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**CHINESE**

**9715/23**

Paper 2 Reading and Writing

**October/November 2019**

MARK SCHEME

Maximum Mark: 70

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**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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **18** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**2 General Marking Principles**

**2.1** 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.

**2.2 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.

**2.3** 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.

**2.4** No response and '0' marks

There is a NR (No Response) option in **RMA**<sup>3</sup>

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.

**PUBLISHED****Section 1**

Question	Answer	Marks	Not Allowed Responses
<b>Question 1</b>			
<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 in the body of the phrase.</i>			
1(a)	理由	1	
1(b)	经历	1	
1(c)	机构	1	
1(d)	打算	1	
1(e)	求职	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 2</b>			
<i>Candidates either get full marks for each question or zero. No partial marks are awarded.</i>			
<i>The following are examples of the way in which the answers could be expressed. Answers should retain the original meaning and contain all the necessary elements of the phrase to be reworked.</i>			
2(a)	如果喜欢跟孩子在一起，就可以参加夏令营活动。	2	
2(b)	有时间观念是很重要的。	2	
2(c)	虽然有的工作看起来微不足道，但是它也许会为你建立良好的人际关系打下基础。	1	

Question	Answer	Marks	Not Allowed Responses
<p><b>Question 3</b></p> <p><i>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.</i></p> <p><i>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).</i></p> <p><i>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.</i></p>			
3(a)	小张为什么认为参加志愿活动可以焕发热情?	2	
	提供机会去获得不同经历	1	The long lift should be rejected 它给你更多的机会去获得不同的经历，比如去医院或银行当志愿者。 你也可以做喜欢做的事情。
	做自己喜欢做的事情	1	
3(b)	根据小张，你会去哪儿做志愿者?	2	
	(i) 如果你喜欢孩子：夏令营	1	The long lift should be rejected: 喜欢跟孩子们在一起的，可以参加夏令营活动； 喜欢厨艺的，可以去救济所帮忙做饭。
	(ii) 如果你喜欢烹饪：救济所	1	
3(c)	什么样的人最有被大学录取的可能?	4	
	成绩优异	1	The long lift should be rejected: 大学招生时当然要看你的成绩是否优异。 不会理财没有关系，但是有时间观念却很重要。 如果一个人责任心不强，又没有应变能力就很难被大学录取。
	有时间观念	1	
	责任心强	1	
	有应变能力	1	
3(d)	在非洲的一年，什么让王立感到惊讶？请举三例。	3	

Question	Answer	Marks	Not Allowed Responses
	融入到当地社区中	1	The long lift should be rejected: 她知道这将是一个锻炼人的好机会，但她没想到会完全融入到当地社区中。 令她惊讶的是，虽然条件很艰苦，她还是迫切地想为当地居民改变生活状况。 更出乎意料的是，她打算在大学学习非洲文化。
	想为当地居民改变生活状况	1	
	打算在大学学习非洲文化	1	
3(e)	对志愿者来说“手有余香”指的是什么？	<b>2</b>	
	让人感觉更充实	1	The long lift should be rejected: 时间和精力的付出让人感觉更充实，还可能培养深厚的友谊。
	能培养深厚友谊	1	

Question	Answer	Marks	Not Allowed Responses
(3f)	为什么作者认为做志愿者是合算的?	2	
	使你的简历内容更丰富	1	The long lift should be rejected: 由此可见, 志愿服务也不是没有回报的, 它会使你的简历内容更丰富。 有的工作看起来微不足道, 它也许会为你建立良好的人际关系打下基础, 这些在求职的过程中都是无价的。
	为建立良好的人际关系打下基础	1	

**Quality of Language – Accuracy**

[5]

<b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4 Good</b> 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.
<b>3 Sound</b> 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.
<b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b> 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:

<b>Total Content marks available on questions where a candidate scores 0</b>	<b>Reduce Quality of Language mark by:</b>
2–3	1
4–5	2
6–7	3
8–14	4
15	5

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

## PUBLISHED

## Section 2

Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b> <i>Mark as Question 3</i>			
4(a)	为了更容易地找到工作，年轻人可以做些什么？	2	
	周末去打工	1	The long list should be rejected: 据说很多公司都要求求职者有工作经验，所以很多中学生会在周末去打工； 对很多大学生来说，做志愿者是得到经验的途径之一。
	去做志愿者	1	
4(b)	人事经理怎样看待小李的求职书？为什么？	2	
	觉得是纸上谈兵	1	The long list should be rejected: 小李有高学历，可他费尽心血制作的应聘简历，因为没有工作经验，被人事经理看成是纸上谈兵，扔进了废纸篓。
	因为小李没有工作经验	1	
4(c)	“纸上谈兵”的字面意思和含义是什么？	2	
	字面意思：只能在纸上谈论兵法	1	
	含义：只有理论知识，没有实际经验	1	
4(d)	那位公司经理为什么会考虑给做过志愿者的人面试机会？	3	
	他们愿意掌握主动权	1	The long list should be rejected: 做过志愿者的人大多愿意掌握主动权，团队合作能力比较强，这些素质是用人单位求之不得的。 更重要的是他们有心无私奉献，所以我会考虑给他们面试的机会。
	他们的团队合作能力比较强	1	
	他们有心无私奉献	1	

Question	Answer	Marks	Not Allowed Responses
4(e)	<u>埃莉</u> 想象中的求职过程和现实有什么不同?	<b>2</b>	
	她以为很快就能找到工作	1	The long lift should be rejected: 埃莉刚从大学毕业时, 以为很快就能找到工作, 还买了职业套装, 但却四处碰壁。
	但却四处碰壁	1	
4(f)	<u>埃莉</u> 的志愿者经历怎样正面影响了她的就业机会?	<b>2</b>	
	增强了自信心	1	The long lift should be rejected: 通过四个月的志愿者工作, 埃莉的自信心增强了。她认为当过志愿者证实了自己的能力, 这对找到现有的工作有直接的帮助。
	证实了自己的能力	1	
4(g)	学生在学期内花太多时间做志愿活动, 这对他们会有什么影响?	<b>2</b>	
	影响学业	1	The long lift should be rejected: 有的学生花太多时间做志愿活动会影响学业; 也有的学生一边努力学习, 一边做很多志愿活动, 超负荷运行有可能会把身体搞垮。
	把身体搞垮	1	

**Quality of Language – Accuracy**

[5]

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Question	Answer	Marks	Not Allowed Responses
<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <p>Writing within the character limit is part of the task. Insert the vertical wavy line after the 240th character to show the end of the response to be marked. No marks will be awarded for anything the candidate writes beyond the upper character limit.</p>			
<p><b>Content marks – Summary</b></p> <p>10 points are required, but more than 10 are given below to outline possible points candidates could be expected to make. Each point scores one mark, with a maximum of 10 to be awarded for content.</p> <p>Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>结合短文一和短文二的内容，谈谈年轻人参加志愿者活动的益处。</p> <ul style="list-style-type: none"> <li>• 焕发热情</li> <li>• 有更多的机会去获得不同的经历/简历内容更丰富</li> <li>• 志愿者机构的推荐信能让人更好地了解你的能力</li> <li>• 让人感觉更充实</li> <li>• 培养友谊</li> <li>• 为建立人际关系打下基础</li> <li>• 得到工作经验</li> <li>• 掌握主动权</li> <li>• 增强团队合作能力</li> <li>• 具有无私奉献的精神</li> <li>• 增强自信心</li> <li>• 有机会证实能力</li> <li>• 有利于就业</li> </ul>	10	

Question	Answer	Marks	Not Allowed Responses					
<p><b>Content marks – Response to the Text</b> 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="344 421 1196 1219"> <tr> <td data-bbox="344 421 1196 587"> <p><b>5 Very good</b> 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="344 587 1196 753"> <p><b>4 Good</b> 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="344 753 1196 919"> <p><b>3 Sound</b> 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="344 919 1196 1085"> <p><b>2 Below average</b> 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="344 1085 1196 1219"> <p><b>0-1 Poor</b> 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><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p><b>4 Good</b> 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><b>3 Sound</b> 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><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p><b>0-1 Poor</b> 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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**Quality of Language – Accuracy**

[5]

**5 Very good**

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

**4 Good**

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

**3 Sound**

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

**2 Below average**

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

**0–1 Poor**

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.