



Pearson
Edexcel

GCSE (9–1) Lesser taught languages

Chinese mocks marking training

18OAL09

Delegate booklet Part 3

Foundation tier writing





Foundation tier writing paper question 1 marking

Mark the following foundation tier question 1 writing according to the mark grid. What mark would you give and why?

Question

You are attending a concert in Beijing. You post this photo on social media for your friends.

Describe the photo and give your opinion on music.

Write approximately 20–30 characters in Chinese.

(Note: the photo is of a rockband and can be seen in the SAMs on page 229.)

昨	天	我	跟	我	的	父	母	-	起	去	了	看	这	↑	15
表	演	。	我	对	流	行	音	乐	有	兴	趣	，	我	觉	30
得	很	好	听	。	三	个	男	唱	歌	了	。				45

(Total for Question 1 = 12 marks)



Question 1 – foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 25–30 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

Question 1: communication and content mark grid – foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development.• Uses language to inform, give short descriptions and express opinions with limited success.• Uses limited selection of common vocabulary and expression with frequent repetition.
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail.• Uses language to give short descriptions, simple information and opinions with variable success.• Uses small selection of common vocabulary and expression with some repetition.
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail.• Uses language to give short descriptions, simple information and opinions with some success.• Uses small selection of common vocabulary and expression with little repetition.

Question 1: linguistic knowledge and accuracy mark grid – foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation.• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking.• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning.
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking.• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication.



Mark the following foundation tier question 2 writing according to the mark grid. What mark would you give and why?

You are going to China on a school exchange trip. Write an email to the principal of the school in China.

- When you want to go to China
- Where you want to stay
- Your favourite subject(s)
- Why you want to go to China.

Use appropriate language for a **formal** email.

[illegible]

(Total for Question 2 = 16 marks)



Question 2 – foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

Question 2: communication and content mark grid – foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given likely to consist of single words and phrases.• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down.• Repetitive use of a limited selection of common words and phrases.• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression.
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down.• Limited use of common, vocabulary and expression with frequent repetition.• Occasional appropriate use of register and style.
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development.• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained.• Uses a small range of common vocabulary and expression with some repetition.• Mostly appropriate use of register and style, mostly sustained.
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development.• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas.• Uses common vocabulary and expression with little repetition.• Appropriate use of register and style sustained.

**Question 2: linguistic knowledge and accuracy mark grid – foundation tier**

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Repetitive use of minimal selection of straightforward grammatical structures.• Produces individual words/set phrases.• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Use of a restricted range of straightforward grammatical structures, frequent repetition.• Produces simple, short sentences, which are not linked.• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition.• Produces simple, short sentences; minimal linking.• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed.
7–8	<ul style="list-style-type: none">• Uses straightforward grammatical structures, occasional repetition.• Produces predominantly simple sentences occasionally linked together.• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication.



Writing foundation tier question 3

Mark the foundation tier question 3 writing according to the mark grids. What mark would you give and why?

Question

Your school magazine seeks your opinions on your plans for the future.

Write an article for the school magazine.

You **must** refer to the following points:

- your main interest
- which subject you enjoyed the most
- why young people should or should not go to university
- your ideal job in the future.

Write approximately 80–110 characters **in Chinese**.

Use appropriate language for an **informal** article.



的

我	对	学	习	有	兴	趣	。	我	最	喜	欢	科	目	是	15
数	学	也	外	语	课	因	为	我	的	老	师	很	好	。	30
我	觉	得	都	青	年	人	应	该	上	大	学	因	为	他	45
们	应	该	是	聪	明	。	在	将	来	我	想	成	为	-	60
个	医	生	因	为	我	的	父	亲	在	医	院	工	作	,	75
他	是	很	好	的	医	生	。	他	每	天	都	给	病	人	90
看	病	,	也	每	天	穿	自	己	的	衣	服	。			105
															120



Foundation question 3

Question 3 – foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a familiar style/register (see *Additional guidance*).

The student is expected to produce 80–110 characters for this task. The number of characters is approximate and students will not be penalised for writing more or fewer characters than recommended in the character count. All work produced by the student must be marked.

**Question 3: communication and content mark grid – foundation tier**

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development.• Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification.• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition.• Variable use of appropriate register and style.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea.• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful.• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language.• Appropriate use of register and style is evident but with inconsistencies.
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas.• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions.• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language.• Appropriate use of register and style is evident but with occasional inconsistency.
10–12	<ul style="list-style-type: none">• Communicates information relevant to the task with some expansion of key points and ideas.• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions.• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language.• Appropriate use of register and style throughout, with minimal inconsistency.

**Question 3: linguistic knowledge and accuracy mark grid – foundation tier**

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition.• Produces brief, simple sentences, limited linking of sentences.• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition.• Produces occasionally extended sentences linked with common, straightforward conjunctions.• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident.• Produces some extended sentences that are linked with common, straightforward conjunctions.• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure.• Produces frequently extended sentences, well linked together.• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication.



Writing foundation tier translation

Mark the following foundation tier translation according to the mark grids. What mark would you give and why?

Interests

4. Translate the following sentences into Chinese.

(a) I love studying. (2)

我 喜 欢 学 习。

(b) I have many books. (2)

我 有 很 多 书

(c) I often go to the library. (2)

我 常 常 去 图 书 馆

(d) We sometimes watch films there. (3)

有 时 候 我 们 看 电 影
在 那 里

(e) Yesterday we didn't go, because it snowed. (3)

昨 天 我 们 不 去 学 校, 因 为 下 雪 了。

(Total for Question 4 = 12 marks)



Question 4 (Translation) – foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth two marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed.
2	<ul style="list-style-type: none">• Meaning fully communicated with occasional errors that do not hinder clarity.

Mark grid for sentences (d) and (e), which are worth three marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">• Some words are communicated but the overall meaning of the sentence is not communicated.
2	<ul style="list-style-type: none">• The meaning of the sentence is partially communicated.• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed.
3	<ul style="list-style-type: none">• The meaning of the sentence is fully communicated.• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity.