



Cambridge International A Level

CHINESE

9715/21

Paper 2 Reading and Writing

October/November 2023

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 2023 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) | 特殊 | 1 | |
| 1(b) | 场所 | 1 | Reject: 比赛场所 |
| 1(c) | 成就 | 1 | |
| 1(d) | 七嘴八舌 | 1 | |
| 1(e) | 传递 | 1 | |

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| 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) | 她因为首次参加大型比赛，所以既紧张又兴奋。 | 1 | |
| 2(b) | 哪怕不懂乐谱，也（都）可以加入。 | 2 | |
| 2(c) | 倘若不是合唱团，就成就不了现在的我。 | 2 | Accept: 倘若不是合唱团，就没有现在的我。 |

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| 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) | 为什么这次合唱比赛对肖雅来说意义不同寻常? | 4 | |
| | 代表公司参加 | 1 | |
| | 首次参加(大型比赛) | 1 | |
| | 实现小时候的梦想 | 1 | Accept: 是她的梦想 |
| | 在几乎失去听力的情况下参加比赛 | 1 | Accept: 是听力障碍人士 |

| Question | Answer | Marks | Guidance |
|----------|-------------------------|-------|---------------------------|
| 3(b) | 为什么说公司的合唱团有很强的包容性? | 3 | |
| | 团员来自不同岗位/从事不同工作 | 1 | Accept: 不仅有经理, 也有清洁工 |
| | 不分年龄/资历 | 1 | Accept: 有退休老员工, 也有刚入公司的新人 |
| | 无需音乐基础 | 1 | Accept: 不论懂不懂乐谱 |
| 3(c) | 登台前他们做了哪些认真的准备? | 4 | |
| | 早早来到比赛场所 | 1 | |
| | 精心地化妆 | 1 | |
| | (互相检查)整理着装 | 1 | |
| | 比赛前反复练习 | 1 | |
| 3(d) | 根据第三段, 说说肖雅通过合唱比赛收获了什么。 | 2 | |
| | 更好的自己/自信 | 1 | Reject: 克服了内心 |
| | 友情 | 1 | Reject: 收获了一个大家庭/兄弟姐妹 |
| 3(e) | 从同事们的话中, 能看出肖雅的哪些特点? | 2 | |
| | 唱歌唱得好 | 1 | Accept: 唱歌唱得像小鸟一样 |
| | 内心坚强 | 1 | Accept: 有一颗摧不毁的心 |

Question 3: Quality of Language – Accuracy

[5]

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| 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. |

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:

| 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**Section 2**

| Question | Answer | Marks | Guidance |
|--|-----------------------------------|----------|---------------|
| Question 4 Mark as Question 3 | | | |
| 4(a) | 最初的音乐是用什么方式表现出来的? | 2 | |
| | 用特殊的节奏配合劳动动作 | 1 | |
| | 用简单的语言跟随旋律 | 1 | |
| 4(b) | 根据第二段, 说说音乐给工作中的人们带来了哪些帮助。 | 2 | |
| | 鼓舞意志 | 1 | |
| | 使人放松 | 1 | |
| 4(c) | 通过郭涛的话, 我们能了解到律师的哪些特点? | 4 | |
| | 口才好 | 1 | Accept: 雄辩的能力 |
| | 责任感很大 | 1 | Accept: 有担当 |
| | 严谨 | 1 | |
| | 遇到困难不放弃 | 1 | |

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| Question | Answer | Marks | Guidance |
|-----------------|-------------------------------|--------------|-------------------|
| 4(d) | 歌剧团给律所带来了什么? | 3 | |
| | 让律师们不怕犯错 | 1 | |
| | 加强了凝聚力 | 1 | Reject: 让律师们成为一家人 |
| | 减少员工外流 | 1 | Accept: 谁都没想过离开 |
| 4(e) | 根据专家的说法, 企业领导应该怎样利用音乐来帮助企业发展? | 4 | |
| | 在某些工作区播放轻音乐 | 1 | |
| | 组织员工参加音乐活动 | 1 | |
| | 制作企业主题歌 | 1 | |
| | 拍摄音乐作品 | 1 | |

Question 4: Quality of Language – Accuracy

[5]

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| 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. |
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| 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)</p> <p>Writing within the character limit is part of the task. Insert the slash 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>Question 5: Content marks – Summary 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) | <ol style="list-style-type: none"> 1 结合短文一和短文二的内容, 讲一讲为什么音乐在企业发展中很重要。 2 可以帮助员工实现梦想 3 可以让员工增加自信/看到更好的自己 4 增强团队的凝聚力/归属感 5 让员工更有责任感 6 传递温暖 7 更能在工作中发挥想象力/创造力 8 鼓舞意志 9 让员工放松 10 减少员工外流 11 调动员工的积极性 12 营造良好的工作氛围 13 推广企业形象 | 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="338 421 1093 1289"> <tr> <td data-bbox="338 421 1093 587"> <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="338 587 1093 788"> <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="338 788 1093 954"> <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="338 954 1093 1120"> <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 1120 1093 1289"> <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 | |
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Question 5: Quality of Language – Accuracy

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