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## Mark Scheme (Results)

Summer 2019

Pearson Edexcel International GCSE  
In Chinese (4CN1)  
Paper 2R 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.

## Section A

Question number	Answer	Mark
1(a)	B	(1)
1(b)	A	(1)
1(c)	D	(1)
1(d)	C	(1)
1(e)	B	(1)
1(f)	A	(1)

Question number	Answer	Mark
2(a)	D	(1)
2(b)	H	(1)
2(c)	B	(1)
2(d)	E	(1)
2(e)	C	(1)
2(f)	K	(1)

Question number	Answer	Mark
3	Frank A	(1)
	Frank C	(1)
	Frank D	(1)
	Fang Fang B	(1)
	Fang Fang F	(1)
	Martin B	(1)
	Martin E	(1)
	Martin G	(1)

Question number	Answer	Accept	Reject	Mark
4(a)	a secondary school	a middle school		(1)
4(b)	French			(1)
4(c)	3 days			(1)
4(d)	reading my students' compositions/ essays; writing novels			(2)
4(e)	Watching films/ movies			(1)
4(f)	a painter/ friend			(1)
4(g)	beef noodles	noodles		(1)

Question number	Answer	Accept	Reject	Mark
4(h)	plants	flowers and grass		(1)
4(i)	relaxed			(1)

Question number	Answer	Accept	Reject	Mark
5(a)	68 years old			(1)
5(b)	a chef	A cook		(1)
5(c)	going to the (senior university; learning to design websites			(2)
5(d)	The lessons were taught during the day.			(1)
5(e)	He has too much to learn; he learns at a slower pace			(2)
5(f)	2 /two			(1)
5(g)	(i)He is going to design a website. (ii)People can order takeaways (online).			(2)

## Section B

Question number	<b>Communication and content</b>	
6	<p><b>Traditional character version</b> The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> <li>• 是...</li> <li>• 有时候</li> <li>• 活動</li> <li>• 我要</li> </ul> <p><b>Simplified character version</b> The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> <li>• 是...</li> <li>• 有时候</li> <li>• 活动</li> <li>• 我要</li> </ul> <p>Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• Isolated examples of relevant information.</li> <li>• Only isolated words and phrases are communicated, as appropriate to the task.</li> <li>• Only isolated items are comprehensible.</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• The response contains little relevant information, with limited use of detail. There may be repetition.</li> </ul>

		<ul style="list-style-type: none"> <li>• Expresses simple ideas and opinions, as appropriate to the task.</li> <li>• Just about comprehensible overall but with sentences that are mostly unconnected.</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• The response contains some relevant information with occasional use of detail.</li> <li>• Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.</li> <li>• Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Some detail and mostly relevant response to the task.</li> <li>• Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.</li> <li>• Coherent with logical flow and sequence of ideas, though there may be some lapses.</li> </ul>
<b>Level 5</b>	5	<ul style="list-style-type: none"> <li>• Detailed and fully relevant response to the task.</li> <li>• Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.</li> <li>• Coherent with logical flow and sequence of ideas.</li> </ul>

Question number	<b>Linguistic knowledge and accuracy</b>	
6	Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• Isolated examples of target language vocabulary and structures.</li> <li>• Uses very basic language to write words and phrases.</li> <li>• Isolated examples of accurate language.</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• Uses very familiar and predictable vocabulary and structures, often repetitive.</li> <li>• Uses simple, familiar and predictable language to write short sentences or phrases.</li> <li>• Occasional correct phrases but more complex characters may be missing, frequent errors in character formation even for easier characters; frequent errors in word order.</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• Uses familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences but this is not sustained.</li> </ul>

		<ul style="list-style-type: none"> <li>• Sometimes accurate in using straightforward language but some errors in character formation and some significant errors in word order.</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Tends towards use of familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences.</li> <li>• Mostly accurate with some minor errors, e.g. errors in character formation and measure words. Occasional errors in word order.</li> </ul>
<b>Level 5</b>	5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary and grammatical structures.</li> <li>• Language manipulated to produce fluent sentences.</li> <li>• Very accurate with only isolated minor errors, e.g. errors in character formation and measure words.</li> </ul>

Question number	<b>Communication and content</b>
7(a)	<p><b>Traditional character version</b></p> <p>(a) 寫一封電子郵件給你的筆友，說說你學校的午餐。你必須包括以下幾點：</p> <p>Write an email to your penfriend about your school lunch. You <b>MUST</b> include the following points:</p> <ul style="list-style-type: none"> <li>• 你覺得你學校的午餐怎麼樣</li> </ul> <p>What you think about your school lunch</p> <ul style="list-style-type: none"> <li>• 你喜歡吃什麼樣的午餐</li> </ul> <p>What kind of food you like to eat for lunch</p> <ul style="list-style-type: none"> <li>• 說說你對年輕人飲食習慣的看法</li> </ul> <p>Your thoughts on young people' s eating habits</p> <ul style="list-style-type: none"> <li>• 要身體健康，年輕人應該怎麼做</li> </ul> <p>What young people should do to keep themselves healthy</p> <p>給你的朋友寫一封信說說你的兼職工作。你必須包括以下幾點：</p>



7(b)

(b) 給你的朋友寫一封信說說你的兼職工作。你必須包括以下幾

點：

Write a letter to a friend about your part-time job. Talk about your experiences. You

**MUST include the following points:**

- 你做了什麼工作

**What work you did**

- 你覺得你的同事怎麼樣

**Your opinion of your colleagues**

- 說說你對這個工作的看法

**Your thoughts on this job**

- 你希望將來做什麼工作

**What job you would like to do in the future**

7(c)

(c) 寫一篇博客，說說你對手機的看法。你必須包括以下幾點：

Write a blog about mobile phones. You **MUST** include the following points:

- 你平常什麼時候用手機

**When you normally use your mobile**

- 今天你用手機做了什麼

**What you used your mobile for today**

- 用現代科技有什麼好處

**The advantages of using modern technologies**

- 如果有一天你不能用手機，你會做些什麼

**What you would do if one day you could not use your mobile**

7(a)

**Simplified character version**

(a) 写一封电子邮件给你的笔友，说说你学校的午餐。你必须包括以下几点：

Write an email to your penfriend about your school lunch. You MUST include the

following points:

- 你觉得你学校的午餐怎么样

What you think about your school lunch

- 你喜欢吃什么样的午餐

What kind of food you like to eat for lunch

- 说说你对年轻人饮食习惯的看法

Your thoughts on young people' s eating habits

- 要身体健康，年轻人应该怎么做

What young people should do to keep themselves healthy

7(b)	<p>(c) 给你的朋友写一封信说说你的兼职工作。你必须包括以下几点：</p> <p>Write a letter to a friend about your part-time job. Talk about your experiences. You</p> <p>MUST include the following points:</p> <ul style="list-style-type: none"> <li>• 你做了什么工作</li> </ul> <p>What work you did</p> <ul style="list-style-type: none"> <li>• 你觉得你的同事怎么样</li> </ul> <p>Your opinion of your colleagues</p> <ul style="list-style-type: none"> <li>• 说说你对这个工作的看法</li> </ul> <p>Your thoughts on this job</p> <ul style="list-style-type: none"> <li>• 你希望将来做什么工作</li> </ul> <p>What job you would like to do in the future</p>
7(c)	<p>(c) 写一篇博客，说说你对手机的看法。你必须包括以下几点：</p> <p>Write a blog about mobile phones. You MUST include the following points:</p> <ul style="list-style-type: none"> <li>• 你平常什么时候用手机</li> </ul> <p>When you normally use your mobile</p> <ul style="list-style-type: none"> <li>• 今天你用手机做了什么</li> </ul> <p>What you used your mobile for today</p> <ul style="list-style-type: none"> <li>• 用现代科技有什么好处</li> </ul> <p>The advantages of using modern technologies</p> <ul style="list-style-type: none"> <li>• 如果有一天你不能用手机，你会做些什么</li> <li>• What you would do if one day you could not use your mobile</li> </ul> <p>Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing.</p>

	Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>• The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence.</li> <li>• The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence.</li> <li>• The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence.</li> <li>• The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker.</li> <li>• The response is entirely coherent and, while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.</li> </ul>

Question number	<b>Linguistic knowledge and accuracy</b>	
7		
Level	Mark	Descriptor
	0	No rewardable material.

<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Very limited range and variety of vocabulary and grammatical structures, use of only one timeframe, with a high degree of repetition.</li> <li>• Very little evidence of correct character formation and word order.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second timeframe, though with a significant amount of repetition.</li> <li>• Occasional evidence of correct character formation and word order.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two timeframes, though with some noticeable repetition.</li> <li>• Some evidence of correct character formation and word order.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Good range of vocabulary and grammatical structures, and secure use of at least two timeframes, with little noticeable repetition.</li> <li>• Significant evidence of correct character formation and word order.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Excellent range of vocabulary and grammatical structures, and secure use of at least three timeframes, including some complex lexical items and no noticeable repetition.</li> <li>• Very strong evidence of correct character formation and word order.</li> </ul>

### Additional guidance

**Complex lexical items** are considered to be:

- lexical items that express abstract ideas/convey justified arguments
- conceptually more challenging language.

<b>Question number</b>	<b>Translation mark grids and example responses</b>
<b>8(a), 8(b)</b>	Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.
<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed.
2	Meaning fully communicated with occasional errors that do not hinder clarity.

<b>Question number</b>	<b>Translation mark grids and example responses</b>
<b>Question number</b>	<b>Example response – Traditional characters</b>
8(a)	我有一隻/條狗。
8(b)	牠是黑白色的。
<b>Question number</b>	<b>Example response – Simplified characters</b>
8(a)	我有一只/条狗。
8(b)	它是黑白色的。

Question number	Translation mark grids and example responses
<b>Mark</b>	<b>Descriptor</b>
8(c), 8(d)	Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.
0	No rewardable material.
1	<ul style="list-style-type: none"> <li>Some words are communicated but the overall meaning of the sentence is not communicated.</li> </ul>
2	<ul style="list-style-type: none"> <li>The meaning of the sentence is partially communicated.</li> <li>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed.</li> </ul>
3	<ul style="list-style-type: none"> <li>The meaning of the sentence is fully communicated.</li> <li>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity.</li> </ul>
<b>Question number</b>	<b>Example response – Traditional characters</b>
8(c)	牠是我媽媽去年送我的。
8(d)	從那以後，我每天都和牠一起玩。
<b>Question number</b>	<b>Example response – Simplified characters</b>
8(c)	它是我妈妈去年送我的。

8(d)	从那以后, 我每天都和它一起玩。
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### **Additional guidance**

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as 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 missing measure words
- infrequent errors that do not distract the reader from the content and which result in coherent writing
- minor errors in characters such as a mis-formed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

#### 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 incorrect timeframes
- frequent errors hinder clarity as they will distract the reader from the content of the writing
- errors in forming a character such as characters with an extra or missing stroke.

#### 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 incorrect word order
- using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
- mother-tongue interference.

**NB:** these are examples only and do not