



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Chinese (6CN03) 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)	售貨員 or 在快餐店打工	營業員	打工	1
1(b)	有不錯的收入 or 收入不錯(1) 能滿足學生的愛好(1)	賺錢， 做自己喜歡的事	愛好， 照看寵物	2
1(c)	Any two of the following: 變得獨立自信（1） 學會安排時間(1) 認識新朋友(1)	交朋友， 知道如何分配時間， 更有自信心		2
1(d)	不能去度假 or 不能參加遊學團		去度假	1
1(e)	會影響學生的學習	學校擔心學生太早工作，會影響他們的學習		1
1(f)	教育網站 or 學校		上網	1
1(g)	小心考慮(1) 仔細查找(1)		考慮， 查找	2

Section B: Translation

在中國，不同年齡的人都開始意識到保持健康的重要。

越來越多的人做中國傳統運動，因為動作簡單，但卻能為健康帶來一些好處。這些活動可以幫助你放鬆以及預防疾病。你還可以邊鍛煉邊跟其他人交流。

在中國旅遊或者學習的外國人也已經開始對這些活動感興趣，其中許多人在回到自己的國家後，會繼續練習這些活動。

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	Accept Answer	Reject	Mark
1(a)	售货员 or 在快餐店打工	营业员	打工	1
1(b)	有不错的收入 or 收入不错 (1) 能满足学生的爱好(1)	赚钱, 做自己喜欢的事	爱好, 照看宠物	2
1(c)	Any two of the following: 变得独立自信 (1) 学会安排时间 (1) 认识新朋友 (1)	交朋友, 知道如何分配时间, 更有自信心		2
1(d)	不能去度假 or 不能参加游学团		去度假	1
1(e)	会影响学生的学习	学校担心学生太早工作, 会影响他们的学习		1
1(f)	教育网站 or 学校		上网	1
1(g)	小心考虑(1) 仔细查找(1)		考虑, 查找	2

Section B: Translation

在中国，不同年龄的人都开始意识到保持健康的重要。

越来越多的人做中国传统运动，因为动作简单，但却能为健康带来一些好处。这些活动可以帮助你放松以及预防疾病。你还可以边锻炼边跟其他人交流。

在中国旅游或者学习的外国人也已经开始对这些活动感兴趣，其中许多人在回到自己的国家后，会继续练习这些活动。

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