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**GCSE  
CHINESE (MANDARIN)  
8673/WF+WH**

**F+H**

Paper 4 Writing (Foundation and Higher)

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**Specimen Mark scheme**

June 2019

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V1.0

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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](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Foundation Tier**

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

**[8 marks]**

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	他吃面包。	他乞面包。	吃包	[2 marks]
01.2	他不喝水。	他喝不水。	他水	[2 marks]
01.3	这儿/里有四个人。	这有四人。	四人。	[2 marks]
01.4	他们是朋友。	他们是月友。	月友	[2 marks]

**Question 02**

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 30 characters over the whole question. The number of characters is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Quality of language**

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

(爸爸：) 我今天下午要和小明一起去运动场踢足球。我晚上七点回来。晚上见! (28 characters)

**Question 03**

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

**[10 marks]****Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

The following indicative content is an example of a response which would be awarded full marks.

1	He is not French.	他不是法国人。
2	I have one dog and two cats.	我有一只狗和两只猫。
3	I like science because the science teacher is interesting.	我喜欢科学，因为科学老师很有意思。
4	I go to the sports centre to swim.	我去体育馆游泳。
5	I went to the park yesterday.	昨天我去了公园。

Other correct translations will be exemplified in the standardising materials.

### Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

#### Student 1

1. 他不是法国人。
2. 我有一只狗和两只猫。
3. 我喜欢科学，因为科学老师有意思。
4. 我去体育馆游泳。
5. 我昨天去公园。

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **5 marks**

All key messages are conveyed. Despite the omission of '了' in question 5, the student displays a very good knowledge of vocabulary and the response is highly accurate.



### Student 2

1. 他不是法国人。
2. 我有一狗和二猫。
3. 我喜欢科学因为老师有意思。
4. 我去体育馆游泳。
5. 我昨天去公园。

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Nearly all key messages are conveyed despite the omissions of measure Word ‘只’; also ‘二’ instead of ‘两’ and the incorrect character 泳. The response is not generally accurate given the incorrect characters and omissions. Overall, it is more accurate than inaccurate.

### Student 3

1. 她是不法国人。
2. 我有一狗和二猫。
3. 我喜欠科学因为老师意思。
4. 我游泳去体育馆。
5. 我去公园昨天。

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Most key messages are conveyed although there are some errors in sentence order, omissions of the measure word and use of ‘两’, several mistakes in character writing. The response is generally inaccurate with limited knowledge of vocabulary and structures.

**Student 4**

1. 他不是法国。
2. 我一狗和二猫。
3. 我喜欠科，老师意思。
4. 我游永体育馆。
5. 我公园 天。

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed. There are errors in all sentences but first two sentences convey key message despite the omission of ‘人’ in the first sentence and the verb and the measure word in the second sentence. The rest of the sentences only convey some of the key messages. Again, the response is generally inaccurate with limited knowledge of vocabulary and structures.

**Student 5**

1. 他不是人。
2. 找一狗……二猫。
3. ……
4. 去体育馆。
5. 去公园昨天。

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Few key messages are conveyed. The response is highly inaccurate and demonstrates a very limited knowledge of vocabulary and structures – inaccurate or omitted verbs, measure words and unknown key vocabulary.

**Question 04**

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 75 characters for this task. The number of characters is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>5</b>	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
<b>4</b>	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
<b>3</b>	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
<b>2</b>	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
<b>1</b>	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
<b>0</b>	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

**Quality of language**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

<b>Either</b>	<b>Question 04.1</b>	<p><b>This is a possible response (indicative content):</b></p> <p>我每天八点上学， 三点放学。除了有一个大操场， 学校还有游泳池。我觉得学校的菜不仅贵而且不好吃。昨天， 老师带我们坐火车去伦敦看展览。我将来想当科学家因为我觉得科学很有趣儿。(76 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<b>or</b>	<b>Question 04.2</b>	<p><b>This is a possible response (indicative content):</b></p> <p>我住的地方叫 X。它在伦敦的东边。我家的房子又大又漂亮， 但是花园太小了。上个周末， 我跟 Jack 一起去了市中心看电影。我们一边看电影一边吃东西。因为我很喜欢法国， 将来我想住在法国。(74 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<b>Either</b>	<b>Question 04.1</b>	<p><b>This is a possible response (indicative content):</b></p> <p>我每天有六节课。我的学校很大但是学校没有足球场。上个星期， 我和我的同学还有老师一起去了大英博物馆。我们是坐火车去的。在火车上， 我们一边听音乐一边聊天。将来我想上大学。(75 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<b>or</b>	<b>Question 04.2</b>	<p><b>This is a possible response (indicative content):</b></p> <p>我住在 X， 在英国的南边。X 很美， 也很干净。除了动物园以外， X 还有一个美术馆和很多商店。我家的房子虽然很小， 但是我家离我的学校很近。昨天我去了市中心。将来我打算住在美国。(71 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

## Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

### Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 75 characters for this task. The number of characters is approximate and you must mark all work produced by the student.

[16 marks]

#### Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

#### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

**Quality of language**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

<p><b>Either</b></p>	<p><b>Question 01.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>我每天八点上学， 三点放学。除了有一个大操场， 学校还有游泳池。我觉得学校的菜不仅贵而且不好吃。昨天， 老师带我们坐火车去伦敦看展览。我将来想当科学家因为我觉得科学很有趣儿。(76 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 01.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>我住的地方叫 X。它在伦敦的东边。我家的房子又大又漂亮， 但是花园太小了。上个周末， 我跟 Jack 一起去了市中心看电影。我们一边看电影一边吃东西。因为我很喜欢法国， 将来我想住在法国。(74 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p><b>Either</b></p>	<p><b>Question 01.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>我每天有六节课。我的学校很大但是学校没有足球场。上个星期， 我和我的同学还有老师一起去了大英博物馆。我们是坐火车去的。在火车上， 我们一边听音乐一边聊天。将来我想上大学。(75 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 01.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>我住在 X， 在英国的南边。X 很美， 也很干净。除了动物园以外， X 还有一个美术馆和很多商店。我家的房子虽然很小， 但是我家离我的学校很近。昨天我去了市中心。将来我打算住在美国。(71 characters)</p> <p style="text-align: right;"><b>[16 marks]</b></p>



**Question 02**

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 125 characters over the whole question. The number of characters is approximate and you must mark all work produced by the student.

**[32 marks]****Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

**Range of language**

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

**Accuracy**

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points

<p><b>Either</b></p>	<p><b>Question 02.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>如果你想要健康，我认为你要做三件事。第一，你应该吃很多的青菜和水果，因为它们对身体好。第二，你要每天睡八个小时的觉。第三，你还要多做运动，比如跑步和打网球。</p> <p>去年圣诞节，爸爸妈妈给了我和哥哥很多礼物。我们吃了火鸡和很多的菜。我最喜欢吃火鸡，因为又香又好吃。我很想喝酒，但是妈妈不让我喝。（125 characters）</p> <p style="text-align: right;"><b>[32 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 02.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>我觉得有爱好很重要，因为你可以交很多朋友，也可以学很多新东西。我最喜欢的爱好是打网球。我从5岁就开始打网球。现在，每个星期六，我从早上五点到九点打网球。将来，我想成为一名运动员。</p> <p>最近，我和 Tom 一起去看了一场足球比赛，比赛很好看。除了看体育比赛以外，我还喜欢去动物园看熊猫。（118 characters）</p> <p style="text-align: right;"><b>[32 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p><b>Either</b></p>	<p><b>Question 02.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>如果你想要健康，我觉得你应该吃青菜和水果，每天也要吃一点肉、鱼、鸡蛋、面包和米饭。还有，你每天要睡八个小时的觉，晚上九点以前上床，早上七点以前起床。运动也很重要。我的家人都喜欢运动，每个周末我们一起去公园散步。</p> <p>上个周末是我妹妹的生日，所以我们去餐厅吃饭，我们吃了意大利面。 (120 characters)</p> <p style="text-align: right;"><b>[32 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 02.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>我有很多爱好，比如：看小说、看电视、踢足球、打篮球和打乒乓球，但是我最喜欢跟我的弟弟一起打网球，因为我很爱我的弟弟，他打网球打得很好。我觉得爱好很重要。要是你没有爱好，你会很无聊。爱好让你开心，也让你健康。</p> <p>上个星期我和我的弟弟看了一个很好看的电视节目，好笑得不得了！ (117 characters)</p> <p style="text-align: right;"><b>[32 marks]</b></p>

**Question 03**

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

**[12 marks]****Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

My mum drove me and my friend to a local museum last weekend. Although the entry fee was very expensive, we had a good time. We had lunch at the Italian restaurant opposite to the museum. I am going to start my new part time job next Saturday.

### Indicative content

The following indicative content is an example of a response which would be awarded full marks.

上个周末，我妈妈开车带我和我的朋友去了一个当地的博物馆。虽然博物馆的门票非常贵，但是我们玩得很开心。我们在博物馆对面的意大利餐厅吃了午饭。下个星期六我要开始我的新的兼职工作。

Other reasonable alternative translations will also be accepted.

### Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

#### Student 1

上周末，我妈妈开车带我和我的朋友去了当地的博物馆。虽然门票很贵，但是我们玩得很高兴。我们在一家意大利餐厅吃了午饭。餐厅在博物馆的对面。下个星期六，我要开始我的新兼职工作。

Conveying key messages = **6 marks**

Application of grammatical knowledge of language and structures = **6 marks**

All key messages are conveyed and it shows the excellent knowledge of vocabulary and structures. The omission of the measure word ‘一个’ in the first sentence does not prevent all key messages from being conveyed. ‘很’ is used instead of ‘非常’, which is not as precise but the meaning is close. It is therefore virtually faultless.

#### Student 2

上个周末，我妈妈开车我和我的朋友去博物馆。虽然票很贵，但是我们很高兴。我们吃午餐在博物馆对面的意大利餐厅。下个星期六，我要做我的新兼职工作。

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **4 marks**

The message relating to how to get to the museum is not conveyed clearly as it was left blank. Furthermore, the message about the part time job is not conveyed as only new job is mentioned and there is a lack of detail about “ticket”. Therefore, nearly all key messages are conveyed. The inaccuracies, for example, the incorrect character ‘馆’, ‘兼只’; using ‘我们很高兴’ do not show the level of proficiency compared to “verb + 得+ adjective” structure. Overall, the response is generally, rather than highly accurate.

**Student 3**

上周末，我妈妈和我我的朋友去博物馆。虽然票很贵，但是很好玩儿。我们在意大利饭馆吃了饭，在博物馆旁边。下个星期六，我要我的工作。

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Most key messages are conveyed. It is not clear about how they get to the museum; it reads as the Italian restaurant is next to the museum rather than “opposite it”. In addition to that, the new part time job message is not clear. There are quite a few mistakes in the translation, e.g. characters 末, 博, 馆; however, a reasonable knowledge of vocabulary is demonstrated. The response is more accurate than inaccurate.

**Student 4**

上个星期，我妈妈和我我的朋友去博物馆。票很贵，但是有一个好时间。我们在意大利饭馆吃饭，在博物馆旁边。星期六，我要我的工作。

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed but there are issues with ‘last weekend, how to get there, the location of the restaurant, part time job and the time frame is not clear’. There is a limited knowledge of vocabulary and structures and there are errors in every sentence, both in terms of characters and grammar. The piece is generally inaccurate.

**Student 5**

上星期，我妈妈，我和朋友去了博物馆……。票很……。但是很好玩。我吃饭在饭馆 大利。饭馆在博物馆对……。星期六，我工作。

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Few key messages are conveyed and there is a limited knowledge of vocabulary and structures. There are omissions and errors in character writing. The piece is generally inaccurate.

**Student 6**

我妈妈了我朋友周……。很好。我吃了，我星期六工作。

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Very few messages are communicated. The response is highly inaccurate.

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