CHINESE **9715/21**

Paper 2 Reading and Writing **October/November 2019**

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

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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 <u>to a whole question</u> 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 **RMA³** 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			
Minor character errors in transcription (missing or additional strokes) are tolerated provided that the meaning is clear and that a different character is not created. Accept minor omissions <u>in the body of the phrase.</u>			
1(a)	做假	**1**	
1(b)	心神不宁	**1**	
1(c)	疏忽	**1**	
1(d)	火冒三丈	**1**	
1(e)	偶尔	**1**	

Question	Answer	Marks	Not Allowed Responses
Question 2			
Candidates either get full marks for each question or zero. No partial marks are awarded.			
The following are examples of the way in which the answers could be expressed. Answers should retain the same meaning and contain all the necessary elements of the phrase to be reworked.			
2(a)	这不仅会令人心神不宁，而且（也）会（让人）失去他人的信任。	**1**	
2(b)	哪怕不是有意犯错，也应该诚实认错。	**2**	哪怕是不是有意犯错，也都应该诚实认错。 哪怕是有意犯错，也应该诚实认错。
2(c)	他把家里的樱桃树砍断了。	**2**	

Question	Answer	Marks	Not Allowed Responses
Question 3			
Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered. The definition of a whole sentence is a complete unit of meaning which could be from a full stop to a semicolon or from a full stop to a full stop.			
*If (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 (**L**ifted **M**aterial).*			
It is not uncommon for candidates to 'lift' and then go on to rephrase acceptably, in which case indicate the lift using LM stamp but reward the rephrase.			
3(a)	忠诚老实表现在哪三个方面？	**3**	
	忠于事物的本来面貌	1	Reject:
	不隐瞒（自己的）真实思想	1	对事实添枝加叶或做假是不可取的
	不隐藏（自己的）真情实感	1	The long lift should be rejected: 人要忠于事物的本来面貌，对事实添枝加叶或做假是不可取的，同时也不隐瞒自己的真实思想，不隐藏自己的真情实感。
3(b)	请说说诚实的好处有哪些？	**3**	
	令人心神安宁	1	Reject: 心神不宁
	得到(他人的)信任	1	The long lift should be rejected: 然而，生活中有人不诚实，夸大事实或隐瞒实情。 这会令人心神不宁，同时失去他人的信任。 另外，掩盖自己的真实情感，有时也会失去真情。
	获得真情	1	

Question	Answer	Marks	Not Allowed Responses
3(c)	犯错后，应该怎么处理？	**2**	
	诚实认错/不隐瞒事情的原委	1	The long lift should be rejected: 生活中大家难免做错事情，不管是不是有意犯错，都应该诚实认错，隐瞒事情的原委只会错上加错。 还要诚恳道歉，不是嘴上说说而已。
	诚恳道歉	1	
3(d)	在诚信方面，家长应该如何为孩子树立榜样？	**3**	
	在孩子面前认错	1	Reject: 表扬孩子 The long lift should be rejected: 虽然家长常常这样要求孩子，但有时却拒绝跟孩子认错，因为他们觉得这样很丢脸。 还有的家长常常对孩子许诺，却很少兑现。 另外，在孩子勇敢地实话实说时，家长要表扬孩子。
	兑现对孩子的许诺	1	
	孩子实话实说时表扬孩子	1	
3(e)	在关于华盛顿的故事中，爸爸的情绪有什么转变？	**2**	
	火冒三丈/生气	1	The long lift should be rejected: 美国第一任总统华盛顿小时候因 为疏忽，砍断了家里的樱桃树，气得爸爸火冒三丈，但又因为主动认错，让爸爸十分欣慰。
	欣慰	1	

Question	Answer	Marks	Not Allowed Responses
3(f)	**专家建议父母怎样培养孩子诚实的习惯？**	**2**	
	不过度批评和惩罚	1	Reject: 不过度批评 不过度惩罚 The long lift should be rejected: 专家说，其实家长过度的批评和惩罚反而会导致孩子因害怕而撒谎。 孩子会由于不同 的原因偶尔说假话，要想帮助孩子养成诚实的习惯，家长还要尽力为孩子营造诚恳互信的家庭氛围以感染孩子的心灵。
	为孩子营造诚恳互信的家庭氛围	1	

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.

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

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

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

Section 2

Question	Answer	Marks	Not Allowed Responses
Question 4			
Mark as Question 3			
4(a)	人们为什么会说谎?	**4**	
	讨大人喜欢	1	Reject: 夸大成就 The long lift should be rejected: 小孩子的谎言多是想讨大人喜欢，有时也是为了自我保护。研究表明，撒谎是人的一种潜能，而且会随着年龄的增长而增强。 有些大人可能会通过夸大成就来赢得他人的尊重，也可能会用无懈可击的谎言以获取钱财。
	自我保护	1	
	赢得他人的尊重	1	
	获取钱财	1	
4(b)	怎样避免失去他人的信任?	**2**	
	从来不说谎/保持（一贯的）诚实	1	Reject: 不说谎/诚实 The long lift should be rejected: 父母教育孩子不说谎，告诫孩子们：不保持一贯的诚实跟背叛一样，其结果是失去他人的信任。
	不背叛	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	**根据第二段，善意的谎言有什么作用？**	**3**	
	鼓励孩子	1	The long lift should be rejected: 当孩子满怀欣喜地为您准备了一顿饭，尽管饭不合胃口，但为了鼓励孩子，您也会表扬孩子做得不错。 孩子在家长会上被点名，家长却对孩子说老师夸他进步了，孩子从此努力学习。 这种谎言无疑是善意的，在有些情况下，还可以让人变得更坚强。
	让孩子努力	1	
	让人变得坚强	1	
4(d)	**根据第三段，说说人们为什么有时候说善意的谎言？**	**4**	
	不伤害与他人的感情	1	The long lift should be rejected: 说善意的谎言常常是为了不伤害与他人的感情，有时也可以避免与他人发生正面冲突。 有些真相是残酷的，善意的谎言可以用来保护他人免受真相的伤害。 善意的谎言当然不是为自己谋取好处，有时候却是保护自己隐私的方法。
	避免与他人发生正面冲突	1	
	保护他人免受真相的伤害	1	
	保护自己隐私	1	
4(e)	**怎样区别对待不同的谎言？**	**2**	
	揭穿恶意的谎言	1	The long lift should be rejected: 我们时常会接触谎言，对恶意的谎言，我们要揭穿。 在保持和谐的社会关系过程中，我们也要心怀感激地接受善意的谎言。
	（心怀感激地）接受善意的谎言	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. 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)	结合**短文一**和**短文二**的内容，讲一讲怎样拥有诚实的品质。 1 忠于事物本貌 2 不隐瞒真实思想 3 不隐藏真情实感 4 承认错误／／大人要勇于在孩子面前认错 5 诚恳道歉 6 家长要在孩子说实话时给予表扬 7 不过度批评和惩罚孩子 8 家长为孩子营造诚恳互信的家庭氛围 9 不夸大成就 10 父母教育孩子不说谎 11 保持一贯的诚实 12 不背叛 13 要揭穿恶意的谎言	**10**	

Question	Answer	Marks	Not Allowed Responses
Content marks – Response to the Text Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.			
5(b)	请谈谈你对这方面的了解、体验和看法。 **5 Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. **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. **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. **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. **0–1 Poor** Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	**5**	

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