

# GCSE (9–1) Lesser taught languages

Chinese mocks marking training

18OAL09

Delegate booklet Part 4

Higher tier writing





Mark the following higher tier question 1 according to the mark grids. What mark would you give and why?

Mingming, your Chinese friend, has sent you an email about what he did last summer.

Write a reply to Mingming.

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

- how you spent your best-ever holiday
- how you usually spend your free time
- why schools should or should not have long holidays
- your plans for this summer.

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

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

[illegible]

**Question 1: communication and content mark grid – higher tier**

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

**Question 1: linguistic knowledge and accuracy mark grid – higher tier**

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



## Writing paper higher tier question 2 marking

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Mark the following sample for higher tier question 2 writing according to the mark grids. What mark would you give and why?

### Question

A Chinese website is looking for articles about sport.

Write an article to interest readers.

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

- details of a sports event you experienced recently
- a popular sport in your country
- whether sport is an important part of young people's life
- a sport activity in the future you want to take part in.

Justify your ideas and opinions.

Write approximately 130–180 characters **in Chinese**.

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



上个星期参加篮球比

我最近参加篮球比赛。虽然上个星期比赛很难，但是不仅既特别好玩而且还蛮有趣。我以前在伦敦比赛在北京受到欢迎多了。在我看来，年轻人应该多做更多的运动，因为尽管对年轻人的学习有点有害，可是它不仅既健康又好玩，而且也可以参加乒乓球比赛。乒乓球比赛对年轻人的健康重要极了。下个星期我想参加网球比赛，因为我认为网球比赛不仅好玩，而且还相当有趣。另外，也非常容易。

马不行  
跟好玩  
钱  
马

15  
45  
60  
75  
90  
105  
120  
135  
150  
165  
180  
195  
210





## Question 2 – higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained 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 (see below). 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 formal register/style (see *Additional guidance*).

The student is expected to produce 130–180 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 – higher tier**

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas.</li><li>Some effective adaptation of language to narrate, inform, interest/convince.</li><li>Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language.</li><li>Appropriate use of register and style with the occasional inconsistency.</li></ul>
5–8	<ul style="list-style-type: none"><li>Communicates some detailed information relevant to the task, frequently effective development of key points and ideas.</li><li>Frequently effective adaptation of language to narrate, inform, interest/convince.</li><li>Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression, with some examples of uncommon language.</li><li>Appropriate use of register and style with few inconsistencies.</li></ul>
9–12	<ul style="list-style-type: none"><li>Communicates detailed information relevant to the task, with mostly effective development of key points and ideas.</li><li>Mostly effective adaptation of language, to narrate, inform, interest/convince.</li><li>Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language.</li><li>Predominantly appropriate use of register and style.</li></ul>
13–16	<ul style="list-style-type: none"><li>Communicates detailed information relevant to the task, with consistently effective development of key points and ideas.</li><li>Consistently effective adaptation of language to narrate, inform, interest/convince.</li><li>Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language.</li><li>Consistent use of appropriate register and style throughout.</li></ul>



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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language.</li><li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences.</li><li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, including some repetitive instances of complex language.</li><li>• Prolonged sequences of fluent writing, some extended, well-linked sentences.</li><li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Uses a variety of grammatical structures including some different examples of complex language.</li><li>• Predominantly fluent response; frequent extended sentences, mostly well linked.</li><li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Uses a wide variety of grammatical structures, including complex language.</li><li>• Fluent response throughout with extended, well-linked sentences.</li><li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication.</li></ul>



## Writing paper higher tier translation

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

### Question

Translate the following passage into Chinese.

Meimei goes to school in Beijing. She enjoys Asian history, but found maths difficult last year. She will start Chinese lessons next term. She thinks learning Chinese is important, because she likes living in China.

美美在北京上学。她喜欢亚洲的历史，但  
去年是数学难。下学期开始无始中文课。她  
认为学习中文重要因为喜欢在中国，



### Question 3 – higher tier (12 marks)

#### Translation mark grid

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference.</li><li>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed.</li></ul>
4–6	<ul style="list-style-type: none"><li>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated.</li><li>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed.</li></ul>
7–9	<ul style="list-style-type: none"><li>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated.</li><li>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed.</li></ul>
10–12	<ul style="list-style-type: none"><li>• The meaning of the passage is fully communicated.</li><li>• Consistently accurate language and structures, any errors do not hinder clarity.</li></ul>