

GCSE CHINESE (MANDARIN)

Unit 4 Writing
Mark scheme

46704
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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Assessment Criteria**Content**

Marks	Criteria
13-15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range Of Language

Marks	Criteria
9-10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and time expressions are used successfully.
7-8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5-6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3-4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1-2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy

Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Time expressions are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Time expressions are usually correct.
3	More accurate than inaccurate. Time expressions are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Time expressions are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for Range of Language	Marks for Accuracy
0	0	0
1 – 3	1 – 4	1 - 2
4 – 6	1 – 6	1 - 3
7 – 9	1 – 8	1 - 4
10 – 12	1 – 10	1 - 5
13 – 15	1 – 10	1 - 5

Assessment issues

1. Task Planning Forms (TPF)

If more than 40 words have been used, examiners will ignore when awarding a mark, the parts of the student's response (ie the phrases or clauses) which use words noted on the TPF beyond the first 40.

Visuals on Task Planning Forms are not permitted in June 2012 and beyond.

2. Exactly what do examiners mark?

- They mark the student's response **to the title**.
- They do **not** mark a response to the bullet points which have the status of guidance. The student may choose to ignore the bullet points completely.
- The response must be relevant to the title.

3. Must the title relate directly to the Contexts defined in the specification?

No. The title can be anything.

4. How do examiners identify the title?

- The title is the task.
- The task and the scene-setting may seem blurred or merged together. The focus is the task.
- See examples in *Additional Exemplar Tasks: Controlled Assessment Writing and Speaking* on our website within Example answers for your language at <http://www.aqa.org.uk/subjects/chinese-mandarin/gcse/chinese-mandarin-4670/past-papers-and-mark-schemes> where the task and scene setting are clearly separated.

5. What is a relevant response?

- The response must be relevant to the task.
- Students are not penalised for not responding to the scene setting details.

6. And what if there is a significant amount of irrelevant material?

- It would affect the mark for CONTENT.
- Only the material which is relevant should still be assessed for RANGE OF LANGUAGE and ACCURACY.

7. What if a student has omitted an entire aspect of the title?

A student with the task 'Home, local area and special occasions' who writes nothing about home area, for example, could be considered to have completed two thirds of the task. The piece could therefore be eligible for the 10-12 band for Content, assuming the piece fulfils the criteria for that band in other ways. This would still allow the student access to all mark bands for language.

8. What if there is a significant duplication of material across the two pieces of work submitted?

- The same material cannot be credited twice.
- Incidental and occasional overlap do not count as duplication.

9. What if it is clear the student's entire response is identical (ie exactly the same, word for word) to model answers in a textbook or to the wording of tasks from other students at the same centre?

The work would be referred to our Irregularities/Malpractice Department.

10. Does the number of words affect assessment?

- The quality not the quantity of work affects the assessment outcome.
- 100-250 words across both tasks if aiming at grades D-G, 200-300 if aiming at grades A*-C, is for **guidance** only.
- Obviously, the shorter the assignment, the more difficult it becomes to meet the upper bands of assessment criteria for CONTENT (and therefore other categories).
- There is no *upper* limit on the number of words. The whole piece will be read and marked by the examiner.

11. How does the CONTENT mark affect the marks for RANGE OF LANGUAGE and ACCURACY?

Content Mark	Maximum Mark for Range of Language	Maximum Mark for Accuracy
0	0	0
1–3	1–4	1-2
4–6	1–6	1-3
7–9	1–8	1-4
10–12	1–10	1-5
13–15	1–10	1-5

12. The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines will prove particularly useful.

(a) CONTENT

GENERAL OVERVIEW

If the descriptor fits the piece exactly consider awarding the middle mark in the band. If there is strong evidence of the descriptors and/or if you considered the band above, award the highest of the three marks; if there is just enough evidence and/or you considered the band below, award the lowest mark.

13-15 marks

- Students provide a **fully relevant** and **detailed** response with **all** information conveyed **clearly** and **developed**.
- They must offer ideas / opinions / points of view (minimum 2) and at least two of them must be explained or justified.
- The piece should have a well organised structure, ie a sound ordering of ideas but **not** necessarily a formal essay structure or an introduction, conclusion, etc.

10-12 marks

- The response will be **mostly** relevant and **a lot** of information will still be provided and conveyed **clearly** and will **generally** be developed.
- There is a requirement to give **and explain** ideas / opinions / points of view (minimum 2)

7-9 marks

- The response will be **generally** relevant with **quite a lot** of information conveyed **clearly**.
- There will still be evidence of an ability to **develop** ideas.
- There is a requirement to give opinions / points of view (minimum 2).

4-6 marks

- The response is **limited** but **some** relevant information will be conveyed.
- There will be **some development** of basic ideas.
- There is a requirement to give opinions (minimum 2). These could be very simple, eg: 我喜欢中文。 我喜欢中国。 中国很好。' = 3 simple opinions.

1-3 marks

- The response is **very limited** with **little** relevant information conveyed.
- There will be **no real structure**.

0 marks

- No relevant information is communicated in a coherent fashion. If zero is awarded for Content, zero must also be awarded for Range of Language and Accuracy.

DETAILED CONSIDERATION OF ISSUES

i) **Relevance** This refers to relevance to the title (ignoring scene-setting, etc). Look out particularly for the following scenarios:

- The piece on a specific topic that strays into other areas (eg *My School Routine* should not have long digressions on work experience or future career).
- The piece with a title covering a range of topics which only mentions one of them (eg the title is *School and Future Career* but the candidate only mentions 'school').

- The piece which starts with a long preamble about the candidate which is not relevant to the title.
- Work where there is a significant duplication of material across the two tasks submitted. The same material cannot be credited twice. Do not count incidental and occasional overlap as duplication.
- Examiners are aware of the principle of balance. The piece on *My holiday last summer* which includes a couple of sentences on what the student generally does/will do next year is perfectly acceptable but if the candidate takes $\frac{1}{3}$ of the piece talking about what (s)he usually does and $\frac{1}{3}$ of the piece dealing with next year's plans then the work should not be judged 'fully relevant' unless the student has been able to link this material clearly to the title. Similarly with the task on *My Work Experience* where a large part of the piece is taken up with what the student will do next year.
- Irrelevant material in the work must be taken into account in awarding the marks, even if there is sufficient relevant material to meet the recommended word length. For example, if a student has written 300 words and 150 words are relevant to the title, you cannot simply ignore the 150 words of irrelevant material and deem the piece to be fully relevant.

In practice, the vast majority of tasks will be fully relevant but many will not score in the top band for Content because of other limitations. However, any piece which is not judged fully relevant cannot be awarded a mark in the top band. Where it is obvious from the task sheet that the bullet points have led the student into including irrelevant material, the examiner will treat the lack of relevance as leniently as possible. Material which is deemed irrelevant should be discounted when assessing Range of Language and Content.

ii) Information conveyed

- It is necessary to consider the amount of information given and the extent to which it is developed. (Development of information/ideas means going beyond a basic response to give additional detail.)

Note that a piece which does not reach the recommended length specified in the specification (minimum 100 characters for grades G-D, minimum 200 characters for grades C-A*) is unlikely to score highly for Content, ie a piece of less than about 50 characters is likely to fall into the Limited or Poor band, a piece of less than about 100 characters is unlikely to score above the Sufficient band. However, a piece of 100+ characters will in theory have access to the full mark range. The examiner is assessing primarily quality rather than quantity and precision and clarity of expression are more important than the number of points made.

- There is no *upper* limit on the number of words. The whole piece will be read and marked.

iii) Expression and explanation of ideas/points of view/opinions

- Ideas, points of view and opinions must be viewed as one notion and are the same for assessment purposes.
- To score 4+ for Content there must be at least **two** opinions/points of view/ideas expressed.
- To score 10+ for Content, at least **two** opinions must be expressed **and explained / justified**. At a basic level, explanation of an opinion is most likely to consist of a statement of the opinion followed by 因为 ..., but be aware that more able candidates may find more subtle ways of justifying their opinions. For example, the explanation may come before the opinion (see below).

Information/Opinions – Examples

13-15 marks	Detailed response – almost all information developed . A number (at least two) opinions expressed and explained in some detail.	我很喜欢住在谢菲尔德因为那儿有很多好玩儿的地方。那里不仅有剧院，动物园，公园，而且还有一个很大的购物中心。可是我最喜欢的是市中心的电影院。我通常星期六和朋友一起去看电影，特别是有新片的时候。总的来说，我觉得谢菲尔德是一个非常好的城市。
10-12 marks	A lot of information- generally developed . At least two opinions expressed and explained .	我喜欢住在谢菲尔德因为它是一个很好的城市。那里有一个很大的购物中心，购物中心里有很多餐馆。我还喜欢和朋友一起去市中心看电影。我们常常星期六去。
7-9 marks	Quite a lot of information. At least two opinions. Some development of information and opinions.	我喜欢住在谢菲尔德。它是一个很有意思的城市。我喜欢和朋友去市中心的电影院看电影。电影很好看。
4-6 marks	Limited response – some information – some development . At least two basic opinions expressed	我家在谢菲尔德。谢菲尔德很好。我喜欢谢菲尔德。我喜欢电影。
1-3 marks	Very limited – little information. Few or no basic opinions.	我家在谢菲尔德。谢菲尔德好。
0 marks	No relevant information communicated.	我房间谢菲尔德。我牛奶鸡蛋

iv) Clarity of expression In order to gain a mark of 7+ for Content, there is a requirement that information, opinions and development of points be conveyed **clearly**. The following are the factors most likely to affect clarity of expression :

- incorrect writing of characters (eg missing strokes or radicals)
- incorrect using of characters (eg. 我喜欢大阳for 我喜欢太阳, 买for卖 etc)
- omissions of characters , phrases or whole sentences. These generally occur where the candidate has attempted to learn by heart a draft version of the task and remembered it imperfectly so that the sense of the sentence or paragraph is impaired.

v) **Organisation** For the top Content band there is a requirement that the piece should have a **well organised structure**. Pieces scoring in the bottom band may have **no real structure**. Note the following points:

- A well organised structure means a sound ordering of ideas but not necessarily a formal essay structure with an introduction, conclusion, etc.
- Candidates are, however, required to produce a continuous piece of writing rather than a series of answers to the bullet points on the task sheet. A piece which cannot be fully understood without reference to the task sheet is unlikely to demonstrate a well organised structure.
- In the vast majority of cases, the requirement for a piece placed in the top band for Content to have a well organised structure will not be an issue. It will be other factors which determine whether it scores in the top band and many pieces placed in lower bands will also be well organised.

13-15 marks	Well organised structure	每年夏天我们全家都会去法国度假。 我们通常去两个星期， 住在一个朋友家。 可是去年我们去了西班牙， 住在马德里的一家酒店。
10-12 marks (and below)	(Structure less well organised – can only be fully understood by reference to the task sheet)	夏天我和我的家人去法国。 我们去了两个星期， 住在一个朋友家。 我们去了西班牙， 在马德里的一家酒店。
1-3 marks	No real structure	我去法国。 马德里吃面包。 我要和家人。 明天我门酒店。

CONTENT – SUMMARY

- **Content not fully relevant** Examiners will not award a mark above 12
- **Structure obviously not well organised** Examiner will not award a mark above 12
- **Fewer than 2 opinions explained** Examiners will not award a mark above 9
- **Only one opinion or no opinions expressed** Examiners will not award a mark above 3
- **Deciding on a mark within the Content band** If the descriptor fits the piece exactly consider awarding the middle mark in the band. If there is strong evidence of the descriptors and/or you considered the band above, award the highest of the three marks; if there is only just enough evidence and/or you considered the band below, award the lowest mark.

In the top (Very Good) band, a performance which matches the descriptor **exactly** should be awarded the middle mark of 14; the top mark (15) **comfortably** fulfils all of the criteria and *may* even go beyond them.

	Relevance	Information conveyed	Opinions expressed / explained	Clarity of expression	Organisation
Very Good 13-15 marks	Fully relevant	Detailed response – almost all information developed	A number (at least two) opinions expressed and explained in some detail.	Almost all information conveyed clearly	Well organised structure
Good 10-12 marks	Mainly relevant	A lot of information - generally developed	At least two opinions expressed and explained	A lot of information conveyed clearly	(Structure less well organised – can only be fully understood by reference to the task sheet)
Sufficient 7-9 marks	Generally relevant	Quite a lot of info - some development	At least two opinions. Some development of opinions.	Some information conveyed clearly	
Limited 4-6 marks	Some relevant information	Limited response- some information – some development	At least two basic opinions expressed	Clarity of expression generally a problem	
Poor 1-3 marks	Little relevant information	Very limited - little information	Few or no basic opinions expressed		
0 marks	No relevant information communicated in a coherent fashion				No real structure

(b) RANGE OF LANGUAGE**GENERAL OVERVIEW****9-10 marks**

- A variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. A greater range of tenses will add to the complexity of the language used.
- An overall judgement needs to be made as to whether “the constructions are used successfully.” There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be very minor errors in characters but provided they do not prevent communication they can be credited.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- There must be evidence of **successful use of complex sentences**. This could be:
 - use of full set of conjunctions at where appropriate
 - use of indirect speech (eg. 她说... 我觉得...)
 - a range of different structures leading to longer, more varied sentences (eg 虽然... 但是 ... 所以...)
 - use of expressions of emphasis (eg 是... 的) or use of adverbs 才 to emphasis (eg. 博物馆十点才开门。)
 - use of expressions of complement (eg 在英国吃得/不到粽子)
 - use of questions words to express inclusiveness or exclusiveness (eg. 我什么都/不吃)
 - use different time expressions (eg. 从...到...要多久, 在...的时候)
 - use of comparisons
- There needs to be a **wide range of vocabulary**. This means that students will not be too repetitive in the words they use.

7-8 marks

- **Mainly successful** use of complex sentences. The note above about what constitutes complexity for the 9-10 band will also apply here.
- No specific requirement to use more than one tense but the use of different tenses may constitute evidence of ‘more complex sentences’.
- There must be a **good range** of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.

5-6 marks

- There will be some attempts made at longer sentences using appropriate linking words. At this level this will often mean repeated dependence on simple connectives such as ‘和’ / ‘可是’, though ‘因为’ will also be found fairly frequently when candidates attempt to explain ideas and points of view. Use of other forms of complex sentences will often not be wholly successful.
- There should be **some variety** of vocabulary, though candidates will generally be using a more basic range of vocabulary than in the higher bands and there may be more repetition.

3-4 marks

- Language will be basic, with **short, simple sentences**. Attempts at longer sentences and more difficult constructions will usually not be successful.

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- Vocabulary will generally be appropriate to the basic needs of the task but will be **limited**, with a lot of repetition and overuse of a few common verbs such as 是, 有, 喜欢, 去。

1-2 marks

- Little understanding of language structure shown with just the occasional short phrase which is correctly used.
- Vocabulary will be very **basic**, with only isolated words correctly used.

RANGE OF LANGUAGE – SUMMARY

- **Only one tense used** Examiners do not award a mark above 8
- **Only one or no longer/complex sentences** Examiners do not award a mark above 4
- **Remember that the Range of Language mark must not be more than one band higher than the mark awarded for Content.**

	Variety of vocabulary	Variety of structures	Use of complex / longer sentences	Use of tenses
9-10 marks	Wide variety of vocabulary. Avoidance of repetition. Use of 'Higher Tier'/more sophisticated vocabulary	Wide variety of structures used successfully	Successful use of complex sentences – handled with confidence to produce a fluent piece of coherent language	At least two tenses/ time references used successfully
7-8 marks	Good variety of vocabulary – some attempts to avoid repetition	Good variety of structures used with some success, enabling the student to communicate with some degree of precision.	Mostly successful use of complex sentences	No requirement to use more than one tense/time reference, but, when used, a range of tenses/time references can be considered under variety of structures
5-6 marks	Some variety of vocabulary but repetition of some common words	Some variety of structures, though more difficult structures may not always be used successfully	At least two attempts at longer sentences using appropriate linking words (eg 和, 可是, 因为)	
3-4 marks	Limited vocabulary but appropriate to the basic needs of the task. A lot of repetition. Overuse of common words such as 是, 有, 喜欢, 去	Basic language using simple structures which are rarely linked. Attempts at difficult constructions will often be unsuccessful	Sentences mainly short and simple. Attempts at longer sentences may be flawed	
1-2 marks	Very limited vocabulary, Sometimes, only isolated words used correctly.	Little understanding of language structure. An occasional short phrase or sentence may be correctly used.		
0 marks	No language produced which is worthy of credit			

Examples

9-10 marks	我很喜欢我住的城市布莱顿。布莱顿位于英国的最南边，是一个很漂亮的海滨城市。这里有很多好玩儿的地方，特别是有很多商店。因为我很爱购物，所以这一点对我来说很重要。除了购物以外，我还喜欢运动。我每天早上上学前和我的妹妹一起跑步。去年我和我的妹妹参加了布莱顿马拉松比赛，今年我们还要参加。
7-8 marks	虽然我的爸爸妈妈想让我当工程师，可是我想当医生。我觉得当医生很好，因为不仅可以帮助病人，而且工资很高。我要好好学习，后来上大学学医。
5-6 marks	我有空的时看电视和听音乐。我不喜欢运动因为运动很累。我喜欢画画。除了画画以外，还喜欢购物。
3-4 marks	我喜欢中文，英文，法文和体育。我有三狗，我没有猫。我喜欢看书因卫有意田。
1-2 marks	我面，和鸡蛋。我吃咖啡。我欢喜茶和面条，我家是大。
0 marks	No language produced which is worthy of credit

(c) ACCURACY

GENERAL OVERVIEW

NB Range of tenses/time references is assessed under RANGE OF LANGUAGE. The range of tenses/time references is not considered when assessing Accuracy.

5 marks

- **Largely accurate.**
- Major errors only usually appear in complex structures.
- There may be some minor errors.
- Verbs and tenses are **secure**.

4 marks

- Errors occur but the piece is **generally accurate**. Mistakes made will not generally impede communication.
- Verbs and tenses are **usually correct**.

3 marks

- **More accurate than inaccurate**, though there will often be fairly frequent errors.
- The intended **meaning is clear**.
- Verbs and tenses are **sometimes unsuccessful**.

2 marks

- **Many errors.**
- Mistakes **often impede communication**.
- Verbs are **rarely accurate**.

1 mark

- **Frequent errors.**
- Mistakes **regularly impede communication**.
- **Limited understanding** of basic linguistic structures.

DETAILED CONSIDERATION OF ISSUES

- **Remember:** There are only 5 marks available to cover the whole range of ability (ie 8 grades). Each mark will therefore cover a relatively wide range of performance and a mark of 5 will represent more than an A* performance.
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content.
- Examiners are not over-influenced by the standard of accuracy in the last part of a piece – this will probably be the most inaccurate bit. If in doubt, they re-read the whole piece.
- A repeated major error (ie one where communication is impeded) should be considered each time it occurs. Repeated minor errors will incur no further penalty after the first occurrence.

		Major errors	Minor errors	Verbs/tenses
5 marks	Largely accurate	Hardly any, usually only in attempts at more complex sentences	A few (eg missing stroke for a character but still recognisable)	Secure
4 marks	Generally accurate	A few, usually only in attempts at more complex sentences	Some	Mostly correct
3 marks	More accurate than inaccurate	Some gross errors but the intended meaning is clear	Fairly frequent	Sometimes correct
2 marks	Many errors	Many – communication is often impeded	Many errors – most sentences contain mistakes	Rarely correct
1 mark	Frequent errors	Frequent – errors regularly impede communication	Frequent – Limited understanding of basic linguistic structures	Limited understanding
0 marks	No language produced which is worthy of credit Little, if any understanding of the most basic linguistic structures			

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

UMS conversion calculator: www.aqa.org.uk/umsconversion