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 advantages that being a vegetarian would bring to one's life and to the environment. **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 synonyms, conjunctions and linking words, question words.
- read the questions carefully and provide answers based on the passages in the paper rather than using own general knowledge or personal experience.
- use their own words to answer every question rather than copying from the passages.
- have a plan on timing for each question, depending on the complexity of the questions.
- attempt every question in the paper, even the questions they feel less confident about.

General comments

The quality of work produced for this year's examination was excellent. Most candidates were capable of comprehending the two reading passages and being able to offer accurate answers. Most candidates were able to use varied vocabulary and complex structures to answer the questions.

A great majority of candidates achieved very good marks for **Question 1** and **Question 2** from which we can see the candidates' solid vocabulary and grammar foundation of Chinese.

Many clearly and accurately expressed responses were seen from **Question 3** and **Question 4**. Lots of candidates were able to rephrase information through using appropriate connectives, using synonyms, rearranging the word order and selecting the key information. However, some candidates were not able to demonstrate genuine understanding to the passages, therefore, not securing full marks.

Question 5 was also well-answered. The majority of answers was kept within the character limit, showing an awareness of the task requirements. Candidates can summarize relevant specific details rather than writing on something either too general or irrelevant in **Question 5 (a)**. It would be better if the candidates could use more concise language to summaries the key points for **Question 5 (a)**, therefore, they would usually write more for **Question 5 (b)** to stand a better chance in scoring higher marks in this section.

Comments on specific questions

Question 1

Excellent performance was seen in this question. Candidates showed solid understanding of the meaning of the vocabulary tested and were able to find the correct answers with ease. For further improvement, candidates should be careful with their handwriting as some errors occurred.

(a)   Majority of the candidates found at ease in locating the correct answer for this question.

(b)   Most candidates were able to answer this question accurately.

(c)   Performance on this question was the best amongst others as almost all candidates secured the mark.

(d)   Again, most candidates answered this question well. Some candidates wrote the answer '寥寥无己' rather than '寥寥无几'.

(e)   Overall, a large number of candidates handled this question well, however, a few candidates found it more challenging; The correct answer was '致力' and it was common to see that candidates wrote the answer with '致力于'. The extra character 于 had an impact on the meaning.

Question 2

Candidates handled these grammatical manipulation questions with confidence. This question gave the highest performance of any question on the paper, with many candidates achieving full marks. Candidates were fully aware that they needed to use the structures given in the questions to re-write the sentence whilst maintaining the same meaning and it was very rare to see the wrong answer to this question.

(a)   Almost all candidates were able to use the 被 structure correctly to answer the question. Only a few candidates confused the positions of 乳脂奶酪 and 植物奶酪.

(b)   A vast majority of the candidates demonstrated correct understanding of the use of 对 and gave right answers. Only a handful of candidates gave the incorrect answer, such as, 饮食对纯素食者非常重视. It was good to see candidates were able to use their own words to maintain the original meaning, answers like 对纯素食者来说, 他们非常注重饮食 was awarded a mark.

(c)   The structure 无论……还是…… was familiar to most candidates, and the majority of candidates answered the question successfully. A few candidates missed the key words 就餐.

Question 3

The overall performance for this question was very good. Most candidates have answered **Question 3** with full sentences using complex structures which showed that they had understood from the passage and their competence in written Chinese. There is still a number of candidates who wrote the answers in bullet points or note form, which had some impact on their language mark. It was very rare to see that candidates have used lifted material from the passage, which was great.

(a)   Most candidates handled this question with ease and a large number of candidates secured the marks. It was quite common to see that candidates gave a list of answers like 肉类、鸡蛋、乳脂奶酪 instead of the full sentence. Some typical wrong answers like 乳制品, 动物制品, 与动物相关的食品 were seen.

(b)   There were some excellent answers to this question, demonstrating a clear understanding of the points required. Some candidates use conjunctions such as '其次、同时，不但...而且...' reasonably. However, some candidates gave simple words such as '疾病' and '肥胖' which did not meet the requirements of the question. It was interesting to see that some candidates managed to omit like 高纤维和高维生素 in their answer, thus, not securing the full mark.

(c) Candidates' performance on this question was varied. Many candidates seemed to have been able to locate the answer in the passage, but the answers were not complete or specific enough, so they could not be credited. For example, '细读成分表' was seen commonly, but candidates omitted the key conditional phrase 在购买食品时. Similarly, the answer should indicate that the content of '提前做好计划' as it was the key information relating to '就餐'. In the future, candidates need to pay attention to not directly copying sentences from the article as answers, and also pay attention to the completeness of the answer, and not to miss key information.

(d) This question tested the comparison of the situation in the past and current. Similar to **Question 3(c)**, Some candidates gave the corresponding key information, such as '纯素者越来越多' which was the expected answer. Many candidates only answered '从原来的寥寥无几，到现在的成千上万', which was unclear. The same applies to points two and three, where it was necessary to clarify that the '超市' and '种类' of within the context,

(e) This question was well-answered. There were a few candidates who only stated the facts, such as, '植物栽培所需的资源比畜牧业的要少' but did not further specify the actual benefit as '节约自然资源', which was required by the question. A few candidates wrote the answer as 加快地球变暖 which was the opposite answer to what we were looking for.

Question 4

There were many excellent answers to this question. Many candidates were able to identify the correct answer in the article and could organise the key information effectively. Candidates should pay attention to the question requirements in addition to providing complete key information. Additionally, similar to **Question 3**, many candidates only gave lists of key information, resulting in differences in language scores.

(a) The overall performance was mixed for this question. There were a lot of candidates who did not answer the question by using the key words 很难 to secure the first point. For example, they answered the question as 坚持不 了一世 or 很多人只能坚持一时，却无法坚持一辈子 which was a rewriting of the question.

While most candidates understood the passage well, it seemed more careful reading of the question was needed as quite a lot of answers like '需要对纯素食有充足了解' and '需要家人和朋友的支持' were seen.

(b) In general, most candidates performed well in answering this question. They were able to identify the first key point of '吃不饱' but their answers differed in the second point. Some candidates were unable to accurately understand the content of the article and gave answers like '不爱做饭了' which would not receive corresponding marks.

(c) Most candidates answered this question correctly. However, a small number of candidates focused on '朋友' rather than '刘奶奶' when answering the third point.

(d) This question focused on testing candidate's ability to fully express key information, and the answers varied slightly. Some candidates were able to focus on the key information of '无法说服/争议' and '营养搭配不当' while some candidates were unable to present this information.

(e) Most candidates were able to secure the marks fully, but a few candidates did not include the key information of '小有名气' and were unable to get full marks. Additionally, some candidates gave answers like '发挥创意才能' or '让陌生人成为朋友' which were not related to Zhang Li.

In **Question 3(L) and Question 4(L),** lots of candidates scored at least four marks or above this year. They answered the question well showing that they had understood the texts well and used a good range of linking words such as 首先……其次……再者……; 因为，……同时……并且……. There were still a few strong candidates who answered in bullet points. 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

Strong performance was seen in this question. Very few candidates wrote well below the required word limit or beyond the wordage. Many candidates also gave the corresponding number of key points, which resulted in excellent performance in **Question 5 (a)**. Quality of language was generally good which demonstrated complex sentence structures and a good range of vocabulary. In order to score higher marks in **Question 5 (b),** candidates should express more viewpoints in their responses. If they can combine their own experiences, it would be even better.

In **Question 5 (a)** a good number of candidates were able to give ten or more key points listed in the mark scheme, indicating a good grasp of the content of the passage. There were some candidates who talked too much about their own viewpoints or gave incomplete points, which had impact on their performance. It is important to remind candidates again that the first question needs be responded to based on their understanding of the passage.

In **Question 5 (b)**, most candidates were able to express themselves very well. Candidates were able to show their knowledge, attitudes and opinions linked to the passages and the question. No matter whether the answers were negative or positive, it was important to discuss and write down a relevant response to this topic. It was excellent that most candidates focused on the specific details to show personal opinions, experiences and views. Some excellent answers were seen, such as '每个人应由自身情况决定是否吃纯素，不盲目跟风，不强迫他人跟着吃; 我认为吃纯素可以减轻 贫困家庭在食物上的开销，因为通常蔬菜比肉类便宜.' In contrast to this, some candidates only repeated the viewpoints in the text without combining their own experiences, resulting in a low score in this part.

In order to score highest marks for language **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 capability of applying complex sentence structures accurately.

CHINESE

| Paper 9715/32 |
| Essay |

Key messages

- Plan and carefully consider the time spent on each question, ensuring responses answer the main point of the question. It also makes sense to periodically check in and ensure responses are still following the narrative.
- The best answers are those that are focused. This means coming up with a balanced argument. The strongest responses will be backed up with sound reasoning and potent examples.
- Ensure there is time to review and proofread work to reduce the number of mistakes in characters and grammar.
- Candidates will be measured on their command and use of vocabulary, This means use of pinyin and/or English is never be regarded as a viable alternative. In terms of language, it must show depth, healthy vocabulary and proper idiom.
- A solid response will take the form of a logical argument that contains a clear position coupled with evidence and good example to back their conclusion.

General comments

Centres have shown they have prepared candidates well judging by the response to the questions, which drew a lot of excellent responses. The most able candidates are those who understood how to construct an argument that addressed the question and ensured it stayed on track. With this foundation in place they could then showcase their subject talents in terms of range of vocabulary and idiom. Less successful candidates were those who appeared to have a solid grasp of the subject but got side tracked by a particular aspect of the topic. Some candidates did come up short when it comes to vocabulary. The weakest candidates used hybrid language, namely pinyin and/or English.

Comments on specific questions

Question 1

This question was popular among candidates. The question broadly divided the cohort in two, with some putting forth an argument that growing up with siblings exposed them to friction and conflict, which in turn enabled them to develop strategies for managing conflict, negotiation and how to seek desirable outcomes. Similar arguments reasoned that practical experience, regardless of outcomes, was still better than no experience at all. Candidates also used sophisticated vocabulary like 'empathy', in such responses, which showed good evidence of linguistic depth. Those who answered to the contrary argued that being devoid of siblings was an advantage as children were forced to solve problems more independently without recourse to any practical assistance. The weaker responses were those that were anecdotal, e.g. being part of family but being unfairly treated. Or, those who got side tracked by arguments around family planning or simply listing ways to promote a harmonious family.

Question 2

Candidates were roughly split in half on this question with both sides of the argument generally well set out and reasoned. Those candidates who argued in favour of greater police empowerment made the stance that an effective and efficient law enforcement tool would command the respect of society. This, in turn, would serve as a real deterrent against crime occurring in the first place, especially petty crime which already occupies a lot of police resources. The contrary position was also well set out. Candidates here pinpointed risks around empowering individuals who have subjective tendencies and how this would impact on overall

enforcement. Similar arguments highlighted dangers around bribery and corruption and how giving the police more powers to safeguard society could actually backfire. Weaker candidates included those who chose to spotlight a particular issue, e.g. linking guns with power, or those who started off well but then got embroiled in a wider sociological debate about the various reforms required to best safeguard society.

Question 3

Candidates who opted for this question had, on the whole, a decent grasp of the subtleties between travelling and going on holiday. The more able candidates demonstrated their detailed understanding of the concept of 'travel' and made the link with the notion that it was an activity that broadened horizons and/or was a form of self-development. After setting out their argument, they went on to draw the conclusion that travelling was educational compared to a vacation, which was more recreational. The latter aspect (holiday) was the part of the question which divided candidates most in terms of ability. While the majority were able to define it in terms of rest and relaxation or, at least, restful in the sense it was a break from the norm, poorer responses were those that got locked into a far narrower scope and talked of the value of a holiday based on whether it was a luxury hotel or an exclusive beach resort for example.

Question 4

This question was the most popular choice for candidates. Candidates were both knowledgeable and clearly well-prepared by centres. The strongest answers were those that were able to highlight the different facets of life impacted by AI/robots, going from the more mundane and taken for granted chores, to the intricacies around medical operations and clinical diagnoses. Such answers were typically well-structured, setting out their argument, and then logically backed up. As mentioned, there were also some excellent examples used to support the respective argument. While performance was generally good, the less able candidates included those who touched on the question. For example, those who simply listed the pros and cons of AI, or became fixated on a certain argument, e.g. how robots will negatively impact on the future employment market.

Question 5

A significant number of candidates favoured this question, which evoked some impressive responses. What was clear was the general subject knowledge among candidates was high. The more able answers were the ones which were able to marshal various facts and stats to form a cogent argument, as well as those who categorised the different types of recycling. This included in depth detail regarding recycled material, i.e. what they are used for, how this positively addresses the waste stream as well as carbon footprint compared to manufacturing from scratch. While the topic was well-handled by the majority, the weaker responses, while recognising the argument, got bogged down in certain themes and neglected to address the question in its entirety. Similarly, some others chose to pile up various environmental undertakings that had failed to address the issue without exploring this in more detail.

CHINESE

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* part (a), all subsections must be answered. When candidates answer **Question 1, 2** or **3 part (a)** in *Section 1,* they must answer both **(i)** and **(ii)**. A number of candidates this series 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. **Question (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

Candidates' performance in this component was generally good and the quality of the answers seen was at the same level as last year. Most candidates showed detailed understanding of the Chinese texts, and many were also able to demonstrate knowledge of literary techniques when responding to the questions.

Most candidates showed a thorough understanding of the characters and content of the texts. Candidates did 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 Gu Cheng's poetry. When candidates 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 the focus of responses should be firmly 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, which were not required. 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 the linguistic accuracy is not assessed in this paper, candidates need to communicate clearly and effectively. There was still, this year, 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. Candidates should answer three questions in total (choosing either **(a)** or **(b)** in each case), covering both *Section 1* and *Section 2* and raised from different texts. 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 that 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 A

Question 1

顾城 (Selected poems by Gu Cheng)

(a) The candidates need a certain level of the background knowledge to answer this question otherwise, they could misinterpret the theme of this poem. Some candidates thought that the theme was about seeking and failing a romantic relationship. Candidates should not analyse the background in isolation. Some candidates' answers focused only on the relationship and story between Gu Cheng and his son, while strong candidates could analyse the emotions in the poem combining the text and the background. They could also include Gu Cheng's life choices and his struggle and conflict with himself, showing excellent focus/understanding of this poem.

(b) Freedom is the core of Gu Cheng's poems and the pursuit of which stays a very important part of his personality. Strong candidates were able to select two suitable poems such as 'Shengming huanxiangqu' (《生命幻想曲》) or 'Wo shi yige renxing de haizi' (《我是一个任性的孩子》) to analyse the author's yearning for freedom. Weaker candidates struggled to choose the most suitable poems for this question, choosing instead 'Hudu' (《弧度》) or 'Ganjue' (《感觉》), for example. Therefore, their analysis also seemed implausible.

Question 2

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

(a) Most candidates were familiar with Li Lingbei's experience and could analyse the reasons why he was ridiculed. Strong candidates could also distinguish different characters' attitudes towards Li Lingbei in the play. In the second part of the question, some candidates did not understand the reason why Huang's father wanted to leave and could not connect it with Huang Jiamei's living conditions, suggesting that they were unfamiliar with Huang's situation. The best answers not only mentioned the right reasons and plot, but also analysed the social context that contributed to their situation, leading towards the author's intention in these two extracts.

(b) Most candidates were familiar with the content and were able to analyse the different changes of the three characters before and after. Weaker candidates only discussed the relationship between the three people, or only managed an unbalanced answer, typically with a limited analysis for Lin Zhi Cheng. Excellent answers compared the social performance and characteristics of the three characters in different phases and discussed the three in a balanced manner with a much better understanding of the author's intention.

Question 3

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

(a) This was a very popular question. Most candidates had a good understanding of Cui Yuan's character and provided detailed information about her life situation. Many good answers discussed that the underlying reason for her crying was that she found out Zongzhen was a 'good person' but not a 'real person'. The best answers analysed the symbolic meaning of a 'good person' and a 'real person' and linked it with the social situation at that time, to explore the plight of ordinary people, especially women. Weaker candidates misunderstood the reason for Cuiyuan's crying, indicating that she was touched by Zongzhen's love, which showed that they only had a superficial understanding of the theme.

(b) Only a small number of candidates chose this question. However, those who did, produced relevant and reliable answers. Most candidates could choose suitable examples in the story and analyse Mrs. Yang's character and image in the novel. Strong candidates could also analyse Mrs Yang's character formation and included the reasons why she said or did certain things in the story. They analysed the author's purpose behind this character, to contrast with other female characters in the story and to reflect the marital status and condition of life of women at the time. Some candidates focused their answers on the relationship between 'Dun Feng' and 'Mrs. Yang', which was not relevant to the question.

Section 2

Question 4

莫言：《红高粱家族》第一章《红高粱》（'Honggaoliang' by Mo Yan）

(a) This question was not a very popular question. Strong candidates could give a detailed analysis of both aspects of Yu Zhanao's character with specific examples, and they could point out the symbolization of this character and its significance in the novel. Weaker candidates struggled to give a comprehensive analysis of the character. They were mostly able to analyse the heroic side of the character but not his bandit side.

(b) In this question, most candidates were familiar with the work. Many strong candidates gave a focused answer with specific examples including 1) the anti-Japanese actions of the villagers; 2) Uncle Luohan's resistance and sacrifice and 3) Dai Fenglian's fight against feudal traditions which showed her sense of female independence and so on. These candidates could sum up the image of people in the region at the time combining it to the theme of the novel. Weaker candidates placed more emphasis on narration of the plot and less on its analysis.

Question 5

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

(a) Candidates who chose this question demonstrated their familiarity with the novel. Stronger candidates were able to select specific examples to analyse the grandfather's attitudes towards Cuicui's marriage, including 1) his hope to find a trustworthy young man who would cherish her, 2) his worry that she would repeat her mother's mistakes and end up in tragedy, and 3) the fact that he fully respected her own opinions and let her make her own choices. Weaker candidates mainly retold the story, lacking analysis of the grandfather's thoughts.

(b) This question was a less popular choice amongst candidates and candidates seemed to find it more challenging. Stronger candidates were able to carefully analyse the author's simple and rustic language style, including how to use words and sentences concisely; how to use less complicated figurative language; how to use poetic language and how to use dialects and folk songs in his writing. They analysed the role of this language style in expressing the theme of the work. Weaker candidates did not manage to analyse the language. They used quotations and descriptions of plots and characters instead. Some candidates gave a description of the natural environment, which may have been affected by last year's exam questions. Candidates must read the questions more carefully.

Question 6

白先勇：《台北人》('Taibei ren' by Bai Xianyong)

(a)   This was a commonly selected question by candidates. Most candidates showed an excellent understanding on the cause of Xu Zhuangtu's death. However, some candidates attributed the cause of death to Yin Xueyan, answering that it was Yin Xueyan who killed him, while failing to mention Xu's own personal reasons. Strong candidates, on the other hand, could point out that Xu Zhuangtu died mainly because of his own uncontrollable desire. These candidates could combine the image of Xu Zhuang Tu and Yin Xue Yan with the social context at that time, analysing the theme of the novel, which reflected their understanding of the author's intention.

(b)   This was another popular question. Many strong candidates wrote a focused and well-structured essay with an in-depth analysis on the novel. They analysed Professor Yu's life status from the perspectives of health, finance, marriage and career. In their answers, they compared the above with his younger years to analyse the theme of the novel, reflecting how the ideal was shaken and disillusioned for the young generation involved in the China's May Fourth Movement and the profound social reasons behind it. Weaker candidates struggled to give a comprehensive analysis of Professor Yu's life situation, and they made some mistakes when attempting to analyse Yu's intentions; for example, they believed that Yu was eager to teach abroad because he wanted to realise his ideal. In reality, he gave up his ideal because of economic pressure which led to his will to teach Chinese abroad.