Pearson Edexcel

INTERNATIONAL GCSE

Chinese (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES

PAPER 2R

Pearson Edexcel International GCSE in Chinese (4CN1)

Contents

Introduction 1
1.1 About this booklet 1
1.2 How to use this booklet 1
1.3 Further support 1
Question 6 2
Exemplar response A – Traditional version 5
Exemplar response B – Traditional version 6
Question 7 7
Exemplar response A –Traditional version 13
Exemplar response B - Traditional version 15
Question 8 16
Exemplar response A - Traditional version 19
Exemplar response B – Traditional version 20

Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering the Pearson Edexcel International GCSE in Chinese (4CN1 2) specification. The Paper 2R exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at questions 6, 7 and 8 from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and where relevant, guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

1.3 Further support

A range of materials are available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Examiner's Report and other assessment and support materials available on the Pearson Qualifications website.

Question 6

Traditional version

Your hobby

6

是…… …… is…	有時候 sometimes
活動 activities	我要…… …… I will…

用 60 – 75 個**中文字**介紹你最喜歡的一個愛好。你**必須**用上面格子裏所有的漢字。

Describe your hobby. Write approximately 60 to 75 characters in **Chinese**. You **must** use the Chinese characters given in all four boxes above.

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Mark scheme

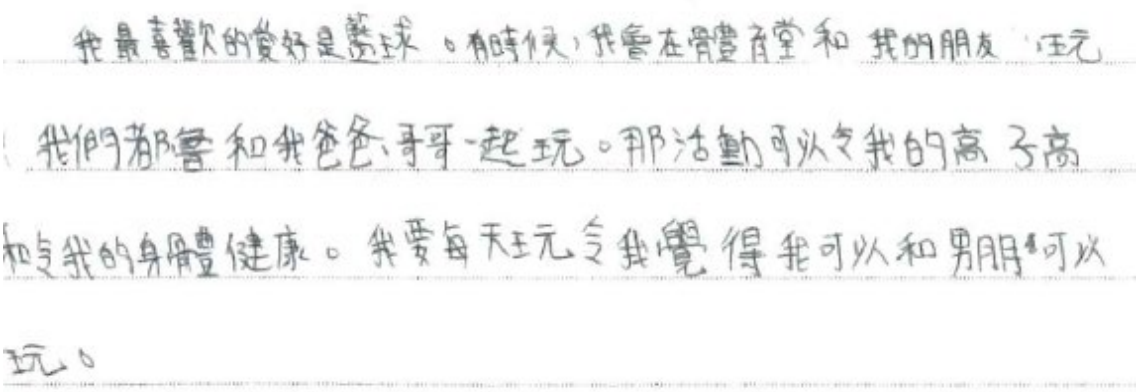
Question number	**Communication and content**
6	**Traditional character version** The candidate should have used the following terms in Chinese: • 是… • 有时候 • 活動 • 我要 **Simplified character version** The candidate should have used the following terms in Chinese: • 是… • 有时候 • 活动 • 我要 Maximum of Level 4 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.

Exemplar response A – Traditional version



Examiner's comments:

This response was given 8 marks, 4 marks for communication and content; 4 marks for linguistic knowledge and accuracy.

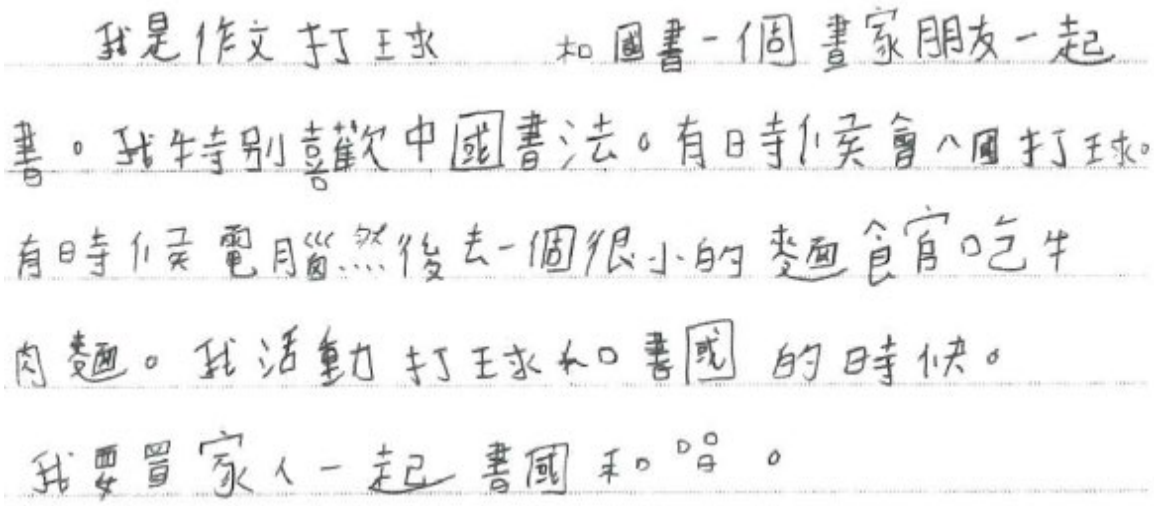
Communication and content

The candidate made sure that all the Chinese characters given were used to answer the question in some detail. They built their response around the stimulus phrases and the structures were generally logical. The candidate demonstrated the ability to express ideas and opinions as appropriate for the task. However, there were lapses in the last two sentences, which impeded clarity. Therefore, the piece was awarded 4 marks for communication and content. To achieve higher marks, candidates should provide more information to support their points of view; for example, advantages of playing basketball and the reasons why they would like to play basketball with their friend.

Linguistic knowledge and accuracy

The candidate showed some evidence of manipulation of language and the use of simple sentences. The candidate used "令 " quite effectively, which was credited as part of a range of structures. However, there were minor errors in character formation and some examples of overuse of phrases and words. For example, "玩" and "可以" were used a couple of times. This made the piece quite repetitive. The response was awarded 4 marks for linguistic knowledge and accuracy. Candidates should be aware that a greater variation would lead to higher marks. Whilst it is commendable that the candidate attempted to write longer sentences, care should be taken that this does not result in a loss of accuracy and fluency. Candidate should also pay attention to the accuracy of characters, as errors such as "高子" above hinder communication.

Exemplar response B – Traditional version



Examiner's comments:

This response was given 4 marks, 2 marks for communication and content; 2 marks for linguistic knowledge and accuracy.

Communication and content

The candidate wrote some pre-learned sentences and copied some sentences directly from the reading tasks, for example: "我特别喜歡中國書法" and "有時候會 ...打球". The candidate was awarded some credit for these. However, they were not able to develop any perspectives concerning their hobbies. On the whole, it can be considered that "the response contains little relevant information; just about comprehensible overall but with sentences that are mostly unconnected". Therefore, the writing was awared 2 marks for communication and content. In order to improve, candidates should remember to focus on the task and write a separate sentence using each of the phrases given in the boxes. This discipline will help them keep their essays relevant to the task.

Linguistic knowledge and accuracy

The candidate used very familiar and predictable vocabury. The structures as well as the vocabulary tended to be fairly basic and errors occurred frequently. There was no attempt at complex sentence stuctures. Overall, the candidate used simple sentences and demonstrated some basic awareness of Chinese structures and word order. Therefore, the piece was awarded 4 marks for linguistic knowledge and accuracy. To achieve higher marks, candidates should provide more accurate language and structures, including successful references to past, present and future events.

Question 7

Traditional version (a)

7 從下列三個題目中，選擇**一題**。用**中文**寫一篇 125 – 150 字的文章。

Choose **one** of the following tasks and write approximately 125 to 150 characters in **Chinese**.

(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：

Write an email to your penfriend about your school lunch. You **MUST** include the following points:

- 你覺得你學校的午餐怎麼樣
  What you think about your school lunch
- 你喜歡吃什麼樣的午餐
  What kind of food you like to eat for lunch
- 說說你對年輕人飲食習慣的看法
  Your thoughts on young people's eating habits
- 要身體健康，年輕人應該怎麼做
  What young people should do to keep themselves healthy

Simplified version (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

Mark scheme

Question number	**Communication and content**
7(a) 7(b)	**Traditional character version** (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: Write an email to your penfriend about your school lunch. You MUST include the following points: • 你覺得你學校的午餐怎麼樣 What you think about your school lunch • 你喜歡吃什麼樣的午餐 What kind of food you like to eat for lunch • 說說你對年輕人飲食習慣的看法 Your thoughts on young people’ s eating habits • 要身體健康，年輕人應該怎麼做 What young people should do to keep themselves healthy 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: (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

7(c)	What job you would like to do in the future (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)	(b) 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： Write a letter to a friend about your part-time job. Talk about your experiences. You MUST include the following points: • 你做了什么工作 What work you did • 你觉得你的同事怎么样 Your opinion of your colleagues • 说说你对这个工作的看法 Your thoughts on this job • 你希望将来做什么工作 What job you would like to do in the future
7(c)	(c) 写一篇博客，说说你对手机的看法。你必须包括以下几点： Write a blog about mobile phones. You MUST include the following points: • 你平常什么时候用手机 When you normally use your mobile • 今天你用手机做了什么 What you used your mobile for today • 用现代科技有什么好处 The advantages of using modern technologies • 如果有一天你不能用手机，你会做些什么 • What you would do if one day you could not use your mobile 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.

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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.

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Exemplar response A –Traditional version

小明：

你好嗎?

我覺得我的學校午餐好吃因為有水果。

我喜歡吃牛肉麵，水果，個我的午餐時。我覺得學校午餐好好吃。我覺得很多人好喜歡在吃牛肉麵和水果。我的學校必須喝水因為好體健康，喝水是會有好到energy

我覺得很多人愛在活動咧如.打籃球跟足球和打羽球。我覺得很多人愛吃生食物不吃很多食物會lol 我的朋友到好如我 她不吃生食物你會lol

祝

朋友

五月十日

150 (words)

Examiner's comments:

This response was given 10 marks, 5 marks for communication and content; 5 marks for linguistic knowledge and accuracy.

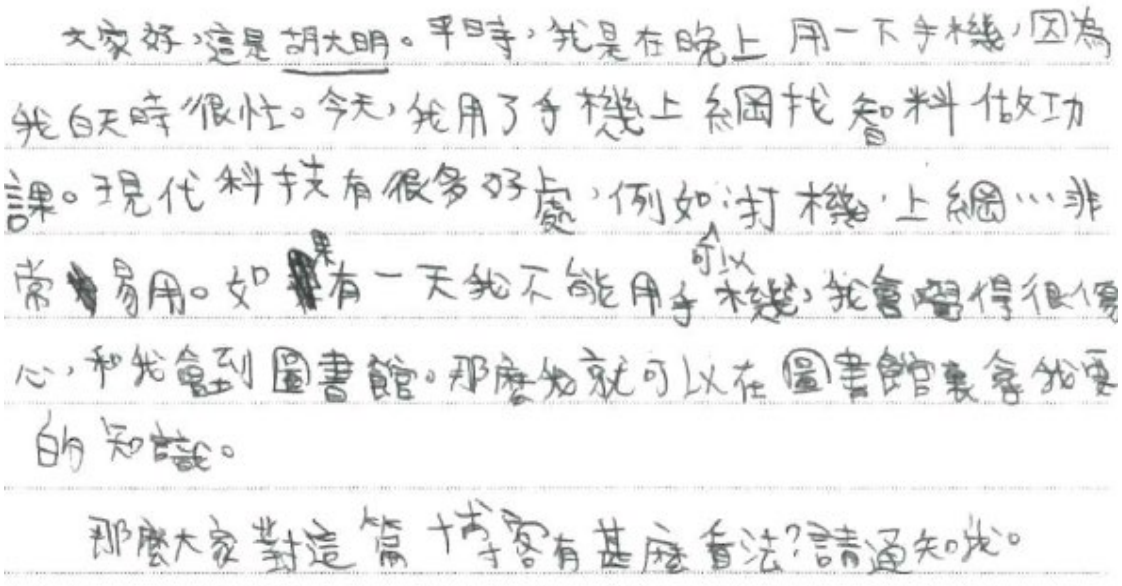
Communication and content

All the four bullet points were tackled, and logical structures were used where generally appropriate. The candidate showed moderate ability to organise their response and develop some points. The response showed some ability to express ideas in a way that was comprehensible to a sympathetic native reader. There were some instances of unclear meaning: "喜 歡 在 吃，我 的 學 校 必 須 喝 水 ，好 體 健 康。" as the candidate struggled with writing some Chinese characters. However, the answer is "overall clear". 5 marks were awarded for communication and content. To achieve higher marks, candidates should remember that they have to cover all the tasks and at least some of those points should be fully developed. It is not adequate to cover the task and then give unrelated information. Candidates are being tested on their ability to use language and structures which provide evidence that they can deal with and develop themes stated in the bullet points.

Linguistic knowledge and accuracy

A satisfactory range of vocabulary was attempted. The candidate used some nouns, verbs and adjectives with some success. Most sentences were very simply constructed. There is certainly evidence of correct character formation. The language reflected the 5-6-mark descriptors so the overall performance must be placed in this mark band. A mark of 5 was awarded for linguistic knowledge and accuracy. To achieve higher marks, candidates should not be over-ambitious in trying to demonstrate wide ranges of structures to the detriment of accuracy.

Exemplar response B - Traditional version


大家好，這是胡大明。平時，我是在晚上用一下手機，因為我白天時很忙。今天，我用了手機上網找資料做功課。現代科技有很多好處，例如：打機，上網，非常易用。如果有一天我不能用手機，我會覺得很慌心，和我會到圖書館。那麼我就可以在圖書館裏拿我要的知識。

那麼大家對這篇博客有甚麼看法？請通知我。

Examiner's comments:

This response was given 16marks, 8 marks for communication and content; 8 marks for linguistic knowledge and accuracy.

Communication and content

All the bullet points were addressed and the candidate communicated some relevant information. Key points and ideas were generally developed effectively. However, there was no development in relation to bullet point 2, where the candidate simply mentioned using their mobile phone to search for resources needed to do their homework. For bullet point 3, the candidate listed a few things people could do with modern technology but failed to state the advantages of modern technology. Therefore, they missed the opportunity to express their own thoughts and ideas in a creative, convincing and individual way. 8 marks were awarded for communication and content. The candidate could have gained higher marks by using less common and familiar language; for example, when talking about using modern technology.

Linguistic knowledge and accuracy

The candidate used some grammatical structures and complex language, for example: "因為", "例如", "如果". However, the individual parts of the piece were not very well-connected, resulting in a loss of fluency. The candidate sometimes lost flow by using conjunction "和" and some vocabulary, such as "智料"and "拿知识", inappropriately. Whilst it is commendable that the candidate attempted to write longer sentences, care should be taken that this does not result in a loss of accuracy and fluency. A mark of 8 was awarded for linguistic knowledge and accuracy. To achieve higher marks, candidates should aim to use more complex language and vocabulary, with more focus on accuracy. Moreover, words: "会" and "那么" were used a couple of times - a greater variation in vocabulary use would lead to higher marks. Candidates should also pay attention to the accuracy of their characters as errors such as "智料" hinder communication.

Question 8

My pet

8 Translate the following sentences into **Chinese**.

(a) I have a dog.

(2)

(b) It is black and white.

(2)

(c) My mum gave it to me last year.

(3)

(d) Since then, I have played with it every day.

(3)

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Mark scheme

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)	我有一隻/條狗。
8(b)	牠是黑白色的。
Question number	**Example response – Simplified characters**
8(a)	我有一只/条狗。
8(b)	它是黑白色的。

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)	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。

Question number	Example response – Simplified characters
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。

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.

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Exemplar response A - Traditional version

My pet

8 Translate the following sentences into **Chinese**.

(a) I have a dog. (2)

我有一個狗。

(b) It is black and white. (2)

牠是黑色和白色的

(c) My mum gave it to me last year. (3)

~~上個年~~，我的媽媽上個年送給我的。

(d) Since then, I have played with it every day. (3)

這個時候，我是每天都玩的。

Examiner's comments:

This response was given 8 marks.

a) 2 marks – the meaning was fully communicated, although the character "個" is not the most appropriate measure word.
b) 2 marks - the meaning was fully communicated, with no errors.
c) 2 marks – the structure "是……的" was not used fully correctly.
d) 2 marks – "since then" was not translated correctly.

Exemplar response B – Traditional version

8 Translate the following sentences into **Chinese**.

(a) I have a dog.

我 一个狗

(b) It is black and white.

是

(c) My mum gave it to me last year.

明年我的妈妈

(d) Since then, I have played with it every day.

我每天

Examiner's comments:

This response was given 4 marks.

The meaning of the sentences was partially communicated. Linguistic structures and vocabulary used were not accurate.

a) 1 mark - the meaning was partially communicated.

b) 1 mark - the meaning was partially communicated.

c) 1 mark - the meaning was partially communicated with errors.

d) 1 mark - the meaning was partially communicated.

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