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**CHINESE**

**9715/22**

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.

**Detailed Mark Scheme**

Question	Answer	Marks	Guidance
<b>Question 1</b>			
<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)	获胜者	1	
1(b)	超出	1	
1(c)	倾述	1	
1(d)	开发	1	
1(e)	(最) 重要 (的)	1	

Question	Answer	Marks	Guidance
<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)	媒体对这个节目的关注是远远超出 (了) 她的想象的。	2	
2(b)	她的隐私(曾)被(朋友)透露给媒体。	2	她的隐私曾有被朋友透露给媒体。
2(c)	因为她变得多疑，所以有心事时不敢和朋友倾述。 她因为变得多疑，所以有心事时不敢和朋友倾述。	1	因为有心事时不敢和朋友倾述，所以她变得多疑。

Question	Answer	Marks	Guidance	
<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)	是什么让各类报纸对米雪很关注? (请列出三点)	3	Reject: 是第一位获胜者 学习成才 一些不寻常的工作 特别的工作, 特殊的工作, 吸引人的工作 The long lift should be rejected: 米雪在英国一部电视真人秀中成为第一位获胜者, 于是被各类报纸争相报道。 她的自学成才和成名前所做的一系列不寻常的工作, 也都频频出现在报纸上。	
	(是电视) 真人秀节目的第一位获胜者			1
	(她) 自学成才			1
	(她) 做过一些不寻常的工作			1

Question	Answer	Marks	Guidance
3(b)	对于米雪来说, 什么是意料之外的事情?	2	<b>Reject:</b> 这个节目意外的被媒体所关注 <b>The long lift should be rejected:</b> 米雪说参加真人秀时, 只是想试试, 居然获胜了; 更没有想到的是, 媒体对这个节目的关注远远超出了她的想象。
	居然获胜了/自己会赢	1	
	媒体对这个节目的关注	1	
3(c)	对于媒体的关注, 米雪有什么样的感受?	2	<b>Reject:</b> 悲伤, 难过 <b>The long lift should be rejected:</b> 对于媒体的轰炸, 米雪觉得很沮丧。 她没有为此生气, 却有些害怕。
	沮丧	1	
	害怕	1	
3(d)	在交友方面, 米雪多疑的心态给她带来什么负面影响?	2	<b>The long lift should be rejected:</b> 曾有朋友把她的隐私透露给媒体, 这一切让她变得多疑, 有心事时不敢和朋友倾诉; 曾经喜欢交朋友的她, 因为顾虑重重, 也失去了一些交新朋友的机会。
	有心事时不敢和朋友倾诉	1	
	失去了交朋友的机会	1	
3(e)	成名后的米雪给予了他人哪些帮助?	3	<b>Reject:</b> 她梦想出书, 但一直没有成功 <b>The long lift should be rejected:</b> 成名后, 她接触了很多商家, 协助他们开发了新的商业项目; 她也经常去不同学校教学生怎样变得更自信。她过去做梦都想出书, 但一直没有成功。 成名后, 她的自传非常畅销, 她用自己的经历激励更多的人。
	帮助商家开发了(新的商业)项目	1	
	去学校教学生变得更自信	1	
	用自己的经历激励(更多的)人	1	

Question	Answer	Marks	Guidance
3(f)	米雪成名之后，思想上有了哪些变化？	3	Reject: 不再像过去那样疯疯癫癫 The long list should be rejected: 米雪说，现在的她比较理性，行为不再像过去那样疯疯癫癫。 所发生的一切使她反思 生活中什么才是最重要的。 过去，她总觉得钱是万能的；如今，她不再这么想了
	(现在的她) 比较理性	1	
	反思生活中什么才是最重要的	1	
	不再觉得钱是万能的了	1	

**Quality of Language – Accuracy**

<b>5</b>	<b>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</b>	<b>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</b>	<b>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</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1</b>	<b>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).

Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b>			
<i>Mark as Question 3</i>			
4(a)	为什么名誉对年轻人很有吸引力?	<b>2</b>	The long lift should be rejected: 名誉似乎是每个青少年所向往的。 大多数年轻人都渴望成为引人注目的人,当然,也有少部分人不愿意被名誉的光环照射。 那些媒体津津乐道的人物也被很多青少年所羡慕。
	年轻人渴望成为引人注目的人物	1	
	青少年羡慕被媒体津津乐道的人物	1	
4(b)	过去,公众对名人的哪些方面比较关注?	<b>2</b>	The long lift should be rejected: 过去,大家在乎的是名人的成就,而不是他们的私生活。 他们对社会的影响也是人们所注重的。
	(名人的)成就	1	
	(名人对)社会的影响	1	
4(c)	青少年通过哪些渠道对名人越来越熟悉?	<b>3</b>	The long lift should be rejected: 如今,青少年能在广播里听到喜欢的名人的声音。 一些电视访谈节目让他们更多地了解名人。 很多名人也通过互联网和“粉丝”们分享个人生活点滴。
	广播	1	
	电视访谈(节目)	1	
	互联网	1	
4(d)	为了追星,小明有过哪些极端行为?	<b>4</b>	Reject: 花钱 去机场看明星 想和明星有一样的发型(被学校处分) The long lift should be rejected: 小明说:“我花光了所有的零花钱就是为了看一场演唱会。我还经常通宵达旦在粉丝圈聊天,影响了身体。 去年,我逃学去机场就是为了看明星一眼。 因为想和明星有一样的发型,我甚至留了长发而被学校处分。”
	花了所有的零花钱看演唱会	1	
	经常通宵达旦在粉丝圈聊天	1	
	逃学去看明星	1	
	留了长发	1	

Question	Answer	Marks	Not Allowed Responses
4(e)	“追星” 对青少年有什么好处?	4	Reject: 追星爱上了唱歌 自我学习  The long list should be rejected: 然而, 青少年追星也是一种培养爱好的方式, 小明正因为追星而爱上了唱歌。 在追星过程中, 结交了更多朋友。 追星不像传统的榜样教育那么教条, 它是一种自觉的学习。 通过了解明星, 追求更好的生活。
	是一种培养爱好的方式	1	
	结交更多朋友	1	
	是一种自觉的学习	1	
	追求更好/幸福/美好的生活 (正面词均可)	1	

**Quality of Language – Accuracy**

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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. 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.

**Content marks – Summary**

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.

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.

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

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>结合短文一和短文二的内容, 说说名誉会给自己和他人带来什么影响。</p> <ol style="list-style-type: none"> <li>1 被媒体关注</li> <li>2 沮丧/害怕/多疑</li> <li>3 有心事时不敢和朋友倾诉</li> <li>4 结交朋友方面</li> <li>5 为事业提供新机会 (协助商家)</li> <li>6 激励他人 (写自传/教学生怎样变得更自信)</li> <li>7 让自己变得比较理性</li> <li>8 让自己反思生活中什么才是最重要的/认为钱不再是万能的</li> <li>9 名誉是年轻人向往的</li> <li>10 “追星”成为时尚</li> <li>11 使粉丝花费很多钱/影响了身体/逃学被学校处分</li> <li>12 培养爱好</li> <li>13 使人自觉地学习</li> <li>14 使人追求更好的生活</li> </ol>	<b>10</b>	

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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="342 424 1142 1294"> <tr> <td data-bbox="342 424 1142 592"> <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="342 592 1142 794"> <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="342 794 1142 962"> <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="342 962 1142 1129"> <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="342 1129 1142 1294"> <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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