



Pearson
Edexcel

GCSE (9–1) Chinese

Mocks marking
18OAL09





Foundation role play

Teacher: You are in a restaurant in Chinatown in London with a friend. You speak to the waiter or the waitress – waitress in this case.

Teacher: 两位好! 欢迎!

Candidate: 我想五口人。我想在一层我妈妈。

Clearly communicated, as the 五口人 is clearly understandable. 2 marks

The candidate goes above and beyond the task by adding 我想爸爸, 妈妈. This neither adds to nor detracts from the mark, as the mark is purely for communicating the information.

Teacher: 你们想坐在哪儿?

Candidate: 我想坐在一层我妈妈和我爸爸。

Some ambiguity in the message communicated. 1 mark

The ambiguity is partly due to the pronunciation of 层 and partly because the candidate unnecessarily adds 爸爸, 妈妈 at the end. The listener therefore wonders whether the candidate was actually trying to say 一起.



Teacher: 你们喜欢吃什么样的菜?

Candidate: Would you ask again?

(Commentary: Candidates should be trained to ask this in Chinese, for example 请再说一遍.)

Teacher: 你们喜欢吃什么样的菜?

Candidate: 我们喜欢吃 Can we move on to the next one?

No rewardable communication.

0 marks

The key information not communicated, as the candidate only says "We would like to eat," not what they would like to eat.

Teacher: 您觉得中国菜怎么样?

Candidate: 我觉得中国菜非常美丽又有意思。

Positive opinion of Chinese cuisine communicated.

2 marks

The rather strange choice of vocabulary of 美丽 and 有意思 is acceptable within the context of this role play.

Teacher: 好。

Long Pause.

Candidate: I can't think. Pass.

Teacher: 好。谢谢。

No rewardable communication as the candidate was unable to ask a question.

0 marks

Total for task (out of 10 marks)

5 marks



Foundation picture-based task (FP6)

2 minutes 25 seconds

Teacher: 现在, 我们要说说一张照片。

Teacher: 描述这张照片。

Candidate: 这照片有二口人吃午饭。二口人在学校。很多吃米饭。我喜欢吃午饭在学校因为我爱吃午饭一层朋友。虽然好玩儿, 但是很吵。昨天我去了图书馆。学生科学有中文。我也去了卫生间。我将来....

Teacher: 你认为在学校餐厅吃午饭很好。Sorry, 我认为。你觉得呢?

Candidate: 我觉得吃午饭在学校很好玩儿。虽然好玩儿, 但是很吵。

Teacher: 好。昨天中午休息的时候, 你做了什么?

Candidate: 昨天我去了图书馆, 学生科学, 有中文。我也去了卫生间。

Teacher: 今年夏天, 你要做什么?

Candidate: 我将来要去大学在北京。

Teacher: 你最喜欢的课外活动是什么?

Candidate: Could you ask again?

Teacher: 你最喜欢的课外活动是什么?

Candidate: 我最喜欢地理, 因为非常有意思。

Teacher: 谢谢。

**Communication and content: 7 marks**

Responds to set questions with some development e.g. for the second bullet point, the candidate expresses the opinion that she likes eating at school and gives the brief justification that it is because she loves eating with her friends. She expands this further by saying that although it is good fun, it is very noisy. The response is placed in the 9–12 band as there is some effective adaptation of language with the candidate managing to address the first four bullet points. To gain higher marks for **frequent** effective adaptation of language, the candidate would need to achieve this for all five bullet points, for example by expressing in the fifth bullet point “I like geography club” rather than simply “I like geography.”

Linguistic knowledge and accuracy: 6 marks

Some accurate grammatical structures. In order to achieve marks for **generally** accurate grammatical structures, the word order needs to be more correct. Currently the word order is influenced by English on several occasions. There is some successful reference to past, present and future by the use of 昨天 and 将来.

Total for task (out of 24 marks)**13 marks**



Foundation conversation

6 minutes 48 seconds

Part 1 (Theme 4 – Future aspirations, study and work) 2 minutes 41 seconds

Teacher: 现在, 你要说一说工作。

Candidate: Is that the presentation? Okay.

Candidate: 去年 li wei ?? 我参加了两个星期社会实践。我去了宾馆因为我想做商人。宾馆离我家很近, 所以我每天坐汽车上班, 太方便了。我喜欢, 但是工作 dianwan er ??? 和无聊。我的同事们都很友好, 太 ?? 了。

Teacher: 好。你觉得做老师, 怎么样?

Candidate: 我觉得做老师很没有意思。

Teacher: 你明年想做什么?

Candidate: 我明年.... Wait, can you ask the question again please?

Teacher: 你明年想做什么?

Candidate: 我明年想做大学。

Teacher: 你将来想去大学吗? 为什么?

Candidate: 我不想去大学, 因为我想做商人。

Teacher: 你将来打算旅行吗?

Candidate: 我想旅行美丽, 因为我喜欢天气, 又美丽是一个大国。

Teacher: 好。谢谢。



Part 2 (Theme 1 – Identity and culture) 4 minutes 7 seconds

Teacher: 我们要现在说一说你。请介绍一下自己。

Candidate: 你好。我叫 Maddy. 我是英国人。我住在 Didcot. 我 ??? Next question?

Teacher: 请告诉我你的家人。

Candidate: 我有三口人。我住在我妈妈, 我哥哥。我妈妈比哥哥高。Next question.

Teacher: 你是什么样的人?

Candidate: Can you ask the question again?

Teacher: 你是什么样的人?

Candidate: 我哥哥很..... 我妈妈很漂亮。

Teacher: 你是什么样的人?

Candidate: Oh. 我哥哥很高。我妈妈非常爱。

Teacher: 你的爱好是什么?

Candidate: 我喜欢买东西和又听音乐。我喜欢买东西??我妈妈和朋友。

Teacher: 好。你昨天下课后, 做了什么?

Candidate: Could you ask the question again?

Teacher: 你昨天下课后, 做了什么?

Candidate: 我昨天.....我去了学校。..... Pass.

Teacher: 下周末, 你有什么计划?

Candidate: Can you ask again?

Teacher: 下周末, 你有什么计划?

Candidate: 下周末, 我想去.....我想去公园一chang朋友。

Teacher: 好。谢谢。



Communication and content: 9 marks

The candidate communicates relevant information and occasionally uses extended sequences, for example, “I also like listening to music. I like shopping with my Mum and friends.” She is able to produce straightforward ideas with justification, for example that she does not want to be a teacher, because she thinks it is boring. To score within the 10–12 band, the candidate would need to expand beyond mainly **straightforward** vocabulary to use language **creatively** with some examples of uncommon language. A good place to achieve this, for example, would have been to go beyond the basic facts when asked about her family and described a family member’s hobby in an interesting way. The candidate also had a good section where she was trying to talk about travelling to America although it is unfortunate that she says “美丽” instead of “美国” all the way through. This inaccuracy affects the clarity of communication, as the listener has to deduce that she is talking about the USA, and this only becomes clear to the listener at the end of the sequence when the candidate says “美丽是一个大国” as the listener realises “Beauty is a big country” does not make sense.

Interaction and spontaneity: 9 marks

The candidate is occasionally able to respond spontaneously e.g. “Next weekend I want to go to the park with my friends”, although it is often **stilted** rather than **natural**. There is frequent hesitation. To achieve higher marks, the candidate would need to take more of a lead and initiate different aspects of the conversation. They would also need to use better rephrasing/repair strategies, such as being able to say “Please repeat that” in Chinese.

Linguistic knowledge and accuracy: 8 marks

The grammatical structures are mostly straightforward, with some English language influenced word order errors. There are some successful references to past, present and future events. There are some errors that hinder clarity of communication, for example “参加” being pronounced as “kanjia”, and an awkward break in the word “同事 - 们”. There is also a missing 一 in “工作一点 儿无聊”. To score higher, the candidate would need to use some further examples of complex grammatical structures.

Total for task (out of 36 marks)

26 marks

Total for test (out of 70 marks)

44 marks



Higher tier role play (HR1)

1 minute 34 seconds

Teacher: You speak about your friend and family with your Chinese penfriend.

Teacher: 你和哪个家人的关系最好?

Candidate: 我最喜欢我的妈妈。

Clearly communicated even though very brief.

2 marks

Teacher: 说说你最好的朋友。

Candidate: 我的好的朋友又美丽又爱。

Clearly communicated even though again very brief.

2 marks

It would have been obvious to start, for example, by giving the friend's name.

Teacher: 你最近和朋友一起做了什么?

Candidate: Says nothing.

Teacher: 你最近和朋友一起做了什么?

Candidate: 十三年。

No rewardable communication.

0 marks

The candidate misunderstood the question, as the answer is irrelevant.



Teacher: 很好。

Candidate: 你喜欢我的朋友和我的家人什么？

Teacher: 我最喜欢和朋友一起玩儿。

No rewardable communication

0 marks

The candidate's question is unclear and the meaning is not communicated to the listener.

Candidate: 你认为朋友好不好什么？

Teacher: 我认为好朋友很重要。

No rewardable communication

0 marks

The question is not clearly communicated. The 什么 at the end confuses the listener.

Total for task (out of 10 marks)

4 marks



Higher tier picture-based task (HP3)

3 minutes 24 seconds

Teacher: 现在我们说一说这张照片。

请描述这张照片。

Candidate: 这张照片是七口人。我觉得他们是大学生。我觉得他们爬山。我认为这张照片是在中国的山谷拍的。他们在散步。他们玩儿得很开心。天气晴天。

Teacher: 很好。我认为到农村玩儿很有意思。你觉得呢？

Candidate: 我喜欢农村，因为非常漂亮。虽然非常漂亮，但是不够多商店，太不方便了。去年暑假我和我家人去了法国的农村。我们爱法国的风景。我不喜欢城市，因为太吵了。

Teacher: 你有过什么特别有趣的假期？给我说说。

Candidate: 去年暑假我和我的朋友一起去了意大利。因为天气晴天，所以我常常游了泳。我们就去看名胜古迹。我认为意大利的人非常友好。我们去了买纪念品。

Teacher: 下个假期，你打算去哪儿？

Candidate: 虽然我没有去中国，但是今年我想去中国。我想爬长城。我要照很多照片。我觉得中国非常漂亮。我觉得中国又非常漂亮有大。中国比英国大。我可以交朋友。

Teacher: 好。你是愿意和朋友还是和家人一起度假呢？

Candidate: Says nothing.

Teacher: 你是愿意和朋友还是和家人一起度假呢？

Candidate: 我希望打算暑假朋友，因为非常友好。

Teacher: 好。谢谢。

**Communication and content: 12 marks**

The first four bullet points are answered with development. The candidate expresses her opinion on villages effectively and gives a developed justification, including, “On one hand villages are pretty, on the other hand they are inconvenient. There are not many shops.” On the third question the candidate narrates an effective story about going to Italy and swimming. She also describes the weather. The pronunciation and intonation are predominantly accurate. To achieve **consistently** fluent and developed responses (the higher mark band) the candidate needs to respond to the unexpected question more fully and successfully.

Linguistic knowledge and accuracy: 6 marks

There are a range of grammatical structures, predominantly used accurately. The responses are predominantly coherent. Although the candidate uses 了, the past, present and future events could have been signalled more clearly, as the candidate repeatedly uses “今年暑假”.

Total for task (out of 24 marks)**18 marks**



Higher tier conversation

6 minutes 54 seconds

Part 1 (Theme 4 – Future aspirations, study and work) 3 minutes 47 seconds

Teacher: 现在我们要说说你的工作。

Candidate: 去年六月我参加了两个星期社会实践。我去了医院, 因为我想做医生。医院离我家很远, 所以我每天坐公共汽车上班, 太不方便。虽然我喜欢, 但是工作有点儿无聊。我的同事们都又好玩儿, 又有意思, 非常棒。因为我想生物, 所以我想做医生。做医生比做老师有意义。

Teacher: 你觉得做老师怎么样?

Candidate: 我觉得做老师又好玩儿, 又有意义。虽然做老师好玩儿, 但是难。

Teacher: 好。你明年想做什么?

Candidate: 明年我想学化学和生物, 因为我要做医生。我爱生物老师, 因为有趣, 但是不喜欢化学老师, 因为太厉害。生物比化学好玩儿。

Teacher: 你将来想去大学吗? 为什么?

Candidate: 我将来想去大学, 因为我想做医生。虽然大学有意思, 但是太贵了。

Teacher: 好。你将来打算旅行吗?

Candidate: 我将来打算在中国旅行, 因为非常漂亮。我觉得中国的风景很美丽。我可以交朋友。我觉得中国比英国有意思。

Teacher: 谢谢。



Part 2 (Theme 3 – School) 3 minutes 7 seconds

Teacher: 现在我们要说说你的学校。请描述你的学校。

Candidate: 我的学校是一所女子的中学。有一千三百个。我的学校在英国。

Teacher: 你的学校怎么样？

Candidate: 我的学校有两个食堂。我觉得图书馆太小了。我认为卫生间不够多。

Teacher: 如果你是校长, 你会改变是什么？

Candidate: 如果我是校长, 我会改变图书馆, 因为不现代。虽然我爱看书, 但是我认为书不够多。

Teacher: 你喜欢和不喜欢什么科目？为什么？

Candidate: 我最喜欢英文, 因为老师很有趣。我不喜欢听音乐, 因为没有意思, 又没有用。中文比听音乐好玩儿。

Teacher: 很好。你将来想学什么？为什么？

Candidate: 我将来想学生物, 因为我成为一名兽医。

Teacher: 好。你的老师们怎么样？

Candidate: 我觉得英文的老师很亲切。虽然科学非常有用, 但是老师比较厉害。我觉得数学老师比科学老师厉害。

Teacher: 好的。谢谢。

**Communication and content: 9 marks**

The candidate responds in detail to every question, with extended sequences to almost all of the questions, although she does hesitate a lot and often pauses. The candidate gives a lot of information. She justifies a variety of individual thoughts and opinions. For example she says that if she were the head teacher she would change the library as it is not modernised. She regularly varies her expressions, for example describing her English teacher as kind and approachable. To score higher, the candidate needs to improve her pronunciation of words such as 参加 and 亲切. She should also speak more naturally, fluently and confidently.

Interaction and spontaneity: 7 marks

The candidate responds to most questions and is able to sustain conversation most of the time. For example, when describing her school subjects, she not only says which subjects she wants to study next year but also justifies her choices by saying that she wants to study medicine in the future. Furthermore, she is able to contrast her chemistry and biology teachers before expressing an opinion on the subjects themselves. The conversation flows most of the time, but there is hesitation. Occasionally the language sounds rehearsed and not entirely natural, for example in the first section about her work experience. To improve her marks further, the candidate needs to take the initiative more and respond more spontaneously, naturally and easily to questions.

Linguistic knowledge and accuracy: 9 marks

Some variety of complex structures such as 虽然 但是....., 又.....又....., 比, 如果. The grammar is predominantly accurate. Successful references to past, present and future events. To score higher, the candidate needs to consistently use complex structures such as 一边.... 一边, 得, 给, 一... 就 The candidate could also improve pronunciation on words such as 风景 as this error hinders the clarity of communication.

Total for task (out of 36 marks)**25 marks****Total for test (out of 70 marks)****47 marks**



Foundation tier writing question 1

Communication and content: 6 marks

The candidate has written 38 characters, which is slightly over the required number. The candidate uses common, familiar vocabulary and expressions such as 跟 ... 一起, 我去了, 我觉得. The candidate uses language to give short descriptions, simple information and opinions with some success, for example they express the opinion on pop music, mentioning “我對流行音樂很有興趣, 我覺得很好聽。” The candidate does not simply say that it was a performance, “表演”, but adds the extra detail that “三個男唱歌了”, three men were singing.

Linguistic knowledge and accuracy: 6 marks

The candidate is able to produce simple sentences with some effective linking using commas correctly. The grammatical structures used are accurate and are appropriate to the task. Even though there are some minor errors, e.g. “三個男(人)”, these do not hinder the clarity of communication and so high marks were awarded.



Foundation tier writing question 2

Communication and content: 6 marks

The candidate gives some simple relevant information appropriate to the task, for example they are able to say what their favourite subject is and why they want to go to China. However their response offers little development. Part of the response shows a lack of understanding of the question for example, the candidate writes “我要跟家人住” whereas in fact they are on a school exchange trip. To achieve higher marks, the candidate needs to respond to the bullet points more accurately and provide relevant information.

Common and familiar vocabulary is used, for example, “我最喜歡的科目是中文科，因為很有意思。” In order to achieve higher marks, the candidate should include some examples of less common vocabulary. For example, a less predictable reason than “interesting” could have been given.

Linguistic knowledge and accuracy: 6 marks

The candidate has written 43 characters, which is within the required word count. The candidate uses straightforward grammatical structures, with simple, short sentences. There is some accurate use of straightforward grammatical structures. For example, although there is a mistake in vocabulary – 上星期 instead of 下星期 – nevertheless the time word 上星期 is correctly positioned at the beginning of the sentence. However, the mistake in vocabulary does hinder the clarity of communication, as the time frame is not clear. To reach the higher band in linguistic knowledge and accuracy, the candidate needs to provide successful references to present and future events.



Foundation tier writing question 3

The candidate communicates some information relevant to the task, with development of some key points and ideas. For example, the candidate gives reasons for wanting to be like their father and become a doctor. This is also quite a convincing, creative opinion. However, responses in other areas are very brief with little information given and mainly common and familiar language is used, e.g. “我對學習有興趣” as a response to the first bullet point. To achieve higher marks, the candidate could have expanded the answers to all of the bullet points, e.g. provide more interesting information about why they like learning and which subject they most enjoyed. Moreover, the reason given for why young people should go to university is quite predictable “因為他們應該是聰明”.

Linguistic Knowledge and accuracy: 5 marks

The candidate provides different examples of straightforward grammatical structures.

The candidate uses some familiar and straightforward conjunctions such as “因為” and “也”. The language is frequently accurate. For example, the candidate uses the future time frame correctly in “在將來我想成為一個醫生”, with the time adverb also being correctly positioned. However, the candidate does not provide an example in the past time frame in bullet point 2, where the candidate writes “我最喜歡的科目是數學也外語課”. There are also some minor mistakes like “自色衣服” which hinder the clarity of communication. To achieve higher marks for linguistic knowledge and accuracy, the candidate should improve the general level of accuracy of language and structures, including successful references to past, present and future events.



Foundation tier translation

4(a) 2 marks – the meaning has been fully communicated, although the formation of the character 爱 could be better.

4(b) 2 marks – the meaning has been fully communicated with no errors.

4(c) 2 marks – the meaning has been fully communicated. The uneven sizing of the characters, whilst making reading slightly difficult, does not hinder clarity of communication.

4(d) 3 marks – the meaning has been fully communicated with no errors.

4(e) 2 marks - the meaning has only been partially communicated, because of the error in using 不 rather than 没有 to express a negative in a past time frame.



Higher tier writing question 1

Communication and content: 6 marks

The candidate develops the occasional key point, for example they develop the information about their plans for the summer and make an attempt to interest the reader and use language creatively to describe Italy. In this example they also express their opinion, as they did elsewhere, for example when giving clear reasons why Beijing is their favourite place. However the candidate fails to state that her best ever holiday was spent in Beijing and omits the requirement to express an opinion about whether schools should have long holidays. They therefore miss the opportunity to express their own thoughts and ideas in a creative, convincing and individual way and thus gain higher marks. They could have also gained higher marks by using less common and familiar language, for example when talking about their pastime of playing table tennis. It is important that candidates respond to all of the bullet points.

Linguistic knowledge and accuracy: 6 marks

6 marks. The candidate has done well to provide different examples of straightforward grammatical structures such as “因為不僅... 而且...”. The language is frequently accurate. For example, the candidate positions the time adverb correctly to provide a clear reference to a future time frame in “今年暑假我計劃坐飛機去意大利”. However, the candidate does not refer clearly enough to past events in response to bullet point 1, as the term “常常” does not indicate a past time frame. To achieve higher marks the candidate should provide more accurate language and structures, including successful references to past, present and future events.



Higher tier writing question 2

Communication and content: 9 marks

All the bullet points are addressed, and the candidate communicates detailed, relevant information. Key points and ideas are mostly developed effectively. However, there is no development in relation to bullet point 2, where the popularity of football in London and Beijing are simply compared, and there is no description of a sport popular in their own country. An opportunity was missed here to produce content which could interest the reader.

The adaptation of language is mostly effective. However, the candidate could have used vocabulary more effectively – for example, the candidate writes that “乒乓球比賽” is important for young people’s health, whereas the term “運動” is also within the GCSE specification and is more accurate. The candidate uses some creative language to express interesting ideas such as “上個星期的籃球比賽難得不行，但是不僅特別好玩，而且還真有趣”，which is commendable. To achieve higher marks, candidates should provide more examples to support their points of view. For example, more information about the basketball match could have been given to justify the candidate’s opinion further.

Linguistic knowledge and accuracy: 8 marks

The candidate uses a variety of grammatical structures and complex language, for example, “雖然... 但是”, “在我看來”, “儘管... 可是...”. However, the piece overall is not very well-linked, resulting in a loss of fluency. The candidate also sometimes loses flow by putting too many conjunctions into one sentence, for example “因為儘管... 可是不僅既... 也... 而且也...”. Whilst it is commendable that the candidate is attempting to write longer sentences, care should be taken that this does not result in a loss of accuracy and fluency.

Both present and future time frames are used correctly. The time adverbs like “上個星期” are correctly positioned. To achieve higher marks, the candidate should use some more complex language and vocabulary. For example, the words “有趣” and “好玩” have been used a couple of times each, and greater variation would lead to higher marks.

Candidates should also pay attention to the accuracy of their characters, as errors such as “不個星期” hinder communication.



Higher tier writing translation

7 marks

The meaning of the passage is mostly communicated. The language is mostly accurate, but there are some mistakes in the translation such as 她, 史, 始, 住 which occasionally hinder the clarity. Some words such as “喜(歡)” and “學習中文(很)重要” have been omitted.
