



# Cambridge International AS Level

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**CHINESE LANGUAGE**

**8681/22**

Paper 2 Reading and Writing

**October/November 2020**

MARK SCHEME

Maximum Mark: 70

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**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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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 given
	No benefit of the doubt given
	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.

## 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

There is a NR (No Response) option in **RMA**<sup>3</sup>

## 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**

Question	Answer	Marks	Guidance
<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 <u>in the body of the phrase</u>.</i>			
1(a)	在乎	1	
1(b)	升值	1	升值空间
1(c)	区域	1	
1(d)	打折	1	打拆
1(e)	拮据	1	

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Question	Answer	Marks	Guidance
<p><b>Question 2</b></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)	因为学校周边文化气息比较浓，所以适合孩子成长。	1	<p>Accept: 因为文化气息比较浓，所以学校周边适合孩子成长。</p> <p>Accept: 学校周边因为文化气息比较浓，所以适合孩子成长。</p>
2(b)	虽然想买，但是不敢乱花钱。	2	<p>Accept: 虽然不是不想买，但是不敢乱花钱。</p> <p>Reject: 虽然是想买的，但是还是不敢乱花钱。</p> <p>Reject: 虽然不敢乱花钱，但是想买。</p> <p>Reject: 虽然想买，但是是不敢乱花钱。</p>
2(c)	<p>我的成功是和（我的）勤奋努力分不开的。</p> <p>我的成功和我的勤奋努力是分不开的。</p>	2	<p>Accept: 我的成功和我的勤奋努力是紧密相连的。</p> <p>Reject: 是我的勤奋努力使我成功的。</p> <p>Reject: 成功是和我的勤奋努力分不开的。</p>

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Question	Answer	Marks	Guidance
<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. If a whole sentence from the reading passage appears in the answer unchanged, reject as a 'lift'. Annotate this using the LM stamp (<b>Lifted Material</b>).</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)	根据第一段, 说说“学区房”为什么越来越受欢迎。	<b>4</b>	
	家长想让孩子进好学校/想住在名校附近	1	
	(在义务教育阶段) 孩子们可免试入学	1	Accept: 孩子们可直接入学
	孩子们还可以走路上学/不需要家长开车接送	1	Accept: 孩子们可以自行上学
	是一种投资/“学区房”的升值空间会很大	1	



Question	Answer	Marks	Guidance
3(b)	住在重点中学附近会给刘女士一家带来哪些益处?	4	
	学校附近交通便利	1	
	学校周边 (总是) 很安全	1	Reject: 政府重点保证安全的区域
	能享受到由学校发展带来的 (成熟) 配套设施	1	
	适合孩子成长	1	Reject: 学校周边文化气息比较浓
3(c)	产生“学区房”的根本原因是什么?	3	
	学校之间教学质量参差不齐	1	Reject: 质量参差不齐
	教育资源分配不均	1	
	家长“望子成龙”的心理	1	Accept: 家长对孩子的期望高 Reject: 家长的心理
3(d)	举两个例子说明韩女士怎样节省开支。	2	
	很少买新衣服	1	
	等到 (晚上超市) 打折才去买菜	1	
3(e)	赵先生的成功给家长带来什么借鉴?	2	
	学校不重要/孩子要勤奋努力	1	Reject: 不一定住在学区房才能成功
	家长要以身作则	1	

**Quality of Language – Accuracy**

<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.

**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
<b>Question 4</b>			
<i>Mark as Question 3</i>			
4(a)	父母通常对孩子抱有什么期望?	<b>2</b>	
	希望孩子能比自己强	1	
	希望孩子成才/望子成龙	1	Reject: (怎样) 培养孩子成才
4(b)	举三个例子, 说说父母为孩子的学业做出了怎样的付出。	<b>3</b>	
	(一下班就) 陪着孩子去上学习班	1	Reject: 操心孩子的饮食起居
	在孩子考试期间请假(全力)照顾孩子	1	Reject: 请假照顾孩子
	(花了毕生的积蓄)买了“学区房”	1	
4(c)	父母的哪些做法会影响跟孩子的关系?	<b>3</b>	
	父母对孩子有过高的期望值	1	
	父母把自己未实现的愿望强加到孩子身上	1	Reject: 父母把自己的愿望强加到孩子身上
	父母(总是)以命令的口吻说话	1	
4(d)	孩子应该怎么做才能改善和父母的关系?	<b>2</b>	
	孩子要(适时)与父母沟通/不要遇事闭口不言	1	
	孩子要对自己的行为做(适当的)调整	1	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
4(e)	专家的分析给父母哪些启发?	<b>2</b>	
	人生并不等同于名利本身	1	Reject: “望子成龙”表现了人们的一种功利心态
	父母应当尊重子女的意愿	1	
4(f)	在孩子的成长过程中什么更重要?	<b>3</b>	
	健康的体魄	1	
	良好的性格	1	
	独立性	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. 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.

**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.

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):

Question	Answer	Marks	Guidance
5(a)	<p>结合短文一和短文二的内容，说说教育的现状和父母应该如何教育子女。</p> <ol style="list-style-type: none"> <li>1 住房和教育息息相关/让孩子进入好学校是家长的愿望</li> <li>2 在义务教育阶段，孩子们都可免试入学</li> <li>3 学区房附近文化气息比较浓，适合孩子成长</li> <li>4 学校之间教学质量参差不齐</li> <li>5 教育资源分配不均</li> <li>6 父母要以身作则</li> <li>7 父母对孩子有过高的期望值（望子成龙）/不要有功利心态</li> <li>8 父母不应该把自己未实现的愿望强加到孩子身上</li> <li>9 在和孩子交流时，父母不应该以命令的口吻说话</li> <li>10 父母应当尊重子女的意愿</li> <li>11 给孩子健康的体魄</li> <li>12 善于诱导孩子/让孩子拥有良好的性格</li> <li>13 培养孩子的独立性</li> </ol>	10	



Question	Answer	Marks	Guidance					
<p><b>Content marks – Response to the Text</b> 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 1122 1289"> <tr> <td data-bbox="338 421 1122 587"> <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="338 587 1122 788"> <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="338 788 1122 954"> <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="338 954 1122 1120"> <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 1120 1122 1289"> <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	
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