

CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Advanced Subsidiary Level

MARK SCHEME for the October/November 2015 series

8681 CHINESE LANGUAGE

8681/22

Paper 2 (Reading and Writing), maximum raw mark 70

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.

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1 General Marking Notes

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 **RM Assessor**.

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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Section 1

1

Accept	Reject	
<i>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>.</i>		
(A) 聊天		[1]
(B) 挖掘	改进	[1]
(C) 随时随地		[1]
(D) 并非如此	并非	[1]
(E) 话题		[1]
Total		[5]

2

Accept	Reject	
(A) 这在现实商店购物中几乎是不可能的。 这在现实商店购物中是几乎不可能的。 这是在现实商店购物中几乎不可能的。	几乎 should not be removed.	[2]
(B) 人与人之间的距离被科技发展拉开了。		[1]
(C) 网购不仅增加了她与朋友们之间的话题，而且帮她交到新朋友。	网购不仅增加了她与朋友们之间的话题，甚至而且帮她交到新朋友。	[2]
Total		[5]

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Words / phrases which are underlined indicate key ideas which are either needed in the response (Accept column) or invalidate it (Reject column)

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.

3 (a) 网上购物吸引了什么样的消费者?

Accept	Reject	
A) 不喜爱热闹的;	The long lift should be rejected: [那些不喜爱热闹场合或对跟亲友一起逛商店不感兴趣的人, 纷纷加入网上购物大军。]	[1]
B) 不喜欢 (跟亲友) 逛商店/逛街的;		[1]
C) 喜欢在购物前对商品有所了解的	The long lift should be rejected: [网购也适合那些喜欢在购物前对商品有所了解的人。]	[1]
Total		[3]

(b) 网购时你可以用哪两种方式了解感兴趣的物品?

Accept	Reject	
<i>Accept any 2 out of 3</i>		
A) (店家提供/网购者搜索到的) 网站上的信息;	The long list should be rejected: [店家通常在网站提供具体的商品信息, 并通过电子邮件和网络聊天的方式解答顾客疑问。]	[1]
B) (发) 邮件;		[1]
C) 网上聊天;		[1]
Total		[2]

(c) 在现实商店购物中为什么很难事先充分了解一件物品?

Accept	Reject	
A) 顾客不好意思多问;	The long list should be rejected: [在商店, 顾客大多不好意思问来问去, 怕自己花了钱还要看别人的脸色。]	[1]
B) 顾客怕自己花了钱还要看别人的脸色;		[1]
C) 商店售货员太忙;	The long list should be rejected: [此外, 商店售货员有时候太忙, 有时候又对商品缺乏了解。]	[1]
D) 商店售货员对商品缺乏了解		[1]
Total		[4]

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(d) 网购对生产厂家有哪些益处?

Accept	Reject	
<i>Accept any 3 out of 4</i>		
A) 购物者直接跟厂家讨论产品优缺点;	The long lift should be rejected: [许多网上购物者还直接跟产品厂家讨论有关产品的优缺点, 提出改进这个产品的建议, 帮助厂家挖掘出产品的潜力。]	[1]
B) 购物者向厂家提出改进产品的建议;		[1]
C) 帮助厂家挖掘出产品的潜力		[1]
D) 网购有助于厂家了解顾客需求	The long lift should be rejected: [这也有助于厂家随时随地了解顾客需求。]	[1]
Total		[3]

(e) 王佳为什么特别喜爱网购?

Accept	Reject	
A) 她在网上购物只需很短的时间;	The long lift should be rejected: [她说平日学习忙, 只有在网上才能于短时间内买到想要的商品。]	[1]
B) 网购增加了她与朋友间的话题;	The long lift should be rejected: [她还说许多人认为科技发展拉开了人与人之间的距离, 但就网络而言并非如此, 网购就增加了她与朋友们之间的话题, 甚至帮她交到新朋友。]	[1]
C) 网购帮她交到新朋友		[1]
Total		[3]

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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).

[20]

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4 (a) 有手机、电脑和互联网对于张浩为什么很重要？

Accept	Reject	
A) 父母因此同意他出国；	The long lift should be rejected: [他说多亏有手机、电脑和互联网，父母才同意他出国;他与远在中国的亲友才能随时保持联系。]	[1]
B) 与亲友保持联系		[1]
Total		[2]

(b) “天涯若比邻”在这里是什么意思？

Accept	Reject	
A) Key concept: 亲友在国内，自己在国外，离得很远。 Candidates need to include the idea of a 'physical distance'.		[1]
B) Key concept: <u>电话和网络/通过保持联系使人感觉亲友就在身边/离得很近。</u> Candidates need to include the idea of 'keeping in contact'	感觉亲友就在身边/离得很近。(Key words omitted)	[1]
Total		[2]

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(c) 出国几年后，张浩有了什么样的变化？

Accept	Reject	
A) 与家人的感情有所疏远；	<p>Disconnected concept: 出国四年只回了一趟家</p> <p>The long lift should be rejected: [张浩的妈妈说明，儿子出国四年只回了一趟家，与家人的感情因此有所疏远。]</p>	[1]
B) 健康不如以前／戴上了眼镜	<p>The long lift should be rejected: [儿子花大量时间使用电子产品也使他的健康不如以前。]</p> <p>The long lift should be rejected: [这不，出去这几年，眼镜也戴上了。]</p>	[1]
Total		[2]

(d) 对于“科技发展常常具有两面性”，作者是怎样解释的？

Accept	Reject	
A) <u>有利</u> 也有 <u>弊</u> ；	<p>The long lift should be rejected: [其实，科技发展常常具有两面性，既有利也有弊；其利、弊都由使用者自己来决定。]</p>	[1]
B) <u>由使用者来决定</u> /如何使用 <u>科技</u> 决定其利弊	<p>[就网络而言，只要使用适当，就可从中得到很大益处。]</p>	[1]
Total		[2]

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(e) 有共同爱好的人可以怎样利用网络？

Accept	Reject	
<p>A) <u>进入</u> 博客/平台/社团；</p> <p>Candidates need to indicate the concept of 'taking part in'</p>	<p>提供了交流的平台 (Key words omitted)</p> <p>The long lift should be rejected: [例如，热爱文学的可以进入关于文学的博客，一起分享各自查找到的信息。]</p>	[1]
<p>B) 与其它共同爱好者<u>分享信息</u>；</p>	<p>The long lift should be rejected: [例如，热爱文学的可以进入关于文学的博客，一起分享各自查找到的信息，交流感想。]</p>	[1]
<p>C) 交流感想/心得</p>		[1]
Total		[3]

(f) 网络学校给人们提供了什么样的机会？

Accept	Reject	
<p>A) <u>不用出门</u>也能接受到老师的指导；</p> <p>Candidates must indicate the fact that learners can study at home.</p>	<p>Reject if key point omitted:</p> <ul style="list-style-type: none"> • 接受到老师的指导 • 取得学业上的进步 	[1]
<p>B) 根据<u>自身的能力</u>取得学业上的进步</p> <p>Candidates must indicate the concept of self-learning.</p>	<p>The long lift should be rejected: [网络学校的出现更让学生们足不出户就能接受到老师的指导，并根据自身的能力取得学业上的进步。]</p>	[1]
Total		[2]

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(g) 为什么有人会写网络日记?

Accept	Reject		
A) (有烦心事)不愿跟身边的人/别人说;	有烦心事	The long list should be rejected: [此外, 当一个人有烦心事不愿跟身边的人说时, 还可以把心事写在网络日记上, 从而减轻心理压力。]	[1]
B) (把心事写在网络日记上) 减轻心理压力/ 表达个人感情	把心事写在网络日记上		[1]
Total			[2]

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

[5]

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[20]

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5

Length of 5(a) + 5(b) (Summary and Personal Response)

Writing within the maximum length is part of the task, and candidates who remain within the limit (200 characters in total) deserve credit.

Insert the vertical wavy line 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]

A 不喜欢热闹和逛街的人不用面对面交流，也可以购物；

B 网购时消费者跟店家发邮件；

C 网购时消费者跟店家网上聊天；

D 消费者直接跟厂家讨论有关商品的优缺点；

E 向厂家提出改进商品的建议；

F 厂家随时随地可以了解顾客需求；

G 网购增加了和朋友们之间的话题

H 通过网购交到新朋友

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[Text 2]

I 方便跟亲友联系

J “天涯若比邻”

K 亲自见面的机会可能更少/疏远关系

L 有共同爱好的人可以进入相关的博客

M 与有共同爱好的人分享信息

N 与有共同爱好的人交流感想

O 不出门就可得到老师的指导

P 可以把心事写在网络日记上

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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.

[20]