

Chinese GCSE: The 125-character challenge!

First, don't forget, The 'BUCIT' list!

B ox the command word
U nderline the key terms and vocab areas
C heck you've understood, later check and correct
I nfer – what are the bullet points really asking for?
T ime references – are there opportunities to use a variety of time references?

1. Unpack – can you unravel the 2x bullet points into 4 bullet points, to give your writing a wider planned structure?

- a. _____
- b. _____
- c. _____
- d. _____

2. Character mind map – what chars come to mind with each bp?

- A: _____ / _____ / _____ / _____ / _____
- B: _____ / _____ / _____ / _____ / _____
- C: _____ / _____ / _____ / _____ / _____
- D: _____ / _____ / _____ / _____ / _____

3. Phrase picker: sketch some higher level phrases you know will work here:

E.g. 对...(不)感兴趣 = 'not interested at all'

Context: ...'You are writing

.....

.....

Mention:

- _____
- _____

Write approximately 125 Chinese characters.
 Respond to both bullet points. **[32 marks]**

5. Plan for **opinions** – sketch some phrases now before writing:

e.g.: Use: ... 得不得了 / 虽然...但是 / 不但...而且.. / 认为+觉得 / 比较

4. What tenses / 'time references' could each bullet point lead into? **Present / past (了) / past (过)**

- a= _____
Planned phrase: _____
- b= _____
Planned phrase: _____
- c= _____
Planned phrase: _____
- d= _____
Planned phrase: _____

e.g. 我去了... / 我朋友去**过**... / 我吃过... / 我和家人(一起)要去...(旅游)

6. Pin those gem characters you really want to add!

e.g.: 非常 / 而且 / 因此 / 除了。 / 以外

7. Plan some **negative** phrases, perhaps using '不' and '没有':

High level= “一点儿都不...” / 从来 + 都 + negative /

4.8.4.2.2.2 Range of language

Level	Mark	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 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.

4.8.4.2.2.3 Accuracy

Level	Mark	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.

Reminder: AQA 125
char. mark scheme

4.8.4.2.2.1 Content

Level	Mark	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.