

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
**International General Certificate of Secondary Education**

**MARK SCHEME FOR the June 2004 question papers**

**0547 Foreign Language Mandarin Chinese**

|               |  |
|---------------|--|
| <b>0547/2</b> | Paper 2 Reading and Directed Writing, maximum raw mark 65  |
| <b>0547/3</b> | Paper 3 Speaking, maximum raw mark 100                     |
| <b>0547/4</b> | Paper 4 Continuous Writing (Extended), maximum raw mark 50 |

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced (A) and Advanced Subsidiary (AS) Level syllabuses.



**Grade thresholds** taken for Syllabus 0547 (IGCSE Foreign Language Mandarin Chinese) in the examination

|             | maximum mark available | minimum mark required for grade: |    |    |    |
|-------------|------------------------|----------------------------------|----|----|----|
|             |                        | A                                | C  | E  | F  |
| Component 2 | 65                     | 48                               | 30 | 20 | 15 |
| Component 3 | 100                    | 80                               | 60 | 40 | 30 |
| Component 4 | 50                     | 38                               | 23 | 13 | 8  |

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
The threshold for D is set halfway between those for Grades C and E.  
The threshold for G is set as many marks below the F threshold as the E threshold is above it.  
Grade A\* does not exist at the level of an individual component.

**June 2004**

**INTERNATIONAL GCSE**

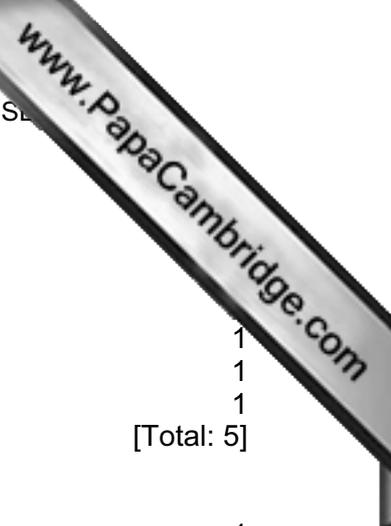
**MARK SCHEME**

**MAXIMUM MARK: 65**

**SYLLABUS/COMPONENT: 0547/2**

**Foreign Language Mandarin Chinese  
(Reading and Directed Writing)**





**Section 1**

**Questions 1-5**

|   |   |            |
|---|---|------------|
| 1 | A | 1          |
| 2 | C | 1          |
| 3 | B | 1          |
| 4 | A | 1          |
| 5 | D | 1          |
|   |   | [Total: 5] |

**Questions 6-8**

|   |   |            |
|---|---|------------|
| 6 | F | 1          |
| 7 | T | 2          |
| 8 | F | 2          |
|   |   | [Total: 5] |

**Questions 9-11**

|    |   |            |
|----|---|------------|
| 9  | A | 1          |
| 10 | B | 2          |
| 11 | C | 2          |
|    |   | [Total: 5] |

**Question 12**

**3 marks for communication**

- where you are going 1
- 2 separate things you will do 1+1

**2 marks for appropriateness of language**

|   |   |
|---|---|
| 2 | For the award of 2 marks, verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions, wrong genders, etc) are tolerated. |
| 1 | There is some appropriate usage to reward.  |
| 0 | There are no examples of appropriate usage to reward.<br>N.B: Where 0 marks were awarded for communication, 0 marks are awarded for language.           |

[Total: 5]

## Section 2

## Questions 13-20

- 13 哥哥 or 小李的哥哥 [1]
- 14 热 [1]
- 15 网球赛 [1]
- 16 外国菜 [1]
- 17 (i) 发高烧 [1]  
(ii) 肚子疼 [1]
- 18 四川 [1]
- 19 (i) 去茶馆 [1]  
(ii) 听故事 [1]
- 20 有英语考试 [1]

[Total: 10]

## Question 21

**Communication marks:** 10 marks are awarded for communication. 1 mark is awarded for each item of relevant information communicated. Candidates who have not completed all of the tasks stipulated in the rubric cannot score full communication marks

**Accuracy marks:** 5 marks are awarded for accuracy of grammar and structures according to the grid that follows:

|         |   |
|---------|---|
| 5 marks | Highly accurate in use of simpler structures, with occasional minor slips.                            |
| 4 marks | Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips. |
| 3 marks | Generally accurate, but with increased incidence of more serious errors.                              |
| 2 marks | Substantially inaccurate, despite several examples of accurate usage.                                 |
| 1 marks | Substantially inaccurate, with only isolated examples of accurate usage.                              |

[Total: 15]

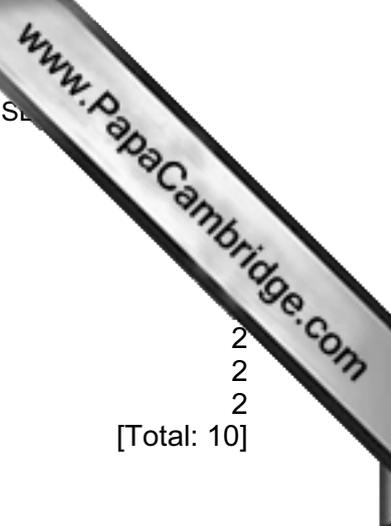
**Section 3**

**Questions 22-26**

|    |   |             |
|----|---|-------------|
| 22 | D |             |
| 23 | B |             |
| 24 | A | 2           |
| 25 | C | 2           |
| 26 | B | 2           |
|    |   | [Total: 10] |

**Questions 27-32**

|    |                              |             |
|----|------------------------------|-------------|
| 27 | 女(老师)多                       | [1]         |
| 28 | (丹麦)教育部                      | [1]         |
| 29 | (退休了的)爷爷、爸爸<br>可以到学校帮忙       | [1]<br>[1]  |
| 30 | 比女同学低<br>(Give 1 mark for 低) | [2]         |
| 31 | (i) 男老师太少                    | [1]         |
|    | (ii) 男孩子没有男性榜样               | [1]         |
| 32 | 不要放弃平静的生活到乱哄哄的教室里来           | [2]         |
|    |                              | [Total: 10] |



**JUNE 2004**

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 100**

**SYLLABUS/COMPONENT: 0547/3**

**Foreign Language Mandarin Chinese  
(Speaking)**



**Marking: General Principles**

- 1 You are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within a single category.
- 2 The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.
- 3 Above all else, please be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.

**TABLE A – Test 1: Role Plays (30 marks)**

This part of the examination is primarily a test of the candidate's ability to communicate needs, information, requests, etc, in plausibly life-like situations. Intelligibility is therefore of greater importance than grammatical or syntactic accuracy. However, verbal communication only will be assessed: credit will not be given for gestures, facial expressions or other non-verbal forms of communication. The use of appropriate register and correct idiom will be rewarded. The teacher/examiner will play the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

Each of the ten tasks to be performed in the examination will be assessed on the scale below. Candidates will be required to give natural responses, not necessarily in the form of "sentences": short answers, if appropriate to the task, could be awarded 3 marks.

Marks are awarded as follows:

|  |   |
|--|---|
| An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc) are tolerated. The utterance is intelligible and the task of communication is achieved. | 3 |
| The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.  | 2 |
| Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.  | 1 |
| The utterance is unintelligible to the native speaker.   | 0 |

**TABLE B – Tests 2 and 3: Topic Conversation and General Conversation (2 × 30)**

Scale (a) Comprehension/responsiveness. This assesses the candidate's response in terms of comprehension of the teacher/examiner, immediacy of reaction/response, fluency, response, presentation of material in the topic.

Scale (b) This assesses the linguistic content of the candidate's answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

NB This table is used for Tests 2 AND 3.

| Category     |  | Mark  |
|--------------|--|-------|
| Outstanding  | (a) Not necessarily of native speaker standard.<br>(b) The highest level to be expected of the best IGCSE candidates.  | 14-15 |
| Very good    | (a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions.<br>(b) Wide range of mostly accurate structures, vocabulary and idiom.                    | 12-13 |
| Good         | (a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased.<br>(b) Good range of generally accurate structures, varied vocabulary.  | 10-11 |
| Satisfactory | (a) Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation.<br>(b) Adequate range of structures and vocabulary. Can convey past and future meaning; some ambiguity. | 7-9   |
| Weak         | (a) Has difficulty even with straightforward questions, but still attempts an answer.<br>(b) Shows elementary, limited vocabulary and faulty manipulation of structures.   | 4-6   |
| Poor         | (a) Frequently fails to understand the questions and has great difficulty in replying.<br>(b) Shows very limited range of structures and vocabulary.   | 0-3   |

**TABLE C – Impression (10 marks)**

|  |      |
|--|------|
| Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard. | 9-10 |
| Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.              | 7-8  |
| A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.      | 5-6  |
| Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.                     | 3-4  |
| Many gross errors; frequently incomprehensible.  | 1-2  |

**JUNE 2004**

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 50**

**SYLLABUS/COMPONENT: 0547/4**

**Foreign Language Mandarin Chinese  
(Continuous Writing)**



Each essay is marked out of 25, making a total of 50 marks awarded for the paper.

Marks for each essay are awarded under the following headings

**RELEVANT COMMUNICATION**

- Q1 (a)** Ticks will be awarded in the righthand margin up to a maximum of 5.
- (b)** Ticks will be awarded in the righthand margin up to a maximum of 5.
- Q2** This composition allows candidates to use their imagination. Ticks will be awarded in the righthand margin, up to a maximum of 5, for each point relevant to the story of what had happened.

**ACCURACY**

The 15 marks for accuracy will be divided into:

**Accuracy of Characters: 5 marks**

|         |   |
|---------|---|
| 5 marks | Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.                              |
| 4 marks | Not as consistently accurate nor as wide a range as the highest level, but a good range of characters attempted with easy and moderately easy characters correctly written. |
| 3 marks | A more limited range with most easy characters correctly written.   |
| 2 marks | Substantially inaccurate despite several examples of correctly written characters.  |
| 1 mark  | Substantially inaccurate, with only isolated examples of correctly written characters.  |

**Accuracy of Grammar and Structures: 10 marks**

|            |  |
|------------|--|
| 10/9 marks | Highly accurate including use of more complex structures, but with occasional minor slips.                             |
| 8/7 marks  | Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips.                  |
| 6/5 marks  | Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures). |
| 4/3 marks  | Substantially inaccurate, despite several examples of accurate usage.  |
| 2/1 marks  | Substantially inaccurate, with only isolated examples of accurate usage.   |



**IMPRESSION**

The good candidate will be further rewarded for the use of 'extended' language in making points of relevant communication, ie by using a range of vocabulary and structure or idiom to clarify or define further the points made. 5 marks are available for impression.

The Examiner has to decide whether the candidate has used vocabulary and structures which go beyond the minimum required to convey adequately the thought involved and has so given him/herself greater flexibility or self-expression.

|         |  |
|---------|--|
| 5 marks | Comprehensive range of vocabulary and idiom with more complex language predominant.          |
| 4 marks | Considerable variety of vocabulary and idiom with more complex language clearly in evidence. |
| 3 marks | Some variety of vocabulary and idiom with several items of more complex language.            |
| 2 marks | Limited variety of vocabulary and idiom with occasional more complex language.               |
| 1 mark  | Only isolated examples of variety of vocabulary and idiom and more complex language.         |
| 0       | No examples of variety of vocabulary or more complex language.                               |