CHINESE

> **Paper 9715/21**
> **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 information given in the passages. No credit can be given for responses using 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 concerned how developing rural tourism and fair trade can help to lift the poor from poverty. **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. It is helpful if responses to **Question 5(a)** and **Question 5(b)** are be kept as two separate sections.

General comments

Most candidates demonstrated a very good understanding of the two reading passages and responded well to the questions asked. Some did an excellent job by responding to the questions fully, using clear expressions and giving focussed answers.

Candidates should be reminded to ensure that all questions are answered. In some cases this year, candidates did not give answers to **Question 3(e), Question 4(e)** and **Question 4(f)**

Many good and clearly expressed responses to **Question 3** and **Question 4** were seen this year. Candidates were generally successful in retrieving key points from the passages instead of lifting material indiscriminately and in great length. Care needs to be taken not to stray from the passages; candidates should ensure that they are not changing the meaning of the information given in the passages in an effort to use their own words, as this may render the answer incorrect. Phrases such as 野餐，历史遗迹，农副产品，办学校 etc. do not need to be rephrased and candidates are not advised to spend a lot of time rephrasing everything they retrieve from the passages.

Centres are reminded to make sure each of their candidates fasten his/her work together at the end of the examination.

Comments on specific questions

Section 1

Question 1

Most candidates successfully found the correct matching words from the passage. Where candidates did answer incorrectly, this tended to be when answering part **(d)**. For **Question 1(b)**, some candidates answered "丰富" instead of "广大". Candidates need to take care to answer using words from the specified paragraphs.

Question 2

Part **(c)** was answered correctly by most candidates, and **(a)** was handled well by many. When answering **(a)**, a few candidates did not include the subject "中国". A number of candidates had difficulty with part **(b)**, incorrectly inserting "既……又" at various places in the sentence, but not dropping "在……的同时". A few candidates simply copied down the same sentence without any manipulation.

Question 3

Most candidates did very well in this question, and showed good levels of comprehension. Candidates coped well with parts **(b)**, **(c)** and **(e)**, although some candidates only gave a partial answer to **(b)**. Mistakes were sometimes made in response to part **(a)**, with a few examples of candidates re-phrasing "野餐" as "野营". In part **(d)**, more careful reading of the question was required by some candidates; the question specifically asked for the *type of area* developing Red Tourism, rather than particular places. A few candidates also misunderstood "革命" as "改革".

Section 2

Question 4

Candidates gave a strong performance on this question, with most candidates answering parts **(b)**, **(c)**, **(d)** **(e)** and **(f)** with no particular problems. Most candidates also coped well with part **(a)** although some candidates gave incomplete answers such as "贸易不公平".

Where candidates did not score full marks, it was often because answers were not full enough for all marks to be awarded. Candidates should be reminded to take note of the mark allocation when they write their answers, in order to ensure that they provide sufficient detail to gain the maximum marks for each answer.

Please note that in **Question 3** and **Question 4**, candidates are not required to rephrase every word they take from the passages to use in their answers. Candidates may use the passages as support to retrieve some vocabulary, but should not lift material from the passages indiscriminately or at length, as this does not show that they have fully understood either the passages or the questions.

Question 5

There were many excellent answers to this question in which candidates drew relevant material from both reading passages in response to the summary question and added to this a convincing personal response. Candidates are reminded that they need to state 10 clear points in order to be awarded the maximum 10 marks for Content in **(a)**.

Where candidates did not do as well it was usually for one of the following reasons:

- not referring to the information in the reading passages for the summary element
- giving a response to **(a)** that was too brief, and did not include enough distinct points
- not incorporating their own ideas or experiences in the answer to **(b)**
- writing a general summary of the two reading passages rather than answering the specific question asked.

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 information given in the passages. No credit can be given for responses using 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 concerned how developing rural tourism and fair trade can help to lift the poor from poverty. **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. It is helpful if responses to **Question 5(a)** and **Question 5(b)** are be kept as two separate sections.

General comments

Most candidates demonstrated a very good understanding of the two reading passages and responded well to the questions asked. Some did an excellent job by responding to the questions fully, using clear expressions and giving focussed answers.

Candidates should be reminded to ensure that all questions are answered. In some cases this year, candidates did not give answers to **Question 3(e), Question 4(e)** and **Question 4(f)**

Many good and clearly expressed responses to **Question 3** and **Question 4** were seen this year. Candidates were generally successful in retrieving key points from the passages instead of lifting material indiscriminately and in great length. Care needs to be taken not to stray from the passages; candidates should ensure that they are not changing the meaning of the information given in the passages in an effort to use their own words, as this may render the answer incorrect. Phrases such as 野餐，历史遗迹，农副产品，办学校 etc. do not need to be rephrased and candidates are not advised to spend a lot of time rephrasing everything they retrieve from the passages.

Centres are reminded to make sure each of their candidates fasten his/her work together at the end of the examination.

Comments on specific questions

Section 1

Question 1

Most candidates successfully found the correct matching words from the passage. Where candidates did answer incorrectly, this tended to be when answering part **(d)**. For **Question 1(b)**, some candidates answered "丰富" instead of "广大". Candidates need to take care to answer using words from the specified paragraphs.

Question 2

Part **(c)** was answered correctly by most candidates, and **(a)** was handled well by many. When answering **(a)**, a few candidates did not include the subject "中国". A number of candidates had difficulty with part **(b)**, incorrectly inserting "既……又" at various places in the sentence, but not dropping "在……的同时". A few candidates simply copied down the same sentence without any manipulation.

Question 3
Most candidates did very well in this question, and showed good levels of comprehension. Candidates coped well with parts **(b)**, **(c)** and **(e)**, although some candidates only gave a partial answer to **(b)**. Mistakes were sometimes made in response to part **(a)**, with a few examples of candidates re-phrasing "野餐" as "野营". In part **(d)**, more careful reading of the question was required by some candidates; the question specifically asked for the *type of area* developing Red Tourism, rather than particular places. A few candidates also misunderstood "革命" as "改革".

Section 2

Question 4

Candidates gave a strong performance on this question, with most candidates answering parts **(b)**, **(c)**, **(d)** **(e)** and **(f)** with no particular problems. Most candidates also coped well with part **(a)** although some candidates gave incomplete answers such as "贸易不公平".

Where candidates did not score full marks, it was often because answers were not full enough for all marks to be awarded. Candidates should be reminded to take note of the mark allocation when they write their answers, in order to ensure that they provide sufficient detail to gain the maximum marks for each answer.

Please note that in **Question 3** and **Question 4**, candidates are not required to rephrase every word they take from the passages to use in their answers. Candidates may use the passages as support to retrieve some vocabulary, but should not lift material from the passages indiscriminately or at length, as this does not show that they have fully understood either the passages or the questions.

Question 5

There were many excellent answers to this question in which candidates drew relevant material from both reading passages in response to the summary question and added to this a convincing personal response. Candidates are reminded that they need to state 10 clear points in order to be awarded the maximum 10 marks for Content in **(a)**.

Where candidates did not do as well it was usually for one of the following reasons:

- not referring to the information in the reading passages for the summary element
- giving a response to **(a)** that was too brief, and did not include enough distinct points
- not incorporating their own ideas or experiences in the answer to **(b)**
- writing a general summary of the two reading passages rather than answering the specific question asked.

CHINESE

> **Paper 9715/23**
> **Reading and Writing**

Key messages

- **Question 1** is a vocabulary recognition exercise. It requires candidates to find words/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 that require straightforward and specific answers. Candidates need to read the passages carefully and should answer using information given in the passages. No credit can be given for responses using 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 concerned issues connected with food and health. **Question 5(b)** requires candidates to give their personal response to the material, which can be their own understanding, experience, and opinion of the subject. Responses to **Question 5(b)** should be personal and not a mere repetition of the materials in the given texts. It is helpful if responses to **Question 5(a)** and **Question 5(b)** are kept as two separate sections.

General comments

Most candidates demonstrated a very good understanding of the two reading passages and responded to the questions well. Some achieved very high marks by responding to the questions fully, using clear forms of expression and giving focused answers.

Candidates generally attempted all the questions.

Many good and clearly expressed responses to **Question 3** and **Question 4** were seen this year. Candidates were generally successful in retrieving key points from the passages rather than lifting material indiscriminately and at great length. Care should be taken not to stray from the text; candidates should ensure that they are not changing the meaning of the information given in the passages in an effort to use their own words. It is not advisable to rephrase everything retrieved from the text. (Please also see the relevant section in the **Comments on Specific Questions** below.)

Comments on specific questions

Section 1

Question 1

Most candidates successfully found the correct matching words from the passage. Where candidates did answer incorrectly, this tended to be when answering **Question 1(a)**. Incorrect responses included "必须" and "按照".

Candidates need to take care to answer using words from the specified paragraphs. For example, some candidates answered **Question 1(b)** with 许多 instead of"大量" while in **Question 1(e)** some answered "有益" which was not in the text.

Question 2

Part **(a)** was answered correctly by most candidates, although a few inserted "是……的" in the wrong part of the sentence. Parts **(b)** and **(c)** were generally handled well.

Question 3

Most candidates did very well in this question and showed good levels of comprehension. Candidates generally handled parts **(a)**, **(b)** and **(c)** well, although some answers in part **(b)** were partial or unclear. In part **(c)** some answers lacked sufficient detail and simply said "所有环节". In part **(e)** some candidates omitted to mention that in organic farming animals are reared under free-range conditions.

Section 2

Question 4

Candidates performed strongly in this question, and generally answered all parts well. In parts **(c)** and **(f)** some candidates gave answers that were unclear, although most answers given were correct. In parts **(a)**, **(d)** and **(e)** there were some examples of candidates only mentioning two of the three points required for full marks to be awarded.

Candidates should be reminded to take note of the mark allocation when they write their answers, in order to ensure that they provide sufficient details to gain the maximum marks for each answer.

Please note that in **Question 3** and **Question 4** candidates are not required to rephrase every word that they take from the passages to use in their answers. Candidates may use the passages as support to retrieve some vocabulary, but should not lift material from the passages indiscriminately or at length, as this does not allow them to show that they have fully understood either the passages or the questions.

Question 5

There were many excellent answers to this question in which candidates drew relevant material from both reading passages in response to the summary question and added to this a convincing personal response. Candidates are reminded that they need to state 10 clear points in order to be awarded the maximum 10 marks for Content in **(a)**.

Where candidates did not do as well it was usually for one of the following reasons:

- not referring to the information in the reading passages for the summary element
- giving a response to **(a)** that was too brief, and did not include enough distinct points
- not incorporating their own ideas or experiences in the answer to **(b)**
- writing a general summary of the two reading passages rather than answering the specific question asked.

CHINESE

Key messages

In order to score the highest marks for essays, candidates are expected to provide a clear focus by selecting relevant pieces of information, and organising them in a logical manner to create a coherent argument. The use of Chinese should be generally accurate and of a suitably advanced nature, as well as showing a good use of idiom and appropriate vocabulary.

General comments

The majority of candidates seemed well prepared for the examination and some excellent performances were seen. Writing to within the word limit was less of a challenge this session, and the level of linguistic ability shown by some candidates was outstanding.

Towards the top of the range, candidates displayed a sound knowledge of their chosen topic and a clear understanding of the issues involved. Ideas and arguments were effectively organised and illustrated with relevant examples. Relevance to the chosen question was maintained throughout. A coherent structure was demonstrated with a logical progression of ideas leading to a sound conclusion.

The work of weaker candidates was characterised by a tendency to write around the topic and use irrelevant material. This lack of precision, generally led by pre-learnt materials that were not a sufficient response to the title.

Candidates should be reminded to read the questions carefully and it is good technique on the candidate's part to refer to the title as often as necessary throughout the essay in order to maintain relevance, develop strong arguments and to reach a solid conclusion. The latter is worth emphasising as many candidates aptly detailed cogent arguments for both sides but failed to draw a conclusion. Candidates should also be advised to pay attention to the use of formal and informal language.

1 工作和休闲

A relatively smaller number of candidates opted for this question, and there were wide spread performances for this topic. The stronger candidates gave well-illustrated arguments on justifying the importance of voluntary work on a practical and moral aspect, whilst some argued that greater competition in the workplace necessitated an immediate move into the career path at the earliest opportunity. Some candidates spent too long providing a definition of voluntary work, listing endless examples rather than answering the question fully.

2 媒体

This title was by far the most popular among candidates. The strong essays effectively explained positive and negative changes that social platforms on the Internet brought into our lives, covering a wide range of aspects, e.g. widening people's social circle; enabling people to find friends who have mutual interests; as well as safety concerns, such as false information provided online; misleading young people etc. Some quotes including: "秀才不出门，能知天下事"；"网络社交平台是一把双刃剑"；It should be noted that a large number of candidates merely listed the merits and disadvantages of such platforms rather than explaining the changes, and a small number of candidates hardly wrote anything to do with social platforms, and instead merely described the Internet. This type of answer was insufficient and not relevant enough to the question asked to access the highest marks for Content.

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3 环保

This title was the second most popular topic this year. It was very pleasing to see that the majority of candidates were able to produce relevant, detailed pieces of information. The majority of candidates think "保护环境，人人有责". Apart from the common concept of recycling, i.e. not to litter etc., some candidates discussed protecting the environment from a wider scope, including sea pollution, forest protection and air pollution, and discussed this using accurate and suitably advanced language. Some candidates included discussions about using solar power. Moreover, some candidates developed their essay from a personal angle to a wider scope, e.g. local government, the whole country and the world.

4 教育

Only a small number of candidates chose this title, but amongst those who did answer this question, some excellent performances with detailed and illustrated arguments were seen.

Some candidates focused too heavily on what an ideal university should be like, i.e. fully-equipped; well-staffed, and could have improved their answers by addressing the question on the standards a principal should set to enrol candidates.

5 文化和传统

This title was less attractive to candidates; however, the performances were strong. Opinions were clearly and equally divided for this task. While some candidates feel strongly that the government's main focus should lie on ensuring economic growth and to sustain people's basic living standard, some candidates valued the cultural heritage too highly to agree to such expenses cuts. Overall, a good range of language and examples were used in the argument.

CHINESE

| Paper 9715/32 |
| Essay |

Key messages

In order to score the highest marks for essays, candidates are expected to provide a clear focus by selecting relevant pieces of information, and organising them in a logical manner to create a coherent argument. The use of Chinese should be generally accurate and of a suitably advanced nature, as well as showing a good use of idiom and appropriate vocabulary.

General comments

The majority of candidates seemed well prepared for the examination and some excellent performances were seen. Writing to within the word limit was less of a challenge this session, and the level of linguistic ability shown by some candidates was outstanding.

Towards the top of the range, candidates displayed a sound knowledge of their chosen topic and a clear understanding of the issues involved. Ideas and arguments were effectively organised and illustrated with relevant examples. Relevance to the chosen question was maintained throughout. A coherent structure was demonstrated with a logical progression of ideas leading to a sound conclusion.

The work of weaker candidates was characterised by a tendency to write around the topic and use irrelevant material. This lack of precision, generally led by pre-learnt materials that were not a sufficient response to the title.

Candidates should be reminded to read the questions carefully and it is good technique on the candidate's part to refer to the title as often as necessary throughout the essay in order to maintain relevance, develop strong arguments and to reach a solid conclusion. The latter is worth emphasising as many candidates aptly detailed cogent arguments for both sides but failed to draw a conclusion. Candidates should also be advised to pay attention to the use of formal and informal language.

1 工作和休闲

A relatively smaller number of candidates opted for this question, and there were wide spread performances for this topic. The stronger candidates gave well-illustrated arguments on justifying the importance of voluntary work on a practical and moral aspect, whilst some argued that greater competition in the workplace necessitated an immediate move into the career path at the earliest opportunity. Some candidates spent too long providing a definition of voluntary work, listing endless examples rather than answering the question fully.

2 媒体

This title was by far the most popular among candidates. The strong essays effectively explained positive and negative <u>changes</u> that social platforms on the Internet brought into our lives, covering a wide range of aspects, e.g. widening people's social circle; enabling people to find friends who have mutual interests; as well as safety concerns, such as false information provided online; misleading young people etc. Some quotes including：“秀才不出门，能知天下事”；“网络社交平台是一把双刃剑”；It should be noted that a large number of candidates merely listed the merits and disadvantages of such platforms rather than explaining the changes, and a small number of candidates hardly wrote anything to do with social platforms, and instead merely described the Internet. This type of answer was insufficient and not relevant enough to the question asked to access the highest marks for Content.

3 环保

This title was the second most popular topic this year. It was very pleasing to see that the majority of candidates were able to produce relevant, detailed pieces of information. The majority of candidates think "保护环境，人人有责". Apart from the common concept of recycling, i.e. not to litter etc., some candidates discussed protecting the environment from a wider scope, including sea pollution, forest protection and air pollution, and discussed this using accurate and suitably advanced language. Some candidates included discussions about using solar power. Moreover, some candidates developed their essay from a personal angle to a wider scope, e.g. local government, the whole country and the world.

4 教育

Only a small number of candidates chose this title, but amongst those who did answer this question, some excellent performances with detailed and illustrated arguments were seen.

Some candidates focused too heavily on what an ideal university should be like, i.e. fully-equipped; well-staffed, and could have improved their answers by addressing the question on the standards a principal should set to enrol candidates.

5 文化和传统

This title was less attractive to candidates; however, the performances were strong. Opinions were clearly and equally divided for this task. While some candidates feel strongly that the government's main focus should lie on ensuring economic growth and to sustain people's basic living standard, some candidates valued the cultural heritage too highly to agree to such expenses cuts. Overall, a good range of language and examples were used in the argument.

CHINESE

| Paper 9715/33 |
| Essay |

Key messages

In order to score the highest marks for essays, candidates are expected to provide a clear focus by selecting relevant pieces of information, and organising them in a logical manner to create a coherent argument. The use of Chinese should be generally accurate and of a suitably advanced nature, as well as displaying a good use of idiom and appropriate vocabulary.

General comments

Most candidates were well prepared for the examination and there were some excellent performances. Writing within the word count was less of a challenge this session, and the level of linguistic ability shown by some candidates was outstanding.

Towards the top of the range, candidates displayed a sound knowledge of their chosen topic and a clear understanding of the issues involved. Ideas and arguments were effectively organised, illustrated with relevant examples. Relevance to the chosen question was maintained throughout. A coherent structure was demonstrated with a logical progression of ideas leading to a sound conclusion.

The work of weaker candidates was characterised by a tendency to write around the topic and use irrelevant material. This lack of precision generally resulted from a reliance on pre-learnt materials, leading to an insufficient response to the title.

Candidates should be reminded to read the questions carefully and it is good technique on the candidate's part to refer to the title as often as necessary throughout the essay in order to maintain relevance, develop strong arguments and reach a solid conclusion. The latter is worth emphasising as many candidates aptly detailed cogent arguments for both sides but failed to draw a conclusion. Candidates should also be advised to pay attention to the use of formal and informal language.

1 工作和休闲

This title was by far the most popular among candidates, and there was a wide range of performances. The stronger candidates gave well-illustrated arguments to justify the importance of work, despite the practical, and arguably moral, dilemma arising from extreme wealth creation, whilst some argued to the contrary. Unfortunately, some candidates focused too heavily on how to spend their money rather than compose a cogent argument as required by the question.

2 媒体

This was the second most popular topic chosen by candidates and there were many strong performances. The best essays made effective comparisons between newspapers, magazines and Internet blogs. The majority of candidates favoured Internet blogs by focusing on their speedy publication, wider audience reach and cost effectiveness, as well as strength of interaction. The arguments put forward were often very convincing. It should be noted that a small number of candidates reversed the subject by talking about the disadvantages of old fashioned means of media rather than answering the question.

3 环保

This topic was also a popular choice this year. Candidates offered detailed information to show their in-depth understandings of the current environmental issues. Some candidates clearly wrote pre-learnt material to stress the importance of environmental protection and suggest solutions on how to safeguard the planet, which, though insightful, were insufficient to respond this task as required.

4 教育

A relatively small number of candidates chose this title. Amongst those who did, a number performed extremely well with detailed and illustrated arguments, as well as good quality of language.

5 文化和传统

This title was less attractive to candidates and performances were less satisfactory compared with other topics. A few candidates gave far too much irrelevant background information about the biographies of the celebrities rather than addressing the task by highlighting the influence of celebrity culture on young people.

CHINESE

> **Paper 9715/41**
>
> **Texts**

Key messages

In order to do well on this Texts paper, candidates should take the following into account:

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 book as a whole.

The questions in *Section 2* and part **(b)** questions in *Section 1* are best answered using a clear essay structure 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.

General comments

All candidates displayed a good or excellent standard of written Chinese, in terms of the level required for a Chinese as a foreign language paper. Most candidates showed they had a good knowledge of the texts and authors, and an understanding of the characters or plots. Many of the general comments below are similar to those made last year, as many of these same comments are still valid.

Many candidates taking this paper did well, writing carefully organised short answers and essays, showing an in-depth knowledge of the set text and an awareness of the social, political and historical context in China at the time it was set. Candidates tended to develop their points with detailed and thorough illustrations. Other candidates showed a good knowledge of the set text, but were often unable to set the events they read about within the context of the period in which it was set, or seemed only to have a rather hazy knowledge of context. In orders to do themselves justice, candidates must know the context and background to the texts, as well as the texts themselves.

Once again this year there was evidence that candidates are still misreading the question paper rubrics. Candidates should answer **three** questions in total (choosing **either (a) or (b)** in each case). They should answer one question from *Section 1*, one from *Section 2* and one other of their choice. Each answer should be on a different text. It is important that all candidates are aware of this.

Most essays would have benefited from a judicious use of well-chosen brief quotations from the texts to illustrate the points they were making. The apt use of quotation has improved, but too many candidates still quoted overly long chunks of texts in their essays, sometimes without any quotation marks to indicate that they were actually using words from the text. Even where there were quotation marks, there were often insufficient references as to how the quotation was contributing to the argument in the candidate's answer. The purpose of a quotation is to back up or illustrate the argument of a well-planned essay and to show an in-depth knowledge of the set text. The examination questions frequently ask the candidate to (literally) 'give examples to explain'. This means that the candidate should first have a point to make (as part of the argument running through the essay) and that to support this point the candidate should make very close reference to the text or choose a short quotation to illustrate it, then go on to explain why the quotation or reference supports the argument/discussion running through the essay. In some cases, candidates appear to go through the text looking for any quotation which might have some bearing on the question, however tenuous the link, and then quote them without any explanation.

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Most candidates managed to structure their essays well, including an introduction and conclusion and presented their arguments in a very clear and logical manner.

Comments on specific questions

Section A

Question 1: 老舍: 《茶馆》 ("Chaguan" by Lao She)

(a)   A number of candidates answered this question and there were many very good answers. Many candidates had very good knowledge of the historical and social background of the play. The best essays presented a good discussion on the status of the characters 庞太监 (Pang taijian) and 秦二爷 (Qinerye) and an analysis of the subtext in their dialogues.

(b)   Most candidates described the life of 康顺子 (kang shunzi) clearly in the play. Some candidates could have improved their answers by summarising the character and analysing the author's intention in conclusion.

Question 2: 徐志摩: 《诗选》 (Selected poems by Xu Zhimo)

(a)   In this question candidates were required to discuss the character 我 (I) and the social reality in the poem, not to write about the author himself. A few candidates seemed not to have understood the poem and answered the question with the story of author's personal life.

(b)   Many candidates showed a good knowledge of the poems and used pre-learned materials when writing about 《雪花》《再别康桥》and 《风》. The candidates using these materials, such as "他们都是纯诗"and "内在气韵的一贯", needed to explain and analyse those similarities with aptly chosen illustrations from each of the three poems.

Question 3: 王安忆: 《本次列车终点》 ("Benci lieche zhongdian" by Wang Anyi)

(a)   A number of candidates chose to answer this question and there were some excellent answers. In the best essays the candidates also discussed the relationships among the brothers and offered different explanations of 陈信 (Chenxin)'s attitude to the girl.

(b)   There were some good answers with well-chosen and apt illustrations. Many candidates compared the changes in 陈信 (Chenxin)'s life and in his views of Shanghai both before and after he came to Shanghai, and showed a very good understanding of the underlying themes.

Section 2

Question 4: 余华: 《我没有自己的名字》 ("Wo mei you ziji de mingzi" by Yu Hua)

(a)   There were many good answers which not only focused on the changes in Mr Chen (陈先生)'s attitude to Laifa (来发), but also discussed his influence on 来发 (Laifa) and 来发 (Laifa)'s reflection, and then drew conclusions about the characters and themes.

(b)   All candidates demonstrated that they had understood the text, and were able to explain why the character had given up his name and why people did not call him by his real name. Some candidates gave thorough and in-depth answers, discussing the symbolic meaning of the name and the author's intention.

Question 5: 茅盾: 《春蚕》 ("Chun Can" by Mao Dun)

(a) This was a popular question and many candidates analysed the character 老通宝 well, using detailed illustrations. Some candidates lost marks by comparing 老通宝 and 多多头, which was not necessary and irrelevant to the question.

(b) This question required the candidates to show their in-depth knowledge of the period in which 茅盾 (Maodun) was writing. Some candidates could have improved their essays by showing awareness that the bankruptcies had a number of causes, and providing full illustrations to explain the reasons.

Question 6: 鲁迅: 《孔乙己》 ("Kong Yiji" by Lu Xun)

(a) There are many good answers discussing the perspective of the text and the specific role of the character 我 (I). Some candidates could have provided further analysis of the character '我 (I) and focused less on 孔乙己 (Kong yiji).

(b) There were many excellent and thorough answers to this question. Some candidates gained high marks by offering detailed examples of people laughing at 孔乙己 in order to discuss and analyse the characters and the author's intentions.

CAMBRIDGE
International Examinations

CHINESE

| Paper 9715/42 |
| Texts |

Key messages

In order to do well on this Texts paper, candidates should take the following into account:

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 book as a whole.

The questions in **Section 2** and part **(b)** questions in **Section 1** are best answered using a clear essay structure 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.

General comments

All candidates displayed a good or excellent standard of written Chinese, in terms of the level required for a Chinese as a foreign language paper. Most candidates showed they had a good knowledge of the texts and authors, and an understanding of the characters or plots. Many of the general comments below are similar to those made last year, as many of these same comments are still valid.

Many candidates taking this paper did well, writing carefully organised short answers and essays, showing an in-depth knowledge of the set text and an awareness of the social, political and historical context in China at the time it was set. Candidates tended to develop their points with detailed and thorough illustrations. Other candidates showed a good knowledge of the set text, but were often unable to set the events they read about within the context of the period in which it was set, or seemed only to have a rather hazy knowledge of context. In orders to do themselves justice, candidates must know the context and background to the texts, as well as the texts themselves.

Once again this year there was evidence that candidates are still misreading the question paper rubrics. Candidates should answer **three** questions in total (choosing **either (a) or (b)** in each case). They should answer one question from **Section 1**, one from **Section 2** and one other of their choice. Each answer should be on a different text. It is important that all candidates are aware of this.

Most essays would have benefited from a judicious use of well-chosen brief quotations from the texts to illustrate the points they were making. The apt use of quotation has improved, but too many candidates still quoted overly long chunks of texts in their essays, sometimes without any quotation marks to indicate that they were actually using words from the text. Even where there were quotation marks, there were often insufficient references as to how the quotation was contributing to the argument in the candidate's answer. The purpose of a quotation is to back up or illustrate the argument of a well-planned essay and to show an in-depth knowledge of the set text. The examination questions frequently ask the candidate to (literally) 'give examples to explain'. This means that the candidate should first have a point to make (as part of the argument running through the essay) and that to support this point the candidate should make very close reference to the text or choose a short quotation to illustrate it, then go on to explain why the quotation or reference supports the argument/discussion running through the essay. In some cases, candidates appear to go through the text looking for any quotation which might have some bearing on the question, however tenuous the link, and then quote them without any explanation.

Most candidates managed to structure their essays well, including an introduction and conclusion and presented their arguments in a very clear and logical manner.

Comments on specific questions

Section A

Question 1: 老舍: 《茶馆》 ("Chaguan" by Lao She)

(a)   A number of candidates answered this question and there were many very good answers. Many candidates had very good knowledge of the historical and social background of the play. The best essays presented a good discussion on the status of the characters 庞太监 (Pang taijian) and 秦二爷 (Qinerye) and an analysis of the subtext in their dialogues.

(b)   Most candidates described the life of 康顺子 (kang shunzi) clearly in the play. Some candidates could have improved their answers by summarising the character and analysing the author's intention in conclusion.

Question 2: 徐志摩: 《诗选》 (Selected poems by Xu Zhimo)

(a)   In this question candidates were required to discuss the character 我 (I) and the social reality in the poem, not to write about the author himself. A few candidates seemed not to have understood the poem and answered the question with the story of author's personal life.

(b)   Many candidates showed a good knowledge of the poems and used pre-learned materials when writing about 《雪花》《再别康桥》and 《风》. The candidates using these materials, such as "他们都是纯诗"and "内在气韵的一贯", needed to explain and analyse those similarities with aptly chosen illustrations from each of the three poems.

Question 3: 王安忆: 《本次列车终点》 ("Benci lieche zhongdian" by Wang Anyi)

(a)   A number of candidates chose to answer this question and there were some excellent answers. In the best essays the candidates also discussed the relationships among the brothers and offered different explanations of 陈信 (Chenxin)'s attitude to the girl.

(b)   There were some good answers with well-chosen and apt illustrations. Many candidates compared the changes in 陈信 (Chenxin)'s life and in his views of Shanghai both before and after he came to Shanghai, and showed a very good understanding of the underlying themes.

Section 2

Question 4: 余华: 《我没有自己的名字》 ("Wo mei you ziji de mingzi" by Yu Hua)

(a)   There were many good answers which not only focused on the changes in Mr Chen (陈先生)'s attitude to Laifa (来发), but also discussed his influence on 来发 (Laifa) and 来发 (Laifa)'s reflection, and then drew conclusions about the characters and themes.

(b)   All candidates demonstrated that they had understood the text, and were able to explain why the character had given up his name and why people did not call him by his real name. Some candidates gave thorough and in-depth answers, discussing the symbolic meaning of the name and the author's intention.

Question 5: 茅盾: 《春蚕》 ("Chun Can" by Mao Dun)

(a) This was a popular question and many candidates analysed the character 老通宝 well, using detailed illustrations. Some candidates lost marks by comparing 老通宝 and 多多头, which was not necessary and irrelevant to the question.

(b) This question required the candidates to show their in-depth knowledge of the period in which 茅盾 (Maodun) was writing. Some candidates could have improved their essays by showing awareness that the bankruptcies had a number of causes, and providing full illustrations to explain the reasons.

Question 6: 鲁迅:《孔乙己》 ("Kong Yiji" by Lu Xun)

(a) There are many good answers discussing the perspective of the text and the specific role of the character 我 (I). Some candidates could have provided further analysis of the character '我（I）and focused less on 孔乙己（Kong yiji）.

(b) There were many excellent and thorough answers to this question. Some candidates gained high marks by offering detailed examples of people laughing at 孔乙己 in order to discuss and analyse the characters and the author's intentions.

CHINESE

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Paper 9715/43

Texts

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Key messages

In order to do well on this Texts paper, candidates should take the following into account:

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 book as a whole.

The questions in **Section 2** and part **(b)** questions in **Section 1** are best answered using a clear essay structure 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.

General comments

All candidates displayed a good or excellent standard of written Chinese, in terms of the level required for a Chinese as a foreign language paper. Most candidates showed they had a good knowledge of the texts and authors, and an understanding of the characters or plots. Many of the general comments below are similar to those made last year, as many of these same comments are still valid.

Many candidates taking this paper did well, writing carefully organised short answers and essays, showing an in-depth knowledge of the set text and an awareness of the social, political and historical context in China at the time it was set. Candidates tended to develop their points with detailed and thorough illustrations. Other candidates showed a good knowledge of the set text, but were often unable to set the events they read about within the context of the period in which it was set, or seemed only to have a rather hazy knowledge of context. In orders to do themselves justice, candidates must know the context and background to the texts, as well as the texts themselves.

Once again this year there was evidence that candidates are still misreading the question paper rubrics. Candidates should answer **three** questions in total (choosing **either (a) or (b)** in each case). They should answer one question from **Section 1**, one from **Section 2** and one other of their choice. Each answer should be on a different text. It is important that all candidates are aware of this.

Most essays would have benefited from a judicious use of well-chosen brief quotations from the texts to illustrate the points they were making. The apt use of quotation has improved, but too many candidates still quoted overly long chunks of texts in their essays, sometimes without any quotation marks to indicate that they were actually using words from the text. Even where there were quotation marks, there were often insufficient references as to how the quotation was contributing to the argument in the candidate's answer. The purpose of a quotation is to back up or illustrate the argument of a well-planned essay and to show an in-depth knowledge of the set text. The examination questions frequently ask the candidate to (literally) 'give examples to explain'. This means that the candidate should first have a point to make (as part of the argument running through the essay) and that to support this point the candidate should make very close reference to the text or choose a short quotation to illustrate it, then go on to explain why the quotation or reference supports the argument/discussion running through the essay. In some cases, candidates appear to go through the text looking for any quotation which might have some bearing on the question, however tenuous the link, and then quote them without any explanation.

Most candidates managed to structure their essays well, including an introduction and conclusion and presented their arguments in a very clear and logical manner.

Comments on specific questions

Section A

Question 1: 老舍: 《茶馆》 ("Chaguan" by Lao She)

(a)   This was a popular question and there were a number of good answers. Many candidates provided very specific and detailed information and analysed the characters well. Candidates should try not to write in only vague or general terms.

(b)   Not many candidates chose to answer this question, which required candidates to discuss how the characters and many of the dramatic conflicts in the text revealed the social darkness that existed in China during three different historical periods.

Question 2: 徐志摩: 《诗选》 (Selected poems by Xu Zhimo)

(a)   Candidates needed to focus on the content and theme of the poem (the pursuit of love and freedom) in their answers, rather than write about the author himself. It seemed that a few candidates did not really understand the poem and answered the question with the story of author's personal life.

(b)   Not many candidates chose to answer this question, which asked for a detailed and in-depth study of Xu Zhimo's poetry.

Question 3: 王安忆: 《本次列车终点》 ("Benci lieche zhongdian" by Wang Anyi)

(a)   This was a popular question and there were many very good answers, including some that were excellent. All candidates showed a very good understanding of the characters.

(b)   Again, many candidates analysed the character 大嫂 (the sister in law) well and emphasised on the changes in her attitude to 陈信 (Chenxin) in their answers. There were some very good answers to this question, with well-chosen and apt illustrations.

Section 2

Question 4: 余华: 《我没有自己的名字》 ("Wo mei you ziji de mingzi" by Yu Hua)

(a)   There were some good answers to this question, with the best candidates not only discussing the changes in Mr Chen (陈先生)'s attitude to Laifa (来发), but also explaining the symbolic meaning of this character and how it related to the theme of the text.

(b)   Most candidates showed their understanding of the text, but some expressed only their personal feelings and impressions about the story, without discussing the relationship between the title and the themes of the article.

Question 5: 茅盾: 《春蚕》 ("Chun Can" by Mao Dun)

(a)   Some candidates answered this question well, but generally they lacked in-depth knowledge of the period about which Mao Dun was writing. A few candidates did not really focus on the question but tended to write whatever they had learnt when studying the text.

(b)   There were some very good answers, in which candidates analysed various aspects of 荷花 (Hehua)'s personality and attempted to discuss how far the character was typical.

Question 6: 鲁迅: 《孔乙己》 ("Kong Yiji" by Lu Xun)

(a) There were many thorough answers to this question. Candidates should avoid quoting chunks of text without adequate evaluation and analysis.

(b) Most candidates understood the story and answered the first part of the question very well. A number of them would have benefited from more in-depth historical and political background knowledge of the period in the text.

CHINESE

| Paper 9715/05 |
| Prose |

Key messages

In order to do well in this component, candidates must accurately translate the English prose into Chinese. Candidates should not attempt to rewrite or embellish the story with their own details, as no marks will be awarded for this.

General comments

Overall, candidates performed very well on this paper, with the majority showing a sound understanding of the English text.

The passage this year dealt with a twenty-year-old man talking about his life. Although all candidates managed to produce quite an accurate translation of the story, many were unfamiliar with the informal register required to capture the tone of the story. Despite this, candidates demonstrated that they were able to use a variety of vocabulary and complex sentence structures correctly in their Chinese translation.

Candidates found the following phrases challenging:

- In the passage, the *foreign woman* in paragraph two was playing a word game when she referred to *waiting for a job* and *out of work*. The vocabulary needed to translate *waiting for a job* was glossed on the question paper as '待业', and so the most appropriate translation of *out of work* would be '失业'. Most candidates gave '没工作' or '没有工作'.

- Candidates also had difficulty with the phrase *looking at me over her shoulder*. This could be translated as '回头看我', but several candidates produced '翻头（肩膀上）看着他' or '从她的jiān bǎng看着我' or '她用她的启看着我'.