
CHINESE

9715/23

Paper 2 Reading and Writing

October/November 2016

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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General Marking Principles

1.1 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.

1.2 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.

1.3 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.

1.4 No response and '0' marks

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.

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Detailed Mark Scheme

Section 1

Question 1

| | Accept | Reject | Mrk |
|-----|--|---------------|------------|
| | <i>Minor character errors in transcription (missing or additional strokes) provided that the meaning is clear and that a different character is not created. Minor omissions <u>in the body of the phrase</u>.</i> | | |
| (a) | 发现 | 反映 | [1] |
| (b) | 诱惑 | | [1] |
| (c) | 乏味 | | [1] |
| (d) | 烹调 | | [1] |
| (e) | 销售 | | [1] |
| | | Total. | [5] |

| | | | |
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Question 2

Candidates either get full marks for each question or zero. No partial marks are awarded.

The following are examples of the way in which the answers could be expressed. Answers should retain the same meaning and contain all the necessary elements of the phrase to (retain the original meaning) be reworked.

| Q nr | Accept | Reject | Mrk |
|------|---|---|------------|
| (a) | 孩子 因为 早上起得晚， 所以 不吃早饭就去上课。 or 孩子 因为 早上起得晚， 所以 不吃早饭就去上课。 | | [1] |
| (b) | 绿色饮食的条例 被 （黄河中学）纳入校规。 | | [2] |
| (c) | 虽然 油炸食品不健康， 但是 对他们来说却充满诱惑。 or 油炸食品 虽然 不健康， 但是 对他们来说却充满诱惑。 | 尽管油炸食品 虽然 不健康， 但是 对他们来说却充满诱惑。 | [2] |
| | | Total. | [5] |

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Question 3

Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered.

If (and only if) all the words in the reject column appear in the answer unchanged, reject as a 'lift'. Annotate this using the LM stamp (Lifted Material).

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.

(a) 请举两个例子说明一些学生的饮食习惯。

| | Accept | Reject | Mrk |
|----|---------|--|------------|
| A) | 不吃早餐 | The long lift should be rejected: | 1 |
| B) | 常去快餐店就餐 | 【很多家长反映，孩子早上起得晚，不吃早饭就去上课；学校也发现学生中午常去校外的快餐店就餐。】 | 1 |
| | | Total | [2] |

(b) 学校通过哪些方式引起学生对饮食健康的重视？

| | Accept | Reject | Mrk |
|----|------------------|--|------------|
| A) | 实践活动（比赛）/ 水果食谱大赛 | The long lift should be rejected: | 1 |
| B) | 宣传教育/主题班会 | 【光明中学举办了新颖的水果食谱大赛；华山小学邀请家长和孩子们共同参加宣传健康饮食的主题班会；黄河中学把绿色饮食的条例纳入校规，要求学生午餐必须吃蔬菜。】 | 1 |
| C) | 制定校规 | | 1 |
| | | Total | [3] |

(c) 为什么有的学生不遵守学校绿色饮食的校规

| | Accept | Reject | Mrk |
|----|----------------------------|--|------------|
| A) | 油炸食品的诱惑 / 快餐的诱惑 / 觉得油炸食品好吃 | The long lift should be rejected: [一些学生仍偷偷去快餐店, 尽管油炸食品不健康, 对他们来说却充满诱惑, 并且他们觉得学校的食物太乏味。] | 1 |
| B) | 觉得学校的食物太乏味 | | 1 |
| | | Total | [2] |

(d) 家长和老师在校园健康饮食活动中发挥怎样的作用?

| | Accept | Reject | Mrk |
|----|--------------|---|------------|
| A) | 帮助学生制定午餐计划 | The long lift should be rejected: [有些学校请来了家长共同制定健康的午餐计划, 还鼓励老师与学生共享午餐, 为学生树立榜样。对于在健康饮食活动中取得进步的孩子, 老师给予及时的奖励。] 老师给予及时的奖励 老师给学生们奖励 | 1 |
| B) | 为学生树立榜样 | | 1 |
| C) | 对取得进步的学生给予奖励 | | 1 |
| | | Total | [3] |

(e) “绿色厨房”这门选修课起到了什么效果?

| | Accept | Reject | Mrk |
|----|------------------|--|------------|
| A) | 激发了学生学习 (生物的) 热情 | The long lift should be rejected: [一所中学还推出了“绿色厨房”的选修课, 学生们参加农业专家的讲座, 激发了学习生物的热情; 亲自去农田种植, 增强了对大自然的热爱; 回到厨房烹调, 学到了生活技能。] | 1 |
| B) | 增强了对大自然的热爱 | | 1 |
| C) | 学到了生活技能 | | 1 |
| | | Total | [3] |

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(f) 超市与学校的合作分别给他们带来了什么好处？

| | Accept | Reject | Mrk |
|-----------|---------------|---|------------|
| A) | 学校提高了学生的商业意识 | The long lift should be rejected: | 1 |
| B) | 超市吸引了更多的顾客 | 【一些超市提供柜台让学生销售他们种植的农作物，这样不但提高了学生的商业意识，而且使超市吸引了更多的顾客。】 | 1 |
| | | Total | [2] |

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Quality of Language – Accuracy (Questions 3, 4 and 5)

[5]

| |
|--|
| <p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p> |
| <p>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.</p> |
| <p>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.</p> |
| <p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p> |
| <p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p> |

Additional marking guidance for Quality of Language – Questions 3 and 4:

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.

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).

[Total: 20]

| | | | |
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Question 4

Mark as Question 3

4 (a) 一些人通过什么方式来达到“健康生活”的目的？

| | Accept | Reject | Mrk |
|----|-------------|---|------------|
| A) | 做（高强度的）运动 | The long lift should be rejected: 【很多人为了拥有完美的形体常做高强度的运动；也有人强调健康饮食，只选择所谓的“天然食品”。】 | 1 |
| B) | 选择（所谓的）天然食品 | | 1 |
| | | Total | [2] |

(b) 王立的过度健身带来了哪些问题？

| | Accept | Reject | Mrk |
|----|---------------|---|------------|
| A) | 一天不锻炼就心感不安 | The long lift should be rejected: 【王立是银行家，尽管工作繁忙，仍然一下班就去健身房锻炼三个钟头，一天不锻炼就心感不安。】 【这种高强度的锻炼导致他关节严重劳损。由于他很多时间都在健身，引起家人的埋怨。】 | 1 |
| B) | 关节严重劳损/导致身体劳损 | | 1 |
| C) | 引起家人的埋怨 | | 1 |
| | | Total | [3] |

(c) 为什么应该做轻度体育活动？

| | Accept | Reject | Mrk |
|----|-----------------------|--|------------|
| A) | 令人感到精力充沛 | The long lift should be rejected: 【每天30分钟的轻度体育活动能令人精力充沛，不仅不会损害身体，而且会增强体质，预防各种病症。】 | 1 |
| B) | 不会损害身体 | | 1 |
| C) | 增强体质 | | 1 |
| D) | 预防疾病 | | |
| | Any 3 of above | Total | [3] |

| | | | |
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(d) 请举两个例子说明为什么适度在饮食中很重要。

| | Accept | Reject | Mrk |
|----|--------------|---|------------|
| A) | 全麦食物会影响消化/吸收 | The long lift should be rejected: 【但全麦食物不易消化, 影响吸收。】 【还有不少人为了补充营养, 常年吃保健品, 反而有损健康。】 | 1 |
| B) | 常年吃保健品有损健康 | | 1 |
| | | Total | [2] |

(e) 家庭成员在饮食上的特殊要求对家庭有什么样的影响?

| | Accept | Reject | Mrk |
|----|-------------|--|------------|
| A) | 引起争执/影响家庭和睦 | The long lift should be rejected: 【现今, 很多家庭在饮食上很难达成一致, 常常引起争执。】 【有人只吃“天然食品”, 这使得购买食材需要更多的时间。】 【虽然大家喜欢去餐馆聚餐, 但因为对食物的特殊要求, 很少能去得成。】 | 1 |
| B) | 购买食材需要更多时间 | | 1 |
| C) | 很少能去餐馆就餐 | | 1 |
| | | Total | [3] |

(f) 家长应该如何帮助孩子健康地成长。

| | Accept | Reject | Mrk |
|----|-----------------------|--|------------|
| A) | 给孩子提供多样化的食品 | The long lift should be rejected: 【父母应该为孩子提供多样化的食品, 避免他们吃垃圾食物; 教孩子学会独立思考, 从而避免受媒体的负面影响, 让孩子们健康地成长。】 | 1 |
| B) | 教孩子独立思考/避免让孩子受媒体的负面影响 | | 1 |
| | | Total | [2] |

| | | | |
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Quality of Language – Accuracy (Questions 3, 4 and 5)

[5]

| |
|--|
| <p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p> |
| <p>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.</p> |
| <p>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.</p> |
| <p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p> |
| <p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p> |

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|---|-------------------------------------|
| 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).

[Total: 20]

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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, and candidates who remain within the limit (200 characters in total) deserve credit.

Insert a slash / after the 240th character to show the end of the response to be marked.

Content marks: Summary

[10]

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

| |
|-----------------------------------|
| <u>[Text 1]</u> |
| 1. 早起/重视早餐 |
| 2. 少吃快餐/少吃油炸食品/少吃快餐 |
| 3. 多吃水果/蔬菜/健康饮食 |
| 4. 学校和家长共同帮助孩子制定午餐计划 |
| 5. 老师和学生共进午餐/老师为学生树立榜样 |
| 6. 奖励在健康饮食活动中取得进步的学生 |
| 7. 参与/体验绿色饮食实践活动 |
| |
| <u>[Text 2]</u> |
| 8. 少做高强度的锻炼/锻炼时间不能过长 |
| 9. 适度的锻炼是必要的 |
| 10. 食品多样化/不吃单一食品/只吃全麦食品对身体不好/适度饮食 |
| 11. 不依赖保健品 |
| 12. 避免受媒体的负面影响/独立思考/教孩子正确判断健康理念 |

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Content marks: Response to the Text

[5]

Marked 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.

| | |
|------------------------|--|
| 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. |

Quality of Language – Accuracy (Questions 3, 4 and 5)

[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. |

[Total: 20]