
CHINESE**9715/22**

Paper 2 Reading and Writing

October/November 2016

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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General Marking Principles

1.1 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.

1.2 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.

1.3 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.

1.4 No response and '0' marks

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.

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Detailed Mark Scheme

Section 1

Question 1

	Accept	Reject	Mrk
	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 <u>in the body of the phrase</u> .		
(a)	潮流		[1]
(b)	涉及		[1]
(c)	微乎其微		[1]
(d)	承受	承担	[1]
(e)	不成文 (的)	礼节/不成文的礼节	[1]
		Total	[5]

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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 answers could be expressed. Answers should retain the same meaning and contain all the necessary elements of the phrase to be reworked.

Q nr	Accept	Reject	Mrk
(a)	<p>虽然中国在2011年开始在一些公共场所实施禁烟令,但是效果(却)微乎其微。</p> <p>中国虽然在2011年开始在一些公共场所实施禁烟令,但是效果(却)微乎其微。</p>	虽然效果微乎其微,但是中国在2011年开始在一些公共场所实施禁烟令。	[1]
(b)	<p>抽烟既可以增进友谊又(可以)扩大朋友圈子。</p> <p>抽烟可以既增进友谊又扩大朋友圈子。</p>		[2]
(c)	<p>在有些国家,人们把在公共场所抽烟看做是一种害人害己的行为。</p> <p>有些国家把在公共场所抽烟看做是一种害人害己的行为。</p>	<p>在有些国家把在公共场所抽烟看做是一种害人害己的行为。</p> <p>有些国家把公共场所抽烟看做是一种害人害己的行为。</p>	[2]
		Total	[5]

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Question 3

Lifting = a whole sentence taken from the text will usually invalidate an answer unless further original explanation is offered.

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.

(a) 法国政府用什么方法推动禁烟？

	Accept	Reject	Mrk
A	教育	The long lift should be rejected: [在法国，政府通过教育来推动禁烟令的实施。] [与此同时，政府还采取了提高香烟价格、增加烟草税的办法，以经济来促使烟民戒烟。]	[1]
B	提高香烟价格		[1]
C	增加烟草税		[1]
		Total	[3]

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(b) 新西兰政府为什么在监狱实行全面禁烟？

	Accept	Reject	Mrk
A	净化了空气	The long list should be rejected: [这样不仅净化了空气，而且节省了一大笔医疗费用。] [长远来说，犯人离开监狱后，由于省下了买烟的钱，他们的生活质量提高了。] 提高了生活质量	[1]
B	节省医疗费用		[1]
C	提高了犯人的出狱后的生活质量		[1]
		Total	[3]

(c) 在新西兰，为什么有人反对在监狱禁烟？

	Accept	Reject	Mrk
A	导致犯人烦躁不安/产生冲突	The long list should be rejected: [然而，有的监狱工作人员担心实行全面禁烟会导致犯人烦躁不安，引起冲突；也有律师提出，“这涉及到人权问题”。]	[1]
B	涉及到人权问题		[1]
		Total	[2]

(d) 为什么说中国禁烟的效果不是很理想?

	Accept	Reject	Mrk
A	人们对吸烟的坏处认识不够	The long list should be rejected: [公众对吸烟的危害认识不足、没有意识到二手烟暴露的严重性, 造成吸烟率居高不下、被动吸烟现象普遍存在。] [此外, 对于大多数人而言, 香烟的价格是可以承受的。]	[1]
B	人们对二手烟暴露的严重性没有认识 对被动吸烟的认识		[1]
C	香烟的价格是可以承受的/香烟不贵		[1]
		Total	[3]

(e) 解释“奉茶敬烟”。

	Accept	Reject	Mrk
A	(给客人) 泡茶/斟茶	The long list should be rejected: 在中国是一个不成文的礼节	[1]
B	(给客人) 发烟/提供香烟		[1]
C	表示对客人的尊重	Total	[2]

(f) 对比一下不同国家的人对吸烟的态度。

	Accept	Reject	Mrk
A	在中国, 吸烟是一种社交方式/中国人认为吸烟可以增进友谊, 结交更多朋友	The long list should be rejected: 吸烟是一种社交方式 [而在有些国家, 在公共场所抽烟被看做是一种害人害己的行为, 因此不为人接受。]	[1]
B	有些国家的人认为吸烟害人害己/吸烟不被人接受		[1]
		Total	[2]

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Quality of Language – Accuracy (Questions 3, 4 and 5)

[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 – Questions 3 and 4:

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.

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).

[Total: 20]

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Question 4

Mark as Question 3

(a) 请说一说现代人如何理解“健康”。

	Accept	Reject	Mrk
A	身体没有病	The long list should be rejected: [现代健康观对健康的衡量标准已不仅是指躯体健全无病，还要求人在精神上有一个完好状态，具备一定的社会适应能力。]	[1]
B	精神完好/健全		[1]
C	有一定的社会适应能力		[1]
		Total	[3]

(b) 怎样才能拥有真正的健康?

	Accept	Reject	Mrk
A	在生活上做出转变	The long list should be rejected: [因此，要拥有真正的健康，就意味着人们要在生活和思想上做出转变，而且要在很大程度上调整行为模式。]	[1]
B	在思想上做出转变		[1]
C	调整行为模式		[1]
		Total	[3]

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(c) 经济发展对健康起到了什么作用？

	Accept	Reject	Mrk
A	为人们提供充足的食物营养	<p>The long list should be rejected: [经济发展为人们提供充足的食物营养、良好的劳动条件。]</p> <p>[随着国家收入的增加，医疗服务也会得到完善，人们的健康意识也随之提高。]</p>	[1]
B	为人们提供良好的劳动条件		[1]
C	完善医疗服务		[1]
D	提高人们的健康意识		[1]
		Total	[4]

(d) 教育可以帮助人们在哪两个方面做出更健康的选择？

	Accept	Reject	Mrk
A	关于收入的支配	<p>The long list should be rejected: [一般来说，教育能帮助人们在支配个人收入时作出更健康的选择，用更多的闲暇时间来锻炼身体。]</p> <p>让人们意识到锻炼的重要性</p>	[1]
B	关于闲暇时间的支配 利用更多时间来锻炼身体		[1]
		Total	[2]

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(e) 怎样使青少年更加健康?

	Accept	Reject	Mrk
A	帮助青少年掌握卫生保健知识	<p>The long list should be rejected:</p> <p>[学校和家长一定要紧密合作, 帮助青少年掌握卫生保健知识, 养成良好的卫生习惯, 并且主动预防疾病, 从而更健康。]</p> <p>养成良好的生活习惯</p>	[1]
B	养成良好的卫生习惯		[1]
C	主动预防疾病		[1]
		Total	[3]

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Quality of Language – Accuracy (Questions 3, 4 and 5)

[5]

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[Total: 20]

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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, and candidates who remain within the limit (200 characters in total) deserve credit.

Insert a slash / after the 240th character to show the end of the response to be marked

Content marks: Summary

[10]

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

[Text 1]

1. 控制吸烟问题早就引起全球的关注/禁烟是世界文明的标志和潮流
2. 政府通过教育/经济/法律手段来禁烟
3. 禁烟可以净化空气
4. 节省医疗费用
5. 提高人的生活质量
6. 在监狱禁烟引起有关人权问题的争议
7. 被动吸烟的情况普遍存在/没有意识到吸烟的危害
8. 不同国家的人对吸烟的态度不一样

[Text 2]

9. 随着社会的发展,人们对健康的认识不断完善/现代健康观的定义和传统的不一样
10. 要拥有真正的健康需要经过一定的模式转换
11. 经济发展对健康起了很大作用/经济发展是保障健康的基础
12. 对健康起到很大影响的是教育/教育决定一个人对收入的支配/教育决定一个人对闲暇时间的支配
13. 提高国民健康要从青少年着手
14. 学校和家要紧密合作使青少年更健康/帮助青少年掌握卫生保健知识/帮助青少年养成良好的卫生习惯/让青少年主动预防疾病

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Content marks: Response to the Text

[5]

Marked 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.

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.

Quality of Language – Accuracy (Questions 3, 4 and 5)

[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.

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