**CHINESE** **9715/23**

Paper 2 Reading and Writing **October/November 2017**

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.

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This document consists of **19** printed pages.

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|---|
| **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 your Team Leader if necessary, and award marks accordingly. |
| **Crossing out:**<br><br>  **(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.<br><br>  **(b)** If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. |
| Annotation used in marking:<br><br>  **(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.<br>  **(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.<br>  **(c)** caret = to indicate where something which is key to the response is missing. |
| No response and '0' marks<br><br>Award NR (No Response):<br>•   If there is nothing written at all in the answer space or<br>•   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<br>•   If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).<br><br>Award 0:<br>•   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 | Not Allowed Responses |
|---|---|---|---|
| **Question 1**<br><br>*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>.* | | | |
| 1(a) | 终于 | **1** | |
| 1(b) | 出发 | **1** | |
| 1(c) | 历时 | **1** | |
| 1(d) | 期待 | **1** | |
| 1(e) | 普通 | **1** | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **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.* | | | |
| 2(a) | 直到发车前一刻，满头大汗的他才钻进爆满的车厢。 | **2** | 直到在发车前一刻，满头大汗的他才钻进爆满的车厢。<br><br>直到发车前一刻，满头大汗的他才终于钻进爆满的车厢。 |
| 2(b) | 一眼望不到头的车流，跟非洲草原上壮观的迁徙一样。 | **2** | 一眼望不到头的车流，跟非洲草原上的迁徙一样壮观。 |
| 2(c) | 虽然王师傅已经骑行了十几个小时，但是家还在几百公里以外。<br><br>王师傅虽然已经骑行了十几个小时，但是家还在几百公里以外。 | **1** | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Question 3** | | | |
| Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered. The definition of a whole sentence is a complete unit of meaning which could be from a full stop to a semicolon or from a full stop to a full stop. | | | |
| If <u>(and only if)</u> all the words in the reject column appear in the answer unchanged, reject as a 'lift'. Annotate this using the LM stamp (**L**ifted **M**aterial). | | | |
| 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. | | | |
| 3(a) | 为什么小刘在月台上万分焦急？ | **3** | 背着行李 (an adjective describing heavy luggage is required) 漫长的30多个小时 |
| | 火车即将发车 | 1 | |
| | 月台拥挤 | 1 | The long lift should be rejected: |
| | 肩扛沉重的行李 | 1 | [火车即将发车。] [虽然提前到了，月台拥挤的人群中，小刘万分焦急，他肩扛沉重的行李，恨不得一步迈进车厢。] |
| | 爆满的车厢 | 1 | [在发车前一刻，满头大汗的他终于钻进爆满的车厢，等待他的还有漫长的 30 多个小时。] |
| | 这是他上大学后第一次回家过年 (Any 3 of 5) | 1 | [这是小刘来北京上大学以后第一次回家过年。] |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 3(b) | **小刘回家的旅程会是什么样的?** | **2** | |
| | 爆满的车厢/非常拥挤 | 1 | 肩扛沉重的行李<br>这是他上大学后第一次回家过年 |
| | 漫长的（30多个小时 ） | 1 | |
| | 很期待的（因为这是他上大学后第一次回家过年）<br>(Any 2 of 3) | 1 | The long lift should be rejected:<br>[在发车前一刻，满头大汗的他终于钻进爆满的车厢，等待他的还有漫长的 30 多个小时。] |
| | Note: in 3a and 3b, mark for the same answer can be awarded once only. | | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 3(c) | **我们怎么知道王师傅的家很远?** | **2** | The long lift should be rejected:<br>[王师傅出发的时候，太阳还没有出来，十几个小时的骑程以后，月亮都已升得老高，而家还在几百公里以外。 ] |
| | 从太阳升起前出发，到月亮升起时/十几个小时的骑程以后 | 1 | |
| | 而家还在几百公里以外 | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 3(d) | 王师傅为什么选择骑摩托回家？ | **2** | 没有钱<br>The long lift should be rejected:<br>[到外地打工已一年多，为了省钱，他选择带着妻子骑摩托回家。]<br>[一路走走停停，比较方便。] |
| | 省钱/节约开支 | 1 | |
| | 方便/更便捷 | 1 | |
| | | | |
| 3(e) | 为什么今年回家过年对张先生尤其重要？ | **3** | 他很久没有回家了<br>和家人团聚<br>The long lift should be rejected:<br>[在国外工作的张先生和妻子带着出生不久的宝宝，从非洲出发，历时两天才到达离别<br>五年的家乡。]<br>[父母近来身体不好，常常有点儿小病。]<br>[一家人都期待着度过这个第一次三代同堂的春节。] |
| | 宝宝出生 | 1 | |
| | 他离开家已经五年了 | 1 | |
| | 父母近来身体不好 | 1 | |
| | 第一次三代同堂过春节<br>(Any 3 of 4) | 1 | |
| 3(f) | 文章中的例子说明哪些社会群体参与了春运？ | **3** | 王师傅<br>摩托大军 |
| | 大学生 | 1 | |
| | 在外地打工的人 | 1 | |
| | 在国外工作的人 | 1 | |

**Quality of Language – Accuracy** [5]

| | |
|---|---|
| **5** | **Very good**<br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). |
| **4** | **Good**<br>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**<br>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**<br>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. |

**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).

**Section 2**

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Question 4** | | | |
| *Mark as Question 3* | | | |
| 4(a) | **文章用哪三个例子说明春运即将开始？** | **3** | The long lift should be rejected:<br>［学校相继放假，学生回家过年心切。］<br>［在外地打工的人们都在忙着抢购年货，准备回家过年。］<br>［车票、机票也都相继售空。］ |
| | 学校陆续开始放假/学生回家过年心切 | 1 | |
| | 在外地打工的人们都在忙着抢购年货 | 1 | |
| | 车票、机票也都相继售空 | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 4(b) | 人们从春运中看到那些问题？ | **3** | 城乡差距<br>一到春运期间就供不应求<br>中国假期不健全<br>The long lift should be rejected:<br>[有人看到了经济发展的不平衡，比方说，城乡差距；]<br>[有人看到了运输压力，一到春运期间就供不应求；]<br>[有人看到了中国休假制度的不健全。] |
| | 经济发展的不平衡 | 1 | |
| | 看到了运输压力 | 1 | |
| | 中国休假制度的不健全 | 1 | |
| 4(c) | 为什么说春运给人一种身不由己的感觉？ | **2** | 绝大多数中国人却都身在其中，且不能自拔。<br>The long lift should be rejected:<br>[春运看起来一身毛病，然而回家过年是中国的传统习俗之一。]<br>[即便有的人不想加入春运，但是因为朋友们都回乡过年，也只好随着潮流走。] |
| | 传统习俗之一 | 1 | |
| | 只好随着潮流走/跟风/随大流 | 1 | |
| | | | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 4(d) | **为什么说春运是期待?** | **2** | 是父母打开家门的一瞬<br>久别重逢的快乐<br><br>**The long lift should be rejected:**<br>[比如说,春运是期待,是热气腾腾的家乡美食,一想起就让人流口水;]<br>[也是父母打开家门的一瞬,那久别重逢的快乐。] |
| | 家乡美食 | 1 | |
| | 和家人团聚/和父母久别重逢的快乐 | 1 | |
| | | | |
| 4(e) | **春运勾起了哪些儿时的回忆?** | **3** | 春运是乡愁,是年少时的回忆。<br><br>**The long lift should be rejected:**<br>[大人办年货,忙忙碌碌;]<br>[孩子接红包,高高兴兴,身上还少不了一套新衣服。] |
| | 大人办年货 | 1 | |
| | 孩子接红包 | 1 | |
| | 孩子穿新衣 | 1 | |
| 4(f) | **对忙碌了一年的人来说春运意味着什么?** | **2** | 准备摘取胜利果实<br><br>**The long lift should be rejected:**<br>[春运是缓和,是摘取一年胜利果实前的最后考验;]<br>[也是上天让我们放下一年压力,放慢脚步的一种刻意为之。] |
| | 是一年中的最后考验 | 1 | |
| | 是一个放下压力的机会 | 1 | |

**Quality of Language – Accuracy**                                                                                [5]

| | |
|---|---|
| **5** | **Very good**<br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). |
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| **2** | **Below average**<br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives. |
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|:---:|:---:|
| 2–3 | 1 |
| 4–5 | 2 |
| 6–7 | 3 |
| 8–14 | 4 |
| 15 | 5 |

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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 the vertical wavy line <u>after</u> the 240th character to show the end of the response to be marked.

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Content marks – Summary** | | | |
| Indicate with a tick in the body of the text the point being rewarded. Do not penalise 'lifting' for content marks in this exercise, but excessive reliance on the text will reduce the language mark. | | | |
| The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points): | | | |
| 5(a) | 结合短文一和短文二的内容，从精神和生活两个方面，谈谈回家过年和春运对人们的影响。 | **10** | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| | **精神方面：**<br><br>1    让人万分焦急<br>2    让人期待<br>3    让人疲劳<br>4    引起乡愁/年少时的回忆<br>5    让家人感受到久别重逢带来的喜悦<br>6    给人们一个缓和的机会/给人们一个放慢脚步的机会<br>7    给人们一个放下一年的压力的机会<br><br>**生活方面：**<br><br>8    沉重的行李使人觉得行动不便<br>9    回家的旅途漫长<br>10   产生运输压力/车票、机票都售空/车厢拥挤<br>11   使人随大流加入春运大军<br>12   让离家在外的人们有机会回到家乡品尝家乡美食<br>13   让父母有机会看到在外奔波的儿女/可以见到家人/和家人重逢<br>14   使不同群体的人都加入春运大军 | | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Content marks – Response to the Text**<br><br>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. | | | |
| 5(b) | 请谈谈你对这方面的了解、体验和看法。<br><br><table><tr><td>**5**</td><td>**Very good**<br>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td></tr><tr><td>**4**</td><td>**Good**<br>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>**3**</td><td>**Sound**<br>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>**2**</td><td>**Below average**<br>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>**0–1**</td><td>**Poor**<br>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td></tr></table> | **5** | |

**Quality of Language – Accuracy** [5]

| | |
|---|---|
| **5** | **Very good**<br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). |
| **4** | **Good**<br>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**<br>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**<br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives. |
| | **0–1 Poor**<br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error. |