

INTERNATIONAL AS **CHINESE – FIRST LANGUAGE**

Unit 1 Listening and Writing

Mark scheme

Specimen

Version: 1.0 Final

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 oxfordaqa.com

Marking criteria

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.

Section A: Listening AO1

Question	Accept	Mark
1.1	A E	2
1.2	B E	2
1.3	C E	2
1.4	C D	2
1.5	C E	2

Question	Key idea	Accept	Reject	Mark
2.1	<ul style="list-style-type: none"> 越来越多的国家/行业/(个)人参与环境保护 通过《巴黎协定》 各国同意减少温室气体排放/尽快达到净零排放 很多国家正想方设法改革交通系统和交通工具 Max 3	《巴黎协定》被通过		3

Question	Key idea	Accept	Reject	Mark
2.2	<ul style="list-style-type: none"> 有些国家仍在发展高碳产业 		<ul style="list-style-type: none"> 为了解决经济衰退; 为了解决财政紧张; 为了解决就业问题; 	1

Question	Key idea	Accept	Reject	Mark
2.3	<ul style="list-style-type: none"> 人类与大自然和谐相处 			1

Question	Key idea	Accept	Reject	Mark
2.4	<ul style="list-style-type: none"> 全球需要一起努力 加强技术交流, 提倡低碳生产, 低碳生活去解决气候问题 加强合作, 一起处理垃圾和微塑料以便解决污染问题 加强全民教育, 并采取行动去保护和修复生物多样性/去保护和修复我们的生态环境 Max 3			3

Question	Key idea	Accept	Reject	Mark
2.5	<ul style="list-style-type: none"> 提前完成 2020 年应对气候变化的目标 在发展中国家启动低碳示范区 在发展中国家启动减缓和适应气候变化项目 在治理大气污染方面取得了可喜的成绩 Max 2			2

Section B: Writing**Question 03**

This question is assessed for production of writing (25 marks) and accuracy (5 marks), as specified in the criteria below. The maximum mark is 30. The student is expected to produce approximately 300 characters over the whole question. The number of characters is approximate and you must mark all work produced by the student.

Production of writing AO3

Level	Description
Band 5 21-25 marks	<ul style="list-style-type: none"> • A very detailed response, written in a sophisticated and natural style appropriate to the task. • Successfully integrates a range of complex details and ideas successfully, with a wide range of supporting information and examples. • Sophisticated use of a variety of writing techniques appropriate to the task. • A clearly-organised and coherent text using a diverse range of cohesive devices and appropriate paragraphing. • Uses a wide range of vocabulary and grammar, including consistently successful use of complex structures.
Band 4 16-20 marks	<ul style="list-style-type: none"> • A detailed response, written in an assured and natural style appropriate to the task. • Mostly integrates a range of complex details and ideas, with a range of supporting information and examples. • Assured use of some writing techniques appropriate to the task. • A mostly organised and coherent text using a wide range of cohesive devices and frequent use of appropriate paragraphing. • Uses a range of vocabulary and grammar including some complex structures.
Band 3 11-15 marks	<ul style="list-style-type: none"> • A response with some detail, written in an appropriate style. • Integrates some complex details and ideas, with some supporting information and examples. • Ambitious use of writing techniques appropriate to the task but not always successful. • Some organised and coherent text using a small range of cohesive devices and some use of appropriate paragraphing. • Uses some vocabulary and grammar with complex structures. Can avoid repetition with some success.
Band 2 6-10 marks	<ul style="list-style-type: none"> • A response with limited detail, attempts to write in an appropriate style. • Develops ideas and main points with occasional supporting information and examples. • Limited use of writing techniques appropriate to the task. • A text with limited organisation and coherence. There is limited or repetitive use of cohesive devices and limited evidence of paragraphing. • Uses limited vocabulary and grammar with simple structures, frequent repetition.
Band 1 1-5 marks	<ul style="list-style-type: none"> • A very limited response, lacking in detail and appropriate style. • Limited development of ideas with minimal or no supporting information or examples. • Poor use of writing techniques. • A disorganised and unclear text with little to no cohesive devices or paragraphing. • Basic vocabulary and grammar with simple sentence structures.
0 marks	The response does not meet the standard required for Band 1.

Accuracy AO4

Level	Description
Band 5 5 Marks	<ul style="list-style-type: none"> • Demonstrates complete grammatical control with very occasional errors. • Accurate use of characters (both choice of characters in context and character formation) throughout, with very occasional errors. • Uses punctuation in a sophisticated way to guide and/or manipulate reader, may use creatively for effect.
Band 4 4 Marks	<ul style="list-style-type: none"> • Demonstrates extensive grammatical control with occasional errors. • Mostly accurate use of characters (both choice of characters in context and character formation), with occasional errors. • Uses a range of punctuation accurately to demarcate sentences, and create a range of effects
Band 3 3 Marks	<ul style="list-style-type: none"> • Demonstrates mostly secure grammatical control with some errors. • Mostly accurate use of characters (both choice of characters in context and character formation) with some errors. • Sentence demarcation is secure, and punctuation is used for effect.
Band 2 2 marks	<ul style="list-style-type: none"> • Demonstrates limited grammatical control with frequent errors. • Mostly accurate use of characters (both choice of characters in context and character formation), with frequent errors that may impede communication. • Punctuation is mostly used correctly; begins to use punctuation for effect
Band 1 1 Mark	<ul style="list-style-type: none"> • Demonstrates poor grammatical control with constant errors. • Inconsistent or incomplete use of characters (both choice of characters in context and character formation) that affects overall readability. • Punctuation marks are mostly simple and repetitive with frequent errors.
0 marks	No response or the response does not demonstrate any use of grammar or punctuation worthy of credit.