



Cambridge Pre-U

MANDARIN CHINESE

9778/03

Paper 3 Writing and Usage

May/June 2022

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **10** 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.

1 General Marking Notes	
1.1 Annotations in RM Assessor³	
Questions 1(a) and 1(b)	Enter a mark of 1, 0 or NR as appropriate for each item ((i), (ii), (iii)) in the mark input box. Annotate the script only if necessary.
Question 2	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c), (d)) in the mark input box. Annotate the script only if necessary.
Question 3	<p><u>Communication</u></p> <ul style="list-style-type: none"> Annotate each relevant piece of information with a tick. The number of ticks for each item ((i), (ii) etc.) will be added up for you and the total will appear next to the tick annotation in the toolbar. Select 3Comm in the mark input box and enter the mark (or NR as appropriate) which corresponds to the number of ticks. <p><u>Accuracy of Characters</u></p> <ul style="list-style-type: none"> Select 3AC in the mark input box and enter a mark out of 5. <p><u>Accuracy of Grammar and Structures</u></p> <ul style="list-style-type: none"> Select 3AG in the mark input box and enter a mark out of 10 in the mark input box.
Question 4	<p><u>Accuracy and Linguistic Range</u></p> <ul style="list-style-type: none"> Select 4a AL, 4b AL, 4c AL, 4d AL, 4e AL or 4f AL according to the question the candidate has answered. Enter a mark out of 20 in the mark input box for the question that the candidate has answered. <p><u>Development and Organisation of Ideas</u></p> <ul style="list-style-type: none"> Select 4a DO, 4b DO, 4c DO, 4d DO, 4e DO or 4f DO according to the question the candidate has answered. Enter a mark out of 10 in the mark input box for the question that the candidate has answered.

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.

2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 More than one response offered by the candidate in Questions 1 and 2:

If a candidate gives more than one response to any of the items in Question 1 or Question 2 and does not indicate which is their final response, mark as follows:

Both answers correct = 1 mark

One answer correct and one answer incorrect = 0 marks

2.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Question	Answer	Marks	Guidance
1(a)	Each of the three correctly identified radicals is awarded 1 mark. (i) 王 (ii) 士 (iii) 辶	3	
1(b)	Each of the three characters' stroke order correctly written is awarded 1 mark. 	3	

Question	Answer	Marks	Guidance
2	Each of the four characters correctly chosen is awarded 1 mark. (a) – 条 (vii) (b) – 才 (iii) (c) – 对 (vi) (d) – 离 (i)	4	

Question	Answer	Marks	Guidance																										
3	<p>Mark breakdown:</p> <table border="1" data-bbox="344 284 1626 676"> <thead> <tr> <th>Communication</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>A piece of information showing an appropriate time period</td> <td>1</td> </tr> <tr> <td>A piece of information about a personal strength/good point</td> <td>1</td> </tr> <tr> <td>A piece of information showing activities</td> <td>1</td> </tr> <tr> <td>A question about the interview of candidates</td> <td>1</td> </tr> <tr> <td>Appropriate opening and closing in a formal register</td> <td>1</td> </tr> </tbody> </table> <table border="1" data-bbox="344 711 1626 1273"> <thead> <tr> <th>Accuracy of Characters</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips.</td> <td>5</td> </tr> <tr> <td>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>4</td> </tr> <tr> <td>A more limited range with most easy characters correctly written.</td> <td>3</td> </tr> <tr> <td>Substantially inaccurate despite several examples of correctly written characters.</td> <td>2</td> </tr> <tr> <td>Substantially inaccurate, with only isolated examples of correctly written characters.</td> <td>1</td> </tr> <tr> <td>No relevant material presented.</td> <td>0</td> </tr> </tbody> </table>	Communication	Mark	A piece of information showing an appropriate time period	1	A piece of information about a personal strength/good point	1	A piece of information showing activities	1	A question about the interview of candidates	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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Question	Answer		Marks	Guidance
3	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	Guidance																
4	<p>Mark breakdown:</p> <table border="1" data-bbox="344 284 1626 1114"> <thead> <tr> <th data-bbox="344 284 1478 347">Accuracy and Linguistic Range</th> <th data-bbox="1478 284 1626 347">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 347 1478 483">Excellent. Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.</td> <td data-bbox="1478 347 1626 483">19–20</td> </tr> <tr> <td data-bbox="344 483 1478 619">Very good. Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.</td> <td data-bbox="1478 483 1626 619">16–18</td> </tr> <tr> <td data-bbox="344 619 1478 719">Good. Generally accurate. Good range of vocabulary and some complex sentence patterns.</td> <td data-bbox="1478 619 1626 719">12–15</td> </tr> <tr> <td data-bbox="344 719 1478 847">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="1478 719 1626 847">8–11</td> </tr> <tr> <td data-bbox="344 847 1478 948">Weak. Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.</td> <td data-bbox="1478 847 1626 948">4–7</td> </tr> <tr> <td data-bbox="344 948 1478 1048">Poor. Little evidence of grammatical awareness. Very limited vocabulary.</td> <td data-bbox="1478 948 1626 1048">1–3</td> </tr> <tr> <td data-bbox="344 1048 1478 1114">No relevant material presented.</td> <td data-bbox="1478 1048 1626 1114">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	
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Question	Answer		Marks	Guidance
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		