
CHINESE LANGUAGE

8681/21

Paper 2 Reading and Writing

October/November 2017

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.

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This document consists of **18** printed pages.

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 your Team Leader 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.

Annotation used in marking:

- (a) BOD = Benefit of the Doubt and 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.
- (b) NBOD = No Benefit of the Doubt and 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.
- (c) caret = to indicate where something which is key to the response is missing.

No response and '0' marks

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.

Question	Answer	Marks	Not Allowed Responses
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)	然而	1	
1(b)	花销	1	
1(c)	繁琐	1	
1(d)	未必	1	
1(e)	当地	1	

Question	Answer	Marks	Not Allowed Responses
<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 same meaning and contain all the necessary elements of the phrase to (retain the original meaning) be reworked.</i></p>			
2(a)	它不仅丰富人们的经历，而且(能)让人们体验民俗。	1	不仅它丰富人们的经历，而且(能)让人们体验民俗。
2(b)	(由)学习和工作产生的压力是可以通过旅游来缓解的。	2	
2(c)	旅游除了是游山玩水(以外)，还是一种文化体验。	2	旅游除了不仅仅是游山玩水，还更是一种文化体验。 旅游不仅仅除了是游山玩水，还更是一种文化体验。 旅游除了是游山玩水，还更是一种文化体验。

Question	Answer	Marks	Not Allowed Responses
<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>If (<u>and only if</u>) all the words in the reject column appear in the answer unchanged, reject as a 'lift'. Annotate this using the LM stamp (Lifted Material).</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>			
3(a)	旅游给人带来什么益处？请列出三点。	3	<p>解除疲劳</p> <p>The long lift should be rejected:</p> <p>[它可以丰富人们的经历，让人们体验民俗。] [在日常生活中由学习和工作产生的压力也可以通过旅游来缓解。] [旅游还给亲朋好友创造了交流的机会，从而促进感情。]</p>
	丰富人们的经历/让人们体验民俗	1	
	减压	1	
	促进感情/创造交流机会	1	
3(b)	旅游潜在的问题有哪些？	3	<p>The long lift should be rejected:</p> <p>[然而，旅游需要一定的体力，而且花销通常较高。] [不管计划如何周详，旅游中有时还会发生意想不到的事情。]</p>
	需要体力	1	
	花费高	1	
	旅游中，会有意想不到的事情发生	1	

Question	Answer	Marks	Not Allowed Responses
3(c)	为什么李明还会选择跟团游?	3	旅行社安排路程/饮食 The long lift should be rejected: [导游王亮认为跟团旅游低费用, 并且有旅行社安排一切繁琐的事物。] [李明说他在这次旅途中还结交了很多朋友, 他以后会继续选择跟团游。]
	费用低	1	
	旅行社安排所有事物, (省心)	1	
	结交朋友	1	
3(d)	张雪反对跟团游的原因有哪些?	3	对早餐/午餐无选择 不一定能与同行的人成为朋友 The long lift should be rejected: [张雪却不这样认为, 她的看法是跟团游每到一处都有时间限制, 在自己喜欢的景点也是走马观花;] [旅途中你未必和所有的同伴都合得来, 但却无法避免;] [连一日三餐都由导游安排好了, 没有选择。]
	(每到一处) 都有时间限制/在景点只能走马观花	1	
	无法避免不喜欢的同伴	1	
	一日三餐/饮食无选择	1	

Question	Answer	Marks	Not Allowed Responses
3(e)	游客对当地风俗文化的尊重体现在哪几方面?	3	<p>在日本的一些餐厅就餐前要把鞋脱掉</p> <p>The long list should be rejected:</p> <p>[游客们应该尊重当地风俗文化，尽量做到入乡随俗，比如说，在日本的一些餐厅就餐前要把鞋脱掉。]</p> <p>[因此，旅行前多了解一些目的地的风土人情是必要的。]</p> <p>[此外，运用当地的一些礼貌用语也可以让自己更受欢迎，让旅游更快乐。]</p>
	入乡随俗	1	
	了解当地风土人情	1	
	运用当地的礼貌用语	1	

Quality of Language – Accuracy

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	Not Allowed Responses
Question 4			
<i>Mark as Question 3</i>			
4(a)	为什么生态旅游成为旅游发展的新趋势?	2	<p>The long lift should be rejected:</p> <p>[生态旅游是在传统旅游业发展过程中出现环境问题的基础上兴起的。]</p> <p>[在20世纪后期，随着人们环保意识和生态意识的觉醒，生态旅游渐渐成为行业发展趋势。]</p>
	(传统旅游业在发展过程中) 出现了环境问题	1	
	(人们的) 环保意识的觉醒	1	
	(人们的) 生态意识的觉醒	1	
	Any 2 of 3		
4(b)	请概括说明“绿色餐厅”有什么特点?	3	<p>“无公害”食品 只提供健康食品</p> <p>The long lift should be rejected:</p> <p>[在“吃”上，生态旅游极力塑造“绿色餐厅”的企业形象，只提供“无公害”食品，避免使用一次性餐具。]</p> <p>[此外，垃圾处理是餐饮行业的一大难题，“绿色餐厅”实行垃圾分类处理。]</p>
	(只) 提供“无公害”食品	1	
	避免使用一次性餐具	1	
	实行垃圾分类处理	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	生态旅游交通使用哪些方式来减少污染?	4	
	限制机动车辆进入生态旅游区	1	骑自行车/骑车
	提倡用电力交通工具	1	The long lift should be rejected:
	鼓励游客尽量步行	1	[在交通方面，生态旅游限制机动车辆进入生态旅游区；在旅游区，提倡用电力交通工具，并鼓励游客尽量步行，以减少对自然生态的污染。]
	骑马/使用畜力	1	[在一些生态景区，游客还可以把骑马作为主要交通方式，既保护了环境，又增加了旅游乐趣。]
4(d)	请概括说明生态旅游商品为什么会受游客喜爱?	3	
	具有独特性	1	原材料 小批量生产 文化内涵
	使用当地原材料	1	The long lift should be rejected:
	包含文化内涵	1	[生态旅游商品也因其独特性倍受游客欢迎。] [这些商品使用当地原材料，往往小批量生产，虽然价格不低，但是它包含浓郁的文化内涵。]

Question	Answer	Marks	Not Allowed Responses
4(e)	游客应该怎样维护生态平衡?	3	<p>The long list should be rejected:</p> <p>[游客来到大自然，除了欣赏美景，也要维护生态平衡，不随地乱扔垃圾。]</p> <p>[有些景区的野生动物常常跟游客乞食，但是最好不要喂它们。]</p> <p>[景区的一花一草都是属于大自然的，不要随手采摘。]</p>
	不随地乱扔垃圾	1	
	不要喂野生动物	1	
	不要随手采摘花草	1	

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Question 5**Length of 5(a) + 5(b) (Summary and Personal Response)**

Writing within the character limit is part of the task, and candidates who remain within the limit (200 characters in total) deserve credit. Insert the vertical wavy line after the 240th character to show the end of the response to be marked.

Question	Answer	Marks	Not Allowed Responses
<p>Content marks – Summary</p> <p>Indicate with a tick in the body of the text the point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.</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>用中文完成以下两题，总字数不要超过 200 个字。</p> <p>(a) 结合短文一和短文二的内容，从旅游的愉悦性和环保角度谈谈现代旅游。</p> <p>旅游的愉悦性：</p> <ol style="list-style-type: none"> 1) 让人们体验民俗（文化）/丰富个人经历 2) 通过旅游来缓解压力 3) 促进人与人之间的感情/创造与他人的交流机会 4) 可以结交朋友 5) 可以游山玩水 6) 用当地的貌用语也可以让旅游更快乐 7) 可以买到生态旅游商品 <p>环保：</p> <ol style="list-style-type: none"> 8) 餐厅提供“无公害”食品/游客在绿色餐厅就餐 9) 避免使用一次性餐具 10) 实行垃圾分类处理 11) 限制机动车辆进入生态旅游区 	10	

Question	Answer	Marks	Not Allowed Responses
	12) 提倡使用电力交通工具 13) (景区) 鼓励游客尽量步行/ 游客尽量步行 14) 把骑马作为主要交通方式 15) 不随地乱扔垃圾 16) 不要喂景区的野生动物 17) 不要随手采摘景区的花草		

Question	Answer	Marks	Not Allowed Responses										
<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="327 459 1149 1297"> <tr> <td data-bbox="327 459 383 627">5</td> <td data-bbox="383 459 1149 627"> <p>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="327 627 383 794">4</td> <td data-bbox="383 627 1149 794"> <p>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="327 794 383 962">3</td> <td data-bbox="383 794 1149 962"> <p>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="327 962 383 1129">2</td> <td data-bbox="383 962 1149 1129"> <p>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="327 1129 383 1297">0-1</td> <td data-bbox="383 1129 1149 1297"> <p>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>	5	<p>Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	4	<p>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>	3	<p>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>	2	<p>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>	0-1	<p>Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
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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.

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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.

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

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