



MANDARIN CHINESE (PRINCIPAL)

9778/03

Paper 3 Writing and Usage

May/June 2018

MARK SCHEME

Maximum Mark: 60

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 **8** printed pages.

PUBLISHED**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:

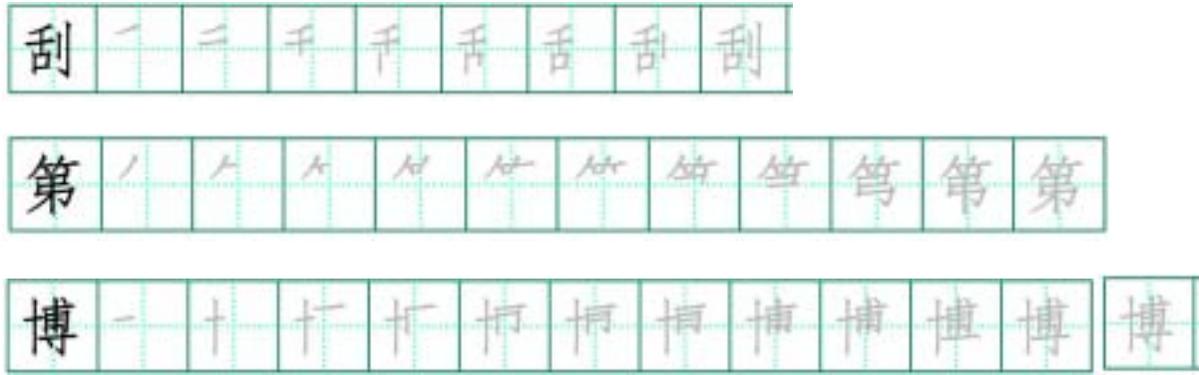
Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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.

Question	Answer	Marks
1(a)	Each of the three correctly identified radical is awarded 1 mark. 	3
1(b)	Each of the three characters' stroke order correctly written is awarded 1 mark. 	3
2	a. 到 or (v) – 1 mark b. 过 or (i) – 1 mark c. 的 or (viii) – 1 mark d. 不 or (ii) – 1 mark	4

Question	Answer	Marks																										
3	<p data-bbox="412 217 658 245">Mark breakdown:</p> <table border="1" data-bbox="403 284 1872 676"> <thead> <tr> <th data-bbox="403 284 1760 349">Communication</th> <th data-bbox="1760 284 1872 349">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 349 1760 414">Information on what the school facilities are like</td> <td data-bbox="1760 349 1872 414">1</td> </tr> <tr> <td data-bbox="403 414 1760 480">Information regarding Chinese study in your school</td> <td data-bbox="1760 414 1872 480">1</td> </tr> <tr> <td data-bbox="403 480 1760 545">A description of joint activity</td> <td data-bbox="1760 480 1872 545">1</td> </tr> <tr> <td data-bbox="403 545 1760 611">A question about students in China</td> <td data-bbox="1760 545 1872 611">1</td> </tr> <tr> <td data-bbox="403 611 1760 676">Appropriate opening and closing in a formal register</td> <td data-bbox="1760 611 1872 676">1</td> </tr> </tbody> </table> <table border="1" data-bbox="403 711 1872 1238"> <thead> <tr> <th data-bbox="403 711 1760 777">Accuracy of Characters</th> <th data-bbox="1760 711 1872 777">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 777 1760 874">Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.</td> <td data-bbox="1760 777 1872 874">5</td> </tr> <tr> <td data-bbox="403 874 1760 971">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.</td> <td data-bbox="1760 874 1872 971">4</td> </tr> <tr> <td data-bbox="403 971 1760 1037">A more limited range with most easy characters correctly written.</td> <td data-bbox="1760 971 1872 1037">3</td> </tr> <tr> <td data-bbox="403 1037 1760 1102">Substantially inaccurate despite several examples of correctly written characters.</td> <td data-bbox="1760 1037 1872 1102">2</td> </tr> <tr> <td data-bbox="403 1102 1760 1168">Substantially inaccurate, with only isolated examples of correctly written characters.</td> <td data-bbox="1760 1102 1872 1168">1</td> </tr> <tr> <td data-bbox="403 1168 1760 1233">No relevant material presented.</td> <td data-bbox="1760 1168 1872 1233">0</td> </tr> </tbody> </table>	Communication	Mark	Information on what the school facilities are like	1	Information regarding Chinese study in your school	1	A description of joint activity	1	A question about students in China	1	Appropriate opening and closing in a formal register	1	Accuracy of Characters	Mark	Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.	5	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.	4	A more limited range with most easy characters correctly written.	3	Substantially inaccurate despite several examples of correctly written characters.	2	Substantially inaccurate, with only isolated examples of correctly written characters.	1	No relevant material presented.	0	20
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