Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE In Chinese (4CN1)

Paper 2R: Reading and Writing

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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.

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Section A

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

Question number	Answer	Mark
2(a)	M	**(1)**
2(b)	C	**(1)**
2(c)	D	**(1)**
2(d)	G	**(1)**
2(e)	F	**(1)**
2(f)	E	**(1)**

Question number	Answer	Mark
3	Dawei C	**(1)**
	Dawei D	**(1)**
	Beibei B	**(1)**
	Beibei C	**(1)**
	Beibei G	**(1)**
	Lin Ding A	**(1)**
	Lin Ding E	**(1)**
	Lin Ding F	**(1)**

Question number	Answer	Accept	Reject	Mark
4(a)	(in the) afternoon	After lunchtime	(at) noon/ lunch	**(1)**
4(b)	empty	not many people		**(1)**
4(c)	chubby	fat	woman	**(1)**
4(d)	Any **ONE** of: potato soup; fish; vegetables;			**(1)**
4(e)	(an) engineer			**(1)**
4(f)	(at the table) by/next to the door			**(1)**
4(g)	chicken			**(1)**
4(h)	abroad	a foreign country/ another country		**(1)**
4(i)	delicious and cheap			**(1)**

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Question number	Answer	Accept	Reject	Mark
4(j)	over two/2 months; more than two/2 months;	two/2 months	two/2	**(1)**

Question number	Answer	Accept	Reject	Mark
5(a)	grow fruit trees	farmers/ own orchard		**(1)**
5(b)	three years ago			**(1)**
5(c)	Any **TWO** of: business not doing well fruit not selling rotten/bad fruit			**(2)**
5(d)	worried (about him)			**(1)**
5(e)	Any **TWO** of: introducing the fruit, trying them out and, telling people what type of fruit was the best			**(2)**
5(f)	40 cases/ boxes			**(1)**
5(g)	people liked her ; she sold a lot of things/ so much fruit			**(2)**

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Section B

<table>
<tr><th>Question number</th><th colspan="2">Communication and content</th></tr>
<tr><td>6</td><td colspan="2">Traditional character version
The candidate should have used the following terms in Chinese:
• 有……
• 友好
• 學了
• 希望
Simplified character version
The candidate should have used the following terms in Chinese:
• 有……
• 友好
• 学了
• 希望
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.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>Level 1</td><td>1</td><td>● Isolated examples of relevant information.
● Only isolated words and phrases are communicated, as appropriate to the task.
● Only isolated items are comprehensible.</td></tr>
<tr><td>Level 2</td><td>2</td><td>● 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.</td></tr>
<tr><td>Level 3</td><td>3</td><td>● 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.</td></tr>
</table>

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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.

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Question number	Communication and content
	Traditional character version
7(a)	The candidate should have referred to the following bullet points: • 介紹這個網上活動 Describe the online activity • 你覺得這個活動怎麼樣 What you thought about this activity • 互聯網對學習有什麼幫助 How the internet helps with learning • 說說你對電子產品的看法 Your opinion about electronic gadgets
7(b)	The candidate should have referred to the following bullet points: • 介紹這個傳統節日 Describe the traditional festival • 你們是怎麼慶祝的 How you celebrated it • 你覺得這個節過得怎麼樣 Your opinion about the festivities • 和家人一起做什麼可以讓你們的關系更好 What you could do with your family to make your relationships better
7(c)	The candidate should have referred to the following bullet points: • 說說你住的地方 Describe your local area • 那裏有什麼環保活動 What environmentally friendly activities there are in the area • 你對污染的看法 Your opinion on pollution • 你覺得我們怎麼做才能讓城市的空氣更乾淨 How we could improve air quality in cities
	Simplifed character version

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7(a)

The candidate should have referred to the following bullet points:

- 介绍这个网上活动
  Describe the online activity
- 你觉得這個活動怎么样
  What you thought about this activity
- 互联网对学习有什么帮助
  How the internet helps with learning
- 说说你对电子产品的看法
  Your opinion about electronic gadgets

7(b)

The candidate should have referred to the following bullet points:

- 介绍这个传统节日
  Describe the traditional festival
- 你们是怎么庆祝的
  How you celebrated it
- 你觉得这个节过得怎么样
  Your opinion about the festivities
- 和家人一起做什么可以让你们的关系更好
  What you could do with your family to make your relationships better

7(c)

The candidate should have referred to the following bullet points:

- 说说你住的地方
  Describe your local area
- 那里有什么环保活动
  What environmentally friendly activities there are in the area
- 你对污染的看法
  Your opinion on pollution
- 你觉得我们怎么做才能让城市的空气更干净
  How we could improve air quality in cities

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.

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		• 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.

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（生）病了/不舒服。
8(b)	媽媽帶我去看醫生/看病/去醫院看病。
Question number	**Example response – Simplified characters**
8(a)	我（生）病了/不舒服。
8(b)	妈妈带我去看医生/看病/去医院看病。

Question number	**Translation mark grids and example responses**
Mark	**Descriptor**

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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)	我一天吃/服三次藥，（也/還）喝很多水。
8(d)	這個週末我得呆/待/ 留在家裏/不出門。
Question number	**Example response – Simplified characters**
8(c)	我一天吃/服三次药，（也/还）喝很多水。
8(d)	这个周末我得呆/待/ 留在家里/不出门。

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

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• 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.

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