



MANDARIN CHINESE

0547/43

Paper 4 Writing

May/June 2019

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **14** printed pages.

Both simplified and traditional characters are accepted and should be marked in the same way.

| Question | Answer | Marks |
|------------------|--|----------|
| SECTION 1 | | |
| 1 | <p>Candidates are required to list 5 items in Chinese. Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> • Select the most correct items up to a maximum of 5 • Award 1 mark for each correct item up to a maximum of 5 • Stop ticking once 5 items have been rewarded • On Question 1 award marks for items wherever the candidate has written them • If the candidate offers more than one word per line, award a mark for each acceptable item <p>Generic mark scheme for Question 1</p> <ul style="list-style-type: none"> • <u>Mark for communication. Tolerate inaccuracies, provided the message is clear</u> • Do not award marks to words written in pinyin and English • Miswritten characters: <ul style="list-style-type: none"> (a) Look-alike test: award the mark when the character the candidate has written looks like the correct answer e.g. strokes missing or added, but character still recognisable. However, when the miswritten character creates a new character with a different meaning, the mark cannot be awarded. (b) If a prefix or suffix is missing, or a modifier word is miswritten, award a mark if meaning is still communicated, e.g. 面条: if a candidate has only written 条, it does not mean anything and a mark shouldn't be awarded. If a candidate has written 面 which contains the main meaning of the word <i>noodle</i>, the mark should be awarded. (c) If the mis-formed characters create a different meaning, e.g. 书木, no mark will be awarded (d) Candidates must communicate the meaning very clearly. If there are more than two characters in the answer, and the meaning is clearly communicated, we can tolerate the wrong characters, e.g. 中语书 | 5 |

| Question | Answer | Marks |
|----------|--|-------|
| 1 | <p>Session specific instructions for Question 1: 请用中文写出你去野餐要带的五件东西。</p> <p>Make a list in Chinese of five things you want to take to a picnic.</p> <ul style="list-style-type: none"> • Accept any reasonable items • If candidates list a single item with <i>different descriptive word/adjectives</i>, a maximum of 2 marks can be awarded • Ignore measure words • If more than 5 words have been written, award the 5 correct ones even outside of the space provided • If words are directly copied from the question, no mark will be awarded. <hr/> <p><u>The following are examples. Accept anything the candidate might want to take on a picnic.</u></p> <p>肉, 食物, 饮料, 盘子, 碗</p> <p style="text-align: right;">Total for Question 1: 5 marks</p> | 5 |

| Question | Answer | Marks |
|----------|---|-----------|
| 2 | <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10 according to the instructions in 2.1 • Language: award a mark out of 5 according to the instructions in 2.2 <p style="text-align: center;"><u>2.1: award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 2)</i></p> <div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> (i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed up to a maximum of 10 ticks. HOWEVER, each of the 5 tasks must be covered to get the 10 communication marks: (iii) <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9 (iv) <u>If 2 of the tasks</u> are missing, the maximum communication mark is 8 (and so on) (v) Add up the ticks to give a mark out of 10 for Communication (vi) For COMMUNICATION be tolerant of time-frames and minor character errors, provided the characters written are clear enough to be understood <ul style="list-style-type: none"> ○ for language, use ‘rules’ in Question 1: miswritten characters, etc. ○ incorrect word order will not usually compromise communication (vii) <u>LISTS</u> = a maximum of 3 marks for communication. LISTS最多给三分。 <ul style="list-style-type: none"> ○ 我星期一、星期二、星期三、星期四、星期五都有外语课。(3 marks) (viii) Up to 5 further marks available for additional details (ix) 我最喜欢上王老师的中文课。 Award 1 mark since it is one sentence without a comma. (x) Do not penalise factual errors (xi) What the candidate writes may not follow the order of the tasks on the question paper – this is fine <p style="text-align: right;">Total marks for Communication: 10</p> </div> | 15 |

| Question | Answer | Marks |
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| 2 | <p><u>Use of pinyin</u></p> <p>If a candidate uses pinyin in their answer, you should read the work as if the pinyin words were not there – they do not count towards the Communication mark. If the Communication requirements are still fulfilled, discounting the pinyin, the mark can be awarded. See 2.2 page 12 for Language marks.</p> <p>e.g. Question: 你喜欢吃什么</p> <p>Answer 1: 我喜欢吃 jiao子. (pinyin is used for the word 'jiao'. This is a key word in the sentence, and relates directly to the question. Therefore, no Communication mark can be awarded.) Answer 2: 我喜欢吃面bao. (pinyin is used for the word 'bao'. Ignoring this word in the sentence would not affect comprehension - it is not a key word in the sentence. The Communication mark can be awarded here.)</p> <p><u>How to award marks for extra details:</u></p> <p>An extra detail is defined as any extra detail which is related in some way to any one of the five tasks.</p> <p>Example: 星期一我有中文课, 星期二我有西班牙语课, 星期三我有拉丁语课, 星期四我上英语课。(4 Communication marks are awarded for this response)</p> <p>However, if the extra piece of information is not directly answering any of the bullet points, we only award 1 mark even if it is a list, e.g. 我学中文(1 mark), 我还学数学、化学、科学等科目 (1 mark).</p> | 15 |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|----------------------------|--------|----------|---|--|-------------------|---|---|-------------------|---|--|-------------------|---|--|---------|---|--|----------------------------|----|
| 2 | <p>Session specific instructions for Communication marks (Question 2): 你住的地方有一个植物园。请写一写： Write about a botanic garden where you live. Say:</p> <table border="1" data-bbox="328 383 1302 1030"> <thead> <tr> <th data-bbox="328 383 424 425">Tick</th> <th data-bbox="424 383 1015 425">Answer</th> <th data-bbox="1015 383 1302 425">Guidance</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 425 424 539">1</td> <td data-bbox="424 425 1015 539">植物园里有什么； What does the botanic garden have? REWARD: any relevant feature</td> <td data-bbox="1015 425 1302 539">Present timeframe</td> </tr> <tr> <td data-bbox="328 539 424 654">2</td> <td data-bbox="424 539 1015 654">谁常常去那里； Who goes there often? REWARD: any suitable answer</td> <td data-bbox="1015 539 1302 654">Present timeframe</td> </tr> <tr> <td data-bbox="328 654 424 768">3</td> <td data-bbox="424 654 1015 768">在那里，你最喜欢做什么； What do you most like doing there? REWARD: any activities</td> <td data-bbox="1015 654 1302 768">Present timeframe</td> </tr> <tr> <td data-bbox="328 768 424 916">4</td> <td data-bbox="424 768 1015 916">Task: 那里的工作人员怎么样； What are the staff like there? REWARD: any opinions or description</td> <td data-bbox="1015 768 1302 916">Opinion</td> </tr> <tr> <td data-bbox="328 916 424 1030">5</td> <td data-bbox="424 916 1015 1030">Task: 你想再去那里吗； 为什么。 Would you like to go there again? Why? REWARD: any relevant answer</td> <td data-bbox="1015 916 1302 1030">Future time frame, opinion</td> </tr> </tbody> </table> | Tick | Answer | Guidance | 1 | 植物园里有什么； What does the botanic garden have? REWARD: any relevant feature | Present timeframe | 2 | 谁常常去那里； Who goes there often? REWARD: any suitable answer | Present timeframe | 3 | 在那里，你最喜欢做什么； What do you most like doing there? REWARD: any activities | Present timeframe | 4 | Task: 那里的工作人员怎么样； What are the staff like there? REWARD: any opinions or description | Opinion | 5 | Task: 你想再去那里吗； 为什么。 Would you like to go there again? Why? REWARD: any relevant answer | Future time frame, opinion | 15 |
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|----------|---|-------|--|---|---|---|--|---|---|---|--|---|-------------------------------|----|
| 2 | <p><u>2.2: award a mark out of 5 for Accuracy of Language</u></p> <p>Generic mark scheme for Language (Question 2): If some characters are written incorrectly without hindering communication, candidates should not be penalised in the Language mark.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> Award a mark out of 5 for Language according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)): <p style="text-align: center;">Grade descriptors for Language (Question 2)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; width: 5%;">5</td> <td>Highly accurate in the use of simpler structures, with occasional minor slips.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Accurate in the use of simpler structures, except for occasional more serious errors/more frequent slips.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Generally accurate, but with increased incidence of more serious errors.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Substantially inaccurate, despite several examples of accurate usage.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Substantially inaccurate, with only isolated examples of accurate usage.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No examples of accurate usage</td> </tr> </tbody> </table> <p style="text-align: right;">[Total marks for Language: 5]</p> <p style="text-align: right;">[Total for Question 2: 15 marks]</p> </div> | 5 | Highly accurate in the use of simpler structures, with occasional minor slips. | 4 | Accurate in the use of simpler structures, except for occasional more serious errors/more frequent slips. | 3 | Generally accurate, but with increased incidence of more serious errors. | 2 | Substantially inaccurate, despite several examples of accurate usage. | 1 | Substantially inaccurate, with only isolated examples of accurate usage. | 0 | No examples of accurate usage | 15 |
| 5 | Highly accurate in the use of simpler structures, with occasional minor slips. | | | | | | | | | | | | | |
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| 2 | Substantially inaccurate, despite several examples of accurate usage. | | | | | | | | | | | | | |
| 1 | Substantially inaccurate, with only isolated examples of accurate usage. | | | | | | | | | | | | | |
| 0 | No examples of accurate usage | | | | | | | | | | | | | |
| | <p><u>Very short answers</u> If a response is under 40 characters long, a maximum of 4 marks for Language can be awarded.</p> <p><u>Pinyin</u></p> <p>The volume of pinyin in the answer should be considered when awarding the Language mark. If pinyin is used extensively, it is no longer genuinely a piece of Chinese writing.</p> <p>Occasional use of pinyin will not affect marking for Language, but for essays written predominantly in pinyin (i.e. more pinyin than characters) this must be taken into account in the Language mark.</p> | | | | | | | | | | | | | |

| Question | Answer | Marks |
|----------|---|-----------|
| 3 | <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 5 according to the instructions in 3.1 • Language: <ul style="list-style-type: none"> • award a mark out of 5 for Accuracy of Characters according to the instructions in 3.2 • award a mark out of 10 for Accuracy of Grammar and Structures according to the instructions in 3.3 • award an Impression mark out of 5 according to the instructions in 3.4 <p style="text-align: center;"><u>3.1 – award a mark out of 5 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 3):</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 1 mark.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place 1 of these ticks as close as possible to each relevant communication point</p> <p>(iii) Add up the ticks to give a mark out of 5 for Communication</p> <p style="text-align: right;">[Total marks for Communication: 5]</p> </div> | 25 |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|-------|--------|------|---|---|-----|---|---|-----|---|--|-----|---|--|-----|---|---|-----|----|
| 3 | <p data-bbox="316 241 1294 280">Session specific instructions for Communication marks (Question 3):</p> <p data-bbox="316 344 517 383">Question 3(a):</p> <p data-bbox="316 383 1182 416">你最近去旅行了，你对旅馆不满意。请给奶奶写一封信。信里说说：</p> <p data-bbox="316 416 1262 483">You recently went on a trip. You were not satisfied with the hotel. Please write a letter to your grandma and in it say:</p> <table border="1" data-bbox="336 517 1294 1339"> <thead> <tr> <th data-bbox="336 517 437 560">Tick</th> <th data-bbox="437 517 1179 560">Accept</th> <th data-bbox="1179 517 1294 560">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 560 437 719">1</td> <td data-bbox="437 560 1179 719"> 你和谁一起去的； With whom you went on the trip; REWARD: anyone </td> <td data-bbox="1179 560 1294 719">[1]</td> </tr> <tr> <td data-bbox="336 719 437 878">2</td> <td data-bbox="437 719 1179 878"> 你们在旅馆住了多长时间； How long you stayed at the hotel; REWARD: any duration </td> <td data-bbox="1179 719 1294 878">[1]</td> </tr> <tr> <td data-bbox="336 878 437 1001">3</td> <td data-bbox="437 878 1179 1001"> 你觉得早餐怎么样； What you thought of the breakfast; REWARD: any opinion </td> <td data-bbox="1179 878 1294 1001">[1]</td> </tr> <tr> <td data-bbox="336 1001 437 1153">4</td> <td data-bbox="437 1001 1179 1153"> 你为什么对旅馆不满意； Why you were not happy with the hotel; REWARD: any relevant answer </td> <td data-bbox="1179 1001 1294 1153">[1]</td> </tr> <tr> <td data-bbox="336 1153 437 1339">5</td> <td data-bbox="437 1153 1179 1339"> 下次旅行你想去哪里。 Next time you travel, where you want to go. REWARD: any time in future timeframe or a future time phrase </td> <td data-bbox="1179 1153 1294 1339">[1]</td> </tr> </tbody> </table> | Tick | Accept | Mark | 1 | 你和谁一起去的； With whom you went on the trip; REWARD: anyone | [1] | 2 | 你们在旅馆住了多长时间； How long you stayed at the hotel; REWARD: any duration | [1] | 3 | 你觉得早餐怎么样； What you thought of the breakfast; REWARD: any opinion | [1] | 4 | 你为什么对旅馆不满意； Why you were not happy with the hotel; REWARD: any relevant answer | [1] | 5 | 下次旅行你想去哪里。 Next time you travel, where you want to go. REWARD: any time in future timeframe or a future time phrase | [1] | 25 |
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| 3 | <p>Question 3(b): 《学校周报》想了解一下大家对新的课外活动的看法。请给报社写一篇文章，谈一谈：</p> <p>The Weekly School News wants to know what everyone thinks of the new extra-curricular activities. Please write an article for the newspaper, discussing</p> <table border="1" data-bbox="347 528 1284 1144"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>你以前参加过什么课外活动； What activity you participated in before; Allow any activity, past timeframe</td> <td>[1]</td> </tr> <tr> <td>2</td> <td>学校有什么新的课外活动； What the new activities in the school are; Allow any activities, present timeframe</td> <td>[1]</td> </tr> <tr> <td>3</td> <td>这些活动是从什么时候开始的； When these activities started; Allow any relevant answer, past timeframe</td> <td>[1]</td> </tr> <tr> <td>4</td> <td>这些活动对学生有什么好处 What benefit do these activities have for students Allow any opinion</td> <td>[1]</td> </tr> <tr> <td>5</td> <td>你觉得这些活动怎么样。 What your opinion of the new activities is. Allow any opinion</td> <td>[1]</td> </tr> </tbody> </table> | Tick | Accept | Mark | 1 | 你以前参加过什么课外活动； What activity you participated in before; Allow any activity, past timeframe | [1] | 2 | 学校有什么新的课外活动； What the new activities in the school are; Allow any activities, present timeframe | [1] | 3 | 这些活动是从什么时候开始的； When these activities started; Allow any relevant answer, past timeframe | [1] | 4 | 这些活动对学生有什么好处 What benefit do these activities have for students Allow any opinion | [1] | 5 | 你觉得这些活动怎么样。 What your opinion of the new activities is. Allow any opinion | [1] | 25 |
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| | <p>Question 3(c): 你到一个朋友家参加派对，但是发现那里没有人： You went to a friend's house for a party but discover no one is there.</p> <table border="1" data-bbox="328 1319 1303 1966"> <thead> <tr> <th>Tick</th> <th>Accept</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>你是什么时候到的； When you arrived Allow any relevant answer</td> <td>[1]</td> </tr> <tr> <td>2</td> <td>这是什么派对； What the party was for Allow any relevant answer</td> <td>[1]</td> </tr> <tr> <td>3</td> <td>他 / 她为什么不在家 Why he/she is not at home Allow any reason or justification</td> <td>[1]</td> </tr> <tr> <td>4</td> <td>你打算怎么找到他 / 她 How you are going to find him/her; Allow any relevant answer</td> <td>[1]</td> </tr> <tr> <td>5</td> <td>后来发生了什么事； What happened next. Allow any sequence of events/explanation expressed in past timeframe</td> <td>[1]</td> </tr> </tbody> </table> | Tick | Accept | Mark | 1 | 你是什么时候到的； When you arrived Allow any relevant answer | [1] | 2 | 这是什么派对； What the party was for Allow any relevant answer | [1] | 3 | 他 / 她为什么不在家 Why he/she is not at home Allow any reason or justification | [1] | 4 | 你打算怎么找到他 / 她 How you are going to find him/her; Allow any relevant answer | [1] | 5 | 后来发生了什么事； What happened next. Allow any sequence of events/explanation expressed in past timeframe | [1] | |
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| Question | Answer | Marks | | | | | | | | | | | | |
|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----|
| 3 | <p data-bbox="432 248 1198 282"><u>3.2 – award a mark out of 5 for Accuracy of Characters</u></p> <p data-bbox="317 315 1203 349"><i>Generic mark scheme for Accuracy of Characters (Question 3):</i></p> <div data-bbox="325 383 1310 1072" style="border: 1px solid black; padding: 10px;"> <ul data-bbox="341 405 1262 465" style="list-style-type: none"> • Award a mark out of 5 for Accuracy of Characters according to the Grade descriptors in the table below: <p data-bbox="405 501 1230 535">Grade descriptors for Accuracy of Characters (Question 3)</p> <table border="1" data-bbox="376 568 1257 992"> <tbody> <tr> <td data-bbox="376 568 448 678">5</td> <td data-bbox="448 568 1257 678">Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.</td> </tr> <tr> <td data-bbox="376 678 448 752">4</td> <td data-bbox="448 678 1257 752">A good range of characters attempted with easy and moderately easy characters correctly written.</td> </tr> <tr> <td data-bbox="376 752 448 828">3</td> <td data-bbox="448 752 1257 828">Limited range, but with most easy characters correctly written (or a wide range with a lot of errors).</td> </tr> <tr> <td data-bbox="376 828 448 871">2</td> <td data-bbox="448 828 1257 871">A number of examples of easy characters correctly written.</td> </tr> <tr> <td data-bbox="376 871 448 947">1</td> <td data-bbox="448 871 1257 947">Substantially inaccurate, with only isolated examples of correctly written characters.</td> </tr> <tr> <td data-bbox="376 947 448 992">0</td> <td data-bbox="448 947 1257 992">No examples of correctly written characters.</td> </tr> </tbody> </table> <p data-bbox="687 1025 1294 1059" style="text-align: right;">[Total marks for Accuracy of Characters: 5]</p> </div> | 5 | Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips. | 4 | A good range of characters attempted with easy and moderately easy characters correctly written. | 3 | Limited range, but with most easy characters correctly written (or a wide range with a lot of errors). | 2 | A number of examples of easy characters correctly written. | 1 | Substantially inaccurate, with only isolated examples of correctly written characters. | 0 | No examples of correctly written characters. | 25 |
| 5 | Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips. | | | | | | | | | | | | | |
| 4 | A good range of characters attempted with easy and moderately easy characters correctly written. | | | | | | | | | | | | | |
| 3 | Limited range, but with most easy characters correctly written (or a wide range with a lot of errors). | | | | | | | | | | | | | |
| 2 | A number of examples of easy characters correctly written. | | | | | | | | | | | | | |
| 1 | Substantially inaccurate, with only isolated examples of correctly written characters. | | | | | | | | | | | | | |
| 0 | No examples of correctly written characters. | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|-------------|--|-------------|--|------------|---|------------|---|------------|---|------------|--|----------|--------------------------------|----|
| 3 | <p><u>3.3 – award a mark out of 10 for Accuracy of Grammar and Structures</u></p> <p><i>Generic mark scheme for Accuracy of Grammar and Structures (Question 3):</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • Award a mark out of 10 for Accuracy of Grammar and Structures according to the Grade descriptors in the table below: <p style="text-align: center;">Grade descriptors for Accuracy of Grammar and Structures (Question 3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; width: 10%;">10/9</td> <td>Highly accurate including use of more complex structures, but with occasional minor slips.</td> </tr> <tr> <td style="text-align: center;">8/7</td> <td>A little more ambitious than the 5/6 band. Accurate in the use of simple structures, except for occasional more serious errors/more frequent slips.</td> </tr> <tr> <td style="text-align: center;">6/5</td> <td>Limited in range, but displays some control of simple structures.</td> </tr> <tr> <td style="text-align: center;">4/3</td> <td>Inconsistent, but a number of examples of accurate usage.</td> </tr> <tr> <td style="text-align: center;">2/1</td> <td>Substantially inaccurate, with only isolated examples of accurate usage.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No examples of accurate usage.</td> </tr> </tbody> </table> <p style="text-align: center;">[Total marks for Accuracy of Grammar and Structures: 10]</p> </div> | 10/9 | Highly accurate including use of more complex structures, but with occasional minor slips. | 8/7 | A little more ambitious than the 5/6 band. Accurate in the use of simple structures, except for occasional more serious errors/more frequent slips. | 6/5 | Limited in range, but displays some control of simple structures. | 4/3 | Inconsistent, but a number of examples of accurate usage. | 2/1 | Substantially inaccurate, with only isolated examples of accurate usage. | 0 | No examples of accurate usage. | 25 |
| 10/9 | Highly accurate including use of more complex structures, but with occasional minor slips. | | | | | | | | | | | | | |
| 8/7 | A little more ambitious than the 5/6 band. Accurate in the use of simple structures, except for occasional more serious errors/more frequent slips. | | | | | | | | | | | | | |
| 6/5 | Limited in range, but displays some control of simple structures. | | | | | | | | | | | | | |
| 4/3 | Inconsistent, but a number of examples of accurate usage. | | | | | | | | | | | | | |
| 2/1 | Substantially inaccurate, with only isolated examples of accurate usage. | | | | | | | | | | | | | |
| 0 | No examples of accurate usage. | | | | | | | | | | | | | |
| | <p><u>How to deal with short essays</u></p> <p>If the candidate has written less than half the suggested number of characters (75 or less), a maximum of 3 marks can be awarded for Accuracy of Characters and 5 marks for Grammar/Structures. An essay of 75-100 characters can be awarded a maximum of 4 marks for Accuracy of characters and 7 for Grammar/Structures.</p> <p>For a letter, the addressee and ending greeting are not included in the word count.</p> <p><u>Pinyin</u></p> <p>The volume of pinyin in the answer should be considered when awarding the Language mark. If pinyin is used extensively, it is no longer genuinely a piece of Chinese writing. Occasional use of pinyin will not affect marking for Language, but for essays written predominantly in pinyin (i.e. more pinyin than characters) this must be taken into account in the Language mark.</p> | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|----|---|----|---|----|---|----|---|----|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----------|
| 3 | <p style="text-align: center;"><u>3.4 – award a mark out of 5 for Impression</u></p> <p style="text-align: center;">Award a mark out of 5 for Impression according to the conversion table below.</p> <p style="text-align: center;">Conversion Table for Impression (Question 3)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="443 533 826 629">Mark out of 15 (for Accuracy of Language)</th> <th data-bbox="826 533 1187 629">Pro rata (General Impression) Max 5</th> </tr> </thead> <tbody> <tr><td>15</td><td>5</td></tr> <tr><td>14</td><td>5</td></tr> <tr><td>13</td><td>4</td></tr> <tr><td>12</td><td>4</td></tr> <tr><td>11</td><td>4</td></tr> <tr><td>10</td><td>3</td></tr> <tr><td>9</td><td>3</td></tr> <tr><td>8</td><td>2</td></tr> <tr><td>7</td><td>2</td></tr> <tr><td>6</td><td>2</td></tr> <tr><td>5</td><td>1</td></tr> <tr><td>4</td><td>1</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>1</td><td>0</td></tr> <tr><td>0</td><td>0</td></tr> </tbody> </table> <p style="text-align: right;">[Total mark for Impression: 5]</p> <p style="text-align: right;">[Total for Question 3: 25 marks]</p> | Mark out of 15 (for Accuracy of Language) | Pro rata (General Impression) Max 5 | 15 | 5 | 14 | 5 | 13 | 4 | 12 | 4 | 11 | 4 | 10 | 3 | 9 | 3 | 8 | 2 | 7 | 2 | 6 | 2 | 5 | 1 | 4 | 1 | 3 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 25 |
| Mark out of 15 (for Accuracy of Language) | Pro rata (General Impression) Max 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example when marking Question 3, you may, find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, you should use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), then you will award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), then you would award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.