



Cambridge International AS Level

CHINESE LANGUAGE

8681/22

Paper 2 Reading and Writing

October/November 2023

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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.

Annotations

Annotation	Meaning
	Correct or credit for good content point
	Incorrect
	Detail / word omitted
	Benefit of the Doubt 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.
	No Benefit of the Doubt 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.
	Harmless addition

Annotation	Meaning
	to show the end of a word count
highlight	
	Repetition
	Meaning unclear
	Lifted material
	Irrelevant

General Marking Principles

Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.

Crossing out:

- (a)** If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b)** If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

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	Guidance
Question 1 <i>Minor character errors in transcription (missing or additional strokes) are tolerated provided that the meaning is clear and that a different character is not created. Accept minor omissions <u>in the body of the phrase</u>.</i>			
1(a)	规则	1	
1(b)	誉为	1	
1(c)	管教	1	Reject: 教育
1(d)	殊不知	1	
1(e)	注重	1	

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Question	Answer	Marks	Guidance
<p>Question 2</p> <p><i>Candidates either get full marks for each question or zero. No partial marks are awarded.</i></p> <p><i>The following are examples of the way in which the answers could be expressed. Answers should retain the original meaning and contain all the necessary elements of the phrase to be reworked.</i></p>			
2(a)	<p>大家一直(以来)(都)把中国誉为“礼仪之邦”。</p> <p>一直以来, 大家(都)把中国誉为“礼仪之邦”。</p>	2	<p>Reject: 大家(都)把中国(一直)以来誉为“礼仪之邦”。</p>
2(b)	<p>尽管教育力度加强了, (而) 社会中还是有很多人粗鲁无礼。</p>	1	<p>Reject: 尽管教育力度加强了, 社会中仍还是有很多人粗鲁无礼。</p>
2(c)	<p>一个有礼貌的人之所以(往往)会结交到更多的朋友, 是因为他(们)很少给别人留下不良印象。</p> <p>之所以一个有礼貌的人(往往)会结交到更多的朋友, 是因为他(们)很少给别人留下不良印象。</p>	2	<p>Accept: 一个有礼貌的人之所以(往往)会结交到更多的朋友, 是因为很少给别人留下不良印象。</p> <p>Reject: 之所以会结交到更多的朋友, 是因为一个有礼貌的人很少给别人留下不良印象。</p>

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Question	Answer	Marks	Guidance
<p>Question 3</p> <p>Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered. The definition of a whole sentence is a complete unit of meaning which could be from a full stop to a semicolon or from a full stop to a full stop.</p> <p>It is not uncommon for candidates to ‘lift’ and then go on to rephrase acceptably, in which case indicate the lift using LM stamp but reward the rephrase.</p> <p><i>In own words:</i> <i>Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</i></p> <p><i>Candidates who use their own words throughout should not be at a disadvantage compared with those who tend to lift answers from the passages. Examiners must be careful to reward for Content answers that are reasonably clear and capture the idea given in the mark scheme, even if not expressed with complete precision or in the words of the mark scheme.</i></p>			
3(a)	影响礼貌的两个因素是什么？	2	
	文化	1	Reject: 地方/行为
	语言/聊天的对象	1	Reject: 语气/对象/对方的身份 Reject: 用和朋友聊天时用的言语和老师交谈
3(b)	举两个例子说明在古代礼仪是怎么被具体表现出来的。	2	
	君臣礼仪	1	Reject: 君臣礼仪就不用说了
	人们用“百善孝为先”来管教子女	1	Reject: 百善孝为先/管教子女

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Question	Answer	Marks	Guidance
3(c)	一些不良行为在什么样的情况下依然存在?	3	
	生活水平(大大)提高了	1	
	教育力度加强了	1	Accept: 更加注重教育 Reject: 教育进步了 / 国民受教育程度提升
	个人发展的机会增多了	1	
3(d)	凯西的成功之道包含哪四点?	4	
	精湛的专业知识	1	Accept: all the adjectives must describe the nouns in a positive way, ideally synonyms of the adjectives given in the Mark Scheme.
	诚恳的态度	1	
	正式的着装	1	
	适当的(谈话)姿势	1	Accept: 注意谈话时的姿势
3(e)	根据第三段, 注重礼貌会给自己带来什么好处?	4	
	结交到更多的朋友	1	
	有更多的(合作)机会	1	
	成为成功人士	1	Reject: 接到更多订单 Reject: 很多成功人士都注重礼貌
	增强(自己所在)团队的凝聚力	1	

Question 3: 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.

Question 3: 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).

PUBLISHED**Section 2**

Question	Answer	Marks	Guidance
Question 4 Mark as Question 3			
4(a)	根据第一段，父母应该怎么做才是对孩子更有益的？	3	
	陪伴孩子	1	
	少/不训斥孩子	1	Reject: 缩小与孩子之间的距离 Reject: 不要因训斥孩子拉大与孩子之间的距离
	教孩子讲文明礼貌	1	
4(b)	在赵老师眼中，学生们在校园里应如何表现？	3	
	(跟老师) 打招呼	1	
	(在食堂) 不推挤/要排队	1	
	递物/接物都用双手	1	
4(c)	一些青少年的不良行为对李奶奶有哪些影响？	3	
	得花更/很长时间打扫(街道)	1	Accept: 得打扫更多垃圾
	为社会的前景担忧	1	
	惦记着(这帮)孩子们的安全	1	

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Question	Answer	Marks	Guidance
4(d)	做好青少年礼仪教育需要具备哪四个条件?	4	
	(营造)家庭的文明气氛	1	
	(老师)用言行优秀的学生做榜样	1	
	(有)一个好的校园文化环境	1	
	青少年有从自身做起的意识	1	Accept: 青少年有讲文明的自我意识 Reject: 青少年自觉的意识
4(e)	怎样才能养成孩子讲文明礼貌的习惯?	2	
	从(生活的)小事入手	1	
	要从小抓起	1	

Question 4: Quality of Language – Accuracy

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Question	Answer	Marks	Guidance
<p>Question 5 Length of 5(a) + 5(b) (Summary and Personal Response)</p> <p>Writing within the character limit is part of the task. Insert the slash 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>Question 5: Content marks – Summary</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>			
5(a)	<p>结合短文一和短文二的内容，说说讲礼貌的人有哪些特点以及社会上存在的一些不良行为。</p> <ol style="list-style-type: none"> 1 会给人留下好印象/会结交到更多朋友 2 更值得信赖/有诚信 3 会时常面带微笑/带给他人好心情 4 有诚恳的态度 5 有很多人粗鲁无礼 6 有人只顾自己利益(让小摩擦酿成恶性冲突)/自私自利 7 不和老师打招呼/不尊重老师 8 推推挤挤/不排队 9 不用双手递物接物 10 乱扔垃圾 11 讲脏话 12 闯红灯/不遵守交通规则 	10	

Question	Answer	Marks	Guidance					
<p>Question 5: Content marks – Response to the Text</p> <p>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.</p>								
5(b)	<p>请谈谈你对这方面的了解、体验和看法。</p> <table border="1" data-bbox="338 459 1113 1329"> <tr> <td data-bbox="338 459 1113 627"> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="338 627 1113 826"> <p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> </td> </tr> <tr> <td data-bbox="338 826 1113 994"> <p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td data-bbox="338 994 1113 1161"> <p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> </td> </tr> <tr> <td data-bbox="338 1161 1113 1329"> <p>0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table>	<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p>4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>	<p>3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>	<p>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p>0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
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