
CHINESE LANGUAGE

8681/22

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.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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:

- (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.

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.

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.

Detailed Mark Scheme**Section 1**

| Question | Answer | Marks | Not Allowed Responses |
|--|--------|-------|-----------------------|
| 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) | 丑陋 | 1 | 很丑 |
| 1(b) | 提高 | 1 | 添 |
| 1(c) | 忽略 | 1 | 忽视 |
| 1(d) | 陋习 | 1 | |
| 1(e) | 乐意 | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|-------|---|
| <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 same meaning and contain all the necessary elements of the phrase to (retain the original meaning) be reworked.</i></p> | | | |
| 2(a) | (遇上) 下大雨的时候, 还要到屋顶上去添些茅草。 | 1 | |
| 2(b) | 农民的居住环境 (变得) 越来越整洁、卫生。 | 2 | |
| 2(c) | 只有先铺路, 才能致富。 只有先铺路, 才会致富。 只有先铺路, 才可以致富。 Candidates need to retain the original meaning which includes the sequence of events e.g. (先) and appropriate modal verbs. | 2 | 只有先铺路, 才致富 只有铺路, 才能致富 只有先铺路, 才要致富 |

| Question | Answer | Marks | Not Allowed Responses |
|---|---------------|----------|--|
| <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>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 (Lifted Material).</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> | | | |
| 3(a) | 农村以前的房屋有什么特点? | 3 | <p>不像现在的大瓦房，宽敞明亮、冬暖夏凉</p> <p>The long lift should be rejected:</p> <p>[就房屋而言，过去农村的房子是用茅草和泥巴盖的。]</p> <p>[茅草房样子很丑陋；]</p> <p>[遇上下大雨，还要到房顶上去添些茅草，因为可能会漏雨。]</p> |
| | 用茅草和泥巴盖的 | 1 | |
| | 样子很丑陋 | 1 | |
| | (可能会)漏雨 | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--------------|-------|---|
| 3(b) | 农民怎样改善居住环境? | 3 | <p>Modifier is needed to indicate improvement</p> <p>植树造林 清洁能源的运用 人们处理生活垃圾</p> <p>The long list should be rejected:</p> <p>[随着农民收入提高, 大力植树造林, 村容村貌有了变化;] [农村清洁能源的推广运用, 大大减少了环境污染;] [此外, 人们更积极地处理生活垃圾, 户内院外比以前干净。]</p> |
| | 大力植树造林 | 1 | |
| | 清洁能源的推广运用 | 1 | |
| | 人们更积极地处理生活垃圾 | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|-----------------------|-------|--|
| 3(c) | 铺路给村民们带来什么好处? | 2 | <p>Candidates need to include the idea of trading with the outside world</p> <p>交流更通畅了 贸易交流更通畅了</p> <p>The long list should be rejected:</p> <p>[现在农村到处都修了宽宽的马路，一年四季出行都很方便，村民们再也不用走下雨时会变成“水泥路”的土路了。] [和以前相比，村民与外界的贸易交流更通畅了。]</p> |
| | (一年四季) 出行方便/下雨时不用走土路了 | 1 | |
| | 与外界的交易(交流)更通畅了 | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---------------------|----------|--|
| 3(d) | 人们的意识在哪三方面有了改变? | 3 | 明白科学致富的道理 靠拳头说话的陋习正在消失 酗酒、骂街等不文明现象已很少出现 The long lift should be rejected: [人们开始懂得知识的重要性, 更加明白科学致富的道理;] [随着人们法律意识的加强, 靠拳头说话的陋习正在消失;] [文明礼貌逐渐成为农村的新风尚, 酗酒、骂街等不文明现象已很少出现] |
| | 知识 | 1 | |
| | 法律 (意识) | 1 | |
| | 文明礼貌 | 1 | |
| 3(e) | 文章从哪四个方面阐述了农村生活的变化? | 4 | 农村风貌 经济 交通 |
| | 房屋 /建筑 | 1 | |
| | 环境/村容村貌 | 1 | |
| | 道路 | 1 | |
| | 人们的意识 | 1 | |

Quality of Language – Accuracy

[5]

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|--|
| 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. |

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 <i>Mark as Question 3</i> | | | |
| 4(a) | 文中例举了哪三个方面的城乡差别？ | 3 | Only 住房补贴 or 社会保险 The long list should be rejected [随着经济发展，城乡居民的收入差距在不断扩大。] [这也造成了城乡居民在消费水平上的差别。] [此外，一些城镇居民拥有住房补贴及社会保险，这些福利大多数农民都享受不到。] |
| | 收入 | 1 | |
| | 消费 | 1 | |
| 福利/住房补贴及社会保险 | 1 | | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|------------------------|-------|--|
| 4(b) | “农民工”进城的原因是什么？ | 3 | |
| | 有更多挣钱的渠道 | 1 | <p>有更多机会 大家都出来了 跟着走 被别人影响</p> <p>The long list should be rejected</p> <p>[城里各种各样的机会提供了更多挣钱的渠道，吸引了广大农村青壮年进城务工。] [小张说，“村里的年轻人都出来了，所以我也出了”。] [也有农民工觉得城里的生活比村里的更精彩。]</p> |
| | 跟随大家进城/“跟风”/随大流/形成一种潮流 | 1 | |
| | (城里的)生活更精彩 | 1 | |
| 4(c) | 为什么有的“农民工”经常换工作？ | 3 | |
| | 老板苛刻 | 1 | <p>老板严格/加班</p> <p>The long list should be rejected</p> <p>[他说，有的老板很苛刻，动不动就让工人加班；] [有的工作环境很恶劣。] [他还说：“我想学点手艺，然后回村里发展，可是有的工作根本学不到东西。”]</p> |
| | 工作环境不好/恶劣 | 1 | |
| | 学不到手艺/东西 | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|----------------------------|-------|--|
| 4(d) | 农民工回乡后给农村生活带来什么变化? | 3 | 小楼房 就业机会 娱乐方式 The long list should be rejected [很多农民工返乡后, 给家人建起小楼房。] [虽然有的农民工回乡后继续务农, 但有的用学到的技术为村民提供了就业机会。] [他们也带回了一些城里才有的娱乐方式。] |
| | 给家人建起小楼房 | 1 | |
| | 为村民提供了就业机会 | 1 | |
| | 带回了一些城里才有的娱乐方式/使农村有更多的娱乐方式 | 1 | |
| 4(e) | 目前, 中国政府怎样缩小城乡差距? | 3 | The long list should be rejected [加强农村的教育投资, 解决农村孩子上学难的问题;] [加快医疗卫生体系建设, 解决“有病难医”;] [提供技术援助, 促进农村经济发展。] |
| | 加强农村的教育投资 | 1 | |
| | 加快(农村的)医疗卫生体系建设 | 1 | |
| | 提供(农村的)技术援助 | 1 | |

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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 after the 240th character to show the end of the response to be marked.

| Question | Answer | Marks | Not Allowed Responses |
|---|--|-----------|-----------------------|
| <p>Content marks – Summary</p> <p>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.</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>用中文完成以下两题，总字数不要超过 200 个字。</p> <p>(a) 结合短文一和短文二的内容，谈谈中国农村生活发生了哪些变化。</p> <p>[农村生活的变化]</p> <ol style="list-style-type: none"> 1) 从过去的茅草房变成了现在的大瓦房 2) 植树造林使村容村貌有了变化 3) 清洁能源得到推广使用 4) 人们更积极处理生活垃圾/农民的居住环境更加整洁、卫生 5) 出行都很方便（贸易更流畅了） 6) 文明礼貌成为了农村的新风尚 7) 农村成了人们乐意居住的地方 | 10 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|-----------------------|
| | <p>[中国城乡差距]</p> <p>8) 农村里建起了小楼房/返乡农民为家人建了小楼房</p> <p>9) 返乡农民为村民提供了就业机会</p> <p>10) 农村有了一些城里才有的娱乐方式</p> <p>11) 解决农村孩子上学难的问题</p> <p>12) 解决“有病难医”</p> <p>13) (技术援助使) 农村经济发展更好</p> | | |

| Question | Answer | Marks | Not Allowed Responses | | | | | |
|--|---|--|---|--|--|--|----------|--|
| <p>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>请谈谈你对这方面的了解、体验和看法。</p> <table border="1" data-bbox="342 456 1178 1289"> <tr> <td data-bbox="342 456 1178 624"> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="342 624 1178 791"> <p>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.</p> </td> </tr> <tr> <td data-bbox="342 791 1178 959"> <p>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.</p> </td> </tr> <tr> <td data-bbox="342 959 1178 1126"> <p>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.</p> </td> </tr> <tr> <td data-bbox="342 1126 1178 1289"> <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table> | <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> | 5 | |
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