CAMBRIDGE
International Education

Cambridge IGCSE™

MANDARIN CHINESE **0547/43**

Paper 4 Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **17** printed pages.

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[Turn over

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
?	Unclear
^	Omission mark
BOD	Benefit of the doubt
✗	Incorrect point
L	Good language
~~	Dynamic, Horizontal Wavy line that can be expanded
HA	Harmless addition
IR	Irrelevant
Highlighter	Highlighting areas of text
NBOD	No benefit of doubt given

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Annotation	Meaning
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
SEEN	Indicates that the point has been noted, but no credit has been given.
✔	Correct point
✔ 1	Correct awarding one mark
✔ 2	Correct awarding two marks
✔ 3	Correct awarding three marks
✔ 4	Correct awarding four marks
✔ 5	Correct awarding five marks
	Dynamic, Vertical Wavy line that can be expanded

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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 whole question 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.

- **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.

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- **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.

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Detailed mark scheme

Question	Answer	Marks
1	Candidates are required to complete 5 gaps in Chinese. Read all of the items that the candidate has listed and award marks as follows: • **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. 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? 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? • Reject inaccurate characters which suggest a word with a quite different meaning. • All answers must fulfil the communicative purpose described in the rubric.	**5**

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1

学校想带学生去校外做活动，问大家的意见。请用**中文**填写下面的表格。

Your school wants to take students out for activities and is asking their opinions. Please fill in the following form in Chinese:

	ACCEPT	Reject
Gap 1+2 (1 mark each)	Any appropriate activities, e.g. 打篮球、看电影	Refuse vocabulary which cannot be considered as a activity e.g.吃. Three-character or more words: with 2 correct characters or more but key words are wrong, e.g.打网求、抱步
Gap 3	Any subject teacher, e.g. 数学、英语	Refuse words not a subject e.g. 大学、花学、力史、休身、王老师、
Gaps 4	Any appropriate amount of money, e.g. 二十镑、三十元	Refuse number only e.g. 三十¥、10€、$125、五十快、二十园、十院/远、六人民笔、三百旁.
Gap 5	Any appropriate way of travelling, e.g. 坐地铁、走路、开车	Refuse vocabulary which cannot be considered as a way of travelling e.g. 做梦、目几的车去、足

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2	你照顾邻居的孩子。请写一写： You look after your neighbour's child(ren). Write about: ● 你一般什么时候照顾孩子； ● 你照顾几个孩子； ● 孩子们有什么爱好； ● 你觉得孩子们怎么样； ● 下个星期你会带孩子们去哪里。 用**中文**写80 – 100个字。 Write 80–100 characters in **Chinese.** Read the whole answer and award a mark out of 12 using the table below.	**12**

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Marks	Descriptor	Guidance
10–12	• 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.)	Examples of linguistic inaccuracies: word order, time frames, characters Examples of linking words and phrases: *and*, *or*, *but*, *because*, *then*
7–9	• 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.)	3-4 tasks
4–6	• 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. *and*, *or*).)	2-3 tasks
1–3	• 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.)	1-2 task(s)
0	• No creditable content.	

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.

On the contrary, if they complete all tasks without submitting much detail, they will drop to the 7–9 band.

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Very short answers
If a response is under 40 characters long, a maximum of 6 marks can be awarded.
If a response is between 40-75 characters long, a maximum of 11 marks can be awarded.

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.

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Question	Answer	Marks
从题目3(a)和3(b)中选择**一个**，用**中文**写150个字左右。 Answer **Question 3(a) or Question 3(b)**. Write about 150 characters in **Chinese.**		
3(a)	(a) **采访名人** 你采访了一位名人。写一封电子邮件给你的朋友，说说： • 这位名人年纪多大了； • 他/她是在哪里长大的； • 他/她的性格怎么样； • 他/她在哪些方面做得好； • 他/她将来有什么计划。	**28**

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Question	Answer	Marks
3(b)	(b) **交通方式** 《中学生杂志》想了解学生对交通方式的看法。请给杂志写一篇文章，说说： • 你家附近有什么公共交通设施； • 你一般和谁一起去上学； • 你昨天花了多长时间到学校； • 你觉得去远的地方旅行，什么交通方式最好；为什么。 Marking notes: 1. 我家近很多公共交通设施比如网球场、篮球场等等。No marks for Task1. Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	28

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Task completion

Marks	Descriptor
9–10	• Completes all tasks. • Gives detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant.
7–8	• Completes most tasks. • Gives straightforward information, opinions/reactions and explanations. • The writing is mostly relevant. • 3-4 tasks
5–6	• Completes some tasks. • Gives some information, opinions and simple explanations. • The writing is more relevant than irrelevant. • 2-3 tasks
3–4	• Attempts some tasks with some success. • Gives basic information and opinions. • The writing is occasionally relevant. • 1-2 tasks
1–2	• Attempts task(s) with little or no success. • Gives some information and is almost always irrelevant. • 0-1 task
0	• No creditable response.

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*.

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If a candidate has completed most tasks rather than all, but the 9–10 descriptors are the best fit in other respects, then the answer can, in theory, access the lower end of the 9–10 band.

If a candidate completes all tasks without submitting much detail, they will drop to the 7-8 band.

Range

Marks	Descriptor
9–10	• 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	• 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	• 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	• 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	• Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	• No creditable response.

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Accuracy

Marks	Descriptor
7–8	• Writing in characters and use of grammar are accurate; not necessarily faultless. • Occasional errors in characters and grammar do not impede communication.
5–6	• Mostly accurate writing in characters and use of grammar. • Errors in characters and grammar sometimes impede communication.
3–4	• Some accurate writing in characters and use of grammar. • Errors in characters and grammar frequently impede communication.
1–2	• Rarely accurate writing in characters and use of grammar. • Errors in characters and grammar persistently impede communication.
0	• No creditable response.

How to deal with short essays

If the candidate has written less than half the suggested number of characters (75 or less), a maximum of 5 for Range and 4 for Accuracy
An essay of 75–100 characters can be awarded a maximum of 7 for Range and 6 for Accuracy.

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

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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.

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 8 for *Range* and a best fit for *Task completion* and *Accuracy.*

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