## MARK SCHEME for the October／November 2015 series

## 9715 CHINESE

9715／33
Paper 3 （Essay），maximum raw mark 40

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 will not enter into discussions about these mark schemes．
Cambridge is publishing the mark schemes for the October／November 2015 series for most Cambridge IGCSE ${ }^{\circledR}$ ，Cambridge International A and AS Level components and some Cambridge O Level components．

| Page 2 | Mark Scheme | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | Cambridge International A Level - October/November 2015 | 9715 | 33 |


| Language (24 marks) | Content (16 marks) |
| :--- | :--- |
| 21-24 Very good <br> Confident use of complex sentence <br> patterns, generally accurate, extensive <br> vocabulary, good sense of idiom. | 14-16 Very good <br> Detailed, clearly relevant and well <br> illustrated; coherently argued and <br> structured. |
| 16-20 Good | 11-13 Good |
| Generally sound grasp of grammar in spite <br> of quite a few lapses; reads reasonably; <br> some attempt at varied vocabulary. | Sound knowledge and generally relevant; <br> some ability to develop argument and draw <br> conclusions. |
| 10-15 Adequate <br> A tendency to be simple, clumsy or <br> laboured; some degree of accuracy; <br> inappropriate use of idiom. | 7-10 Adequate <br> Some knowledge, but not always relevant; <br> a more limited capacity to argue. |
| 5-9 Poor <br> Consistently simple or pedestrian sentence <br> patterns with persistent errors; limited <br> vocabulary. | Some attempt at argument, tends to be <br> sketchy or unspecific; little attempt to <br> structure an argument; major <br> misunderstanding of question. |
| 0-4 Very poor | 0-2 Very poor |
| Only the simplest sentence patterns, little <br> evidence of grammatical awareness, very <br> limited vocabulary. | Vague and general, ideas presented at <br> random. |

