

# Mark Scheme (Results)

June 2011

GCE Chinese (6CN03) Paper 1

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### Unit 3: Understanding, Written Response and Research in Chinese

#### TRADITIONAL

#### Section A: Reading

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)	英國			(1)
1(b)	在高中畢業要進大學之前		高中畢業 or 進大學之前	(1)
1(c)	外國	國外		(1)
1(d)	<ul style="list-style-type: none"><li>• 工作</li><li>• 旅遊</li><li>• 做義工</li></ul>			(3)
1(e)	<ul style="list-style-type: none"><li>• 探索世界</li><li>• 更好地了解自己的興趣是什麼</li></ul>			(2)
1(f)	努力唸書	努力讀書 努力學習	Without '努力'	(1)
1(g)	提升解決問題的能力		Without '提升'	(1)

## Section B: Translation

到外國去不是探索世界的唯一方法，空檔年不只是為了旅遊外國的，在自己國家做義工同樣給我們經驗，以及解決問題的能力。

去年我去了倫敦做義工，之前我從沒有去過倫敦。所以，儘管我仍是在英國，這個空檔年還是讓我去了不同的地方，我就利用了週末的時間去多一些了解倫敦。

### 2. Vocabulary from passage 1

gap year	空·年
go abroad	去外國
get to know better	了解
explore	探索
voluntary work	義工
experience	經驗
problem-solving	解決問題
skill	能力
Before	之前

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: Understanding, Written Response and Research in Chinese

#### SIMPLIFIED

#### Section A: Reading

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)	英国			(1)
1(b)	在高中毕业要进入大学之前		高中毕业 or 进入大学之前	(1)
1(c)	外国	国外		(1)
1(d)	<ul style="list-style-type: none"><li>• 工作</li><li>• 旅游</li><li>• 做义工</li></ul>			(3)
1(e)	<ul style="list-style-type: none"><li>• 探索世界</li><li>• 更好地了解自己的兴趣是什么</li></ul>			(2)
1(f)	努力念书	努力读书 努力学习	Without ‘努力’	(1)
1(g)	提升解决问题的能力		Without ‘提升’	(1)

## Section B: Translation

到外国去不是探索世界的唯一方法, 空挡年不只是为了旅游外国的, 在自己国家做义工同样给我们经验, 以及解决问题的能力。

去年我去了伦敦做义工, 之前我从没有去过伦敦。所以, 尽管我仍是在英国, 这个空挡年还是让我去了不同的地方, 我就利用了周末的时间去多了解一些伦敦。

### 2. Vocabulary from passage 1

gap year          空挡年

go abroad        去外国

get to know  
better            了解

explore          探索

voluntary work 义工

experience      经验

problem-  
solving          解决问题

skill             能力

before           之前

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