

# Mark Scheme (Results)

Summer 2015

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 Answer	Accept Answer	Reject	Mark
1(a)	地鐵, 公共汽車, 路上 (以上的任兩項)	公交車, 公車, 巴士, 街上	汽車 (或文章以外的其它答案)	2
1(b)	玩遊戲 看新聞 上網購物 (以上的任兩項)	網購	文章以外的其它答案	2
1(c)	居住地跟工作、學習的地方 離得越來越遠			1
1(d)	用手機跟朋友聯繫或娛樂放鬆 (以上的任一項)		用手機跟朋友聊天 Or 跟朋友聯系或娛樂放鬆。 (without 用手機)	1
1(e)	有跟信用卡一樣的用途,	可以(can omit 在咖啡館、超級市場、火車站)用來付賬,	文章以外的其它答案	1
1(f)	超過九成	超過 9/10, 超過 9 成, 超過	90%,9/10,9 成	1

		90%		
1(g)	孩子用手機會減少面對面的交流(1)，影響語言能力的發展(1)		用手機會減少交流，	2

## Section B: Translation

今年春天, 在英國學校裡有 9 萬名兒童參加了一個寫故事(的)比賽。學生需要寫 5 0 0 個字。 這個比賽的目的是為了更多地了解兒童語言的發展。運動、 音樂和遊戲是最受歡迎的題目/話題。

在這些故事中,最常見的詞是“媽媽”。這可能是因為媽媽在孩子的生活中有更大的影響,而爸爸大多忙著工作。老師表示寫故事不但會鼓勵兒童看得更多, 而且會讓他們寫得更好。

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.



Unit 3: Reading, Writing response and Research

SIMPLIFIED

Section A: Reading

Question Number	Correct Answer	Accept Answer	Reject	Mark
1(a)	地铁, 公共汽车, 路上 (以上的任两项)	公交车, 巴士, 街上	公车 汽车 (或文章以外的其它答案)	2
1(b)	玩游戏, 看新闻, 上网购物 (以上的任两项)	网购	文章以外的其它答案	2
1(c)	居住地跟工作、学习的地方离得越来越远			1
1(d)	<u>用手机</u> 跟朋友联系或娱乐放松。 (以上的任一项)		用手机跟朋友聊天 Or 跟朋友联系或娱乐放松 (without 用手机)	1
1(e)	有跟信用卡一样的用途	可以在咖啡馆、超级市场、火车站用来付账。	文章以外的其它答案	1
1(f)	<u>超过九成</u>	<u>超过 9/10,</u>	90%,9 成,	1

		超过 9 成， 超过 90%	9/10(without 超 过)	
1(g)	孩子用手机会减少面对面的交流(1)，影响语言能力的发展(1)		用手机会减少交流	2

## Section B: Translation

今年春天, 在英国学校里有 9 万名儿童参加了 (一个) 写故事(的) 比赛。学生需要写 5 0 0 个字 (的故事)。 这个比赛的目的是为了更多地了解儿童语言的发展。运动、 音乐和游戏是最受欢迎的题目/话题。

在这些故事里,最常见的词是“妈妈”。这可能是因为在妈妈在孩子的生活中有更大的影响, 而爸爸大多忙著工作。老师表示写故事不但会鼓励儿童看得更多, 而且会让他们写得更好。

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