



Cambridge International A Level

CHINESE

9715/23

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.

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)	狭隘	1	
1(b)	冲突	1	
1(c)	瞬间	1	
1(d)	流传	1	
1(e)	无妨	1	

PUBLISHED

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)	有些中学女生觉得只有化妆才能出门。	2	Reject: 有些中学女生只有化妆才能出门。
2(b)	牙齿美白法对牙齿造成的破坏是不可逆转的。	1	
2(c)	一个人的美除了(指)外貌以外, 还指内在。	2	Accept: 一个人的美除了外貌以外, 还有内在。

PUBLISHED

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)	媒体推崇的美说明了现代人有着什么样的审美观?	3		
	不真实		1	
	不健康		1	
	狭隘	1	Accept: 片面	
3(b)	媒体推崇的美给一些年轻人带来了什么影响?	2		
	不化妆不出门		1	
	照镜子时看不到自己的美		1	Reject: 爱照镜子 Reject: 看不到自己的美

Question	Answer	Marks	Guidance
3(c)	举例说明追求媒体推崇的美可能给健康带来哪些不利?	3	
	有损伤皮肤的风险	1	
	对牙齿造成破坏	1	
	吃减肥药吃进了医院	1	Reject: 吃药吃进了医院 Reject: 吃减肥药吃进了医院, 也大有人在
3(d)	为什么说媒体推崇的美可能有些片面?	2	
	大家都只会选晒自身最美的地方	1	
	内在的美在照片看不到	1	
3(e)	根据第三段, 人们可以怎样摆脱媒体带来的负面影响?	2	
	不拿自己跟名人(的照片)相比	1	Reject: 不和他人对比
	不浪费时间浪费在关注不值得尊敬的人上	1	
3(f)	人们可以怎样积极地利用社交媒体?	3	
	用风景照(取代自拍照)	1	
	晒食物(的照片)	1	
	看视频学新技能	1	

Question 3: Quality of Language – Accuracy

[5]

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)	什么样的工作条件体现了清洁工是城市的天使?	3	
	得在恶劣的天气下工作	1	Accept: 无论刮风下雨
	得在拂晓或深夜工作	1	Accept: 无论拂晓或深夜 Reject: 从早到晚
	得干最脏的活	1	
4(b)	从清洁工的外表如何看得出他们工作的不易?	3	
	驼着的背	1	
	写满了岁月的苍凉的脸	1	Accept: 脸上满是皱纹
	又糙又短的手	1	
4(c)	这位清洁工怎么让作者看到内在的美?	2	
	(亲切地)向路人问好	1	
	满足的笑容	1	
4(d)	为什么作者觉得这位交警很敬业?	2	
	衣服完全被汗水浸湿了/火辣的太阳直射着大地	1	Accept: 不顾自身的不适
	他依然很专心地注视着红绿灯/指挥着车辆和行人们安全地通行	1	Accept: 把车辆和行人的安全放在首位

Question	Answer	Marks	Guidance
4(e)	同学的哪些行为感动了作者?	2	
	撑伞送作者回家	1	
	送回钱包	1	
4(f)	什么样的人可能会看不到美的存在?	3	
	(不能抛弃)偏执的人	1	
	有无谓的烦忧的人	1	Reject: 有烦恼的人
	不能用心去捕捉的人	1	

Question 4: Quality of Language – Accuracy

[5]

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 4: 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

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)	<p>结合短文一和短文二的内容，谈谈外在美和内在美是怎么在生活中表现出来的。</p> <ol style="list-style-type: none"> 1 追求修图处理过的人像/修饰过的体形 2 觉得没化妆就不能出门 3 看不到自己独特的美 4 想有看似“健康”的皮肤 5 想让牙瞬间变白 6 想减肥 7 只选晒自身最美的地方 8 不计较工作条件（在恶劣天气下工作/工作时间不理想） 9 干着最脏的活 10 笑容是那么的满足 11 亲切地向每个路人问好 12 (交警的)敬业精神 13 有同学撑伞陪我回家 14 同学送来了拾到的钱包/拾金不昧 	10	

Question	Answer	Marks	Guidance																				
<p>Question 5: Content marks – Response to the Text</p> <p>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.</p>																							
5(b)	<p>谈谈你对这方面的了解，体验和看法。</p> <table border="1" data-bbox="338 456 1093 1326"> <tr> <td data-bbox="338 456 383 507">5</td> <td data-bbox="383 456 1093 507">Very good</td> </tr> <tr> <td colspan="2" data-bbox="338 507 1093 624">Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td> </tr> <tr> <td data-bbox="338 624 383 675">4</td> <td data-bbox="383 624 1093 675">Good</td> </tr> <tr> <td colspan="2" data-bbox="338 675 1093 826">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.</td> </tr> <tr> <td data-bbox="338 826 383 877">3</td> <td data-bbox="383 826 1093 877">Sound</td> </tr> <tr> <td colspan="2" data-bbox="338 877 1093 994">A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</td> </tr> <tr> <td data-bbox="338 994 383 1045">2</td> <td data-bbox="383 994 1093 1045">Below average</td> </tr> <tr> <td colspan="2" data-bbox="338 1045 1093 1161">Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</td> </tr> <tr> <td data-bbox="338 1161 383 1212">0–1</td> <td data-bbox="383 1161 1093 1212">Poor</td> </tr> <tr> <td colspan="2" data-bbox="338 1212 1093 1326">Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td> </tr> </table>	5	Very good	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.		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.		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.		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.		0–1	Poor	Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.		5	
5	Very good																						
Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.																							
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.																							
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.																							
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.																							
0–1	Poor																						
Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.																							

Question 5: Quality of Language – Accuracy

[5]

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.