



Cambridge International A Level

CHINESE

9715/23

Paper 2 Reading and Writing

October/November 2021

MARK SCHEME

Maximum Mark: 70

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

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

PUBLISHED**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.

Annotations

Annotation	Meaning
	Correct or credit for good content point
	Incorrect
	Detail / word omitted
	Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
	No Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is not given to the candidate and the mark is not awarded.
	Harmless addition

Annotation	Meaning
	to show the end of a word count
	Invalid
	Repetition
	Meaning unclear
	Lifted material
	Irrelevant

General Marking Principles

Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.

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.

No response and '0' marks

There is a NR (No Response) option in **RMA**³

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).

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.

PUBLISHED

Question	Answer	Marks	Guidance
Question 1			
<i>Minor character errors in transcription (missing or additional strokes) are tolerated provided that the meaning is clear and that a different character is not created. Accept minor omissions <u>in the body of the phrase</u>.</i>			
1(a)	以往	1	
1(b)	坚强	1	
1(c)	强手	1	
1(d)	旅程	1	
1(e)	痴迷	1	

Question	Answer	Marks	Guidance
Question 2			
<i>Candidates either get full marks for each question or zero. No partial marks are awarded.</i>			
<i>The following are examples of the way in which the answers could be expressed. Answers should retain the original meaning and contain all the necessary elements of the phrase to be reworked.</i>			
2(a)	他觉得只有这样做才能让他成为一个男子汉。	1	
2(b)	连最好的朋友他都没有告诉。 他连最好的朋友都没有告诉。	2	
2(c)	他会第一个把母亲登山的照片晒在网上。 他会第一个在网上把母亲登山的照片晒出。	2	

PUBLISHED

Question	Answer	Marks	Guidance
<p>Question 3</p> <p>Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered. The definition of a whole sentence is a complete unit of meaning which could be from a full stop to a semicolon or from a full stop to a full stop.</p> <p>It is not uncommon for candidates to ‘lift’ and then go on to rephrase acceptably, in which case indicate the lift using LM stamp but reward the rephrase.</p> <p><i>In own words:</i> <i>Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</i></p> <p><i>Candidates who use their own words throughout should not be at a disadvantage compared with those who tend to lift answers from the passages. Examiners must be careful to reward for Content answers that are reasonably clear and capture the idea given in the mark scheme, even if not expressed with complete precision or in the words of the mark scheme.</i></p>			
3(a)	根据文章第一段，现在年轻人常用的运动方式有哪些？	3	
	用跑步机跑步	1	
	用电脑运动/通过玩体育电子游戏运动	1	
	做极限运动	1	

Question	Answer	Marks	Guidance
3(b)	<u>小明</u> 为什么光着上身 在寒冷的冬天跑步 ?	2	
	健身	1	
	想成为男子汉	1	
3(c)	<u>李沛</u> 为什么想去 北极游泳 ?	2	
	想去七大洲五大洋游泳/想实现梦想	1	
	想考验毅力	1	Reject: 感到头疼
3(d)	学汉语对 <u>埃莉</u> 有什么 积极影响 ?	2	
	母语变得愈丰富多彩	1	Reject: 为了引起人们对地球变暖的关注
	变得敢说敢干	1	
3(e)	在 北极游泳 有什么 预想不到的危险 ?	2	
	舌头会被冻僵	1	Reject: 手脚会被冻僵
	(像刀子一样)锋利的冰碴儿到处都是	1	Reject: 会遇到北极熊/冰碴儿到处都是
3(f)	<u>赵华</u> 为什么喜欢 登山 ?	2	
	让她和自然更接近	1	
	让她觉得值得	1	Accept: 通过努力化解困难带来成长
3(g)	<u>赵华</u> 的儿子对 母亲登山 的态度有什么 变化 ?	2	
	小的时候惟恐旁人知道(母亲是个登山迷)	1	Accept: 以前即使最好的朋友他也没有告诉
	现在他会(第一个)在网上晒出 母亲登山 的照片	1	Accept: 现在炫耀母亲是个登山迷

Quality of Language – Accuracy

[5]

5 Very good

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

Question	Answer	Marks	Guidance
Question 4			
Mark as Question 3			
4(a)	健身福利可以怎样让企业受益?	3	
	吸引高才员工	1	
	省钱	1	Reject: 在员工健身福利上每花一美元/企业就可以节省五美元
	提高生产率	1	Reject: 健身福利和企业生产率的高低有着直接的关系
4(b)	公司老板怎么鼓励员工运动健身?	3	
	设立了专款以奖励定期锻炼身体的员工	1	
	提供健身房会员报销	1	
	张贴健身海报提醒 (员工健身)	1	
4(c)	公司老板提倡运动健身有什么效果?	3	
	(越来越多的)员工开始参加长跑	1	
	病假率连去年的一半都没有	1	
	跳槽的人数比以前少多了	1	

Question	Answer	Marks	Guidance
4(d)	学生怎样做才能在这所大学毕业?	2	
	学业过关	1	
	身体考核合格	1	Reject: 保持身体健康
4(e)	身体考核对 <u>李力</u> 有什么积极作用?	2	
	睡眠质量提高了	1	Reject: 他每天打球
	变得很乐观	1	
4(f)	新校规对学生的健康可能有什么负面影响?	2	
	由运动而受伤的人数有所增加	1	
	过度运动导致疲劳	1	Reject: 避免过度运动导致疲劳

Quality of Language – Accuracy

[5]

5 Very good

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

PUBLISHED

Question	Answer	Marks	Guidance
<p>Question 5</p> <p>Length of 5(a) + 5(b) (Summary and Personal Response)</p> <p>Writing within the character limit is part of the task. Insert the vertical wavy line after the 240th character to show the end of the response to be marked. No marks will be awarded for anything the candidate writes beyond the upper character limit.</p>			
<p>Content marks – Summary</p> <p>10 points are required, but more than 10 are given below to outline possible points candidates could be expected to make. Each point scores one mark, with a maximum of 10 to be awarded for content.</p> <p>Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			
5(a)	<p>结合短文一和短文二的内容，谈谈参加运动对个人的好处。</p> <ol style="list-style-type: none"> 1 健身 2 实现梦想 3 考验自己的毅力 4 和大自然接近 5 让别人知道自己的想法（引起人们对地球变暖的关注） 6 运动的过程让人成长/化解困难 7 经济收益（得到老板奖励/报销健身房会员费） 8 少请病假 9 学生顺利毕业 10 睡眠质量提高了 11 变得乐观 	10	

Question	Answer	Marks	Guidance					
<p>Content marks – Response to the Text</p> <p>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.</p>								
5(b)	<p>请谈谈你对这方面的了解、体验和看法。</p> <table border="1" data-bbox="360 456 1122 1321"> <tr> <td data-bbox="360 456 1122 624"> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="360 624 1122 823"> <p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> </td> </tr> <tr> <td data-bbox="360 823 1122 991"> <p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td data-bbox="360 991 1122 1158"> <p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> </td> </tr> <tr> <td data-bbox="360 1158 1122 1321"> <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table>	<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>	<p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>	<p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>								
<p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>								
<p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>								
<p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>								
<p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>								

PUBLISHED

Question	Answer	Marks	Guidance
Quality of Language – Accuracy			[5]
5	Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).		
4	Good Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.		
3	Sound Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.		
2	Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.		
0–1	Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.		