

Mark Scheme (Results)

Summer 2012

GCE Chinese (6CN03) Paper 01

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Unit 3: Reading, Writing response and Research

TRADITIONAL

Section A: Reading

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)	四分之三	$\frac{3}{4}$, 75%	4/3	(1)
1(b)	放學後		書法 <u>啦</u>	(1)
1(c)	樂器 / 運動 / 書法 Either one of the above 3			
1(d)	(有時候)一天要上四個不同的課 外班		without '一天'	(1)
1(e)	工作競爭激烈 [1] 沒時間幫助孩子學習[1]	Accept '沒時間' / '沒有 時間' on its own	社會競爭激烈	(2)
1(f)	成績/成績方面 (Keyword is 成績)	成績不會落後	學習/學業	(1)
1(g)	擔心孩子放學後在家浪費時間[1] 多學點東西以後用得到[1]			(2)
1(h)	擔心收費不高的效果可能不好 / 擔心收費不高的效果不好/ 收費不高的效果可能不好 (Need to have either 擔心 or 可能)	Accept 怕 (as 擔心)	保證 / 肯定 收費越高效果 越好	(1)

Section B: Translation

在倫敦，有五分之二的學生放學後都參加私人的補習班。為什麼家長要他們的孩子上補習班？

大部份家長覺得，現在學校裡的學習,競爭激烈。為了幫助他們的孩子在考試中取得好成績，家長們樂意付錢(交費)給這種補習班。他們相信小班學習(教學)效果更好。

Vocabulary from passage 1

Two fifth	...分之...
Private tuition	(學科)補習班 / (課後補習班/ 家教)
After school	放學後
parents	家長/父母
most	大部份
Fierce competition	競爭激烈
Happy to pay	樂意付錢 / (交費)
effective	效果

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 Answer	Acceptable Answers	Reject	Mark
1(a)	四分之三	$\frac{3}{4}$, 75%	4/3	(1)
1(b)	放学后		书法 <u>啦</u>	(1)
1(c)	乐器 / 运动 / 书法 Either one of the above 3			
1(d)	(有时候) <u>一天</u> 要上四个不同的课外班		without‘一天’	(1)
1(e)	工作竞争激烈 [1] 没时间帮助孩子学习[1]	Accept ‘没时间’/‘没有时间’ on its own	社会竞争激烈	(2)
1(f)	成绩/成绩方面 (Keyword is 成绩)	成绩不会落后	学习/学业	(1)
1(g)	担心孩子放学后在家浪费时间[1] 多学点东西以后用得到[1]			(2)
1(h)	担心收费不高的效果可能不好 / 担心收费不高的效果不好/ 收费不高的效果可能不好 (Need to have either 担心 or 可能)	Accept 怕 (as 担心)	保证 / 肯定 收费越高效果越好	(1)

Section B: Translation

在伦敦，有五分之二的学生放学后都参加私人的补习班。为什么家长要他们的孩子上补习班？

大部份家长觉得,现在学校里的学习,竞争激烈。为了帮助他们的孩子在考试中取得好成绩，家长们乐意付钱(交费)给这种补习班。他们相信小班学习(教学)效果更好。

Vocabulary from passage 1

Two fifth	...分之...
Private tuition	(学科)补习班 / 课后补习班/ 家教
After school	放学后
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