

**Edexcel International
London Examinations
GCE Ordinary Level**

This document has been extracted from the main O level languages syllabus and specimen paper booklet (publications code UO014293) which contains information relating to all languages in the suite.

Syllabus and Specimen Paper

London Examinations GCE Ordinary Level

Chinese (7609)

First examination May/June 2005

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Specimen Paper	

NOTE: the Specimen Paper is not language specific and is meant as guidance for the structure of the examination paper only.

General information

Syllabus, examination papers and teacher resources

Copies of recent examination papers may be purchased from:

Edexcel Publications
Adamsway
Mansfield
Notts
NG18 4FN
UK

Telephone: +44 1623 467 467
Fax: +44 1623 450 481
E-mail: intpublications@linneydirect.com

This syllabus, information about any additional resources and Mark Schemes with Examiners' Reports are available on our web site (www.edexcel-international.org).

Enquiries

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Centres are also encouraged to check the Edexcel International Website on a regular basis for any updates in information and advice, or to contact the International Customer Response Unit with any queries.

Subject availability – May/June 2005 and January 2006

Subject Title	Subject Number	May/June Examination	January Examination
Bengali	7606	✓	✓
Chinese	7609	✓	
Hindi	7620	✓	
Malay	7626	✓	
Maltese	7627	✓	
Swahili	7642	✓	
Turkish	7646	✓	
Urdu	7648	✓	✓
Gujarati	7616	✓	
*Panjabi	7634	✓	
*Sinhala	7641	✓	
*Tamil	7644	✓	
*Thai	7645	✓	

*Mode 2 Subjects

Edexcel International offers a number of Ordinary level language papers that have been prepared specifically to meet the requirements of centres in certain areas. These languages are approved by London Examinations and the question papers are set and marked by our examiners.

Introduction

Students who successfully follow a course leading to an O level qualification in one of these languages will have developed the ability to communicate effectively in the written language, and to translate to and from English and the target language. The qualification provides an appropriate foundation for further study or employment.

Rationale for the syllabus

It is some time since the syllabus has been revised, and the main purpose of the current revision is to provide teachers with more helpful guidance. The changes to the syllabus content and the structure of the question paper are relatively minor.

The revised syllabus provides a framework for the development of effective language learning and authentic use of the target language in defined, contemporary contexts. It offers positive and appropriate assessment for learners of modern languages.

It combines an emphasis on written communication and transmission (translation) skills with reward for practical application of the target language structures and grammar.

A list of defined topics has been produced to provide a clear focus for study. These topics relate to the target language country. It should also be noted that not all of the listed topics will feature in every examination paper. The topics will be rotated over the years.

Key features

- A list of defined topics on which the examination will be based.
- Detailed guidance for candidates and teachers.
- Comparability and consistency of test types across all languages in the suite.
- Clear guidance on language-specific grammar points.
- Revised, uniform assessment criteria on which teachers can base their teaching.

Aims

The aim of the GCE O Level syllabus in the suite of languages is to provide a framework for the development of written and transmission skills combined with the practical application of grammar of the target language. Transmission skills are defined as transfer of meaning and translation skills. This syllabus is designed to enable students to:

- develop an understanding of the written forms of the language within defined contexts
- develop the ability to communicate effectively in the target language, through the written word, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of the language and its practical application
- develop transmission skills from English into the target language and from the target language into English
- develop continuous writing skills in the target language
- develop positive attitudes to language learning
- provide a suitable foundation for further study of the languages.

Assessment objectives

Candidates will be required to demonstrate an ability to:

- understand contemporary written texts in the target language and translate these into English (AO1)
- understand contemporary written texts in English and translate these into the target language (AO2)
- apply grammatical structures correctly within a defined context (AO3)
- communicate in continuous writing showing knowledge of and applying accurately the grammar and structures of the target language prescribed in the syllabus (AO4).

Scheme of assessment

Dictionaries must **not** be used in the examination.

The examination will consist of one 3 hour paper, containing:

Question 1: Translation from target language into English

Candidates will be required to translate 200-250 words from the target language into English (candidates following 7609 Chinese will be required to translate 180-220 Chinese characters). The test will consist of **either** one **or** two passages of authentic target language material. The texts will be chosen from a wide variety of contemporary sources and will be based on the defined topics (Appendix A).

(Total 25 marks)

Question 2: Translation from English into target language

Candidates will be required to translate 200-250 words from English into the target language. The test will consist of **either** one **or** two passages. The texts will be chosen from a wide variety of contemporary sources and will be based on the defined topics (Appendix A).

(Total 25 marks)

Question 3: Practical application of grammar

Candidates will be required to translate **five** sentences from English into the target language. Each sentence will be 6-12 words long. The sentences, which will be graded according to an incline of difficulty, will test specific grammar points as itemised for each language in Appendix B.

(Total 15 marks)

Question 4: Writing in the target language (choice of essay or letter)

Candidates will be required to produce a piece of continuous writing of between 200-250 words in the target language (candidates following 7609 Chinese will be required to write 180-220 Chinese characters). The options available are:

either

an essay (narrative, imaginative or discursive). A choice of three titles will be offered.

or

a letter based on a given stimulus.

(Total 35 marks)

Grade descriptions

Grade descriptions give a general indication of the standards of achievement shown by candidates awarded particular grades. The grade awarded will depend upon the extent to which the candidate meets the assessment objectives overall. Low attainment in some aspects of the performance criteria may be compensated by higher attainment in others.

Grade A

Translation

Candidates will be able to:

- identify and transmit effectively virtually all the main points of the text
- recognise and transmit most points of detail in the text
- recognise and transmit most points of view, attitudes and emotions in the text
- demonstrate an ability to understand and transmit most sections containing inference in the text
- show an ability to understand and transmit effectively for the most part more complex lexis, structures and idioms in the text
- produce a largely coherent and accurate version of the original text into the relevant language.

Writing

Candidates will be able to:

- narrate events, give and justify opinions effectively
- produce longer, more varied sentences using a wide range of lexis and structures with appropriate use of tense concepts/time referents
- produce spelling, grammar and syntax that is largely accurate
- produce a style that is nearly always fluent and appropriate to the purpose.

Grade C

Translation

Candidates will be able to:

- identify and transmit effectively some of the main points of the text although they encounter problems with certain points of detail and more complex language
- demonstrate the ability to recognise and transmit attitudes and points of view with varying degrees of success
- recognise and transmit effectively some sections of the text containing idiom and inference, whilst experiencing some problems
- recognise and transmit effectively familiar language in unfamiliar contexts, whilst experiencing some problems
- produce a reasonable version of the original text with however several sections not fully understood.

Writing

Candidates will be able to:

- narrate factual events with some success although they experience some difficulty with more abstract language
- express straightforward personal opinions although these may not always be justified
- function effectively overall in main clauses although there may not be many successful examples of subordination and/or more complex language
- deploy a range of vocabulary and structures that is generally appropriate although somewhat restricted. They may experience some problems with tense concept/time referents
- produce spelling, grammar and syntax that contains errors of varying degrees of seriousness, but communication is rarely impaired
- produce a style that is basic with however occasional appropriate use of more unusual lexis and structures at times.

Grade E

Translation

Candidates will be able to:

- identify and transmit points from the original texts, which are predominantly straightforward and concrete
- identify and transmit straightforward points of view and/or the occasional abstract concept
- produce some sections of successful, coherent and straightforward transmission although even these may contain errors of style and interpretation.

Writing

Candidates will be able to:

- write in short sentences and/or phrases with very little, if any, use of subordination
- narrate straightforward events with very little beyond
- deploy a range of lexis and structures that is restricted. They experience significant problems with tense concept and/or time referents
- produce spelling, grammar and syntax that contains errors, some of a fairly basic nature, but the overall message communicates
- Produce a style that is very basic with very little use of more complex structures and lexis.

Assessment overview

The table below shows how marks are distributed.

Question	Transmission Communication/Content	Quality of Language	Total for Question
1	15%	10%	25%
2	15%	10%	25%
3	10%	5%	15%
4	20%	15%	35%

Assessment criteria and mark schemes

Assessment criteria reflect the standard expected at GCE O level. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

Minor errors include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors, auxiliary verb or adjectival agreement.

Major errors include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

Question 1 and Question 2 - Translation

	Transmission
13-15	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.
10-12	A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.
7-9	The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.
4-6	Only the more straightforward concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.
1-3	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.
0	No language worthy of credit.

	Quality of Language
9-10	A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.
7-8	A high level of accuracy overall with however occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure although occasional lapses are evident. Pleasant to read for the most part.
5-6	Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate with several items unknown. Problems at times with tense concept/time sequence. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.
3-4	Some inaccuracies in basic grammar although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives, and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.
1-2	A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little of credit.
0	No language worthy of credit.

Question 3 – Practical application of grammar

Five sentences each worth 2 marks plus a global mark for Quality of Language.

Marks are awarded for **Communication** as well as for **Quality of Language**.

Please refer to the following grids:

Communication	
2	Fully communicated in the target language although with some ambiguity in the expression.
1	At least half the sentence is correctly communicated in the target language.
0	No relevant communication.

The Quality of Language grid is applied **GLOBALLY** to all five sentences.

Quality of language	
5	High level of accuracy with only minor errors.
4	Level of accuracy generally secure but incidence of error increases in more complex language.
3	Accuracy variable with some basic errors.
2	High incidence of error which impedes communication at times. Inconsistent.
1	Frequent basic error with only isolated examples of accurate language.
0	No language worthy of credit.

Question 4 - Writing

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

	Communication and content
17-20	Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.
13-16	Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.
9-12	Majority of task completed with, however, some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.
5-8	Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.
1-4	Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.
0	No language worthy of credit.

	Quality of Language
13-15	Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily flawless.
10-12	Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task at hand with, however, some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.
7-9	Fairly accurate in simple language however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies the basic message is conveyed.
4-6	Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and/or adverbial phrases. Not easy to read.
1-3	A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.
0	No language worthy of credit.

Appendix A

Defined Topics

At home and abroad	<ul style="list-style-type: none">• Life in the town and rural life• Weather and climate• Travel, transport and directions• Holidays and tourist information• Services (e.g. telephone, bank, post office)• Customs and religion• Everyday life and traditions in target-language countries and communities
Education and employment	<ul style="list-style-type: none">• Childhood, school life and routine• Different types of careers• Future plans
House, home and daily routine	<ul style="list-style-type: none">• Types of home• Information about self, family and friends• Helping around the house• Food and drink
Current affairs	<ul style="list-style-type: none">• Current affairs and social issues• Environmental issues• The media (TV, film, radio, newspapers)• Modern Communication (e.g. Internet, e-mail, websites, mobile phones)
Social activities, fitness and health	<ul style="list-style-type: none">• Special occasions• Hobbies, interests, sports and exercise• Shopping and money matters• Accidents, injuries, common ailments and health issues

Appendix B

Grammar

GCE O Level candidates will be expected to have acquired knowledge and understanding of the grammar of the language during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists.

1. Topic/subject (eg noun/pronoun) + stative verb

昨天冷。他冷。

昨天冷。他冷。

+ negative

他不冷。

他不冷。

+ adverbial modifier

他不很冷。

他不很冷。

2. Noun phrase + classificatory verb + noun phrase

他是中國人。

他是中国人。

+ negative

他不是中國人。他喝（茶）不喝？

他不是中国人。他喝（茶）不喝？

3. Making questions

+ question marker *ma*

他（不）（很）冷嗎？

他（不）（很）冷吗？

他（不）是中國人嗎？

他（不）是中国人吗？

+ question marker *ne*

我很忙，你呢？

我很忙，你呢？

4. Choice type question

他冷不冷？他（不）喝茶嗎？

他冷不冷？他（不）喝茶吗？

+ question word

他是誰？這是什麼？他在哪兒？

他是谁？这是什么？他在哪儿？

5. Statement + *ba* (suggestion, supposition)

您是中國人吧。走吧！

您是中国人吧。走吧！

6. Question word + verb

誰去？哪個好？

谁去？哪个好？

7. Subject ((noun/pronoun)) + action verb + object

他喝茶。

他喝茶。

+ adverb

他常常喝茶。

他常常喝茶。

+ negative

他不喝茶。

他不喝茶。

8. Subject + modal verb + verb + object

他會說中國話。

他会说中国话。

9. Coordinated subjects/topics + *dou* + stative verb or noun phrase

茶和咖啡都不很熱。

茶和咖啡都不很热。

10. Indirect questions:

Subject + verb + indirect object + clause

他問我誰喝茶。

他问我谁喝茶。

11. Pivotal construction:

Subject + verb + indirect object/subject + verb (+ object)

他請我喝茶。

他请我喝茶。

12. Modification of nouns:

Without *de*

他太太是中國人。

他太太是中国人。

With *de*

我妹妹的老師是中國人。

我妹妹的老师是中国人。

Modified noun understood

這杯茶是誰的？大的是我的。

这杯茶是谁的？大的是我的。

Modified by stative verb, without *de*

他有一個小電視。

他有一个小的电视。

Modified by stative verb, with *de*

他有一個很小的電視。

他有一个很小的电视。

13. Reduplicated verbs

我想看看報。試試看吧！

我想看看报！试试看吧。

14. Measure words:

Nouns as own measures

他三歲。

他三岁。

多少天？十四天。

多少天？十四天。

幾年？五年。

几年？五年。

Quantifying

多少人？二十八個。

多少人？二十八个。

幾本書？三本。

几本书？三本。

Specifying

哪個人？那個人。

哪个人？那个人。

哪本書？這本。

哪本书？这本。

每個人都喝茶。

每个人都喝茶。

15. Number/, measurement, /currency:

Asking quantity, price etc

多少錢？

多少钱？

多高？

多高？

有幾本書？

有几本书？

他幾歲？

他几岁？

您多大年紀了？

您多大年纪了？

Prices (Yuan, HK dollars, pounds)

三十塊錢。

三十块钱。

三十元。

三十元。

三十鎊。

三十镑。

Prices for items ((asking))

蘋果多少錢一斤（一公斤）？

苹果多少钱一斤（一公斤）？

Prices for items (answering)

四毛五一斤（一斤四毛五）。

四毛五一斤（一斤四毛五）。

Half and more

兩歲多。二十多本書。

两岁多。二十多本书。

半斤蘋果。六斤半蘋果。

半斤蘋果。六斤半蘋果。

de as subordinating marker

他喜歡的東西。。。

他喜欢的东西。。。

我們都愛吃他做的魚。

我们都爱吃他做的鱼。

16. Reduplication of measure words ((every))

他天天都去看電影。

他天天都去看电影。

17. Use of modal particle *le*:

to indicate that limits have been passed (= too)

他太胖了。

他太胖了。

to indicate a new situation or progression

他胖了。我不餓了。

他胖了。我不饿了。

to express imminent action

天氣快要冷了。北京快到了。

天气快要冷了。北京快到了。

verb suffix *le* to express completed action

中學畢業以後，他就進了工廠。

中学毕业以后，他就进了工厂。

sentence particle *le* to express accomplished fact

他已經到日本了嗎？早就到了。

他已经到日本了吗？早就到了。

and negative *mei* 你

們昨天買東西沒有？沒有。

你们昨天买东西没有？没有。

他們昨天有沒有買東西？

他们昨天有没有买东西？

18. Correlative conjunctions

雖然。。。可是

虽然。。。可是

要是。。。就 / 如果。。。 etc.

要是。。。就 / 如果。。。 etc.

因為。。。所以

因为。。。所以

也。。。也

也。。。也

除了。。。以外。。。都/也

除了。。。以外。。。都/也

一。。。就

一。。。就

越。。。越 etc

越。。。越 etc

19. Expression of location

你家在哪兒？在城外頭。

你家在哪儿？在城外头。

20. Stative verbs as adverbs

好吃，好看，容易找，難學。 etc

好吃，好看，容易找，难学。 etc

21. Coverbs *zai*, *yong*, *gei* etc

他哥哥在小學教書。

他哥哥在小学教书。

請你用普通話說。

请你用普通话说。

給他寫信。

给他写信。

替他寫。

替他写。

22. Question words used in indefinite sense

我不買什麼。不怎麼清楚。

我不买什么。不怎么清楚。

Used to express inclusiveness and exclusiveness (everything and nothing)

我什麼都吃。誰都不認識他。

我什么都吃。谁都不认识他。

23. Verbs of movement:

Coming and going

我從家裏來。

我从家里来。

他到圖書館去。

他到图书馆去。

他要從法國到德國去。

他要从法国到德国去。

Means of conveyance

從倫敦到北京坐飛機去需要多少錢？

从伦敦到北京坐飞机去需要多少钱？

Purpose in coming and going

他去城裏看戲。

他去城里看戏。

他們來參觀圖書館。

他们来参观图书馆。

Directional complements

他跑上山去。

他跑上山去。

24. Time expressions: : asking the time

幾點鐘？

几点钟？

你什麼時候去？

你什么时候去？

25. Word order in time expressions: /year/, month, /day/, time of day/, hour, /minute

Time expressions placed before verb

火車幾點鐘開？

火车几点钟开？

Expression of length of time

從你家到學校要多久？/幾個鐘頭？

从你家到学校要多久？/几个钟头？

他每天看幾個鐘頭的書？

他每天看几个钟头的书？

Use of *jiu* and *cai* with time expressions

他九點半就來了，太早了。

他九点半就来了，太早了。

他十點鐘才來，太晚了。

他十点钟才来，太晚了。

26. Experiential suffix *guo*

你去過中國嗎？

你去过中国吗？

With negative *mei*

從來沒去過日本。

从来没去过日本。

(Contrast *cong lai bu* – never, in present)

27. Highlighting circumstances of past events: : *shi* *de*

他是坐飛機來的。

他是坐飞机来的。

28. Comparison

上海比南京大。

上海比南京大。

Negative comparison

南京沒有上海那麼大。

南京沒有上海那么大。

他不比我聰明。

他不比我聪明。

Degrees of comparison

他比他弟弟更胖。

他比他弟弟更胖。

他比他弟弟胖一點兒。

他比他弟弟胖一点儿。

他比他弟弟胖得多。
得多。

他比他弟弟胖

Comparison of verb phrases

他寫字寫得比我好。

他写字写得比我好。

他寫字比我寫得好。

他写字比我写得好。

他字寫得比我好。

他字写得比我好。

yiyang

他的自行車跟我的一樣。

他的自行车 跟我的一样。

他的自行車跟我的一樣好。

他的自行车跟我的一样好。

他跟我一樣喜歡開車。

他跟我一样喜欢开车。

29. Verb complements: resultative complements, , eg

看見 看不見 看得見

看見 看不見 看得見

買到 買不到 買得到

买到 买不到 买得到

Directional complements

跑上去 走下來 站起來 etc

跑上去 走下来 站起来 etc

ba construction

他把我的自行車拿走了。

他把我的自行车拿走了。

30. Proximity and remoteness

火車站離這兒多遠？

火车站离这儿多远？

火車站離這兒很近/遠。

火车站离这儿很近/远。

31. Progressive aspect

我們正說他呢，他就來了。

我们正说他呢，他就来了。

我們進辦公室的時候，他正在打電話。

我们进办公室的时候，他正在打电话。

32. Predicative complements

他說普通話說得很流利。

他说普通话说得很流利。

33. Intensifying complements

冷得很，冷極了，冷得不得了

冷得很，冷极了，冷得不得了

34. Adverbial *de*

他高興地跑過來。

他高兴得跑过来。

Note: Candidates are not expected to know English grammatical terms for Chinese linguistic structures. These are for teachers' guidance only.

NOTE: the Specimen Paper is not language specific and is meant as guidance for the structure of the examination paper only.

London Examinations GCE

Languages

Ordinary Level

Specimen Paper

First examination May/June 2005

Time: 3 hours

Materials required for examination

Answer book (AB16)

Items included with question papers

Nil

Instructions to Candidates

Answer **ALL** questions

In the boxes on the answer book, write the name of the examining body (London Examinations), your centre number, candidate number, the subject title, the paper reference, your surname, initials and signature.

Answer your questions in the answer book. Make sure your answers to parts of questions are clearly numbered. Use supplementary answer sheets if necessary

Information for Candidates

The total mark for this paper is 100. The marks for each question are shown in brackets.

This paper has 4 questions

Dictionaries must **not** be used in the examination.

Advice to Candidates

Write your answers neatly and, where appropriate, in good English

Turn over

1. Translate the following passage into English:

अब इस आवश्यकता का बहुत देर से आभास हो रहा था कि दिल्ली में अपना छोटा-सा मकान खीना चाहिए। फ्लैट खरीदने के लिए कुल जोड़ में डेढ़-दो लाख रुपए कम पड़ रहे थे। तब याद आई गांव में पड़ी अपने हिस्से की जमीन। बारह तेरह एकड़ जमीन आखिर किस दिन काम आएगी? खेतीबाड़ी करने के लिए तो गांव लौट कर जाना नहीं है फिर जमीन रखे रहने का क्या फायदा? मन ही मन में अपने पिता जी की याद करने लगा जिन्होंने जीते-जी हम दोनों भाइयों के बीच बटवारा कर दिया था। अन्यथा भाई-भतीजों के ईमान का क्या भरोसा?

मैंने फ्लैट खरीदने के साथ यह भी निश्चय कर लिया कि गांव में पड़ी अपने हिस्से की जमीन बेच डालूंगा। इसी उद्देश्य से जब गांव चलने की बात हुई तो सोचा, क्यों न बेटा नंदिनी की भी साथ ले चलूं। उसको भी कुछ दिनों के लिए ऊब तथा अकेले-पन से छुटकारा मिल जाएगा। मेरा गांव भी देख लेगी। नंदिनी अपने जीवन में सिर्फ दो बार गोरखपुर के पास के एक गांव में गई है। पड़ोस में ही मेरे एक मित्र रहते थे, उन्हीं के परिवार के साथ।

जब ही मैंने नंदिनी की अपने गांव चलने की बात कही थी, वह बड़ी-बड़ी निर्दोष आंखों से मुझे, मेरे अंतर्मन की छूती रही। जैसे कि वह कह रही थी कि - "पिता जी! आज किधर से निकला है सूरज!" बहुत खुश होकर कहने लगी वह, "पिता जी शीघ्र चलिए ना! मैं अपने गांव जाना बहुत पसंद करूंगी!"

(Total 25 marks)

2. Translate the following passage into the target language:

People are attracted to working overseas for a variety of reasons. These range from experiencing life in a different culture, living in an exotic climate and possibly making a lot of money while working in a highly paid job.

Some people's vision of working abroad is to live in an English speaking community. Others, often more idealistically, seek a spell as a volunteer in a Third World community, sharing the lifestyle and the conditions of local people. Between these two situations lie many other possibilities. Obviously the difference in pay and living conditions can be considerable. Exciting overseas opportunities abound – from grape picking and casual work lasting only a matter of days or weeks to executive postings continuing for years or decades.

For many people, a spell of working abroad can be a period of self discovery which stands them in good stead for the future. When recruiting, many employers recognise that someone who has travelled and worked abroad is likely to possess qualities such as maturity and independence.

People who are working abroad must respect the law and traditions of the culture they choose to live in. Knowledge of a foreign language is not always necessary.

(Total 25 marks)

3. Translate the following sentences into the target language:

- (a) My favourite colours are blue and green.
- (b) We must finish this job before we go out.
- (c) The Turkish football team came third in the World Cup.
- (d) I shall not go to visit my uncle unless you accompany me.
- (e) If he thinks that he should join us, let him do so.

(Total 15 marks)

4. Write an essay in the target language of about 200-250 words on one of the following subjects:

Either

- (a) If there were no computers.

अगर कंप्यूटर न होता

- (b) Would you like to live in a village or city ? Why?

आप गाँव में रहना पसंद करेंगे या शहर में और क्यों ?

- (c) The problem of pollution in your city.

आपके शहर में प्रदूषण की समस्या ।

Or

- (d) You have recently been on a trip. Write a letter to your friend explaining where you went and why you went there.

कुछ ही समय पहले आप एक यात्रा से लौटे हैं । अपने मित्र / सहेली को यह बताने के लिए एक पत्र लिखें कि आप कहाँ और उसी स्थान पर ही क्यों गये थे / थीं ।

(Total 35 marks)

TOTAL FOR PAPER: 100 MARKS

END

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