# Mark Scheme (Results)

**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) | C | (1) |
| 1(b) | D | (1) |
| 1(c) | B | (1) |
| 1(d) | A | (1) |
| 1(e) | B | (1) |
| 1(f) | C | (1) |

| Question number | Answer | Mark |
|---|---|---|
| 2(a) | A | (1) |
| 2(b) | G | (1) |
| 2(c) | K | (1) |
| 2(d) | H | (1) |
| 2(e) | I | (1) |
| 2(f) | D | (1) |

| Question number | Answer | Mark |
|---|---|---|
| 3 | Tim C | (1) |
| | Tim E | (1) |
| | Hannah B | (1) |
| | Hannah D | (1) |
| | Hannah F | (1) |
| | Mark A | (1) |
| | Mark B | (1) |
| | Mark G | (1) |

| Question number | Answer | Accept | Reject | Mark |
|---|---|---|---|---|
| 4(a) | (an ) actor | | | (1) |
| 4(b) | Any **two** of clothes, shoes, bicycle/bike | | | (2) |
| 4(c) | (his) dad | (his) father | | (1) |
| 4(d) | 1 dollar | $1/ one dollar | | (1) |
| 4 (e ) | unhappy/ unsatisfied | | | (1) |
| 4(f) | buy a newspaper; read articles (inside) | | | (2) |
| 4(g) | 20 (years) | twenty years | | (1) |
| 4(h) | a story (in the newspaper) | | | (1) |

| Question number | Answer | Accept | Reject | Mark |
|---|---|---|---|---|
| 5(a) | 65 (years old) | | | (1) |

| Question number | Answer | Accept | Reject | Mark |
|---|---|---|---|---|
| 5(b) | What do elderly people in the UK do (when they are free/ have some spare time/in their free time) | | | (1) |
| 5(c) | this April | | April | (1) |
| 5(d) | found a school | | | (1) |
| 5(e) (i) | a red shirt | | | (1) |
| 5(e) (ii) | (quite) young | | | (1) |
| 5(f) | Any **one** of<br>visits different places ;<br>meets different people | | | (1) |
| 5(g) | taking photos | | | (1) |
| 5(h) | an old man | | | (1) |
| 5(i) | writing books | | | (1) |

**Section B**

| Question number | **Communication and content** |
|---|---|
| 6 | **Traditional character version**<br>The candidate should have used the following terms in Chinese:<br><br>• 叫<br><br>• 頭髮<br><br>• 有意思<br><br>• 給過<br><br>**Simplified character version**<br>• 叫<br><br>• 头发<br><br>• 有意思<br><br>• 给过<br><br><br>The candidate should have used the following terms in Chinese: |

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.<br>• Only isolated words and phrases are communicated, as appropriate to the task.<br>• Only isolated items are comprehensible. |
| **Level 2** | 2 | • The response contains little relevant information, with limited use of detail. There may be repetition.<br>• Expresses simple ideas and opinions, as appropriate to the task.<br>• 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.<br>• Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.<br>• 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.<br>• Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.<br>• 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.<br>• Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.<br>• 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.<br>• 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.<br>• Uses simple, familiar and predictable language to write short sentences or phrases.<br>• 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.<br>• Some evidence of manipulation of language to produce sentences but this is not sustained.<br>• 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.<br>• Some evidence of manipulation of language to produce sentences.<br>• 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.<br>• Language manipulated to produce fluent sentences.<br>• 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**<br><br>The candidate should have referred to the following bullet points:<br><br>• 說說你做了什麼<br>　Describe what you did during the sporting event<br><br>• 你覺得這個活動怎麼樣<br>　What you think about the event<br><br>• 說說你對健康生活的看法<br>　Your opinion about healthy living |

|     |     |
| --- | --- |
|     | • 你想試試什麼新的體育運動<br>  What sport you would like to try |
| (b) | The candidate should have referred to the following bullet points:<br><br>  • 介紹和你一起參加的人<br><br>    Describe who took part in the activity with you<br><br>  • 你們一起做了什麼<br><br>    What you did together<br><br>  • 你覺得這個活動怎麼樣<br>    Your opinion about the activity<br><br>  • 將來，學校可以做什麼讓年輕人知道環保很重要<br><br>    In future, what schools could do to help young people realise the importance of environmental protection |
| (c) | The candidate should have referred to the following bullet points:<br><br>  • 你常常在網上買什麼<br>    What you often buy online<br>  • 你覺得最近一次的購物經驗怎麼樣<br>    What you thought about your most recent shopping experience<br>    • 說說你對年輕人花很多時間上網的看法 |

| | |
|---|---|
| (a) | Your opinion on young people spending a lot of time on the internet<br>• 你覺得年輕人應該參加什麼其它活動<br>What other activities you think young people should take part in<br><br><br>**Simplified character version**<br>The candidate should have referred to the following bullet points:<br><br>• 说说你做了什么<br>Describe what you did during the sporting event<br><br>• 你觉得这个活动怎么样<br>What you think about the event<br><br>• 说说你对健康生活的看法<br>Your opinion about healthy living<br><br>• 你想试试什么新的体育运动<br>What sport you would like to try |
| (b) | The candidate should have referred to the following bullet points:<br><br>• 介绍和你一起参加的人<br><br>Describe who took part in the activity with you<br><br>• 你们一起做了什么 |

| | |
|---|---|
| | What you did together |
| | • 你觉得这个活动怎么样 |
| | Your opinion about the activity |
| | • 将来，学校可以做什么让年轻人知道环保很重要 |
| | In future, what schools could do to help young people realise the importance of environmental protection |
| (c) | The candidate should have referred to the following bullet points: |
| | • 你常常在网上买什么<br>What you often buy online |
| | • 你觉得最近一次的购物经验怎么样<br>What you thought about your most recent shopping experience |
| | • 说说你对年轻人花很多时间上网的看法<br>Your opinion on young people spending a lot of time on the internet |
| | • 你觉得年轻人应该参加什么其它活动<br>What other activities you think young people should take part in |

| | | **(20)** |
|---|---|---|
| | | 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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 1** | 1-2 | |

| **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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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/愛動物。 |

| Question number | Translation mark grids and example responses |
|---|---|
| 8(b) | 我想要一隻貓。 |
| **Question number** | **Example response - Simplified characters** |
| 8(a) | 我喜欢/爱动物。 |
| 8(b) | 我想要一只猫。 |

| 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.<br>• 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.<br>• 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，爸爸在/去寵物店給我買了一隻。 | |
| 8(d) | 週末（的時候），我的朋友（們）會/要來看我的貓。 | |
| **Question number** | **Example response – Simplified characters** | |
| 8(c) | 昨天，爸爸在/去宠物店给我买了一只。 | |
| 8(d) | 周末（的时候），我的朋友（们）会/要来看我的猫。 | |

**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.