



INTERNATIONAL QUALIFICATIONS

INTERNATIONAL GCSE

CHINESE - FIRST LANGUAGE

Paper 2 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.

	Task Type	Production of writing and Accuracy	Production of writing	Accuracy	Total
Question 1	Passage Writing 1 50 characters	6			6
Question 2	Passage Writing 2 50 characters	6			6
Question 3	Guided Writing 200 characters		12	8	20
Question 4	Composition Writing 325 characters		16	12	28
Total		12	28	20	60

Question 1 and 2 Passage writing (6 marks) AO3 and AO4

Candidates are required to write a note, text message etc. in a familiar context. Each response is marked to the following criteria. Candidates are recommended to write approximately 50 characters. The maximum mark is 6.

Production of writing and Accuracy

Level	Marks	Response
Band 3	5–6	<ul style="list-style-type: none">• The response is fully relevant and detailed.• Communication is clear.• Excellent knowledge of vocabulary and structures; highly accurate.• The format and register are appropriate.
Band 2	3–4	<ul style="list-style-type: none">• The response is mostly relevant.• There is some ambiguity in communication.• Good knowledge of vocabulary and structures; mostly accurate.• The format and register are mostly appropriate.
Band 1	1–2	<ul style="list-style-type: none">• The response contains some relevant words and/or phrases.• Communication lacks clarity with frequent instances where messages break down.• Limited knowledge of vocabulary and structures; mostly inaccurate.• The format and register are mostly inappropriate.
	0	The response is below the required standard for Band 1.

Question 3 Guided writing (20 marks)

Candidates are required to write a formal email or letter to address the four compulsory bullet points. The response is assessed for Production of writing (12 marks) and Accuracy (8 marks), as specified in the criteria below. Candidates are recommended to write approximately 200 characters. The maximum mark is 20.

Production of writing AO3

Level	Marks	Response
Band 4	10-12	<ul style="list-style-type: none"> An excellent response which is fully relevant and detailed, imaginative and engaging, conveying a wide range of details. Communication is always clear and coherent. The format is accurate. The style and register are appropriate.
Band 3	7-9	<ul style="list-style-type: none"> A good response which is almost always relevant, imaginative and engaging and which conveys a range of details. Communication is mostly clear and coherent with occasional ambiguity. The format is mostly accurate. The style and register are mostly appropriate.
Band 2	4-6	<ul style="list-style-type: none"> A satisfactory response which is mostly relevant, imaginative and engaging with some variety in detail. Communication is sometimes clear but there may be instances where messages break down. The format may not be fully accurate. The style and register may not always be appropriate.
Band 1	1-3	<ul style="list-style-type: none"> A limited response which attempts to address the task with some relevant information. Communication lacks clarity with frequent instances where messages break down. Little or no awareness of format, style and register.
	0	The content does not meet the standard required for Band 1.

Accuracy AO4

Level	Marks	Response
Band 4	7-8	<ul style="list-style-type: none"> A comprehensive variety of appropriate vocabulary is used. Consistent use of complex structures and sentences. Grammatical structures, tenses and characters are highly accurate. Any errors are minor and the intended meaning is nearly always clear.
Band 3	5-6	<ul style="list-style-type: none"> A diverse variety of appropriate vocabulary is used. Complex structures and sentences are regularly attempted. Grammatical structures, tenses and characters are mostly accurate. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is mostly clear.
Band 2	3-4	<ul style="list-style-type: none"> Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. Grammatical structures, tenses and characters are mostly accurate. 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.

Band 1	1-2	<ul style="list-style-type: none">• 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 in grammatical structures, tenses and characters.• There are major errors and overall the response is more inaccurate than accurate so the intended meaning is not clear.
	0	The language produced does not meet the standard required for Band 1.

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

Question 4 Composition writing (28 marks)

Candidates are required to write a descriptive or narrative composition. The response is assessed for Production of writing (16 marks) and Accuracy (12 marks), as specified in the criteria below. Candidates are recommended to write approximately 325 characters. The maximum mark is 28.

Content and communication AO3

Level	Marks	Response
Band 4	13-16	<ul style="list-style-type: none"> An excellent descriptive or narrative response which is fully relevant, imaginative and engaging and detailed. Creative ideas are consistently developed with a wide range of details and examples. Narrative: Narrates in a natural and confident style that is fully appropriate to the task. Includes almost all the essential elements of narrative writing, such as setting, plot, and characters. Description: Describes in a natural and confident style that is fully appropriate to the task, providing a detailed description of the environment/characters/scenery/objects/ inner thoughts and emotions using literary techniques. The style is natural and secure, which is fully appropriate to the task. Organisation is clear, with appropriate paragraphing. Communication is always clear and coherent.
Band 3	9-12	<ul style="list-style-type: none"> A good descriptive or narrative response which is mostly relevant, imaginative and engaging and detailed. Creative ideas are mostly developed with a range of details and examples. Narrative: Narrates with some elements of narrative writing which are mostly appropriate to the task. Description: Describes environment/characters/scenery/objects/ inner thoughts and emotions with some variety of details which are mostly appropriate to the task, sometimes use literary techniques. The style is mostly appropriate to the task. Organisation is mostly clear; the paragraphing is not always appropriate. Communication is mostly clear with occasional ambiguity.
Band 2	5-8	<ul style="list-style-type: none"> A satisfactory descriptive or narrative response which is sometimes relevant, imaginative and engaging and detailed. Creative ideas are sometimes developed with details and examples. Narrative: Narrates with some elements of narrative writing which are not always appropriate to the task. Description: Some descriptions of environment/characters/scenery/objects/ inner thoughts and emotions, which are not always appropriate to the task. The style is not always appropriate to the task, but more appropriate than inappropriate. There is an attempt in organisation, and the paragraphing is more appropriate than inappropriate. Communication is sometimes clear but there may be instances where messages break down.

Band 1	1-4	<ul style="list-style-type: none"> A limited descriptive or narrative response which attempts to address the task with some relevant information. Creative ideas are occasionally developed with details and examples. Narrative: Simple narrative with occasional elements of narrative writing which are not always appropriate to the task. Description: Simple descriptions of environment/characters/scenery/objects/ inner thoughts and emotions, which are not always appropriate to the task. There is an attempt at style. There is limited organisation with poor paragraphing. Communication lacks clarity with frequent instances where messages break down.
	0	The content does not meet the standard required for Band 1.

Accuracy AO4

Level	Marks	Response
Band 4	10-12	<ul style="list-style-type: none"> A comprehensive variety of appropriate vocabulary and literary devices are used. Consistent use of complex structures and sentences with appropriate cohesive devices. Use appropriated idioms naturally. Grammatical structures, tenses and characters are highly accurate. Any errors are minor and the intended meaning is nearly always clear.
Band 3	7-9	<ul style="list-style-type: none"> A diverse variety of appropriate vocabulary and literary devices are used. Complex structures and sentences are attempted with some cohesive devices. Grammatical structures, tenses and characters are mostly accurate. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is mostly clear.
Band 2	4-6	<ul style="list-style-type: none"> Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. Grammatical structures, tenses and characters are mostly accurate. 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.
Band 1	1-3	<ul style="list-style-type: none"> 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 in grammatical structures, tenses and characters. There are major errors and overall the response is more inaccurate than accurate so the intended meaning is not clear.
	0	The language produced does not meet the standard required for Band 1.

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