www. trenepapers.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS Pre-U Certificate

MARK SCHEME for the May/June 2012 question paper for the guidance of teachers

9778 PRINCIPAL COURSE MANDARIN CHINESE

9778/03

Paper 3 (Writing and Usage), maximum raw mark 60

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 must be read in conjunction with the question papers and the report on the examination.

Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

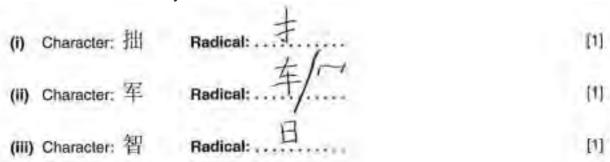
| Page 2 | Mark Scheme: Teachers' version | Syllabus | Paper |
|-----------------------|--------------------------------|----------|-------|
| Pre-U – May/June 2012 | | 9778 | 03 |

SECTION 1

Exercise 1: Radical and stroke order skills

Question 1

(a) Identification of character by radical = 3 × 1 mark



(b) Stroke order = 3 × 1 mark



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

Question 2

| (a) vii | [1] |
|----------|-----|
| (b) ii | [1] |
| (c) viii | [1] |
| (d) v | [1] |

[Total marks for Section: 10]

| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
|-----------------------|--------------------------------|----------|-------|
| Pre-U – May/June 2012 | | 9778 | 03 |

SECTION 2: LETTER WRITING

Question 3

Communication of Required Elements = 5 marks

| (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 | [1] |
| | Opening and closing in appropriate formal register | [1] |

Language = 15 marks

Accuracy of Characters [5]

| 5 marks | Highly accurate, with a wide range of characters including some more difficult or unusual ones correctly written, with occasional minor slips. | |
|---------|---|--|
| 4 marks | 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 marks | A more limited range with most easy characters correctly written. | |
| 2 marks | Substantially inaccurate despite several examples of correctly written characters. | |
| 1 mark | Substantially inaccurate, with only isolated examples of correctly written characters. | |
| 0 marks | No relevant material presented. | |

Accuracy of Grammar and Structures

[10]

| 10/9 marks | Highly accurate including use of more complex structures, but with occasional minor slips. | |
|---------------|--|--|
| 8/7 marks | Accurate in use of simpler structures, except for occasional more serious errors/more frequent slips. | |
| 6/5 marks | Generally accurate, but with increased incidence of more serious errors (or an extremely limited range of structures). | |
| 4/3 marks | Substantially inaccurate, despite several examples of accurate usage. | |
| 2/1 marks | Substantially inaccurate, with only isolated examples of accurate usage. | |
| 0 marks | No relevant material presented. | |

[Total marks for Section: 20]

| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
|-----------------------|--------------------------------|----------|-------|
| Pre-U – May/June 2012 | | 9778 | 03 |

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 | Development and organisation of ideas | |
|--------------------------------|--|---------------------------------------|---|
| 19–20 | Excellent | 10 | Excellent |
| | Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom. | | Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing. |
| 16–18 | Very good | 8–9 | Very good |
| | Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom. | | Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument. |
| 12–15 | Good | 6–7 | Good |
| | Generally accurate. Good range of vocabulary and some complex sentence patterns. | | Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument. |
| 8–11 | Satisfactory | 4–5 | Satisfactory |
| | Predominantly simple sentence patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition. | | Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material. |
| 4–7 | Weak | 2–3 | Weak |
| | Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary. | | Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed. |
| 1–3 | Poor | 1 | Poor |
| | Little evidence of grammatical awareness. Very limited vocabulary. | | Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped. |
| No relevant material presented | | 0 No | relevant material presented |