



# Cambridge International AS Level

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**CHINESE LANGUAGE**

**8681/23**

Paper 2 Reading and Writing

**October/November 2022**

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 2022 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 **16** 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.

**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 <b>not</b> given to the candidate and the mark is <b>not</b> 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
<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)	筹款	1	
1(b)	总算	1	
1(c)	问候	1	
1(d)	自豪	1	
1(e)	瞬间	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)	我几年前就开始为学校组织的“ <u>婆罗洲</u> 探险”筹款。	1	
2(b)	我们目睹了人类给雨林带来的严重破坏。	2	
2(c)	在雨林拍的照片被领队发到了网上。	2	<b>Reject:</b> 雨林拍的照片被领队发到了网上。/ 领队在雨林拍的照片被发到了网上。

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Question	Answer	Marks	Guidance
<p><b>Question 3</b></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></p> <p><b>Note:</b> Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</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)	作者怎样为 <u>婆罗洲</u> 探险筹款?	3	
	做蛋糕卖	1	Reject: 卖蛋糕
	(在周末) 打工	1	
	圣诞礼物换成了现金	1	Reject: 圣诞礼物

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Question	Answer	Marks	Guidance
3(b)	初到雨林，作者有什么感觉？	<b>3</b>	
	迷惑	1	Accept: 失去了时间感
	害怕/紧张	1	Reject: 心砰砰跳
	疲劳	1	Reject: 马上就睡了
3(c)	探险队在第二天为环保做了什么事情？	<b>3</b>	
	把雨林被(严重)破坏的照片发到网上	1	Reject: 被破坏的雨林发到网上/把雨林照片发到网上
	清理朽木	1	
	种树	1	
3(d)	作者在当地小学学了什么？	<b>3</b>	
	用当地语问候	1	
	和水泥	1	
	刷(白)墙	1	
3(e)	曼尼岛的什么让作者觉得失望？	<b>3</b>	
	无数的塑料瓶	1	
	死掉的珊瑚	1	
	被冲上岸的冰箱	1	



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Question	Answer	Marks	Guidance
<b>Question 3: Quality of Language – Accuracy</b>			<b>[5]</b>
<b>5</b>	<p><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).</p>		
<b>4</b>	<p><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.</p>		
<b>3</b>	<p><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.</p>		
<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
<b>0–1</b>	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		

Question	Answer	Marks	Guidance												
<b>Question 3: Additional marking guidance for Quality of Language</b>															
<p>The five marks available for Quality of Language are awarded <b>globally</b> for the whole performance on each set of answers.</p>															
<p>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.</p>															
<p><b>Answers scoring 0 for Content</b> cannot contribute to the overall Quality of Language mark.</p>															
<p>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:</p>															
<table border="1"> <thead> <tr> <th data-bbox="472 624 1120 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 624 1762 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 719 1120 786">2–3</td> <td data-bbox="1120 719 1762 786">1</td> </tr> <tr> <td data-bbox="472 786 1120 853">4–5</td> <td data-bbox="1120 786 1762 853">2</td> </tr> <tr> <td data-bbox="472 853 1120 920">6–7</td> <td data-bbox="1120 853 1762 920">3</td> </tr> <tr> <td data-bbox="472 920 1120 987">8–14</td> <td data-bbox="1120 920 1762 987">4</td> </tr> <tr> <td data-bbox="472 987 1120 1048">15</td> <td data-bbox="1120 987 1762 1048">5</td> </tr> </tbody> </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
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<p><b>Note:</b> 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).</p>															

Question	Answer	Marks	Guidance
<b>Question 4</b>			
Mark as Question 3			
4(a)	<b>举三例说明手机对李明的重要性。</b>	<b>3</b>	
	早上一睁眼就看短信	1	
	午休时会参与社交闲聊	1	
	跑步时得用手机记录步数	1	
4(b)	<b>什么让小刚觉得父母为他骄傲？</b>	<b>3</b>	
	爸爸(看他踢球时)自豪的眼神	1	
	爸爸的加油声(比谁都大)	1	
	进球时的照片成了妈妈手机的背景	1	Reject: 妈妈手机的背景
4(c)	<b>让手机放假对大卫有什么正面的影响？</b>	<b>3</b>	
	开始注意到鸟叫声	1	Accept: 开始注意到周围的环境
	可以细细品尝咖啡的味道	1	Accept: 不用着急/放慢脚步
	专注力大大提高	1	
4(d)	<b>“无手机假期”有什么好处？</b>	<b>3</b>	
	让人放松	1	
	享受和家人在一起的时光	1	
	享受眼前的美景	1	

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Question	Answer	Marks	Guidance
4(e)	“无手机假期”有什么好处?	<b>3</b>	
	让人放松	1	
	享受和家人在一起的时光	1	
	享受眼前的美景	1	

**Question 4: Quality of Language – Accuracy****[5]**

<p><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).</p>
<p><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.</p>
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Question	Answer	Marks	Guidance
<p><b>Question 5</b>  <b>Length of 5(a) + 5(b) (Summary and Personal Response)</b>            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>            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):</p>			
5(a)	<p>结合短文一和短文二的内容, 谈谈让手机放假有什么好处。</p> <ol style="list-style-type: none"> <li>1 (用玩手机的时间) 去打工挣钱</li> <li>2 能够更快入睡/头不疼了</li> <li>3 学到新技巧 (用当地语问候/和水泥/刷白墙)</li> <li>4 拿起了画笔/开始画画</li> <li>5 写日记 (写下美好记忆)</li> <li>6 不会让人过度依赖科技</li> <li>7 不会让身边的人受到忽视/珍惜和家人相处的时间</li> <li>8 不会让人离自己的目标越来越远</li> <li>9 用手机分享的欲望消失了/渴望面对面地畅谈</li> <li>10 注意到生活中的细节 (注意到鸟叫声/品尝到咖啡的味道)</li> <li>11 提高专注力</li> <li>12 度假时放松/远离工作压力</li> <li>13 能充分享受眼前的美景</li> </ol>	10	

Question	Answer	Marks	Guidance					
<b>Question 5: 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.								
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 1122 1332"> <tr> <td data-bbox="338 459 1122 628"> <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.         </td> </tr> <tr> <td data-bbox="338 628 1122 828"> <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.         </td> </tr> <tr> <td data-bbox="338 828 1122 997"> <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.         </td> </tr> <tr> <td data-bbox="338 997 1122 1166"> <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.         </td> </tr> <tr> <td data-bbox="338 1166 1122 1332"> <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.         </td> </tr> </table>	<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.	<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.	<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.	<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.	<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.	5	
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