



# Cambridge International AS Level

---

**CHINESE LANGUAGE**

**8681/21**

Paper 2 Reading and Writing

**October/November 2022**

**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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

This document consists of **18** 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 <b>not</b> given to the candidate and the mark is <b>not</b> awarded.
	Harmless addition

Annotation	Meaning
	to show the end of a word count
highlight	
	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 **RMA3**.

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.

**Detailed Mark Scheme****Section 1**

Question	Answer	Marks	Not Allowed Responses
<b>Question 1</b>  <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 in the body of the phrase.</i>			
1(a)	念念不忘	1	
1(b)	连绵	1	Reject: 阴雨连绵
1(c)	作伴	1	
1(d)	地道	1	Reject: 最地道
1(e)	毅然	1	
<b>Question 2</b>  <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)	尽管李梦支教的山村地处偏远，（但）她的父母还是很支持她。	2	
2(b)	这个山村是很难留得住老师的。	1	
2(c)	这不就是她坚持的动力吗？	2	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
<p><b>Question 3</b></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></p> <p><b>Note:</b> Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p> <p>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.</p>			
3(a)	<u>李梦</u> 支教时，心情怎样？	<b>3</b>	
	痛苦	1	Reject: 犹豫
	寂寞	1	
	满足	1	

Question	Answer	Marks	Not Allowed Responses
3(b)	为什么这个山村留不住老师?	4	
	地处偏远	1	
	阴雨连绵的天气	1	Accept: 恶劣的天气
	蚊虫叮咬	1	
	电力不稳/常常断电	1	
3(c)	根据第三段, 为什么李梦“也犹豫过”?	2	
	看着一起来的同伴一个个离开	1	
	山村艰苦的条件	1	
3(d)	根据第三段, 支教的生活让李梦收获了什么?	4	
	欣赏山村(秀美的)风光	1	
	体验(最地道的)乡村文化	1	
	学生们的崇敬	1	
	村民们的感谢	1	Reject: 村民们真诚的话语

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
3(e)	支教的生活培养了李梦怎样的性格?	2	
	自信	1	
	独立	1	Accept : 自己的事情自己做主
	果断 Any 2 of 3	1	

**Question 3: Quality of Language – Accuracy**

[5]

<b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b> 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.
<b>3 Sound</b> 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.
<b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

**Question 3: 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:

<b>Total Content marks available on questions where a candidate scores 0</b>	<b>Reduce Quality of Language mark by:</b>
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****Section 2**

Question	Answer	Marks	Guidance
<b>Question 4</b>			
<b>Mark as Question 3</b>			
4(a)	<b>根据王建的说法，义工旅行有哪些特点？</b>	<b>4</b>	
	(旅行的同时) 要完成公益项目	1	
	由志愿团体组织	1	
	提供技能培训	1	
	不取薪酬	1	
4(b)	<b>为什么义工旅行很受年轻人喜爱？</b>	<b>3</b>	
	满足了年轻人看世界的愿望	1	
	实现自身价值	1	
	(以义工换食宿) 节省开支	1	
4(c)	<b>举三个例子来说明义工是怎样帮助弱势群体的。</b>	<b>3</b>	
	给孤儿们讲故事	1	
	帮助残障人士做康健	1	
	跟孤寡老人说话	1	

**PUBLISHED**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
4(d)	李涛在义工旅行中除了收获了快乐，还有哪些感触？	<b>2</b>	
	感动	1	
	骄傲	1	Accept : 自豪
4(e)	义工旅行是怎样达到文化遗产的目的的？	<b>3</b>	
	维护历史建筑	1	Reject: 维护建筑
	保护当地文化遗产	1	Reject: 保护动植物
	学习当地传统文化/技术（传统舞蹈或烹调技术等）	1	

**Question 4: Quality of Language – Accuracy**

[5]

<b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b> 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.
<b>3 Sound</b> 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.
<b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

**Question 4: 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:

<b>Total Content marks available on questions where a candidate scores 0</b>	<b>Reduce Quality of Language mark by:</b>
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
<p><b>Question 5</b>  <b>Length of 5(a) + 5(b) (Summary and Personal Response)</b>            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><b>Content marks – Summary</b>            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.            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.            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，讲一讲参加义工活动对年轻人来说有什么意义。</p> <ol style="list-style-type: none"> <li>1) 让自己获得满足/感到快乐</li> <li>2) 欣赏乡村秀美的风光/看世界/旅行</li> <li>3) 体验最地道的乡村文化/学习传统文化和活动</li> <li>4) 受到别人尊敬/感谢</li> <li>5) 体验艰苦的生活</li> <li>6) 培养了良好的性格</li> <li>7) 找到事业目标</li> <li>8) 学到技能</li> <li>9) 实现自身价值</li> <li>10) 帮助弱势群体</li> <li>11) 维护历史建筑/保护动植物/当地文化遗产</li> <li>12) 促进文化交流</li> <li>13) 帮助贫困国家减轻压力</li> </ol>	<b>10</b>	

Question	Answer	Marks	Guidance					
<p><b>Question 5: Content marks – Response to the Text</b></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="338 459 1144 1295"> <tr> <td data-bbox="338 459 1144 627"> <p><b>5 Very good</b> 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="338 627 1144 794"> <p><b>4 Good</b> 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="338 794 1144 962"> <p><b>3 Sound</b> 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="338 962 1144 1129"> <p><b>2 Below average</b> 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="338 1129 1144 1295"> <p><b>0–1 Poor</b> 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><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p><b>4 Good</b> 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><b>3 Sound</b> 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><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p><b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
<p><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>								
<p><b>4 Good</b> 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><b>3 Sound</b> 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><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>								
<p><b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>								

**Question 5: Quality of Language – Accuracy**

[5]

<b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b> 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.
<b>3 Sound</b> 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.
<b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.