Mark Scheme (Results)

Summer 2021

Pearson Edexcel International GCSE
In Chinese (4CN1)

Paper 2: Reading and Writing

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)	D	(1)
1(c)	A	(1)
1(d)	B	(1)
1(e)	D	(1)
1(f)	C	(1)

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

Question number	Answer	Mark
3	Mike A	(1)
	Mike D	(1)
	Mike G	(1)
	Li Yun B	(1)
	Li Yun C	(1)
	Li Yun E	(1)
	Mark C	(1)
	Mark F	(1)

Question number	Answer	Accept	Reject	Mark
4(a)	Guangzhou	Canton Kwuang-chow (Foo)	Kanton; Guangdong; China	(1)
4(b)	Any **two** of She could not speak English; She could not understand; Everyday life was not easy for her			(2)
4(c)	(my old) books	book	textbook(s)	(1)
4(d)	learn/study English; English		foreign language; language	(1)
4(e)	10/ ten (years old)		year 10/ ten; 10/ten year	(1)
4(f)	on the either side of our dining table/desk		table/desk; On the table/desk	(1)

Question number	Answer	Accept	Reject	Mark
4(g)	Any **one** of reading; writing(in English)	ro read; to write; to learn English		(1)
4(h)	Any **one** of make phone calls in English; read newspapers		call people; talk to people	(1)
4(i)	learning has nothing to do with age			(1)

Question number	Answer	Accept	Reject	Mark
5(a)	It was his mother's birthday.			(1)
5(b)	online	on the website		(1)
5(c)	(a white dress)/ skirt			(1)
5(d)	(She looks) a little bit tired ; (she is) smiling very happily.			(1)
5(e)	Her hair is shorter ; She is wearing a pair of glasses.		hair/glasses	(2)
5(f) (i)	last summer holiday		last year;	(2)
5(ii)	giving his mother a unique/ different/ special present/gift		a unique/ different/ special present/gift	(1)
5(g)	spending more time with their parents			(1)

Section B

Question number	Communication and content
6	**Traditional character version** The candidate should have used the following terms in Chinese: • 喜歡 • 漂亮 • 可以看到 • 想去 **Simplified character version** The candidate should have used the following terms in Chinese: • 喜欢 • 漂亮 • 可以看到 • 想去 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: • 說說你最近看過的一個電視節目 Describe a TV programme you watched recently • 你覺得這個節目怎麼樣 Your opinion about the programme • 說說你對看電視的看法 Write about your views on watching TV • 你想怎樣更好地用自己的空閒時間 How you would like to make better use of your free time
(b)	The candidate should have referred to the following bullet points: • 說說你最近一次去餐廳吃飯的經歷 Describe a recent experience of eating out • 你覺得這餐飯怎麼樣 Your opinion about the meal

	• 說說你對健康飲食的看法
	  Write about your views on healthy eating
	
	• 除了有好的飲食習慣，你覺得年輕人可以怎樣保持健康
	
	  Apart from having good eating habits, what young people can do to stay healthy

(c)	The candidate should have referred to the following bullet points:
	
	• 介紹這個活動
	  Describe the event
	
	• 你覺得這個活動怎麼樣
	  Your opinion about the event
	
	• 你遇到了什麼問題
	  Write about a problem that you came across
	
	• 怎麼做可以讓這個活動更好
	
	  What could be done to improve the event in future

(a)	**Simplified character version**
	The candidate should have referred to the following bullet points:
	
	• 说说你最近看过的一个电视节目
	    Describe a TV programme you watched
	  recently

10		• 你觉得这个节目怎么样 Your opinion about the programme • 说说你对看电视的看法 Write about your views on watching TV • 你想怎样更好地用自己的空闲时间 How you would like to make better use of your free time
	(b)	The candidate should have referred to the following bullet points: • 说说你最近一次去餐厅吃饭的经历 Describe a recent experience of eating out • 你觉得这餐饭怎么样 Your opinion about the meal • 说说你对健康饮食的看法 Write about your views on healthy eating • 除了有好的饮食习惯，你觉得年轻人可以怎样保持健康 Apart from having good eating habits, what young people can do to stay healthy
	(c)	The candidate should have referred to the following bullet points: 介绍这个活动

		Describe the event
		• 你觉得这个活动怎么样
		Your opinion about the event
		• 你遇到了什么问题
		Write about a problem that you came across
		• 怎么做可以让这个活动更好
		What could be done to improve the event in future
		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)	大明是北京人。／大明來自北京。
8(b)	他哥哥是個好廚師/很會做飯/做飯很好吃。
Question number	**Example response – Simplified characters**
8(a)	大明是北京人。／大明来自北京。
8(b)	他哥哥是个好厨师/很会做饭/做饭很好吃。

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)	昨天我們去/在他家吃（了）餃子。
8(d)	這個星期六我會做一些（餃子）給家人吃。
Question number	**Example response – Simplified characters**

8(c)	昨天我们去/在他家吃（了）饺子。
8(d)	这个星期六我会做一些（饺子）给家人吃。

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.