

INTERNATIONAL GCSE

Chinese (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES
PAPER 2

Pearson Edexcel International GCSE in Chinese (4CN1)



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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 2 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 favourite subject

6

是……
is...

我有……
I have...

作業
homework

過去覺得
felt

用 60 – 75 個中文字介紹你最喜歡的一個科目。你必須用上面格子裏所有的漢字。

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

Simplified version

Your favourite subject

6

是……
is...

我有……
I have...

作业
homework

过去觉得
felt

用 60 – 75 个中文字介绍你最喜欢的一个科目。你必须用上面格子里所有的汉字。

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

Mark scheme

Question number	Communication and content	
6	Traditional character version The candidate should have used the following terms in Chinese: <ul style="list-style-type: none"> • 他/她是…… • 他/她有…… • 愛好 • 認識 	
	Simplified character version The candidate should have used the following terms in Chinese: <ul style="list-style-type: none"> • 他/她是…… • 他/她有…… • 爱好 • 认识 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

我最喜歡的科目是數學因為我覺得很有趣。我有一
個很好的老師，時時樂意地幫助我如果我有問題。數學
還^未有很多作業，給我很多時間與同學們玩遊戲機。過^我
去覺得做數學很無意因為我小學做的數學太容易了。

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 focused on the questions asked and made sure that the stimulus was used to answer the question in some detail. As such, they showed an ability to express some ideas and opinions. Although the candidate managed to incorporate all the phrases which were given as part of the question into sentences and the piece was generally coherent, the ideas did not flow very well and were not presented in a very logical order. There was some ambiguity in the writing. The piece was awarded 4 marks for communication and content.

To achieve higher marks, candidates should not only give detailed and full responses to the task, but organise all ideas and make sure that the writing is coherent and has a logical structure. For example, where the candidate used commonplace and familiar vocabulary to write the first sentence: “我最喜歡的科目是數學因為我覺得很有趣。”, they should then present other, more specific and detailed reasons than “interesting”. However, these additional details should fit together as a cohesive piece of writing.

Linguistic knowledge and accuracy

The candidate showed some evidence of being able to manipulate language and demonstrated the use of appropriate and commonplace vocabulary and structures. The candidate used “因為” quite effectively to explain why he/she liked mathematics. In addition, the candidate used “如果”, which was credited as part of a range of structures.

However, there was a word order issue where “if” was used. There was one instance where the character “地” was added incorrectly and the following characters were omitted: “題” (in “數學題”) and “義” (in “意義” or “意思”).

Therefore, the piece was awarded 4 marks for linguistic knowledge and accuracy. Candidates should be aware that a greater variation in language and grammatical structures would lead to higher marks. Whilst it is commendable that the candidate was attempting to present some ideas, care should be taken that this does not result in a loss of accuracy and fluency. Candidates should also pay attention to the accuracy of language so as to avoid unclear or incorrect meaning.

Exemplar response B – Simplified version

我最喜欢的科目是中文。
但是我有非常多作业。
我长大得 shì hòu 我想中文
老师。我过去觉得我
的中文老师是 duì。我很
好得。每天我做晚作业
的 shì hòu 我们一 起 看 一 公
电 yǐng。

Examiner's comments:

This response was given 6 marks, 3 marks for communication and content; 3 marks for linguistic knowledge and accuracy.

Communication and content

The candidate used all words given, although they did not seem to understand “过去觉得”. As such, some of the meaning was lost. Most of the writing was coherent and the candidate began to describe and express opinions. This typifies work which can be awarded marks in the middle range. Therefore, 3 marks were awarded for communication and content. In order to improve this mark, candidates should remember to focus on the task and expand on their answers, e.g. provide more interesting information about why they like learning Chinese and which skills they most enjoy.

Linguistic knowledge and accuracy

The candidate attempted to use some familiar vocabulary and structures. “但是” was used very effectively in the first sentence to add detailed information. The candidate used Pinyin consistently and failed to write down some basic vocabulary correctly, which showed that they did not know enough characters to complete the task. The range used was not wide enough to reach the 4-mark band. Thus, 3 marks were awarded for linguistic knowledge and accuracy. In cases where the candidates are not quite sure of some characters, they should try to rephrase the sentences and avoid overusing Pinyin, which exposes their gaps in vocabulary.

Question 7

Simplified version (a)

7 从下列三个题目中，选择一题。用中文写一篇 125 – 150 字的文章。

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

(a) 写一封电子邮件给你的笔友，说说你的中文班。你**必须**包括以下几点：

Write an email to your penfriend about your Chinese class. You **MUST** include the following 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
- 你想怎样提高自己的中文水平
How you plan to improve your Chinese

Simplified version (c)

(c) 写一篇博客，说说你对做运动的看法。你**必须**包括以下几点：

Write a blog about sport. You **MUST** include the following 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

Mark scheme

Question number	Communication and content
	Traditional character version
7(a)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> 你覺得你的房子怎麼樣 What you think about your house or apartment 你住了多久了 How long you have lived there 說說你住的地方 Your opinion on the local area 下個假期你會在一家附近做什麼 What you plan to do in the local area during your next holidays
(b)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> 學生每天應該上網多長時間 How long students should spend on the internet 上個星期你在網上做了什麼 What you did on the internet last week 你覺得網絡怎麼幫助你學習 How the internet helps with your study 如果不能上網，你會做些什麼 What you would do if there was no internet
(c)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> 介紹你的學校 An introduction of your school 你最近參加的體育比賽 A sports event you participated in recently 你們學校的課外活動怎麼樣 Your opinion on the extracurricular activities in your school 你想參加什麼新的課外活動 An extracurricular activity you would like to take up
	Simplified character version
7(a)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> 你觉得你的房子怎么样 What you think about your house or apartment 你住了多久了 How long you have lived there 说说你住的地方 Your opinion on the local area 下个假期你会在你家附近做什么 What you plan to do in the local area during your next holidays
(b)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> 学生每天应该上网多长时间 How long students should spend on the internet

(c)	<ul style="list-style-type: none"> • 上个星期你在网上做了什么 What you did on the internet last week • 你觉得网络怎么帮助你学习 How the internet helps with your study • 如果不能上网，你会做些什么 What you would do if there was no internet <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 介绍你的学校 An introduction of your school • 你最近参加的体育比赛 A sports event you participated in recently • 你们学校的课外活动怎么样 Your opinion on the extracurricular activities in your school • 你想参加什么新的课外活动 An extracurricular activity you would like to take up <p>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.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	Mark	Descriptor
Level 4	7–8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	Mark	Descriptor
Level 4	7–8	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Exemplar response A – Simplified version

十五岁时,我和我的最好的朋友学了中文。我们学中文一年时间了。我觉得我的中文班同学有意思。我们常常游泳,做运动和喝茶。我觉得中文很有用。我喜欢学到新东西。我的中文的老师给我很多作业。我希望将来我会说中文。连假期也要给学生上课,太累了。将来我会看更中文书和我会上网学中文提高自己的中文水平。我会去中国。中文很难。

Examiner's comments:

This response was given 13 marks, 7 marks for communication and content; 6 marks for linguistic knowledge and accuracy.

Communication and content

All the four bullet points were addressed in a logical order. For example, when explaining when the candidate started learning Chinese, they showed some ability to organise their responses and develop some points. The response showed some ability to express ideas in a form that would be comprehensible to a sympathetic native reader. Some irrelevant elements appeared in the response, which seemed to be lifted from the other parts of the paper: “连假期也要给学生上课,太累了。”. This affected the clarity of the message, particularly as the candidate struggled with Chinese characters. Overall, the answer was “mostly clear”. The response can be placed in level 4 (7-8 marks) on account of ambiguities in the meaning. 7 marks were therefore awarded for communication and content.

To achieve higher marks, the candidate should express, explain and justify their thoughts and ideas. For example, when talking about the fact that their classmates are interesting, the candidate should have explained that it was because they had spent a lot of time together doing all sorts of activities. It is important that candidates respond with developed ideas to all of the bullet points.

Linguistic knowledge and accuracy

A range of vocabulary was attempted. The candidate used some adverbs effectively, such as “最”, “常常”, “会” etc. All other sentences were very simply constructed. There was certainly evidence of correct character formation. The language mainly reflected the 5-6-mark descriptors, so the overall

performance must be placed at the upper end of this mark band. A mark of 6 is 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 C - Simplified version

我爱~~运动~~运动!每天我打网球。
我和朋友常常打网球。我的爸爸说
“打网球是不好,打网球没有意思。”
我~~想~~想,打网球很有意思。~~踢足球~~
~~踢足球~~打网球我也喜欢唱歌。我想,
唱歌是运动。我喜欢唱歌但是
网球~~除~~唱歌好了。

~~踢足球~~将来我想试试~~跳舞~~
跳舞。我~~想~~想,跳舞是很好。

Examiner's comments:

This response was given 9 marks, 5 marks for communication and content; 4 marks for linguistic knowledge and accuracy.

Communication and content

Two out of four bullet points were tackled, and logical structures were used where appropriate. The candidate showed a moderate ability to organise their responses and express ideas in a way that was comprehensible to a sympathetic native reader. 5 marks were awarded for communication and content. To achieve higher marks, candidates must respond with developed ideas to all of the bullet points.

Linguistic knowledge and accuracy

All sentences were very simply constructed. There was certainly some evidence of correct character formation and awareness of word order. A narrow range of vocabulary and grammatical structures were attempted. For example: “打网球”, “唱歌”, “喜欢”, “想” and “跳舞” were used numerous times. This made the piece quite repetitive. 4 marks were awarded for linguistic knowledge and accuracy. Candidates should be aware that greater variation in grammatical structures and vocabulary 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 or fluency. Candidates should also pay attention to the accuracy of characters – here, some errors such as: “汉有” and misforming the character “比” hindered communication.

Question 8

My present

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

(a) I like surfing the internet.

(2)

(b) I have a new computer.

(2)

(c) My mum gave it to me on my birthday.

(3)

(d) She says I can only use it for studying.

(3)

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	<ul style="list-style-type: none"> Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed.
2	<ul style="list-style-type: none"> Meaning fully communicated with occasional errors that do not hinder clarity.
Question number	Example response – traditional characters
8(a)	我的弟弟愛運動。
8(b)	我們都喜歡足球。
Question number	Example response – simplified characters
8(a)	我的弟弟爱运动。
8(b)	我们都喜欢足球。

Question number	Translation mark grids and example responses
8(c), 8(d)	Mark grid for sentences (c) and (d), which are worth 3 marks each. The mark grid will be applied to each individual sentence.
Mark	Descriptor
0	No rewardable material.
1	<ul style="list-style-type: none"> Some words are communicated but the overall meaning of the sentence is not communicated.
2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	昨天我們在公園踢足球了。
8(d)	今天我應該學習，因為我有考試。
Question number	Example response – simplified characters
8(c)	昨天我们在公园踢足球了。
8(d)	今天我应该学习，因为我有考试。

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.

Exemplar response A - Simplified version

My present

8 Translate the following sentences into Chinese.

(a) I like surfing the internet. (2)

我 喜欢 网上。

(b) I have a new computer. (2)

我 有 一个 小 电 影 。

(c) My mum gave it to me on my birthday. (3)

~~妈妈~~ 妈妈 送 我 在 我的 生 日， 妈妈
~~给~~ 我 送 到 这 个。

(d) She says I can only use it for studying. (3)

她 说 我 可 以 做 这 个 在 学 习 的 时 候。

Examiner's comments:

This response was given 6 marks.

- a) 1 mark – the incorrect word order caused misunderstanding: “网上”.
- b) 1 mark – the meaning of the sentence was only partially communicated because the candidate used the wrong vocabulary.
- c) 2 marks – the meaning of the sentence was only partially communicated because of incorrect vocabulary and word order.
- d) 2 marks – incorrect word order prevented from conveying the meaning clearly.

Exemplar response B – Simplified version

My present

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

(a) I like surfing the internet.

我喜欢

(b) I have a new computer.

我有 dian nao

(c) My mum gave it to me on my birthday.

我的妈给了它。我的生日

(d) She says I can only use it for studying.

她说我只能用于学习

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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