



# Cambridge IGCSE™

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**MANDARIN CHINESE**

**0547/42**

Paper 4 Writing

**May/June 2022**

**MARK SCHEME**

Maximum Mark: 45

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**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.

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This document consists of **14** printed pages.

**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:**

<b>(a)</b>	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>(b)</b>	If a candidate crosses out an answer <u>to a 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:**

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

- **No response and '0' marks**

<b>(a)</b>	<b>Award NR (No Response):</b> 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>(b)</b>	<b>Award 0:</b> 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.

**Detailed mark scheme**

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"> <li>• <b>Award 1 mark for each correct item.</b></li> <li>• On <b>Question 1</b>, award marks for items wherever the candidate has written them provided the candidate has made clear which part of the form they refer to.</li> <li>• Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any measure word, any verbs.</li> <li>• 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.</li> </ul> <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"> <li>• Reject inaccurate characters which suggest a word with a quite different meaning.</li> <li>• All answers must fulfil the communicative purpose described in the rubric.</li> </ul>	<b>5</b>

Question	Answer		Marks												
1	<p>你和朋友 Rak Singh 在游乐场玩，忽然他不见了。 请用中文填写下面的表格。</p> <p><b>You and your friend Rak Singh were playing in an amusement park. Suddenly you cannot find him. Please fill in the following form in <u>Chinese</u>:</b></p> <table border="1" data-bbox="338 392 1935 1158"> <thead> <tr> <th data-bbox="338 392 551 458"></th> <th data-bbox="551 392 1115 458">ACCEPT</th> <th data-bbox="1115 392 1935 458">REJECT</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 458 551 762"><b>Gap 1 + 2</b> (1 mark each)</td> <td data-bbox="551 458 1115 762">Any description appropriate for physical appearance, e.g. 黑色的头发、大眼睛</td> <td data-bbox="1115 458 1935 762">           Reject vocabulary which cannot be considered as a physical appearance.            高腿、很短、红色的头、工色的头、百色的、漂亮的、友好、圆圆的头            带眼镜、有蓝色的眼镜            If the two answers contradict each other, award one mark only. E.g. 很高、很矮: award 1 mark         </td> </tr> <tr> <td data-bbox="338 762 551 940"><b>Gaps 3 + 4</b> (1 mark each)</td> <td data-bbox="551 762 1115 940">Any description appropriate for clothing, e.g. 红色的上衣、蓝色的裤子、短裤、</td> <td data-bbox="1115 762 1935 940">           Reject vocabulary which cannot be considered as a piece of clothing.            体恤、书包、手表、红的手biao、白色衬物            Reject key word in Pinyin e.g. 黑色ku子         </td> </tr> <tr> <td data-bbox="338 940 551 1158"><b>Gap 5</b> (1 mark)</td> <td data-bbox="551 940 1115 1158">Any appropriate places in an amusement park, e.g. 咖啡馆</td> <td data-bbox="1115 940 1935 1158">           Reject vocabulary which cannot be considered as a place in the park, e.g. 市中心, 飞机场            Can't copy the word from the rubric e.g. 游乐场            Name of a country 中国            公园, 字校, 体育沧 (key word is wrong), 公园的忽然、游泳chi         </td> </tr> </tbody> </table>			ACCEPT	REJECT	<b>Gap 1 + 2</b> (1 mark each)	Any description appropriate for physical appearance, e.g. 黑色的头发、大眼睛	Reject vocabulary which cannot be considered as a physical appearance. 高腿、很短、红色的头、工色的头、百色的、漂亮的、友好、圆圆的头 带眼镜、有蓝色的眼镜 If the two answers contradict each other, award one mark only. E.g. 很高、很矮: award 1 mark	<b>Gaps 3 + 4</b> (1 mark each)	Any description appropriate for clothing, e.g. 红色的上衣、蓝色的裤子、短裤、	Reject vocabulary which cannot be considered as a piece of clothing. 体恤、书包、手表、红的手biao、白色衬物 Reject key word in Pinyin e.g. 黑色ku子	<b>Gap 5</b> (1 mark)	Any appropriate places in an amusement park, e.g. 咖啡馆	Reject vocabulary which cannot be considered as a place in the park, e.g. 市中心, 飞机场 Can't copy the word from the rubric e.g. 游乐场 Name of a country 中国 公园, 字校, 体育沧 (key word is wrong), 公园的忽然、游泳chi	5
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Question	Answer	Marks
2	<p>在市中心有一个学校。请写一写：</p> <p><b>Write about a school in a city centre. Say:</b></p> <ul style="list-style-type: none"><li>• 它是什么学校； (<i>accept names of school written in characters, accept any description of a school</i>)</li><li>• 学校几点开始上课；</li><li>• 学校的老师怎么样；</li><li>• 学校的旁边有什么；</li><li>• 下次你会跟谁一起去这个学校。</li></ul> <p>用中文写 80 - 100 个字。</p> <p><b>Write 80–100 characters in <u>Chinese</u>.</b></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"> <li>• Completes all tasks in the required level of detail.</li> <li>• Provides consistently relevant information and opinions.</li> <li>• Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies.</li> <li>• Uses straightforward vocabulary and structures.</li> <li>• (Links words and phrases using a range of simple connectors.)</li> </ul>	<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"> <li>• Completes most tasks in the required level of detail.</li> <li>• Provides mostly relevant information and opinions.</li> <li>• Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies.</li> <li>• Uses limited vocabulary and structures with some repetition.</li> <li>• (Some attempt to link words and phrases using a range of simple connectors.)</li> </ul>	3-4 tasks
4–6	<ul style="list-style-type: none"> <li>• Completes some tasks with some of the required detail.</li> <li>• Provides some relevant information.</li> <li>• Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies.</li> <li>• Uses basic vocabulary and structures with frequent repetition.</li> <li>• (Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and, or</i>.)</li> </ul>	2-3 tasks
1–3	<ul style="list-style-type: none"> <li>• Attempts task(s), with little or none of the required detail.</li> <li>• May provide information; is almost always irrelevant.</li> <li>• Meaning is unclear and communication is rarely achieved.</li> <li>• Uses isolated words/phrases appropriate to the task.</li> <li>• (Little attempt to link words or phrases.)</li> </ul>	
0	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>	

Numbered ticks will be added to the list of annotations to help with task completion.

If a candidate has completed most tasks rather than all, but the 10–12 descriptors are the best fit in other respects, then the answer can, in theory, access the lower end of the 10–12 band.

### Pinyin

Occasional use of pinyin will not affect marking for communication, but for essays written predominantly in pinyin (i.e. more pinyin than characters) this must be taken into account for marks.

Question	Answer	Marks
<p>从题目 3(a) 或者 3(b) 中选择一个，用中文写 150 个字左右。</p> <p><b>Answer Question 3(a) or Question 3(b). Write about 150 characters in Chinese.</b></p>		
3(a)	<p>语言</p> <p>你最近学会了一门新语言。写一封电子邮件给你的朋友，说说：</p> <ul style="list-style-type: none"> <li>• 你学会了什么新语言； (<i>accept any appropriate language</i>)</li> <li>• 你为什么学这门语言；</li> <li>• 你是怎么学这门语言的；</li> <li>• 学习新语言有什么好处；</li> <li>• 明年你打算学什么新语言。</li> </ul> <p>我学会了很多新语言，学习新语言有很多好处；明年我打算学很多新语言 doesn't count as completing the task</p>	28
3(b)	<p>或者</p> <p>环境污染</p> <p>《中学生杂志》想了解学生对环境污染的看法。给杂志写一篇文章，说说：</p> <ul style="list-style-type: none"> <li>• 你家附近有哪些污染；</li> <li>• 这些污染的情况怎么样；</li> <li>• 你做过什么对环境有好处的事情；</li> <li>• 你是和谁一起做的；</li> <li>• 学校打算怎么教育学生不污染环境。</li> </ul> <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"> <li>• task completion (maximum 10 marks)</li> <li>• range (maximum 10 marks)</li> <li>• accuracy (maximum 8 marks).</li> </ul>	28

**Task completion**

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

Task completion

Numbered ticks will be added to the list of annotations to help award marks for Task completion.

A response can only be considered complete if all elements of all part-questions are attempted reasonably successfully.

If a task is *What did you think about the movie?* and the candidate answers '*The movie was interesting*' (and nothing else), then they do **not** meet the criteria *Gives detailed information, opinions/reactions and explanations*.

**Range**

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

**Accuracy**

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

How to deal with short essays

For a letter, the addressee and ending greeting are not included in the word count.

Pinyin

The volume of pinyin in the answer should be considered when awarding the Accuracy mark. If pinyin is used extensively, it is no longer genuinely a piece of Chinese writing.

Occasional use of pinyin will not affect marking for Accuracy, but for essays written predominantly in pinyin (i.e. more pinyin than characters) this must be taken into account in the Accuracy mark.

**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

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For example, when marking **Question 3** you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

**Irrelevance**

- Sections of material unrelated to any of the bullet points will be disregarded.
- If the whole answer to **Question 3** is irrelevant (e.g. contains no evidence of being related to the bullet points set), award 0 for *Task completion*, *Range* and *Accuracy*.
- If **Question 3** is attempted but communication is not achieved (i.e. the candidate misunderstood the question), award a maximum of 4 for *Range* and a best fit for *Task completion* and *Accuracy*.