



Cambridge Pre-U

MANDARIN CHINESE (PRINCIPAL)

9778/03

Paper 3 Writing and Usage

October/November 2020

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.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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)(i)	司	1
1(a)(ii)	门	1
1(a)(iii)	广	1
1(b)	Each of the three characters' stroke order correctly written is awarded 1 mark. 划 一 七 戈 戈 划 划 闻 丨 丨 门 门 问 问 问 问 问 座 丨 丨 广 广 广 广 座 座 座	3

Question	Answer	Marks
2(a)	了 or (iv)	1
2(b)	能 or (i)	1
2(c)	和 or (vi)	1
2(d)	里 or (iii)	1

Question	Answer	Marks												
3	<p>Mark breakdown:</p> <table border="1"> <thead> <tr> <th>Communication</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>A piece of information on language proficiency</td> <td>1</td> </tr> <tr> <td>A piece of information on the reason</td> <td>1</td> </tr> <tr> <td>A piece of information on desired outcome</td> <td>1</td> </tr> <tr> <td>A question about the teachers</td> <td>1</td> </tr> <tr> <td>Appropriate opening and closing in a formal register</td> <td>1</td> </tr> </tbody> </table>	Communication	Mark	A piece of information on language proficiency	1	A piece of information on the reason	1	A piece of information on desired outcome	1	A question about the teachers	1	Appropriate opening and closing in a formal register	1	20
Communication	Mark													
A piece of information on language proficiency	1													
A piece of information on the reason	1													
A piece of information on desired outcome	1													
A question about the teachers	1													
Appropriate opening and closing in a formal register	1													

Question	Answer		Marks
3	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	
	Accuracy of Grammar and Structures		Mark
	Highly accurate including use of more complex structures, but with occasional minor slips.	10/9	
	Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips.	8/7	
	Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures).	6/5	
	Substantially inaccurate, despite several examples of accurate usage.	4/3	
	Substantially inaccurate, with only isolated examples of accurate usage.	2/1	
	No relevant material presented.	0	

Question	Answer	Marks																
4	<p>Mark breakdown:</p> <table border="1" data-bbox="331 315 1326 1205"> <thead> <tr> <th data-bbox="336 315 1193 376">Accuracy and Linguistic Range</th> <th data-bbox="1193 315 1321 376">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 376 1193 510">Excellent. Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.</td> <td data-bbox="1193 376 1321 510">19–20</td> </tr> <tr> <td data-bbox="336 510 1193 645">Very good. Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.</td> <td data-bbox="1193 510 1321 645">16–18</td> </tr> <tr> <td data-bbox="336 645 1193 741">Good. Generally accurate. Good range of vocabulary and some complex sentence patterns.</td> <td data-bbox="1193 645 1321 741">12–15</td> </tr> <tr> <td data-bbox="336 741 1193 904">Satisfactory. Predominantly simple sentence patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.</td> <td data-bbox="1193 741 1321 904">8–11</td> </tr> <tr> <td data-bbox="336 904 1193 1039">Weak. Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.</td> <td data-bbox="1193 904 1321 1039">4–7</td> </tr> <tr> <td data-bbox="336 1039 1193 1135">Poor. Little evidence of grammatical awareness. Very limited vocabulary.</td> <td data-bbox="1193 1039 1321 1135">1–3</td> </tr> <tr> <td data-bbox="336 1135 1193 1205">No relevant material presented</td> <td data-bbox="1193 1135 1321 1205">0</td> </tr> </tbody> </table>	Accuracy and Linguistic Range	Mark	Excellent. Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.	19–20	Very good. Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.	16–18	Good. Generally accurate. Good range of vocabulary and some complex sentence patterns.	12–15	Satisfactory. Predominantly simple sentence patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.	8–11	Weak. Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.	4–7	Poor. Little evidence of grammatical awareness. Very limited vocabulary.	1–3	No relevant material presented	0	30
Accuracy and Linguistic Range	Mark																	
Excellent. Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.	19–20																	
Very good. Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.	16–18																	
Good. Generally accurate. Good range of vocabulary and some complex sentence patterns.	12–15																	
Satisfactory. Predominantly simple sentence patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.	8–11																	
Weak. Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.	4–7																	
Poor. Little evidence of grammatical awareness. Very limited vocabulary.	1–3																	
No relevant material presented	0																	

Question	Answer		Marks
4	Development and Organisation of Ideas	Mark	
	Excellent. Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.	10	
	Very good. Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.	8–9	
	Good. Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.	6–7	
	Satisfactory. Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.	4–5	
	Weak. Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.	2–3	
	Poor. Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.	1	
	No relevant material presented	0	