



Cambridge IGCSE™

MANDARIN CHINESE

0547/04

Paper 4 Writing

For examination from 2022

MARK SCHEME

Maximum Mark: 45

Specimen

This document has **12** pages. Blank pages are indicated.

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.

Additional guidance

- **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 <u>whole question</u> but makes no second attempt at it, mark the crossed out work.

- **For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

- **Annotation used in the Mark Scheme:**

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
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- **No response and '0' marks**

(a) 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).

(b) 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.

- **Optional questions:**

Mark all questions attempted by the candidate. Where the candidate attempts more than one of the alternatives in Question 3, the marking system will take the best mark.

- **Using mark schemes with grade descriptors:**

Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

Question	Answer	Marks
1	<p>Candidates are required to complete 5 gaps in Chinese. Read all of the items that the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> • Award 1 mark for each correct item. • On Question 1, award marks for items wherever the candidate has written them provided the candidate has made clear which part of the form they refer to. • Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any measure word, possessive adjective, etc. Ignore any verbs. • If a character is inaccurate, start by referring to the table below. Refer to the questions below if no decision on the character you have encountered is recorded there. <p>If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of the target language understand it?</p> <p>Does what the candidate has written look like the correct answer, e.g. one stroke missing but no other word created? Would a native speaker of the target language understand it?</p> <ul style="list-style-type: none"> • Reject inaccurate characters which suggest a word with a quite different meaning. • All answers must fulfil the communicative purpose described in the rubric. 	5

Question	Answer		Marks															
1	<p>在一次学校旅行中，你的朋友Sabine Jones丢了一样东西。请你用中文帮她填写下面的表格。</p> <p>On a school trip, your friend Sabine Jones lost an item. You help her to fill in the following form in Chinese:</p> <table border="1" data-bbox="336 297 748 1939"> <thead> <tr> <th data-bbox="336 1720 386 1939"></th> <th data-bbox="336 1016 386 1720">ACCEPT</th> <th data-bbox="336 297 386 1016">REJECT</th> </tr> </thead> <tbody> <tr> <td data-bbox="386 1720 475 1939">Gap 1 (1 mark)</td> <td data-bbox="386 1016 475 1720">Any appropriate countries: e.g. 英国, 美国</td> <td data-bbox="386 297 475 1016">Reject vocabulary which cannot be considered as a nationality.</td> </tr> <tr> <td data-bbox="475 1720 564 1939">Gap 2 (1 mark)</td> <td data-bbox="475 1016 564 1720">Any appropriate items that are relevant to the context, e.g. 毛衣, 书包</td> <td data-bbox="475 297 564 1016">Reject vocabulary which cannot be considered as an item or is not relevant to the context.</td> </tr> <tr> <td data-bbox="564 1720 651 1939">Gaps 3 and 4 (1 mark each)</td> <td data-bbox="564 1016 651 1720">Any descriptions appropriate for the lost item, e.g. 红色, 中号</td> <td data-bbox="564 297 651 1016">Reject vocabulary which cannot be considered as a description of an item</td> </tr> <tr> <td data-bbox="651 1720 748 1939">Gap 5 (1 mark)</td> <td data-bbox="651 1016 748 1720">Any locations, e.g. 公园, 火车站</td> <td data-bbox="651 297 748 1016">Reject vocabulary which cannot be considered as a location</td> </tr> </tbody> </table>			ACCEPT	REJECT	Gap 1 (1 mark)	Any appropriate countries: e.g. 英国, 美国	Reject vocabulary which cannot be considered as a nationality.	Gap 2 (1 mark)	Any appropriate items that are relevant to the context, e.g. 毛衣, 书包	Reject vocabulary which cannot be considered as an item or is not relevant to the context.	Gaps 3 and 4 (1 mark each)	Any descriptions appropriate for the lost item, e.g. 红色, 中号	Reject vocabulary which cannot be considered as a description of an item	Gap 5 (1 mark)	Any locations, e.g. 公园, 火车站	Reject vocabulary which cannot be considered as a location	
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2	<p>你家附近有一个动物园。请写一写：</p> <p>Write about a zoo near your house. Say:</p> <ul style="list-style-type: none"> • 动物园几点开门； • 你怎么去动物园； • 那里有什么动物； • 那里的咖啡馆怎么样； • 下次你想跟谁一起去动物园；为什么。 <p>用中文写80–100个字。</p> <p>Write 80–100 characters in Chinese.</p> <p>Read the whole answer and award a mark out of 12 using the table below.</p>	12

Marks	Descriptor	Guidance
10–12	<ul style="list-style-type: none"> • Completes all tasks in the required level of detail. • Provides consistently relevant information and opinions. • Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies. • Uses straightforward vocabulary and structures. • Links words and phrases using a range of simple connectors. 	<p>Examples of linguistic inaccuracies: word order, time frames, characters</p> <p>Examples of linking words and phrases: <i>and, or, but, because, then</i></p>
7–9	<ul style="list-style-type: none"> • Completes most tasks in the required level of detail. • Provides mostly relevant information and opinions. • Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. • Uses limited vocabulary and structures with some repetition. • Some attempt to link words and phrases using a range of simple connectors. 	
4–6	<ul style="list-style-type: none"> • Completes some tasks with some of the required detail. • Provides some relevant information. • Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. • Uses basic vocabulary and structures with frequent repetition. • Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and, or</i>). 	
1–3	<ul style="list-style-type: none"> • Attempts task(s), with little or none of the required detail. • May provide information; is almost always irrelevant. • Meaning is unclear and communication is rarely achieved. • Uses isolated words/phrases appropriate to the task. • Little attempt to link words or phrases. 	
0	<ul style="list-style-type: none"> • No creditable content. 	

Question	Answer	Marks
<p>从题目3(a)或者3(b)中选择<u>一个</u>，用中文写150个字左右。</p> <p>Answer Question 3(a) or Question 3(b). Write about 150 characters in Chinese.</p>		
<p>3(a)</p> <p><u>礼物</u></p> <p>你最近收到了一个礼物。写一封电子邮件给你的朋友，说说：</p> <ul style="list-style-type: none"> • 你收到了什么礼物； • 这个礼物是谁送给你的； • 你跟他/她的关系怎么样； • 他/她为什么送你礼物给你； • 收到礼物后，你打算做什么。 <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks). 		28
<p>3(b)</p> <p><u>或者</u></p> <p><u>上网学习</u></p> <p>《中学生杂志》想了解一下学生对上网学习的看法。给杂志写一篇文章，说说：</p> <ul style="list-style-type: none"> • 你上网学过什么； • 你每次学多长时间； • 上网学习有什么好处或者坏处； • 你打算上网学习什么新的东西；为什么。 <p>Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks). 		28

Task completion

Marks	Descriptor
9–10	<ul style="list-style-type: none"> • Completes all tasks. • Gives detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant.
7–8	<ul style="list-style-type: none"> • Completes most tasks. • Gives straightforward information, opinions/reactions and explanations. • The writing is mostly relevant.
5–6	<ul style="list-style-type: none"> • Completes some tasks. • Gives some information, opinions and simple explanations. • The writing is more relevant than irrelevant.
3–4	<ul style="list-style-type: none"> • Attempts some tasks with some success. • Gives basic information and opinions. • The writing is occasionally relevant.
1–2	<ul style="list-style-type: none"> • Attempts task(s) with little or no success. • Gives some information and is almost always irrelevant.
0	<ul style="list-style-type: none"> • No creditable response.

Range

Marks	Descriptor
9–10	<ul style="list-style-type: none"> • Uses extended, well-linked sentences frequently. • Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length. • Uses a wide range of vocabulary appropriate to the task(s).
7–8	<ul style="list-style-type: none"> • Uses some extended sentences, mostly well linked. • Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length. • Uses a range of vocabulary appropriate to the task(s) with occasional repetition.
5–6	<ul style="list-style-type: none"> • Uses some extended sentences, with some evidence of linkage. • Uses simple structures and attempts to use some complex structures listed in the syllabus. • Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.
3–4	<ul style="list-style-type: none"> • Uses simple structures and makes no attempt at using the complex structures listed in the syllabus. • Relies on repeated use of a small range of straightforward vocabulary.
1–2	<ul style="list-style-type: none"> • Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	<ul style="list-style-type: none"> • No creditable response.

Accuracy

Marks	Descriptor
7–8	<ul style="list-style-type: none"> • Writing in characters and use of grammar are accurate; not necessarily faultless. • Occasional errors in characters and grammar do not impede communication.
5–6	<ul style="list-style-type: none"> • Mostly accurate writing in characters and use of grammar. • Errors in characters and grammar sometimes impede communication.
3–4	<ul style="list-style-type: none"> • Some accurate writing in characters and use of grammar. • Errors in characters and grammar frequently impede communication.
1–2	<ul style="list-style-type: none"> • Rarely accurate writing in characters and use of grammar. • Errors in characters and grammar persistently impede communication.
0	<ul style="list-style-type: none"> • No creditable response.