Mark Scheme (Results)

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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.

Section A

Question number	Answer	Mark
1(a)	B	**(1)**
1(b)	B	**(1)**
1(c)	D	**(1)**
1(d)	C	**(1)**
1(e)	B	**(1)**
1(f)	D	**(1)**

Question number	Answer	Mark
2(a)	E	**(1)**
2(b)	J	**(1)**
2(c)	K	**(1)**
2(d)	L	**(1)**
2(e)	I	**(1)**
2(f)	F	**(1)**

Question number	Answer	Mark
3	Xiaowu D	**(1)**
	Xiaowu F	**(1)**
	Xiaolin B	**(1)**
	Xiaolin C	**(1)**
	Xiaolin G	**(1)**
	Helen A	**(1)**
	Helen C	**(1)**
	Helen E	**(1)**

Question number	Answer	Accept	Reject	Mark
4(a)	poor health; feeling tired			**(2)**
4(b)	put on her coat		her coat	**(1)**
4(c)	easy to walk			**(1)**
4(d)	more interesting			**(1)**
4(e)	please his mother	make his mother happy		**(1)**
4(f)	yellow			**(1)**
4(g)	mountains/hills ; a lake			**(2)**
4(h)	(the only two people in) the whole world			**(1)**

Question number	Answer	Accept	Reject	Mark
5(a)	doctors			**(1)**
5(b)	(both) her parents work every day			**(1)**
5(c)	cannot cook			**(1)**
5(d)	takeaways			**(1)**
5(e)	the mothers of several children			**(1)**
5(f)	cook dinner for her			**(1)**
5(g)	7	seven		**(1)**
5(h)	(they can) cook different food	avoid making Lanlan eat the same food		**(1)**
5(i)(i)	Li Mingming			**(1)**
5(i)(ii)	at the school gate	at school entrance		**(1)**

Section B

Question number	Communication and content
6	**Traditional character version** The candidate should have used the following terms in Chinese: • 是…… • 有意思 • 朋友 • 打算…… **Simplified character version** The candidate should have used the following terms in Chinese: • 是…… • 有意思 • 朋友 • 打算…… Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	• Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task. • Only isolated items are comprehensible.
Level 2	2	• The response contains little relevant information, with limited use of detail. There may be repetition. • Expresses simple ideas and opinions, as appropriate to the task. • Just about comprehensible overall but with sentences that are mostly unconnected.
Level 3	3	• The response contains some relevant information with occasional use of detail. • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.

Level 4	4	● Some detail and mostly relevant response to the task. ● Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. ● Coherent with logical flow and sequence of ideas, though there may be some lapses.
Level 5	5	● Detailed and fully relevant response to the task. ● Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. ● Coherent with logical flow and sequence of ideas.

Question number	Linguistic knowledge and accuracy	
6	Candidate scores 0 if no bullets have been addressed.	
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1	• Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language.
Level 2	2	• Uses very familiar and predictable vocabulary and structures, often repetitive. • Uses simple, familiar and predictable language to write short sentences or phrases. • Occasional correct phrases but more complex characters may be missing, frequent errors in character formation even for easier characters; frequent errors in word order.
Level 3	3	• Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but some errors in character formation and some significant errors in word order.
Level 4	4	• Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. errors in character formation and measure words. Occasional errors in word order.
Level 5	5	• Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences. • Very accurate with only isolated minor errors, e.g. errors in character formation and measure words.

Question number	Communication and content

7(a)	**Traditional character version**
	
	The candidate should have referred to the following bullet points:
	• 介紹你的學校
	  Describe your school
	• 說說你上個星期最有趣的一節課
	  The most interesting lesson you had last week
	• 說說你對上網課的看法
	  Your opinion about online lessons
	• 課外活動對學生有什麼好處
	  The benefits of extra-curricular activities for students

(b)	The candidate should have referred to the following bullet points:
	• 介紹這個度假的地方
	  Describe the holiday destination
	• 你做了什麼活動
	  What activities you did
	• 你覺得這個假期過得怎麼樣
	  Your opinion about the holiday
	• 度假的時候，你怎麼做可以更環保
	  How you could be more environmentally friendly on holiday

(c)	The candidate should have referred to the following bullet points:
	• 介紹你最喜歡的一種食物
	  Describe your favourite food
	• 說說你最近一次做飯的經歷
	  Your most recent cooking experience
	• 說說你對快餐的看法
	  Your opinion of fast food
	• 你覺得怎麼做可以生活得更健康
	  How you could live a healthier life

7(a)	**Simplifed character version**
	
	The candidate should have referred to the following bullet points:
	• 介绍你的学校
	   Describe your school
	• 说说你上个星期最有趣的一节课
	  The most interesting lesson you had last week
	• 说说你对上网课的看法
	  Your opinion about online lessons
	• 课外活动对学生有什么好处

(b)		The candidate should have referred to the following bullet points:
		• 介绍这个度假的地方
		  Describe the holiday destination
		• 你做了什么活动
		  What activities you did
		• 你觉得这个假期过得怎么样
		  Your opinion about the holiday
		• 度假的时候,你怎么做可以更环保
		  How you could be more environmentally friendly on holiday

(c)		The candidate should have referred to the following bullet points:
		• 介绍你最喜欢的一种食物
		  Describe your favourite food
		• 说说你最近一次做饭的经历
		  Your most recent cooking experience
		• 说说你对快餐的看法
		  Your opinion of fast food
		• 你觉得怎么做可以生活得更健康
		  How you could live a healthier life
		
		Maximum of Level 4 if one bullet is missing.
		Maximum of Level 3 if two bullets are missing.
		Maximum of Level 2 if three bullets are missing.
		Candidate scores 0 if no bullets have been addressed.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
Level 2	3-4	• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
Level 3	5-6	• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.

Level 4	7-8	• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
Level 5	9-10	• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. • The response is entirely coherent and, while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.

Question number	Linguistic knowledge and accuracy	
7		
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1-2	• Very limited range and variety of vocabulary and grammatical structures, use of only one timeframe, with a high degree of repetition. • Very little evidence of correct character formation and word order.
Level 2	3-4	• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second timeframe, though with a significant amount of repetition. • Occasional evidence of correct character formation and word order.
Level 3	5-6	• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two timeframes, though with some noticeable repetition. • Some evidence of correct character formation and word order.
Level 4	7-8	• Good range of vocabulary and grammatical structures, and secure use of at least two timeframes, with little noticeable repetition. • Significant evidence of correct character formation and word order.
Level 5	9-10	• Excellent range of vocabulary and grammatical structures, and secure use of at least three timeframes, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct character formation and word order.

Additional guidance
Complex lexical items are considered to be:
• lexical items that express abstract ideas/convey justified arguments
• conceptually more challenging language.

Question number	Translation mark grids and example responses
8(a), 8(b)	Mark grid for sentences (a) and (b), which are worth 2 marks each. The mark grid will be applied to each individual sentence.
Mark	**Descriptor**
0	No rewardable material.
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed.
2	Meaning fully communicated with occasional errors that do not hinder clarity.
Question number	Example response – Traditional characters
8(a)	我在一家小商店工作/上班。
8(b)	我們有/賣小孩（子）/兒童的衣服/童裝。
Question number	**Example response – Simplified characters**
8(a)	我在一家小商店工作/上班。
8(b)	我们有/卖小孩(子)/儿童的衣服/童装。

Question number	Translation mark grids and example responses
8(c), 8(d)	Mark grid for sentences (a) and (b), which are worth 3 marks each. The mark grid will be applied to each individual sentence.
Mark	**Descriptor**
0	No rewardable material.
1	• Some words are communicated but the overall meaning of the sentence is not communicated.
2	• 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	• The meaning of the sentence is fully communicated. • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity.
Question number	Example response – Traditional characters
8(c)	去年， 一些從北京來/來自北京的人買了很多大衣。
8(d)	所以，經理現在（想）讓/想要/要我學中文。
Question number	Example response – Simplified characters
8(c)	去年，一些从北京来/来自北京的人买了很多大衣。
8(d)	所以，经理现在(想)让/想要/要我学中文。

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
• errors that do not affect meaning, for example missing measure words
• infrequent errors that do not distract the reader from the content and which result in coherent writing
• minor errors in characters such as a mis-formed stroke in a character, or errors of proportion/balance/alignment between the radicals within a character.

Errors that **hinder clarity**:
• errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example incorrect timeframes
• frequent errors hinder clarity as they will distract the reader from the content of the writing
• errors in forming a character such as characters with an extra or missing stroke.

Errors that **prevent meaning being conveyed**:
• errors that mean the reader cannot understand the message • errors that convey the wrong message
• errors that make it unclear who is carrying out the action, for example incorrect word order
• using the wrong character with the same sound or major errors in forming a character, such as characters with an incorrect radical
• mother-tongue interference.

NB: these are examples only and do not constitute a finite list.