Mark Scheme (Results)

Summer 2019

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

International GCSE Chinese

Paper 2: Reading and Writing

Section A

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

Question number	Answer	Mark
2(a)	G	(1)
2(b)	F	(1)
2(c)	I	(1)
2(d)	L	(1)
2(e)	K	(1)
2(f)	D	(1)

Question number	Answer	Mark
3	Daming A	(1)
	Daming B	(1)
	Daming G	(1)
	Ningning C	(1)
	Ningning E	(1)
	Ningning G	(1)
	Chris D	(1)
	Chris F	(1)

Question number	Answer	Accept	Reject	Mark
4(a)	Beijing			(1)
4(b)	go to university			(1)
4(c)	carried my luggage found my seat on the train			(2)
4(d)	wrap up warm	wear more clothes		(1)

Question number	Answer	Accept	Reject	Mark
4(e)	go home			(1)
4(f)	some satsumas	Oranges/tangerines /mandarins		(1)
4(g)	a stall	a shop/a store		(1)
4(h)	Father's hair was white/ grey. He no longer ran as energetically / fast as he used to.			(2)

Question number	Answer	Accept	Reject	Mark
5(a)	At the age of 13			(1)
5(b)	Germany			(1)
5(c)	Has a lot of her own thoughts			(1)
5(d)	The Eastern culture and the Western culture			(1)
5(e)	Red represents China; blue represents Germany			(2)
5(f)	They are simple and interesting.			(1)
5(g)	She drew some interesting things in her life.			(1)
5(h)	her diary			(1)
5(i)	A friend			(1)

Section B

Question number	Communication and content
6	**Traditional character version** The candidate should have used the following terms in Chinese: • 是… • 我有… • 作業… • 過去覺得… **Simplified character version** The candidate should have used the following terms in Chinese: • 是… • 我有… • 作业 • 过去觉得 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.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	• Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task. • Only isolated items are comprehensible.
Level 2	2	• The response contains little relevant information, with limited use of detail. There may be repetition. • Expresses simple ideas and opinions, as appropriate to the task. • Just about comprehensible overall but with sentences that are mostly unconnected.

Level 3	3	• The response contains some relevant information with occasional use of detail.
		• Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.
		• Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
Level 4	4	• Some detail and mostly relevant response to the task.
		• Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.
		• Coherent with logical flow and sequence of ideas, though there may be some lapses.
Level 5	5	• Detailed and fully relevant response to the task.
		• Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.
		• Coherent with logical flow and sequence of ideas.

Question number	Linguistic knowledge and accuracy	
6	Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	• Isolated examples of target language vocabulary and structures.
		• Uses very basic language to write words and phrases.
		• Isolated examples of accurate language.
Level 2	2	• Uses very familiar and predictable vocabulary and structures, often repetitive.
		• Uses simple, familiar and predictable language to write short sentences or phrases.
		• Occasional correct phrases but more complex characters may be missing, frequent errors in character formation even for easier characters; frequent errors in word order.
Level 3	3	• Uses familiar and predictable vocabulary and structures.
		• Some evidence of manipulation of language to produce sentences but this is not sustained.
		• Sometimes accurate in using straightforward language but some errors in character formation and some significant errors in word order.
Level 4	4	• Tends towards use of familiar and predictable vocabulary and structures.

		・ Some evidence of manipulation of language to produce sentences. ・ Mostly accurate with some minor errors, e.g. errors in character formation and measure words. Occasional errors in word order.
Level 5	5	・ Uses a range of vocabulary and grammatical structures. ・ Language manipulated to produce fluent sentences. ・ Very accurate with only isolated minor errors, e.g. errors in character formation and measure words.

Question number	**Communication and content**
7(a)	**Traditional character version** The candidate should have referred to the following bullet points: ・ 你學中文多長時間了 　 How long you have studied Chinese ・ 你覺得你的中文班同學怎麼樣 　 What you think about your Chinese classmates ・ 說說你對學中文的看法 　 Your opinion about learning Chinese ・ 你想怎樣提高自己的中文水平 　 How you plan to improve your Chinese
(b)	The candidate should have referred to the following bullet points: ・ 介紹你住的地方 　 Describe where you live ・ 說說那裡的環境保護怎麼樣 　 Your opinion about environmental protection in your area ・ 那裡的人們有什麼環境問題 　 Write about an environmental issue that has affected local people

(c)	• 你覺得自己應該做什麼 What you will do about it The candidate should have referred to the following bullet points: • 你平常什麼時候做運動 When you normally do sport • 這個月你做了些什麼鍛煉 What exercise you have done this month • 說說你對運動的看法 Your opinion on sport • 將來你想試試什麼新的運動 What new sport you would like to try in the future **(20)** **Simplifed character version** The candidate should have referred to the following bullet points: • 你学中文多长时间了 How long you have studied Chinese • 你觉得你的中文班同学怎么样 What you think about your Chinese classmates • 说说你对学中文的看法 Your opinion about learning Chinese
7 (a)	• 你想怎样提高自己的中文水平 How you plan to improve your Chinese The candidate should have referred to the following bullet points: • 介绍你住的地方 Describe where you live

- 说说那里的环境保护怎么样
  Your opinion about environmental protection in your area

- 那里的人们有什么环境问题
  Write about an environmental issue that has affected local people

- 你觉得自己应该做什么
  What you will do about it

The candidate should have referred to the following bullet points:

- 你平常什么时候做运动
  When you normally do sport

- 这个月你做了些什么锻炼
  What exercise you have done this month

- 说说你对运动的看法
  Your opinion on sport

- 将来你想试试什么新的运动

  What new sport you would like to try in the future

(c)

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.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.

Level 2	3-4	• 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. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
Level 3	5-6	• 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. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
Level 4	7-8	• 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. • 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.
Level 5	9-10	• 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. • 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.

Question number	Linguistic knowledge and accuracy	
7		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• Very limited range and variety of vocabulary and grammatical structures, use of only one timeframe, with a high degree of repetition. • Very little evidence of correct character formation and word order.
Level 2	3-4	• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second timeframe, though with a significant amount of repetition. • Occasional evidence of correct character formation and word order.
Level 3	5-6	• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two timeframes, though with some

		noticeable repetition. • Some evidence of correct character formation and word order.
Level 4	7-8	• Good range of vocabulary and grammatical structures, and secure use of at least two timeframes, with little noticeable repetition. • Significant evidence of correct character formation and word order.
Level 5	9-10	• Excellent range of vocabulary and grammatical structures, and secure use of at least three timeframes, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct character formation and word order.

Additional guidance

Complex lexical items are considered to be:
• lexical items that express abstract ideas/convey justified arguments
• conceptually more challenging language.

Question number	Translation mark grids and example responses
8(a), 8(b)	Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.
Mark	**Descriptor**
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.
Question number	**Example response – Traditional characters**
8(a)	我喜歡上網。
8(b)	我有一台/個/部新電腦/計算機。
Question number	**Example response – Simplified characters**
8(a)	我喜欢上网。
8(b)	我有一台/个/部新电脑/计算机。

Question number	Translation mark grids and example responses

Mark	Descriptor
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	• Some words are communicated but the overall meaning of the sentence is not communicated.
2	• The meaning of the sentence is partially communicated. • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed.
3	• The meaning of the sentence is fully communicated. • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity.
Question number	Example response – Traditional characters
8(c)	那是我媽媽送我的生日禮物。
8(d)	她說我的電腦只能/可以用在學習上/用來學習。
Question number	Example response – Simplified characters
8(c)	那是我妈妈送我的生日礼物。
8(d)	她说我的电脑只能/可以用在学习上/用来学习。

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 constitute a finite list.