



MANDARIN CHINESE

0547/42

Paper 4 Writing

May/June 2018

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.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **19** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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

SECTION 1

Question	Answer	Marks
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> <p>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> <hr/> <p>Generic mark scheme for Question 1</p> <p><u>Mark for communication. Tolerate inaccuracies, provided the message is clear</u> Do not award marks to words written in pinyin and English If you suspect a word is used in another region e.g. 手巾、手信, please check with the team leader or award BOD Miswritten characters:</p> <p>(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.</p> <p>(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.</p> <p>(c) If the mis-formed characters create a different meaning, e.g. 书木, no mark will be awarded</p> <p>(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</p>	5

Question	Answer	Marks
1	<p><i>Session specific instructions for Question 1: Make a list in Chinese of 5 things you might take to school . (请用中文写出你可能带到学校的五种东西)</i></p> <p>If there are five clearly acceptable items, food & drink, clothes, daily used items, toys, books award marks wherever these are in the list.</p> <p>If candidates list a single item with <i>different descriptive word/adjectives</i>, a maximum of 2 marks can be awarded, e.g. 蓝衣服、大衣服、小衣服 <i>award 2 marks</i></p> <p>Ignore measure words and the verb 带 (already in the rubric)</p> <p>If more than 5 words have been written, award the 5 correct ones even outside of the space provided</p> <p>If words are directly copied from the question e.g. 东西, no mark will be awarded</p>	

Question	Answer		Marks
1	<u>The following are examples. Accept anything the candidate might take to school</u>		
ACCEPT		REFUSE	
食物	篮球	人	
饮料	体育衣	喝水	
书		火	
玩具		木	
水		校车	
果汁		飞机 and any other public transport	
水果		手机	
毛巾		工课	
鞋		课体	
包		本书	
电脑		书句	
手机		书抱	
皮带		铅毛	
大衣		人	
毛衣		喝水	
牙刷		火	
纸		木	
Total for Question 1: 5 marks			

Question	Answer	Marks
Question 2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p>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>	

Question	Answer	Marks
2	<p><u>2.1: award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 2)</i></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point</p> <p>(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:</p> <p>(iii) <u>If 1 of the tasks</u> is missing, the maximum communication mark is 9</p> <p>(iv) <u>If 2 of the tasks</u> are missing, the maximum communication mark is 8 (and so on)</p> <p>(v) Add up the ticks to give a mark out of 10 for Communication</p> <p>(vi) For COMMUNICATION be tolerant of time-frames and minor character errors, provided the characters written are clear enough to be understood for language, use ‘rules’ in Question 1: miswritten characters, etc. incorrect word order will not usually compromise communication</p> <p>(vii) <u>LISTS</u> = a maximum of 3 marks for communication. LISTS 最多给三分。 动物园里有猫、狗、鱼和鸟。(3 marks) 咖啡馆很大, 很好, 有很多吃的, 我喜欢那里。We award 4 marks.</p> <p>(viii) Up to 5 further marks available for additional details</p> <p>(ix) 我们坐公共汽车五分钟就到动物园了。Award 1 mark since it is one sentence without a comma.</p> <p>(x) Do not penalise factual errors</p> <p>(xi) What the candidate writes may not follow the order of the tasks on the question paper – this is fine</p> <p style="text-align: right;">Total marks for Communication: 10</p>	15

Question	Answer	Marks
2	<p>Use of pinyin 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: 咖啡馆很大, 很好, 有很多吃的, 我喜欢那里。 (4 Communication marks are awarded for this response)</p> <p>In the above example:</p> <ul style="list-style-type: none"> Award 1 tick for 咖啡馆很大 as this is a generic statement which addresses the requirements of task 4 Award 1 tick for 很好 as this is an extra detail which is relevant to task 4 Award 1 tick for 有很多吃的 as this is an extra detail which is relevant to task 4 Award 1 tick for 我喜欢那里 as this is an extra detail which is relevant to task 4 <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. 我早上八点跟家人去(1 mark), 我的家人有爸爸、妈妈、哥哥、弟弟 (1 mark).</p>	

Question	Answer		Marks																		
2	<p>Session specific instructions for Communication marks (Question 2): Write about a zoo near your house.</p> <p>你家附近有一个动物园。请写一写</p> <table border="1" data-bbox="344 389 1928 1074"> <thead> <tr> <th data-bbox="344 389 456 440">Tick</th> <th data-bbox="456 389 1193 440">Accept</th> <th data-bbox="1193 389 1928 440">Refuse</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 440 456 564">1</td> <td data-bbox="456 440 1193 564"> 动物园几点开门; What time does the zoo open? REWARD: any time of the day (x 点) </td> <td data-bbox="1193 440 1928 564">星期一</td> </tr> <tr> <td data-bbox="344 564 456 655">2</td> <td data-bbox="456 564 1193 655"> 你怎么去动物园; How do you go to the zoo? REWARD: any way of getting there </td> <td data-bbox="1193 564 1928 655"></td> </tr> <tr> <td data-bbox="344 655 456 855">3</td> <td data-bbox="456 655 1193 855"> 那里有什么动物; What animals are there? REWARD: any kind of animal REWARD: 有各种各样的动物(1 mark); 鸡 (1 mark)、 鸭 (1 mark)、鱼 (1 mark) REWARD: any opinions or description </td> <td data-bbox="1193 655 1928 855"></td> </tr> <tr> <td data-bbox="344 855 456 911">4</td> <td data-bbox="456 855 1193 911"> 那里的咖啡馆怎么样; What is the café like in there? </td> <td data-bbox="1193 855 1928 911"></td> </tr> <tr> <td data-bbox="344 911 456 1074">5</td> <td data-bbox="456 911 1193 1074"> 下次你想跟谁一起去动物园。 Whom would you like to go there with next time? Candidates must refer to a future timeframe, 想 or 明天 or 计划...etc. </td> <td data-bbox="1193 911 1928 1074"></td> </tr> </tbody> </table>		Tick	Accept	Refuse	1	动物园几点开门; What time does the zoo open? REWARD: any time of the day (x 点)	星期一	2	你怎么去动物园; How do you go to the zoo? REWARD: any way of getting there		3	那里有什么动物; What animals are there? REWARD: any kind of animal REWARD: 有各种各样的动物(1 mark); 鸡 (1 mark)、 鸭 (1 mark)、鱼 (1 mark) REWARD: any opinions or description		4	那里的咖啡馆怎么样; What is the café like in there?		5	下次你想跟谁一起去动物园。 Whom would you like to go there with next time? Candidates must refer to a future timeframe, 想 or 明天 or 计划...etc.		
Tick	Accept	Refuse																			
1	动物园几点开门; What time does the zoo open? REWARD: any time of the day (x 点)	星期一																			
2	你怎么去动物园; How do you go to the zoo? REWARD: any way of getting there																				
3	那里有什么动物; What animals are there? REWARD: any kind of animal REWARD: 有各种各样的动物(1 mark); 鸡 (1 mark)、 鸭 (1 mark)、鱼 (1 mark) REWARD: any opinions or description																				
4	那里的咖啡馆怎么样; What is the café like in there?																				
5	下次你想跟谁一起去动物园。 Whom would you like to go there with next time? Candidates must refer to a future timeframe, 想 or 明天 or 计划...etc.																				

Question	Answer	Marks												
2	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see Note on using mark schemes with Grade descriptors (last page of mark scheme)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="344 453 1928 1027"> <tbody> <tr> <td data-bbox="344 453 497 604">5</td> <td data-bbox="497 453 1928 604">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="344 604 497 722">4</td> <td data-bbox="497 604 1928 722">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="344 722 497 841">3</td> <td data-bbox="497 722 1928 841">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="344 841 497 927">2</td> <td data-bbox="497 841 1928 927">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 927 497 975">1</td> <td data-bbox="497 927 1928 975">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="344 975 497 1027">0</td> <td data-bbox="497 975 1928 1027">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p data-bbox="322 1066 1137 1098">*Consider the whole answer when awarding mark for language</p> <p data-bbox="1458 1134 1955 1230" style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.													
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.													
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.													
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.													
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.													
0	One or two disjointed words or short phrases may be recognisable.													

PUBLISHED**SECTION 2**

Question	Answer	Marks
Question 3	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <p>Communication: award a mark out of 5 according to the instructions in 3.1</p> <p>Language: 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> <p><u>3.1 – award a mark out of 5 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 3):</i></p> <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>	

Question	Answer	Marks																		
3(a)	<p>Session specific instructions for Communication marks (Question 3):</p> <p>Question 3(a):</p> <p>你最近收到了一个礼物。 You have received a gift.</p> <table border="1" data-bbox="344 427 1928 1134"> <thead> <tr> <th data-bbox="344 427 459 478">Tick</th> <th data-bbox="459 427 1816 478">Accept</th> <th data-bbox="1816 427 1928 478">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 478 459 600">1</td> <td data-bbox="459 478 1816 600">你收到了什么礼物; What gift did you receive? Allow anything</td> <td data-bbox="1816 478 1928 600">[1]</td> </tr> <tr> <td data-bbox="344 600 459 721">2</td> <td data-bbox="459 600 1816 721">这个礼物是谁送给你的; Who sent it to you? Allow anyone</td> <td data-bbox="1816 600 1928 721">[1]</td> </tr> <tr> <td data-bbox="344 721 459 887">3</td> <td data-bbox="459 721 1816 887">你跟他/她的关系怎么样; How well do you get along with him/her? There needs to be an adjective, descriptive phrase, or 喜欢/爱 to describe how the relationship is; otherwise no marks are awarded. For example, 他是我的老师 is not awarded.</td> <td data-bbox="1816 721 1928 887">[1]</td> </tr> <tr> <td data-bbox="344 887 459 1008">4</td> <td data-bbox="459 887 1816 1008">他/她为什么送礼物给你; Why did he/she send the gift to you? REWARD: any reason</td> <td data-bbox="1816 887 1928 1008">[1]</td> </tr> <tr> <td data-bbox="344 1008 459 1134">5</td> <td data-bbox="459 1008 1816 1134">收到礼物后, 你打算做什么 What are you going to do after receiving the gift? REWARD: Any action with a future timeframe</td> <td data-bbox="1816 1008 1928 1134">[1]</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	你收到了什么礼物; What gift did you receive? Allow anything	[1]	2	这个礼物是谁送给你的; Who sent it to you? Allow anyone	[1]	3	你跟他/她的关系怎么样; How well do you get along with him/her? There needs to be an adjective, descriptive phrase, or 喜欢/爱 to describe how the relationship is; otherwise no marks are awarded. For example, 他是我的老师 is not awarded.	[1]	4	他/她为什么送礼物给你; Why did he/she send the gift to you? REWARD: any reason	[1]	5	收到礼物后, 你打算做什么 What are you going to do after receiving the gift? REWARD: Any action with a future timeframe	[1]	5
Tick	Accept	Mark																		
1	你收到了什么礼物; What gift did you receive? Allow anything	[1]																		
2	这个礼物是谁送给你的; Who sent it to you? Allow anyone	[1]																		
3	你跟他/她的关系怎么样; How well do you get along with him/her? There needs to be an adjective, descriptive phrase, or 喜欢/爱 to describe how the relationship is; otherwise no marks are awarded. For example, 他是我的老师 is not awarded.	[1]																		
4	他/她为什么送礼物给你; Why did he/she send the gift to you? REWARD: any reason	[1]																		
5	收到礼物后, 你打算做什么 What are you going to do after receiving the gift? REWARD: Any action with a future timeframe	[1]																		

Question	Answer	Marks																		
3(b)	<p>Question 3(b): 《中学生杂志》了解一下学生对上网学习的看法。请给杂志写一篇文章，说一说： “Middle School Magazine” wants to know the students’ view on online learning. Please write an article to the magazine about:</p> <table border="1" data-bbox="344 355 1928 1018"> <thead> <tr> <th data-bbox="344 355 459 405">Tick</th> <th data-bbox="459 355 1816 405">Accept</th> <th data-bbox="1816 355 1928 405">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 405 459 528">1</td> <td data-bbox="459 405 1816 528">你上网学过什么; What have you learnt online? Allow anything</td> <td data-bbox="1816 405 1928 528">[1]</td> </tr> <tr> <td data-bbox="344 528 459 651">2</td> <td data-bbox="459 528 1816 651">你每次学多长时间; How long did you learn for each time (you went online)? Allow any length of time, past or present timeframe</td> <td data-bbox="1816 528 1928 651">[1]</td> </tr> <tr> <td data-bbox="344 651 459 774">3</td> <td data-bbox="459 651 1816 774">上网学习有什么好处/坏处; What is an advantage <u>or</u> a disadvantage of online learning? Allow any opinion or justification</td> <td data-bbox="1816 651 1928 774">[1]</td> </tr> <tr> <td data-bbox="344 774 459 896">4</td> <td data-bbox="459 774 1816 896">你打算上网学习什么新的东西吗? What new things are you going to learn online? Allow anything</td> <td data-bbox="1816 774 1928 896">[1]</td> </tr> <tr> <td data-bbox="344 896 459 1018">5</td> <td data-bbox="459 896 1816 1018">为什么 Why? Allow any reason</td> <td data-bbox="1816 896 1928 1018">[1]</td> </tr> </tbody> </table>	Tick	Accept	Mark	1	你上网学过什么; What have you learnt online? Allow anything	[1]	2	你每次学多长时间; How long did you learn for each time (you went online)? Allow any length of time, past or present timeframe	[1]	3	上网学习有什么好处/坏处; What is an advantage <u>or</u> a disadvantage of online learning? Allow any opinion or justification	[1]	4	你打算上网学习什么新的东西吗? What new things are you going to learn online? Allow anything	[1]	5	为什么 Why? Allow any reason	[1]	5
Tick	Accept	Mark																		
1	你上网学过什么; What have you learnt online? Allow anything	[1]																		
2	你每次学多长时间; How long did you learn for each time (you went online)? Allow any length of time, past or present timeframe	[1]																		
3	上网学习有什么好处/坏处; What is an advantage <u>or</u> a disadvantage of online learning? Allow any opinion or justification	[1]																		
4	你打算上网学习什么新的东西吗? What new things are you going to learn online? Allow anything	[1]																		
5	为什么 Why? Allow any reason	[1]																		

Question	Answer		Marks
3(c)	<p>Question 3(c): 你上个星期日在飞机场，忽然听到有人叫你。 You were at an airport last Sunday. Suddenly you heard someone calling you.</p>		5
Tick	Accept	Mark	
1	谁叫你; Who was calling you? Allow anyone	[1]	
2	你在做什么 ; What were you doing? Allow any action around the time (immediately before or after) you were called	[1]	
3	他/她为什么叫你; Why was he/she calling you? Allow any reason	[1]	
4	你觉得他/她怎么样; What did you think about him/her? Allow any opinion or description	[1]	
5	后来发生了什么事。 What happened afterwards? Allow any sequence of events expressed in past timeframe	[1]	

Question	Answer	Marks												
3	<p><u>3.2 – award a mark out of 5 for Accuracy of Characters</u></p> <p><i>Generic mark scheme for Accuracy of Characters (Question 3):</i></p> <p>Award a mark out of 5 for Accuracy of Characters according to the Grade descriptors in the table below:</p> <p style="text-align: center;">Grade descriptors for Accuracy of Characters (Question 3)</p> <table border="1" data-bbox="344 488 1928 826"> <tbody> <tr> <td data-bbox="344 488 497 571">5</td> <td data-bbox="497 488 1928 571">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="344 571 497 624">4</td> <td data-bbox="497 571 1928 624">A good range of characters attempted with easy and moderately easy characters correctly written.</td> </tr> <tr> <td data-bbox="344 624 497 676">3</td> <td data-bbox="497 624 1928 676">Limited range, but with most easy characters correctly written (or a wide range with a lot of errors).</td> </tr> <tr> <td data-bbox="344 676 497 729">2</td> <td data-bbox="497 676 1928 729">A number of examples of easy characters correctly written.</td> </tr> <tr> <td data-bbox="344 729 497 782">1</td> <td data-bbox="497 729 1928 782">Substantially inaccurate, with only isolated examples of correctly written characters.</td> </tr> <tr> <td data-bbox="344 782 497 826">0</td> <td data-bbox="497 782 1928 826">No examples of correctly written characters.</td> </tr> </tbody> </table> <p style="text-align: right;">Total marks for Accuracy of Characters: 5</p>	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.	
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> <p>Award a mark out of 10 for Accuracy of Grammar and Structures according to the Grade descriptors in the table below:</p> <p style="text-align: center;">Grade descriptors for Accuracy of Grammar and Structures (Question 3)</p> <table border="1" data-bbox="344 488 1928 826"> <tbody> <tr> <td style="text-align: center;">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: right;">Total marks for Accuracy of Grammar and Structures: 10</p>	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.	
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 data-bbox="320 217 909 248"><u>3.4 – award a mark out of 5 for Impression</u></p> <p data-bbox="320 284 1330 316">Award a mark out of 5 for Impression according to the conversion table below.</p> <p data-bbox="819 351 1458 383" style="text-align: center;">Conversion Table for Impression (Question 3)</p> <table border="1" data-bbox="344 416 1928 1310" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="344 416 1137 504" style="text-align: center;">Mark out of 15 (for Accuracy of Language)</th> <th data-bbox="1137 416 1928 504" style="text-align: center;">Pro rata (General Impression) Max 5</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">15</td><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">14</td><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">13</td><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">12</td><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">11</td><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">10</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">9</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">8</td><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">7</td><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> </tbody> </table> <p data-bbox="1529 1350 1951 1414" style="text-align: right;">Total mark for Impression: 5 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	
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.