



# Cambridge IGCSE™

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CHINESE AS A SECOND LANGUAGE

0523/03

Paper 3 Speaking

May/June 2021

MARK SCHEME

Maximum Mark: 60

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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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **6** 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.

**Speaking assessment criteria grid****Part 1: Presentation [Total: 20 marks]**

Enter the separate marks for Content and Presentation [max. 10 marks], Vocabulary, Pronunciation and Intonation [max. 5 marks], and Structures [max. 5 marks] on to the Working Mark Sheet.

	<b>Content and Presentation</b> <b>Knowledge of facts, ability to express opinion and raise issues for discussion</b>	<b>Vocabulary</b> <b>Pronunciation and Intonation</b>	<b>Structures</b>
<b>Level 5</b>	<b>9–10 marks</b>	<b>5 marks</b>	<b>5 marks</b>
	<ul style="list-style-type: none"> <li>• Full and well-organised coverage of the topic</li> <li>• Ideas and opinions included as well as factual points</li> <li>• Lively presentation that sustains examiner's interest fully</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of precise vocabulary generally accurately</li> <li>• Pronunciation and intonation are clear</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of complex structures</li> <li>• Generally accurate</li> </ul>
<b>Level 4</b>	<b>7–8 marks</b>	<b>4 marks</b>	<b>4 marks</b>
	<ul style="list-style-type: none"> <li>• Good coverage and sound organisation of the topic</li> <li>• Makes relevant factual points with some ideas and opinions</li> <li>• Clear presentation that sustains examiner's interest</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a sufficient range of vocabulary, which sometimes lacks precision</li> <li>• Vocabulary errors do not impede communication</li> <li>• Pronunciation and intonation are generally clear</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some complex structures and a range of simple structures</li> <li>• Errors do not impede communication</li> </ul>
<b>Level 3</b>	<b>5–6 marks</b>	<b>3 marks</b>	<b>3 marks</b>
	<ul style="list-style-type: none"> <li>• Adequate coverage of the topic, generally organised</li> <li>• Includes some factual points with few ideas or opinions</li> <li>• Presentation is slow and somewhat stilted though examiner's interest is generally sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary, but hesitates when going beyond simple structures</li> <li>• Vocabulary lacks precision but errors do not usually impede communication</li> <li>• Pronunciation and intonation sometimes lack clarity but communication is not impeded</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses simple structures accurately</li> <li>• Errors occur when complex structures are attempted</li> <li>• Any errors in simple structures do not impede communication</li> </ul>
<b>Level 2</b>	<b>3–4 marks</b>	<b>2 marks</b>	<b>2 marks</b>
	<ul style="list-style-type: none"> <li>• Thin coverage of the topic, lacking organisation</li> <li>• Few ideas or opinions</li> <li>• Mostly coherent but weak presentation that sometimes does not follow a logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>• Pauses frequently</li> <li>• Vocabulary errors often impede communication</li> <li>• Pronunciation and intonation cause some communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses very simple structures, such as single-word responses</li> <li>• Errors often occur and some impede communication</li> </ul>

	<b>Content and Presentation</b> <b>Knowledge of facts, ability to express opinion and raise issues for discussion</b>	<b>Vocabulary</b> <b>Pronunciation and Intonation</b>	<b>Structures</b>
<b>Level 1</b>	<b>1–2 marks</b>	<b>1 mark</b>	<b>1 mark</b>
	<ul style="list-style-type: none"> <li>• Very thin and often irrelevant coverage</li> <li>• Very little factual information, only vague ideas and opinions</li> <li>• Incoherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses enough words to convey only very short pieces of information</li> <li>• Pronunciation and intonation cause frequent communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only very simple structures</li> <li>• Errors often impede communication</li> </ul>
<b>Level 0</b>	<b>0 marks</b>	<b>0 marks</b>	<b>0 marks</b>
	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>

**Part 2: Topic conversation [Total: 20 marks] and Part 3: General conversation [Total 20 marks]**

Enter the separate marks for Comprehension and Responsiveness [max. 10 marks], Vocabulary, Pronunciation and Intonation [max. 5 marks], and Structures [max. 5 marks] on to the Working Mark Sheet.

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

	<b>Comprehension and Responsiveness</b>	<b>Vocabulary Pronunciation and Intonation</b>	<b>Structures</b>
<b>Level 5</b>	<b>9–10 marks</b>	<b>5 marks</b>	<b>5 marks</b>
	<ul style="list-style-type: none"> <li>No problems of comprehension</li> <li>Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation</li> <li>Able to present and defend a point of view</li> <li>Shows sustained ability to initiate and maintain conversation and to contribute at some length</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of precise vocabulary generally accurately</li> <li>Pronunciation and intonation are clear</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of complex structures</li> <li>Generally accurate</li> </ul>
<b>Level 4</b>	<b>7–8 marks</b>	<b>4 marks</b>	<b>4 marks</b>
	<ul style="list-style-type: none"> <li>Few problems of comprehension</li> <li>Responds thoughtfully, and copes reasonably well with unexpected questions and with changes in direction of the conversation</li> <li>Reasonably forthcoming but tends to follow examiner's lead</li> <li>Responds relevantly and at length to questions which makes frequent prompting unnecessary</li> </ul>	<ul style="list-style-type: none"> <li>Uses a sufficient range of vocabulary, which sometimes lacks precision</li> <li>Vocabulary errors do not impede communication</li> <li>Pronunciation and intonation are generally clear</li> </ul>	<ul style="list-style-type: none"> <li>Uses some complex structures and a range of simple structures</li> <li>Errors do not impede communication</li> </ul>
<b>Level 3</b>	<b>5–6 marks</b>	<b>3 marks</b>	<b>3 marks</b>
	<ul style="list-style-type: none"> <li>Understands discussion around basic situations and concepts, but has difficulty with more complex ideas</li> <li>Some delay in response</li> <li>Needs prompting and encouragement to develop topics but attempts to keep the conversation going</li> <li>May rely heavily on seemingly prepared responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited range of vocabulary, but hesitates when going beyond simple structures</li> <li>Vocabulary lacks precision but errors do not usually impede communication</li> <li>Pronunciation and intonation sometimes lack clarity but communication is not impeded</li> </ul>	<ul style="list-style-type: none"> <li>Generally uses simple structures accurately</li> <li>Errors occur when complex structures are attempted</li> <li>Any errors in simple structures do not impede communication</li> </ul>

	<b>Comprehension and Responsiveness</b>	<b>Vocabulary Pronunciation and Intonation</b>	<b>Structures</b>
<b>Level 2</b>	3–4 marks	2 marks	2 marks
	<ul style="list-style-type: none"> <li>• Generally has difficulty understanding</li> <li>• Responses to questions raised on the majority of topics are limited and brief</li> <li>• Needs prompting and encouragement to go beyond single-word responses</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>• Pauses frequently</li> <li>• Vocabulary errors often impede communication</li> <li>• Pronunciation and intonation cause some communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses very simple structures, such as single-word responses</li> <li>• Errors often occur and some impede communication</li> </ul>
<b>Level 1</b>	1–2 marks	1 mark	1 mark
	<ul style="list-style-type: none"> <li>• Severe problems of comprehension</li> <li>• Very marked hesitation Limited responsiveness</li> <li>• Responses are so brief and imprecise that little is communicated</li> </ul>	<ul style="list-style-type: none"> <li>• Uses enough words to convey only very short pieces of information</li> <li>• Pronunciation and intonation cause frequent communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only very simple structures</li> <li>• Errors often impede communication</li> </ul>
<b>Level 0</b>	0 marks	0 marks	0 marks
	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>