

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Chinese (6CN03/01) Paper 3

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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.

Unit 3: Reading, Writing response and Research

TRADITIONAL

Section A: Reading

Question Number	Correct answers	Acceptable answers	Reject	Mark
1(a)	工作繁忙(1) 節省時間 (1)	工作忙, 省時間	趕時間, 時間少, 工作多	2
1(b)	不少人一日三餐都離不開快餐	很多人天天吃快餐	中西快餐店隨處可見; 原文三句照抄, 不給分	1
1(c)	既方便又衛生	簡便和乾淨	只寫方便, 或只寫衛生	1
1(d)	服務快 or 價格低	便宜	服務好, 快	1
1(e)	蔬菜(1)和粗糧(1)	青菜和高纖維食物	蔬菜少了些, 健康的食品少了些。	2
1(f)	營養不平衡 (1) 肥胖(1)	營養不均 變胖	營養不良	2
1(g)	充足的睡眠 (1) or 愉快的心情 (1)	保持開心; 三個都寫給一分	只寫飲食習慣	1

Section B: Translation

上大學可能會非常（昂）貴。當/學生在準備考試時/的時候，他們的父母卻在擔心大學的費用/學費。倫敦的一些大學擔心生活費貴會使學生人數下降。

但是，學生仍然會上大學，因為他們可以在那裡獲得知識和學到有用的技能。大學可能是學習獨立和交朋友的好地方。

對大部分的學生來說，選一個自己/他們自己喜歡的課程是最重要的。

English phrase	Acceptable answers	Reject
Going to university	讀/唸/入/進 大學	去大學
can	會	
While	當……的時候/時， 在……的時候/時	一邊……一邊
tuition fees		花很多錢
fear	怕，害怕，擔憂	
drop	減少，降低，減低	退學
However	儘管如此，無論如何，不管怎樣， 不過 (只要含有轉折的意思)	
still	還是，依然	
gain	取得，得到	增加
skills		技巧，本領，能力， 本事
majority	大多數	許多，很多
probably	大概，也許，或許	

Mark	Transfer of meaning and quality of translation (A02)
0	No rewardable language.
1-2	Very limited transfer of meaning with little rewardable language. Occasional communication. Major errors in grammar, structure and lexis.
3-4	Satisfactory transfer of meaning but with evidence of misunderstanding and/or detail glossed over. Intrusive errors in grammar, structure and lexis. Communication is sometimes achieved, but with little fluency although occasionally uses apt vocabulary.
5-6	Competent transfer of meaning but with some errors of transmission. Mostly accurate but sometimes lacks flow with errors in grammar, structure and lexis.
7-8	Very good transfer of meaning skills with some awareness of nuance and idiom. Very accurate with only a few minor errors in grammar and structure. Appropriate choice of lexis.
9-10	Excellent transfer of meaning showing awareness of nuance and idiom.

Section C: Writing

Mark	Content and response (A02)
0	No rewardable material.
1-5	Task mostly misunderstood and answers barely relevant.
6-10	Task not fully grasped or developed. Much irrelevance and/or repetition.
11-15	Task understood and some points developed satisfactorily. Some omission and/or irrelevance.
16-20	Task understood and developed successfully.
21-25	Task fully grasped, answer wholly relevant, convincing and well developed.

Mark	Quality of language (A03)
0	No rewardable material.
1	Limited communication. Highly inaccurate. Language very basic with much repetition.
2	Some communication. Language often inaccurate. Limited variety of lexis and structures.
3	Satisfactory communication. Basic language generally satisfactory. Some attempt at variety of lexis and structures.
4	Good communication. Good level of accuracy. Generally successful use of a variety of lexis and structures.
5	Excellent communication. High level of accuracy. Language almost always fluent, varied and appropriate.

Section D: Research-based essay

Mark	Quality of language (A03)
0	No rewardable language.
1	Very limited communication. Language often breaks down. Very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range.
3	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis and structures.
4	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures.
5	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structure. High level of accuracy.

Mark	Organisation and development of material (A02)
0	Poorly organised and lacking in coherence.
1-2	Very limited organisation and development. Material lacking in coherence. Limited ability to draw conclusions/respond convincingly.
3-4	Some organisation and development. May be rambling and/or repetitive. Evidence of argument but development of ideas impeded at times by lack of ability to organise material logically.
5-6	Satisfactory organisation and development of material with some effective sequencing of ideas. Development sometimes patchy but generally well constructed. Lacking in coherence in places.
7-8	Good organisation and development. Material well planned and sequenced with few lapses. Demonstrates good control with some evidence of independent thinking.
9-10	Excellent organisation and development. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.

Mark	Completion of task (A02)
0	Material presented completely irrelevant to title and subject.
1-3	A small amount of relevant material presented but often confused. Restricted ability in using evidence and source material.
4-6	Limited amount of relevant material presented showing little ability to analyse. Approach to subject mostly descriptive or narrative.
7-9	Modest ability to analyse and to use evidence and source material, but sometimes digressive with lack of clarity.
10-12	Demonstrates ability to analyse. Uses evidence and source materials well with some inconsistency. Independent judgement present.
13-15	Fully relevant. Shows ability to analyse in depth and convincing use of evidence and source material. Very good independent judgement.

Unit 3: Reading, Writing response and Research

SIMPLIFIED

Section A: Reading

Question Number	Correct Answers	Acceptable Answers	Reject	Mark
1(a)	工作繁忙(1) 节省时间 (1)	工作忙, 省时间	赶时间, 时间少, 工作多	2
1(b)	不少人一日三餐都离不开快餐	很多人天天吃快餐	中西快餐店随处可见; 原文三句照抄, 不给分	1
1(c)	既方便又卫生	简便和干净	只写方便, 或只写卫生	1
1(d)	服务快 or 价格低	便宜	服务好, 快	1
1(e)	蔬菜(1)和粗粮(1)	青菜和高纤维食物	蔬菜少了些, 健康的食品少了些。	2
1(f)	营养不平衡 (1) 肥胖(1)	营养不均, 变胖	营养不良	2
1(g)	充足的睡眠 (1) or 愉快的心情 (1)	保持开心; 三个都写给一分	只写饮食习惯	1

Section B: Translation

上大学可能会非常（昂）贵。当/学生在准备考试时/的时候，他们的父母却在担心大学的费用/学费。伦敦的一些大学担心生活费贵会使学生人数下降。

但是，学生仍然会上大学，因为他们可以在那里获得知识和学到有用的技能。大学可能是学习独立和交朋友的好地方。

对大部分的学生来说，选一个自己/他们自己喜欢的课程是最重要的。

English phrase	Acceptable answers	Reject
Going to university	读/念/入/进 大学	去大学
can	会	
While	当……的时候/时， 在……的时候/时	一边...一边
tuition fees		花很多钱
fear	怕，害怕，担忧	
drop	减少，降低，减低	退学
However	尽管如此，无论如何，不管怎样， 不过 (只要含有转折的意思)	
still	还是，依然	
gain	取得，得到	增加
skills		技巧，本领，能力， 本事
majority	大多数	许多，很多
probably	大概，也许，或许	

Mark	Transfer of meaning and quality of translation (A02)
0	No rewardable language.
1-2	Very limited transfer of meaning with little rewardable language. Occasional communication. Major errors in grammar, structure and lexis.
3-4	Satisfactory transfer of meaning but with evidence of misunderstanding and/or detail glossed over. Intrusive errors in grammar, structure and lexis. Communication is sometimes achieved, but with little fluency although occasionally uses apt vocabulary.
5-6	Competent transfer of meaning but with some errors of transmission. Mostly accurate but sometimes lacks flow with errors in grammar, structure and lexis.
7-8	Very good transfer of meaning skills with some awareness of nuance and idiom. Very accurate with only a few minor errors in grammar and structure. Appropriate choice of lexis.
9-10	Excellent transfer of meaning showing awareness of nuance and idiom.

Section C: Writing

Mark	Content and response (A02)
0	No rewardable material.
1-5	Task mostly misunderstood and answers barely relevant.
6-10	Task not fully grasped or developed. Much irrelevance and/or repetition.
11-15	Task understood and some points developed satisfactorily. Some omission and/or irrelevance.
16-20	Task understood and developed successfully.
21-25	Task fully grasped, answer wholly relevant, convincing and well developed.

Mark	Quality of language (A03)
0	No rewardable material.
1	Limited communication. Highly inaccurate. Language very basic with much repetition.
2	Some communication. Language often inaccurate. Limited variety of lexis and structures.
3	Satisfactory communication. Basic language generally satisfactory. Some attempt at variety of lexis and structures.
4	Good communication. Good level of accuracy. Generally successful use of a variety of lexis and structures.
5	Excellent communication. High level of accuracy. Language almost always fluent, varied and appropriate.

Section D: Research-based essay

Mark	Quality of language (AO3)
0	No rewardable language.
1	Very limited communication. Language often breaks down. Very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range.
3	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis and structures.
4	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures.
5	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structure. High level of accuracy.

Mark	Organisation and development of material (AO2)
0	Poorly organised and lacking in coherence.
1-2	Very limited organisation and development. Material lacking in coherence. Limited ability to draw conclusions/respond convincingly.
3-4	Some organisation and development. May be rambling and/or repetitive. Evidence of argument but development of ideas impeded at times by lack of ability to organise material logically.
5-6	Satisfactory organisation and development of material with some effective sequencing of ideas. Development sometimes patchy but generally well constructed. Lacking in coherence in places.
7-8	Good organisation and development. Material well planned and sequenced with few lapses. Demonstrates good control with some evidence of independent thinking.
9-10	Excellent organisation and development. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.

Mark	Completion of task (AO2)
0	Material presented completely irrelevant to title and subject.
1-3	A small amount of relevant material presented but often confused. Restricted ability in using evidence and source material.
4-6	Limited amount of relevant material presented showing little ability to analyse. Approach to subject mostly descriptive or narrative.
7-9	Modest ability to analyse and to use evidence and source material, but sometimes digressive with lack of clarity.
10-12	Demonstrates ability to analyse. Uses evidence and source materials well with some inconsistency. Independent judgement present.
13-15	Fully relevant. Shows ability to analyse in depth and convincing use of evidence and source material. Very good independent judgement.