



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE
In Chinese (4CN1)
Paper 2R: Reading and Writing

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Autumn 2020

Publications Code 4CN1_02R_2011_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question number	Answer	Mark
1(a)	B	(1)
1(b)	B	(1)
1(c)	C	(1)
1(d)	D	(1)
1(e)	A	(1)
1(f)	D	(1)

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

Question number	Answer	Mark
3	Tiantian A	(1)
	Tiantian B	(1)
	Tiantian E	(1)
	Han Qing A	(1)
	Han Qing C	(1)
	Martin D	(1)
	Martin F	(1)
	Martin G	(1)

Question number	Answer	Accept	Reject	Mark
4(a)	(at)8/ eight pm / in the evenng		8/ eight (o'clock)	(1)
4(b)	the small garden	downstairs		(1)
4(c)	by the window			(1)
4(d)	15 -16 years old		15/16	(1)
4(e)	20/ twenty minutes			(1)
4(f)	looks at the windows			(1)
4(g)	by bus			(1)
4(h)	every day			(1)
4(i)	a (sick music) teacher			(1)
4(j)	The teacher is the writer.			(1)

Question number	Answer	Accept	Reject	Mark
5(a)	Guangzhou			(1)
5(b)	(The dishes were placed) on tables with different colours.			(1)
5(c)	Students helped themselves.			(1)
5(d)	by using their student/ID card			(1)
5(e)	less than one minute		1/one minute	(1)
5(f)	more dishes faster service			(2)
5(g)	the amount of meat they ate; the amount of vegetables they ate		how much meat how much vegetables	(2)
5(h)	(got to know) what her child ate	(got to know) whether her child ate healthily		(1)

Section B

Question number	Communication and content	
6	<p>Traditional character version The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> • 是..... • 它有..... • 朋友 • 去過 <p>Simplified character version The candidate should have used the following terms in Chinese:</p> <ul style="list-style-type: none"> • 是..... • 它有..... • 朋友 • 去过 <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	<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.

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.

		<ul style="list-style-type: none"> • Very accurate with only isolated minor errors, e.g. errors in character formation and measure words.
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Question number	Communication and content
7(a)	<p>Traditional character version</p> <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 介紹這個生日會 Describe the party • 你覺得生日會的活動怎麼樣 What you thought about the activities during the party • 說說你對過生日的看法 Your opinion about celebrating birthdays • 你想怎麼慶祝明年的生日 How you want to celebrate your next birthday
(b)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 介紹你的父母 Describe your parents • 你覺得你和父母的關係怎麼樣 Your opinion about the relationship between yourself and your parents • 說說你們一起做過的一件有意思的事 Write about one interesting thing you have done together • 你怎麼可以讓你的父母更開心 How you can make your parents happier

(c)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 平常你們家誰做飯 Who normally cooks in your family • 這星期他/她做了什麼吃的 What food he/she cooked this week • 說說你對健康飲食的看法 Your opinion on healthy eating • 你可以怎麼學做新的菜 How you can learn to cook new dishes
(a)	<p>Simplified character version</p> <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 介绍这个生日会 Describe the party • 你觉得生日会的活动怎么样 What you thought about the activities during the party • 说说你对过生日的看法 Your opinion about celebrating birthdays • 你想怎么庆祝明年的生日 How you want to celebrate your next birthday
(b)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 介绍你的父母 Describe your parents

(c)	<ul style="list-style-type: none"> • 你觉得你和父母的关系怎么样 Your opinion about the relationship between yourself and your parents • 说说你们一起做过的的一件有意思的事 Write about one interesting thing you have done together • 你怎么可以让你的父母更开心 How you can make your parents happier <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • 平常你们家谁做饭 Who normally cooks in your family • 这星期他/她做了什么吃的 What food he/she cooked this week • 说说你对健康饮食的看法 Your opinion on healthy eating • 你可以怎么学做新的菜 How you can learn to cook new dishes <p style="text-align: right;">(20)</p> <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.

		<ul style="list-style-type: none"> • 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 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.

		<ul style="list-style-type: none"> • Some evidence of correct character formation and word order.
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.

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)	我八點起床。
8(b)	我和姐姐/妹妹（一起）吃早飯。
Question number	Example response - Simplified characters
8(a)	我八点起床。
8(b)	我和姐姐/妹妹（一起）吃早饭。

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	<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)	小時候, 我去/上 (過) 中文學校。
8(d)	我現在不去了, 因為我在網上上課。
Question number	Example response – Simplified characters
8(c)	小时候, 我去、上 (过) 中文学校。
8(d)	我现在不去了, 因为我在网上上课。

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.