but frequent incorrect writing, inaccurate genders. |
| 3 | Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted. |
| 4 | Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted. |
| 5 | High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless. |

Paper 2: Reading and Writing (Simplified Characters)

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (i) | F | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (ii) | G | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (iii) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (iv) | E | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 1 (v) | D | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (i) | E | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (ii) | G | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (iii) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (iv) | A | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 2 (v) | C | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(i) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(ii) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(iii) | A | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(iv) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 3(v) | C | 1 |

| Question Number | Indicative content | Mark |
|-----------------|---|-----------|
| 4 | This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 13 of the Specification. | 10 |

| Marks | Communication and Content |
|----------|---|
| 0 | No effective communication. |
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| 3 | The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall. |
| 4 | The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity. |
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| Marks | Knowledge and Application of Language |
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| 1 | Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure. |
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| 4 | Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication. |
| 5 | Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication. |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(i) | B | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(ii) | C | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(iii) | E | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(iv) | G | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|----------|
| 5(v) | I | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(a) | 八 ▪ | 8 ▪ | 八年 | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(b) | 坐 ▪ 机 | ▪ 到 | | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(c) | 二十年 | 20 年 | 20 | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|--------------------|-------------------------------|--------|----------|
| 6(d) | 二十分 ▪ 参 ▪ 的人太多了 | 20 分 ▪ 参 ▪ 的人多/ 人太多了/人多 | 20 | 2 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(e) | 十五 ▪ | 15 ▪ | 15 | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(f) | ▪ 参 ▪ ▪ ▪ | | | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|----------------|--------------------|--------|----------|
| 6(g) | 大熊猫 ▪ 念品 | | | 1 |

| Question Number | Correct Answer | Acceptable Answers | Reject | Mark |
|-----------------|-----------------------------|--------------------|--------|----------|
| 6(h) | 去 ▪ 物园的网站, 看看大 熊猫 ▪ 天的生活 | | | 2 |

In addition to these **10** marks, **5** marks are available for the quality of the Chinese in the answers

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|-------------|--|
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| 3 | Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas. |
| 4 | Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication. |
| 5 | Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication. |

Question 7

| Marks | Communication and Content |
|--------------|--|
| 0 | No relevant communication. |
| 1 | Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker. |
| 2 | Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read. |
| 3 | Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places. |
| 4 | Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. |

| | |
|----------|--|
| | <p>Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.</p> |
| 5 | <p>Very detailed and fully relevant response to the stimulus. Clearly able to narrate, describe, express opinions and expand, as appropriate to the task. Excellent communication; no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.</p> |

| Marks | Knowledge and Application of Language |
|--------------|---|
| 0 | No language worthy of credit. |
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| 2 | <p>Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.</p> |
| 3 | <p>Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.</p> |
| 4 | <p>Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.</p> |
| 5 | <p>Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.</p> |

| Marks | Accuracy |
|-------|---|
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| 1 | Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation. |
| 2 | Frequent basic errors, but main points communicated. Some correct phrases, but frequent incorrect writing, inaccurate genders. |
| 3 | Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted. |
| 4 | Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted. |
| 5 | High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless. |

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