



Cambridge International A Level

CHINESE

9715/22

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 **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 not given to the candidate and the mark is not 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	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)	多种多样	1	
1(b)	视野	1	
1(c)	别致	1	Reject: 别到
1(d)	热门	1	
1(e)	没准 (儿)	1	

PUBLISHED

Question	Answer	Marks	Guidance
<p>Question 2</p> <p><i>Candidates either get full marks for each question or zero. No partial marks are awarded.</i></p> <p><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></p>			
2(a)	人们既做消除身体疲劳的运动，又做帮助他们获得精神慰藉的活动。	2	Accept: 人们既做运动消除身体疲劳，又做帮助他们获得精神慰藉的活动。
2(b)	大家在广场参加丰富多彩的活动像一道别致的城市风景线。	1	Reject: wrong character 风景线
2(c)	人们把体育健身（活动也）作为休闲的重要内容。	2	Reject: 把体育健身活动作为人们休闲的重要内容。 Reject: 人们把体育健身活动作为人们休闲的重要内容。 Reject: wrong character 体闲

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>N.B. 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)	休闲活动如何提高人们的生活质量?	2	
	消除身体疲劳	1	Reject: 做一些消除身体疲劳的运动
	让人们获得精神上的慰藉	1	Reject: 选择/做一些帮助他们获得精神慰藉的活动
3(b)	南美洲之行给赵强带来了什么好处?	3	
	放松心情	1	
	更自信	1	
	开阔视野	1	

Question	Answer	Marks	Guidance
3(c)	人们在哪儿可以进行体育休闲活动?	3	
	社区广场	1	Reject: 广场
	体育场馆	1	Accept: 体育场/体育馆
	野外/户外	1	Accept: locations like 室外/郊外/大自然; activities with location 在野外徒步/野外徒步 Reject: location 马路; list of activities 骑自行车、野外徒步
3(d)	丽雅从她的休闲活动中收获了什么?	4	
	学会/到了针灸/完成心愿	1	Reject: (利用业余时间) 学习 Reject: 参加了针灸班/学习了针灸
	有了开诊所的想法	1	Accept: 有可能开诊所/可能有更多工作机会 Reject: (可以) 开诊所
	治好了朋友的病/帮了朋友	1	Reject: 收获/得到友情
	找到了男朋友/收获爱情	1	
3(e)	根据全文, 说说休闲方式有哪些类型。	3	
	观光旅游型	1	
	体育锻炼型	1	
	学习型	1	Reject: 学针灸; 业余爱好/个人兴趣

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).

Section 2

Question	Answer	Marks	Guidance
Question 4			
Mark as Question 3			
4(a)	为什么说从书法作品中能了解到书者?	2	
	体现了书者的人文修养	1	
	体现了书者的个性	1	
4(b)	学习书法有助于提高哪些能力?	3	
	专注能力	1	
	分析能力	1	
	思维能力	1	
4(c)	为什么说书法是一项精细的活动?	2	
	必须仔细琢磨字的结构	1	Reject: 书法需要琢磨
	(书者运笔的轻重缓急) 需要脑、眼、手相互协调。	1	
4(d)	在性格方面, 擅长书法的人有什么特点?	3	
	耐心	1	
	内向	1	
	沉稳	1	

PUBLISHED

Question	Answer	Marks	Guidance
4(e)	为什么说书法也是一项适合老年人的活动?	2	
	是一种动与静的结合	1	Accept: 没有其他运动那么剧烈 Reject: 剧烈的健身运动不适合老年人
	可以益寿延年	1	
4(f)	如果想让孩子学习书法, 家长应该考虑哪些问题?	3	
	(学习) 书法会占用的时间	1	Reject: 时间/学习问题
	孩子把衣服弄脏/给父母增添麻烦	1	Reject: 卫生问题; 孩子年纪 (太小)
	需要支付的费用	1	

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
<p>Question 5 Length of 5(a) + 5(b) (Summary and Personal Response) 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，说说休闲活动怎样帮助一个人成长。</p> <ol style="list-style-type: none"> 1) 消除身体疲劳/使身体更健康/强身健体 2) 获得精神上的慰藉/放松心情 3) 让人更自信 4) 开阔视野 5) 利用业余时间学习/参加兴趣班/多了一技之长 6) 在就业方面受到启发 7) 帮助朋友/收获爱情 8) 提高人文修养 9) 使人更加专注 10) 培养分析能力 11) 提高思维能力 12) 培养不同的性格 (耐心/内向/沉稳) 13) 益寿延年 	10	

Question	Answer	Marks	Guidance					
<p>Content marks – Response to the Text 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="338 424 1140 1297"> <tr> <td data-bbox="338 424 1140 592"> <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="338 592 1140 794"> <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="338 794 1140 962"> <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="338 962 1140 1129"> <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="338 1129 1140 1297"> <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>								

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.