CHINESE

| Paper 9715/22 |
| Reading and Writing |

Key messages

* **Question 1** is a vocabulary recognition exercise, which requires candidates to find words or phrases from the first reading passage that are closest in meaning to those given in the question. Words that are not in the specified paragraphs of the passage are not acceptable.

* **Question 2** is a grammatical manipulation exercise. It requires candidates to rewrite the sentences using the given phrases without changing the meaning.

* **Question 3** and **Question 4** consist of a series of comprehension questions, requiring straightforward and specific answers. Candidates need to read the passages carefully and should answer using their own words based on the information given in the passages. No credit can be given for responses if candidates have lifted an entire unit of language unchanged from the original texts, or if they are based on candidates' general knowledge, or personal experience.

* **Question 5 (a)** requires candidates to produce a summary of the information given in both passages, which this year were concerned with the factors affecting young people's career choice.
  Question 5 (b) requires candidates to give their personal response to the material, which can be their own understanding, experience and opinion of the issues raised. Responses to **Question 5 (b)** should be personal and not a mere repetition of the materials in the given texts. The whole response for **Question 5** is to be kept to a limit of no more than 200 characters.

In order to perform well for this paper, candidates should:

* consolidate knowledge of synonyms, conjunctions, linking words and question words
* read the questions carefully and provide answers based on the reading passages in the paper
* use their own words to answer questions rather than copying from the passages
* plan their time to ensure they have sufficient time to fully answer **Question 5**
* attempt every question in the paper, even those they feel less confident about.

General comments

Most candidates understood the reading texts well and were able to provide accurate answers to the questions asked. Some candidates performed well, responding to the questions fully, using clear expressions and giving focused answers.

All questions were attempted by all the candidates. Candidates used their own words to answer the questions rather than 'lifting' the original words from the texts. It is encouraged that candidates use their own words to express the key concepts from the passages.

Many good and clearly expressed responses to **Question 3** and **Question 4** were observed this year. Many candidates demonstrated their ability to rephrase information through using appropriate connectives, using synonyms, rearranging the word order and selecting key information. It is important that candidates make sure they read all the questions carefully before attempting their answers, to ensure they understand what is required by each question. Teachers should remind candidates to take note of the marks allocation per question to understand the pieces of information required to each one. In some cases, candidates clearly understood the questions but did not cover in full all the aspects required, stopping them from achieving all marks available for each question.

Most answers for **Question 5** were kept within the character limit, showing consciousness of the task requirements. However, a very small number of candidates only produced very short answers, with little scope to be able to develop their answers for **Question 5 (b)**.

Some candidates used their general knowledge to answer **Question 5(a)** rather than using the texts provided. In some cases, candidates gave only bullet point answers, which affected their marks in **Question 5(I)**.

Comments on specific questions

Question 1

The performance for this question was outstanding, with the vast majority of candidates showing they had understood the vocabulary being tested and correctly located the synonyms from Passage 1. To improve performance further, candidates need to better understand the function of the vocabulary they come across and analyse its position within the sentence. Candidates need to pay attention to the accuracy of the character writing in order to secure the marks.

(a) This question was very well answered. Only on a few occasions, answers like 脑海, 紧锁 or 盎然 were seen and therefore could not be credited.

(b) This question was well answered overall, showing candidates had a good understanding of the vocabulary and the text.

(c) The majority of candidates provided the correct answer 对口. However, some inaccurate answers were given as well, most frequently 相关 or 掌握.

(d) Most candidates correctly identified 跳槽 as the correct answer. Occasional incorrect answers such as 择业 or 做工作 were also given. Sometimes, candidates wrote '糟' instead of '槽' as their answer and therefore no mark could be credited.

(e) Most candidates were able to identify 注重 as the synonym. However, some inaccurate answers such as 合作, 细节, 一丝不苟 or 如鱼得水 could not be credited.

Question 2

The overall performance on this question was strong. Most candidates manipulated the sentences correctly, applying the structures given. In a few cases candidates changed the meaning of the sentence when they re-wrote it. To achieve full marks in this exercise, the original meaning of the sentence must be kept after the inclusion of the structure given.

(a) Most of the candidates were able manipulate the structure 像…一样 correctly to answer the question. A few candidates still kept 仿佛 in their answer, which no mark could be awarded as 仿佛 and 像 both mean 'seem'. Therefore, answers like, 子翔的心情仿佛像深秋的颜色一样, could not be credited.

(b) The majority of candidates demonstrated good understanding of how to use 只有…才 within the context. A small number of candidates proved to be unsure on the word order, providing answers like 只有先自力更生, 才这样会免去父母的唠叨 which could not be accepted.

(c) Many candidates were able to manipulate correctly the sentence using the structure 如果 … 就. Some candidates wrote the sentence in the wrong order, as 如果对所做的工作不感兴趣，就工作没有动力, for example, and marks could not be awarded. A few candidates missed the word 对 at the beginning of the sentence and marks could not be granted in these cases.

Question 3

The passage was about people's career choices in modern society and most candidates performed well in this question showing they had a thorough understanding of the reading passage. Responses which used a variety of vocabulary, as well as a good range of linking words, such as 首先……其次…… 最后……. to

connect answers together, often scored well for quality of language and for content, providing full sentences were given.

(a) This question tested implied meaning and most candidates found it challenging. Stronger candidates were able to produce their answers based on their text understanding, correctly using structures like 不但……而且…… to link their answers. Many candidates were able to locate the sentences in the text but simply copied the wording from the reading passage as their answers rather than demonstrating a genuine understanding of the text. Answers such as 眉头紧锁; 子翔的心情仿佛深秋的颜色 or 问题一直萦绕在他的脑海里 were seen as typical wrong answers.

(b) The performance on this question was good. Most candidates understood that 人类灵魂工程师 was a metaphor for teacher. Answers such as 工程师、去山区支教 or 不再热衷 could not be accepted as a correct answer. It was also noted that some candidates wrote 老师 alongside 去山区支教, which contradicted the original meaning in the text and no marks could be credited.

(c) This question was the best answered sub-question in this section. Most candidates demonstrated a correct understanding of what was required. Some candidates did not receive any marks as they provided answers such as 找一份工作比理想更重要, 考虑所修专业 or 掌握很多相关知识。

(d) This question was well responded by candidates. There were some excellent answers which showed genuine understanding of the text. Many candidates answered this question using their own words. Answers such as 积累了相关知识; 因为工作前都学过了与工作相关的知识 were noted and classified as good answers.

(e) Candidate provided positive responses to this question. Most candidates demonstrated their ability to understand the focus of what the question was about: 'the positive side of the job'. They were able to focus on the positive aspects and leave the negative aspects out. Less able candidates produced mixed answers such as 影响在职时间的长短 and 个人在职场上能否走向成功的关键 including both negative and positive aspects which was ambiguous and marks could not be credited in these cases.

(f) Lots of excellent answers were shown in this question. There were many candidates who used their skills and answered the question using their own words.

Question 4

The passage is about ideal jobs in young people's eyes. Most candidates performed well in this question and exhibited a good understood of the reading passage. Some interesting language was used in the answers provided, including a good selection of linking words. Overall, many candidates were able to use the information from the texts to answer questions.

(a) The majority of candidates answered this question confidently. A few candidates only gave partial answers like, 来钱快 and 更赚钱. It is important that candidates read the questions carefully and give complete answers which make sense grammatically as well as logically; answers such as 月入百万 were not a good fit for the question. A few candidates have also forgotten the fact the answer required '短期内'.

(b) Most candidates were able to give excellent answers to this question. Weaker responses occasionally gave answers such as 网上订餐和购物越来越流行 which were not credited.

(c) Candidates have provided strong answers in this question. Only a small number of candidates did not achieve full marks. A small number of candidates have mistakenly written 年轻人爱面子；放不下面子, 很丢人；对这类工作不屑一顾 as their answer, instead of the expected 这类工作社会价值不高.

(d) Most candidates gave excellent answers to this question. Strong answers demonstrated clear understanding of the passage. Some candidates struggled to grasp the key concept 体面的工作 and focused on the location 写字楼 instead.

(e)   There were very positive responses to this question. Candidates were able to understand the key concepts such as 不放弃追求理想. However, a small number of candidates gave partial answers like '不放弃', which caused ambiguity.

Please note that in **Question 3** and **Question 4**, candidates are not required to rephrase every word they take from the passages to use in their answers. Candidates may use the passages as support to retrieve some vocabulary but should not lift material from the passages indiscriminately or at length, as this does not show that they have fully understood either the passages or the questions. Although the mark scheme is presented in bullet point format, this is to show the key concepts required for each mark-bearing content point only. It is expected that candidates try to use full sentences when answering questions, as they need to show they can use more complex structures accurately to reach the highest marking band for Quality of Language.

Question 5

The majority of candidates were able to successfully and skilfully summarise many relevant points from both passages about the factors that affected young people's career choice. Almost all candidates kept their answers to the required character limit. The most successful responses were those which paid careful attention to the question which had been asked and focused on the relevant details from the passages.

Question 5(a) was well answered by most candidates. A few candidates were able to find some points listed in the mark scheme but struggled to cover them in full. There were some answers which did not address to the question and slightly drifted off topic. Whilst some candidates effectively integrated their own ideas for **Question 5(b)** within the summary task **Question 5(a)**, a few candidates found **Question 5(b)** challenging as they only echoed the points covered in **Question 5(a)** rather than developing a personal response including their own points of view.

For **Question 5(b)**, candidate need to bear in mind that it is important to give varied and interesting ideas linked to the question. Quite a few candidates simply repeated the ideas in the passages in their own words. It does not matter if the opinions are positive or negative, it is more important that the candidate demonstrates their understanding of the topic discussed in the texts to give a relevant response to the question, including different ideas from the ones in the passages.

The language used in this question was very good and most candidates scored high marks in **Question 5(l).** It is essential that candidates remember to answer the question in a continuous prose style. Furthermore, candidates need to be able to show their ability to apply complex sentence structures accurately.

CHINESE

> **Paper 9715/32**
> **Essay**

Key messages

In order to perform well in this paper, candidates should:

*   read the question carefully to ensure they have a clear understanding of the task before they begin writing. This will enable candidates to stay on track.
*   provide a clear focus by selecting relevant pieces of information and organising them in a logical manner to create a coherent argument.
*   Write grammatically accurate Chinese of a suitably advanced nature.
*   demonstrate good use of idiom and appropriate vocabulary.
*   leave time to review and proofread work and reduce the number of mistakes in characters and grammar.

General comments

The majority of results have been very positive. Subject-knowledge has been well demonstrated showing the syllabus has been pitched correctly and imparted to candidates with due diligence. Strong candidates could showcase their knowledge through direct, focussed answers, using appropriate vocabulary and backed by logical argument. These candidates clearly understood the task in front of them and showed diligence when it came to matters such as proofreading.

Other candidates, despite showing subject knowledge, strayed away from the exam question and/or failed to complete all of what was required of them. Weaker candidates showed lack of knowledge, especially around vocabulary, and often could not present arguments on paper, or provide suitable detail and examples.

Comments on specific questions

Question 1

This was a popular topic amongst candidates this year. Examiners were delighted to encounter some very mature and insightful responses. Most candidates were able to display some excellent views on the importance of making mistakes in life and learning from such lessons. Stronger candidates elaborated on this topic by setting out reasons why younger people can be prone to error, how they can learn from this and how it can shape future experience. Some also showed some lateral thinking by arguing that young people can learn from success as well as failure. Balanced views included counter-arguments that failure can negatively impact on one's mental health, leading to stress, anxiety as well as relationship issues. Weaker responses were those that were vague or too general or simply based on personal experience (and mistakes they had made). In summary, candidates needed to show a causal link between error and learning. Use of examples are encouraged but this should not be construed as a licence to list personal anecdotes.

Question 2

This was another popular topic which most candidates could clearly relate to. Candidates largely addressed the question with balanced arguments looking at the tension between responsible use of social media versus free speech. The stronger candidates were able to add detail to the debate, using examples to clearly set out their argument, either for or against. Weaker responses, however, tended to fixate on certain individual events and then attempted to draw much more far-reaching conclusions, which did not follow. In summary, the aim with opinion pieces is to offer a balanced argument. Weaker candidates tended to fall on one side of the fence and neglected to give the opposing view.

Question 3

The take up for this question was more modest. However, those that did provided some interesting responses. Stronger candidates were able to showcase their ability to argue passionately while keeping a balanced perspective. This included claims that life is inherently unfair; comparing those born into wealth being naturally advantaged over those born into less fortunate circumstances. Others pointed to factors such as random chance, or luck, and included examples, such as the case of good fortune around Sir Isaac Newton's gravity discovery. Weaker performances were characterised by tangential discussion. In summary, an apt topic for driving discussion; which produced some strong responses when candidates stuck to a structured argument.

Question 4

This was a question which captured the imagination of many candidates. Most opted for the view that extreme sports should be preserved. Strong answers were those that analysed the pros and cons of extreme sports before arguing that such sports were character-building and brought out the best in people. Some answers made the link to mental health and argued that such endeavours served a great purpose by building courage and self-belief. Weaker performances were those that got caught up in narrow themes, such as providing advice to organisers on how to make their sport safer.

Question 5

This question was probably the least popular on offer, although those that did opt for it did turn in some very good work with the vast majority taking a view opposed to the statement. Balanced views were those that set out the clear and obvious benefits of medical trials and, hence, the requirement for willing participants. Stronger responses included those that referenced global events where human trials were a critical part of a medical programme's success. Counter-views included the idea that researchers may not have the subject's best interests at heart and therefore subjects could be put at undue risk. This dovetailed into arguments for strict regulation. In summary, this question did not polarise opinions compared to other questions but it did aptly challenge candidates to find balance in what may, at first glance, seem a one-sided debate.

CHINESE

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Paper 9715/42
Texts

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Key messages

* Candidates should read the rubric carefully in order to understand the format and structure of the paper. Only three questions should be answered, and these must all be on a different set text and must come from both *Section 1* and *Section 2*. Candidates should write the question number in the left margin of the answer booklet.

* In *Section 1* option (a), all subsections must be answered. When candidates answer **Questions 1**, **2** or **3 part (a)** in *Section 1*, they must answer both **(i)** and **(ii)**. A number of candidates this year could not be fully rewarded as they only answered subsections **(i)** or **(ii)**.

* **Part (a)** of each question in *Section 1* includes a passage from one of the set texts. This is a stimulus passage, and to answer questions fully, candidates need to go further than simply relating their answers to the given passage. They should consider how the issues raised in the selected passage reflect the poem/book as a whole. **Part (b)** of each question in *Section 1* should be answered with reference to the whole text.

* Candidates need to read the questions carefully to ensure they fully address all aspects of the question asked. An element of evaluation and analysis of the text is needed to reach the higher marking bands; a simple re-telling of the story is not required.

* The questions in *Section 1* part (b) and *Section 2* are best answered using a clear essay structure with different paragraphs containing an introduction and a conclusion. The use of carefully selected quotations from the texts helps candidates to illustrate the points they wish to make or to develop their argument. Candidates should be encouraged to show analysis of the texts in their answers, commenting on the author's use of descriptive and expressive techniques.

* Candidates need to answer three questions in this examination, and so time management is important.

* Handwriting must be legible.

General comments

Despite that a large number of candidates performed very well this year, mainly driven by a good teaching and better preparations, the statistics suggests a slightly worse overall performance in this year compared with those in the previous years. This may be due to the fact that some newly joined Centres are unfamiliar with the exam requirements.

Most candidates showed a satisfactory understanding of the Chinese texts, and many were also able to demonstrate their knowledge of literary techniques when responding to the questions.

Most candidates showed a thorough understanding of the characters and content of the texts. Candidates not only discuss the plot of the story, but some were also able to show awareness of the social, political and historical context in China at the time. Familiarity with the social background of the play or poem was often present in those responses, showing understanding of the underlying themes. In a few cases understanding of the context was less secure, especially when analysing Ai Qing's poetry. When students study the works, it is important and helpful to ensure that they understand and consider the backgrounds of these works. Candidates are also advised to choose questions based on the works they have read and studied to avoid major mistakes in answering questions.

Most candidates were aware that responses should focus on the text itself and analyse the plot or characters with illustration. A few responses were distracted by giving general information about the author's life or even related elements of the texts to their own personal experiences that were not necessary. Several essays would have benefited from a judicious use of well-chosen brief quotations from the texts to illustrate the points they were making. Candidates should avoid summarising or repeating the story but rather choose a short quote to illustrate the point, then go on to explain why the quotation or reference supports the argument/discussion running through the essay.

Most candidates were able to answer questions in an academic essay style with a clear essay structure with clear paragraphs, including a short introduction, the main body of the argument and a conclusion. Although candidates are not assessed on their linguistic accuracy in this paper, candidates need to communicate clearly and effectively.

This year, there was still a significant number of candidates who did not follow the instructions appropriately. Candidates should be familiar with the requirements of the examination, which are detailed in both English and Chinese on the front page of the exam paper and remain unchanged. Those who answered three questions from the same section or who answered both options on the same text were awarded two highest marks only.

The most successful responses were those evidence a pre-essay planning and good time management. Each of the three essays is equally important and marked out of 25, therefore, candidates need to ensure that they plan sufficient time to answer all three equally well.

Comments on specific questions

Section 1

Question 1

艾青 (Selected poems by Ai Qing)

(a)   This question is more popular in this year than previous years. Most candidates showed a good focus/understanding of the poem *To the Sun* and were able to clearly analyse the image of the Sun in detail by evaluating the artistic expression skills, such as metaphor, personification and comparison. Stronger candidates were able to identify the social/historical background clearly and analysed the author's emotions. Weaker responses had misconceptions about the image of the Sun and/or gave too much personal speculation.

(b)   Most candidates can select appropriate poems to respond to the question. There are two key words in the question: personal emotions and zeitgeist. Stronger candidates sufficiently addressed these issues with convincing examples. Weaker candidates tended to focus on one and ignore the other, resulting in an incomplete analysis. Some candidates have misunderstandings about what is the zeitgeist.

Question 2

夏衍：《上海屋檐下》 ('*Shanghai wuyan xia*' by Xia Yan)

(a)   This question was less popular. Most candidates who attempted this question were able to analyse the attitude and feature of the two characters based on their language and behaviour. Stronger responses went beyond the immediate material to discuss the deep social problems, which constrained their living situation and attitude to life, related to the theme of the work. Weaker candidates gave a simplistic approach without comprehensive analysis, suggesting that they are unfamiliar with Li Lingbei's life experience.

(b)   Well prepared candidates were familiar with the plot. They chose specific examples in the play to analyse the role of Baozhen (represents the new generation and symbolises the hope in society at that time) to drive the plot and interpret the themes of the play. Weaker responses focused on narrating the relationship in Baozhen's family or mainly analysed the plot from the perspective of Kuang Fu, leading to inappropriate responses beyond the scope of the topic.

Question 3

张爱玲：《留情》和《封锁》 ('*Liuqing*' and '*Fengsuo*' by Zhang Ailing)

(a)   This was a very popular question. Most of the answers were relevant and solid. Most responses pointed out the reason why Zongzhen spoke to Cuiyuan. Most candidates were able to draw Cuiyuan's views on Zongzhen, describe the process of change and point out the keyword 'a real person'. Stronger candidates further analysed the meaning of 'a real person' and interpreted Cuiyuan's view of Zongzhen based on her family, life situation and mentality. Some weaker candidates basically summarised the plot of the work and did not provide an in-depth analysis.

(b)   Most responses showed a good understanding of the storylines and the relationship between Dunfeng and Mr. Mi. The stronger candidates were able to analyse the change of Dun Feng's attitude towards Mr. Mi in detail according to the storyline, and further analyse the reasons based on her personality, psychological state, life experiences and marital status. However, some candidates did not read the question carefully. They discussed the relationship and mentality of the two characters as a whole but did not discuss the reasons driving Dunfeng's change in attitude based on specific plots.

Section 2

Question 4

张抗抗《残忍》 ('*Canren*' by Zhang Kangkang)

(a)   This question was a less popular choice and seemed to be more challenging. Most candidates were able to explain Yang Yang's missing according to what happened to her, such as being hurt by Fu Zhenglian, being interrogated by the regiment headquarter, her relationship with Niu Ben, her desperation and shock due to Niu Ben's cruel behaviour, etc. Stronger candidates related Yang Yang's story with the social background and women's status at that time, reflecting a satisfactory understanding on the theme. Weaker candidates failed to deliver a systematic and in-depth analysis and often focused on one aspect of the problem.

(b)   The question requests the candidates to use examples in the novel to carry out the analysis. The 'person' in the question refers to the characters in the novel, not the readers with different opinions. Most candidates were familiar with the story. Stronger candidates were able to analyse different attitudes and opinions of different characters, e.g. the regiment headquarter, educated youth, Ma Rong and Yang Yang, on the fact that Niu Ben kills Fu Zhenglian. However, some candidates misunderstood the question and discussed readers' opinions. Weaker candidates only discussed their own opinion, resulting in a significant loss of the mark.

Question 5

沈从文：《边城》 ('*Biancheng*' by Shen Congwen)

(a)   Many strong candidates wrote a focused and well-structured essay with an in-depth analysis on the work. They delivered a detailed analysis on the cothurnus of Cuicui's love story in terms of personality, family background, the way of expressing emotion and the impermanence of fate. However, weaker candidates often focused on the point of the view of one character, e.g. Cuicui, grandfather or Nuosong, indicating the cothurnus is caused by the mistake of one character.

(b)   Although this was a less popular choice, the candidates who attempted it demonstrated their good understanding of the character. They determined Shunsun's character and virtue and were able to link the visualisation of Shunshun with the main theme of the work. Some candidates also analysed Shunshun's weakness, especially his altitude to Nuosong's marriage, to emphasis the complexity of characters.

Question 6

萧红：《手》 ('*Shou*' by Xiao Hong)

(a)   This was a popular question among candidates. Most candidates showed good understanding of the text and many of them answered the question very well. They were able to discuss the reasons why Wang Yaming could not attend the final exam from multiple perspectives, such as her insufficient foundation and difficulty to catch up with other classmates due to family issues, the bullying and discrimination from the people in the school, especially the headmistress, who decided whether Wang Yaming could attend the exam. Strong candidates understood the author's intention and were able to conduct an in-depth analysis based on the social reality and social problems of the time. Weaker candidate ignored the critical role of the exam in the context and gave some general discussion on what happened to Wang Yaming in the school.

(b)   This was another popular choice. Strong candidates produced impressive answers with a well-structured and in-depth analysis on the character that are built on some classic examples, for example, the author's sketch on the headmistress' hand. The best answers demonstrated a good understanding of the author's intention and the underlying theme. Weaker candidates mainly described the headmistress' behaviours, especially the bullying and discrimination towards Wang Yaming, without critical consideration of the headmistress's character, thought and ideology.

萧红：《手》 ('*Shou*' by Xiao Hong)