



Cambridge Pre-U

MANDARIN CHINESE

9778/03

Paper 3 Writing and Usage

For examination from 2020

MARK SCHEME

Maximum Mark: 60

Specimen

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

The specimen paper is for general illustrative purposes. Please see the syllabus for the relevant year of the examination for details of the topic areas for that year.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **6** 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.

SECTION 1

Exercise 1: Radical and stroke order skills

Question	Answer	Marks
1(a)	Identification of character by radical = 3 × 1 mark	
1(a)(i)	Character: 拙 Radical: ... 扌 ...	1
1(a)(ii)	Character: 军 Radical: ... 车 / 冂 ...	1
1(a)(iii)	Character: 智 Radical: ... 日 ...	1
1(b)	Stroke order = 3 × 1 mark	
1(b)(i)	拙 一 扌 扌 扌 扌 扌 拙 拙 or 一 扌 扌 扌 扌 拙 拙	1
1(b)(ii)	军 冂	1
1(b)(iii)	智 冂	1

Exercise 2: Use of grammar markers, aspect markers and measure words

Question	Answer	Marks
2(a)	vii	1
2(b)	ii	1
2(c)	viii	1
2(d)	v	1

SECTION 2: LETTER WRITING

Question	Answer	Marks																																				
3	<p data-bbox="304 333 975 367">Communication of required elements = 5 marks</p> <table border="1" data-bbox="304 405 1326 647"> <tr> <td data-bbox="304 405 384 456">(i)</td> <td data-bbox="384 405 1251 456">how candidate found out about the camp</td> <td data-bbox="1251 405 1326 456">(1)</td> </tr> <tr> <td data-bbox="304 456 384 508">(ii)</td> <td data-bbox="384 456 1251 508">why s/he would like to attend the camp</td> <td data-bbox="1251 456 1326 508">(1)</td> </tr> <tr> <td data-bbox="304 508 384 560">(iii)</td> <td data-bbox="384 508 1251 560">what kind of activities s/he would like to take part in</td> <td data-bbox="1251 508 1326 560">(1)</td> </tr> <tr> <td data-bbox="304 560 384 647">(iv)</td> <td data-bbox="384 560 1251 647">a question about food at the camp Opening and closing in appropriate formal register</td> <td data-bbox="1251 560 1326 647">(2)</td> </tr> </table> <p data-bbox="304 714 775 748">Accuracy of language = 15 marks</p> <p data-bbox="304 784 608 817"><i>Accuracy of characters</i></p> <table border="1" data-bbox="304 855 1326 1339"> <tr> <td data-bbox="304 855 384 943">5</td> <td data-bbox="384 855 1326 943">Highly accurate, with a wide range of characters including some more difficult or unusual ones, correctly written, with occasional minor slips.</td> </tr> <tr> <td data-bbox="304 943 384 1061">4</td> <td data-bbox="384 943 1326 1061">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> </tr> <tr> <td data-bbox="304 1061 384 1113">3</td> <td data-bbox="384 1061 1326 1113">A more limited range with most easy characters correctly written.</td> </tr> <tr> <td data-bbox="304 1113 384 1200">2</td> <td data-bbox="384 1113 1326 1200">Substantially inaccurate despite several examples of correctly written characters.</td> </tr> <tr> <td data-bbox="304 1200 384 1288">1</td> <td data-bbox="384 1200 1326 1288">Substantially inaccurate, with only isolated examples of correctly written characters.</td> </tr> <tr> <td data-bbox="304 1288 384 1339">0</td> <td data-bbox="384 1288 1326 1339">No relevant material presented.</td> </tr> </table> <p data-bbox="304 1368 783 1402"><i>Accuracy of grammar and structures</i></p> <table border="1" data-bbox="304 1440 1326 1924"> <tr> <td data-bbox="304 1440 384 1527">9–10</td> <td data-bbox="384 1440 1326 1527">Highly accurate, including use of more complex structures, but with occasional minor slips.</td> </tr> <tr> <td data-bbox="304 1527 384 1615">7–8</td> <td data-bbox="384 1527 1326 1615">Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips.</td> </tr> <tr> <td data-bbox="304 1615 384 1702">5–6</td> <td data-bbox="384 1615 1326 1702">Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures).</td> </tr> <tr> <td data-bbox="304 1702 384 1789">3–4</td> <td data-bbox="384 1702 1326 1789">Substantially inaccurate, despite several examples of accurate usage.</td> </tr> <tr> <td data-bbox="304 1789 384 1877">1–2</td> <td data-bbox="384 1789 1326 1877">Substantially inaccurate, with only isolated examples of accurate usage.</td> </tr> <tr> <td data-bbox="304 1877 384 1924">0</td> <td data-bbox="384 1877 1326 1924">No relevant material presented.</td> </tr> </table>	(i)	how candidate found out about the camp	(1)	(ii)	why s/he would like to attend the camp	(1)	(iii)	what kind of activities s/he would like to take part in	(1)	(iv)	a question about food at the camp Opening and closing in appropriate formal register	(2)	5	Highly accurate, with a wide range of characters including some more difficult or unusual ones, correctly written, with occasional minor slips.	4	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	A more limited range with most easy characters correctly written.	2	Substantially inaccurate despite several examples of correctly written characters.	1	Substantially inaccurate, with only isolated examples of correctly written characters.	0	No relevant material presented.	9–10	Highly accurate, including use of more complex structures, but with occasional minor slips.	7–8	Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips.	5–6	Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures).	3–4	Substantially inaccurate, despite several examples of accurate usage.	1–2	Substantially inaccurate, with only isolated examples of accurate usage.	0	No relevant material presented.	20
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SECTION 3: OPINION ESSAY**Question 4**

- **Accuracy and linguistic range (20 marks)**
- **Development and organisation of ideas (10 marks)**

Where only a few **relevant** points are made, it is unlikely that candidates will score more than a Satisfactory mark for Accuracy and linguistic range.

Accuracy and linguistic range
19–20 Excellent Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
16–18 Very good Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
12–15 Good Generally accurate. Good range of vocabulary and some complex sentence patterns.
8–11 Satisfactory Predominantly simple sentence patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
4–7 Weak Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.
1–3 Poor Little evidence of grammatical awareness. Very limited vocabulary.
0 No relevant material presented.

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

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