

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary Level

MARK SCHEME for the October/November 2015 series

8681 CHINESE LANGUAGE

8681/21

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.

Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8681	21

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.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8681	21

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) 形成 / 现身		[1]
(B) 悄悄地		[1]
(C) 认真		[1]
(D) 功能		[1]
(E) 管不着	谁也管不着	[1]
Total		[5]

2

Accept	Reject	
(A) 手机，由于它的方便、快捷，越来越被人们喜爱 由于手机的方便、快捷，它越来越被人们喜爱	手机，由于由于它的方便、快捷， 越来越被受到人们喜爱 手机，由于由于它的方便、快捷， 越来越被人们受到喜爱	[1]
(B) 如果手机不见了，就会心烦意乱	如果手机不见了，便会心烦意乱 如果手机不见了，便就会心烦意乱	[2]
(C) 把别人的手机铃声当作是自己的手机铃声 把听见的别人的手机铃声当作是自己的手机铃声	把别人的手机铃声当作以为是自己的手机铃声	[2]
Total		[5]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8681	21

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) 为什么手机成为越来越受人们喜爱的通讯工具？

Accept	Reject	
(A) 由于它的方便	由于它的实用性 The long lift should be rejected: [手机, 由于它的方便、快捷, 越来越受到人们的喜爱。]	[1]
(B) 由于它的快捷	The long lift should be rejected: [手机, 由于它的方便、快捷, 越来越受到人们的喜爱。]	[1]
Total		[2]

(b) 在哪些情况下，年轻人被手机依赖症所困扰？

Accept	Reject	
(A) 手机不见了的时候	The long lift should be rejected:	[1]
(B) 手机没带在身边的时候	[他们发现自己已经无法离开手机，手机不见了，便会心烦意乱；手机没带在身边，便无法认真工作；一段时间手机铃声不响，便会下意识地看一下铃声设置正不正确；听见别人的手机铃声，便以为是自己的手机铃声。]	[1]
(C) 手机铃声一段时间不响的时候		[1]
(D) 听见别人手机铃声响的时候		[1]
Total		[4]

(c) 根据王龙的说法，为什么手机短信对学生很有吸引力？

Accept	Reject	
(A) 是一个谁也管不着的“自治区” / 无人能管	The long lift should be rejected:	[1]
(B) 学生自己懂的语言（语言上的自由） /	[在手机短信里，我们有一个谁也管不着的“自治区”，就连使用的语言也只有我们自己才懂。]	[1]
(C) 上课时也可以悄悄地看（时间上的自由） / 上课时也可以瞄一眼		The long lift should be rejected:
	[即使上课时，我也可以看一眼有没有信息发过来。]	[1]
Total		[3]

(d) 对于学生来说，手机的功能有哪些？

Accept	Reject	
(A) 通讯功能/收发短信功能	The long list should be rejected:	[1]
(B) 娱乐功能	[当然，除了手机的传统的通讯功能以外，学生们也使用手机进行娱乐来放松心情。]	[1]
(C) 学习功能/上网（查资料）	The long list should be rejected: [另外，他们还用手机上网查找资料。]	[1]
Total		[3]

(e) 对手机的依赖，给学生哪些方面的能力带来了影响？

Accept	Reject	
(A) 使很多学生缺乏与人面对面交流的能力	The long list should be rejected:	[1]
(B) 运动的能力/缩短了他们参加运动的时间	[然而，过分依赖手机也造成了许多学生缺乏与人面对面交流的能力，并缩短了他们参加运动的时间，对手机存储的信息的依赖，也大大减少了大脑的锻炼。]	[1]
(C) 大脑的能力/减少了大脑的锻炼		[1]
Total		[3]

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8681	21

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

[5]

<p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

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]

4 (a) 孩子们携带手机有什么好处？

Accept	Reject	
(A) 方便与家长们联系/与家长保持联系	The long lift should be rejected:	[1]
(B) (紧急情况下)寻求帮助	[家长为孩子买手机的最初目的就是保持联系；在紧急情况下，手机还是寻求帮助的工具。]	[1]
Total		[2]

(b) 在人际交往方面，手机对青少年有什么作用？

Accept	Reject	
(A) 与亲朋好友随时联系/拉近了与他人的距离	The long lift should be rejected: [手机的确拉近了人与人之间的距离。] [即便是远在外地的亲朋好友，你也能随时随地与他们联系。]	[1]
(B) 对于性格内向的青少年，可以克服在人际交往上的障碍/帮助性格内向的青少年增加自信	The long lift should be rejected: [对于性格内向的青少年来说，用短信交流可以克服在人际交往上的障碍，增加自信。]	[1]
(C) 对于性格外向的青少年，可以帮助他们结交更多的朋友/扩大（性格外向的青少年的）社交圈	The long lift should be rejected: [而对与性格外向的青少年，手机可以帮助他们结交更多的朋友，扩大社交圈。]	[1]
Total		[3]

(c) 为什么青少年对使用手机的安全性缺乏意识?

Accept	Reject	
(A) 在安全的环境中使用， 没有认识到他们的安全会受到威胁 / 在家或学校使用，缺乏安全意识	缺乏安全意识 The long lift should be rejected: [青少年常在家或学校这样安全的环境中使用手机，意识不到他们的安全会受到威胁。]	[1]
(B) 对手机网络上的事物充满好奇	The long lift should be rejected:	[1]
(C) 心智不够成熟/很容易相信网上的信息	[他们对网络上的事物充满好奇，而他们的心智又不够成熟，很容易相信网上的信息。]	[1]
Total		[3]

(d) 用手机上网给青少年带来的危害有哪些?

Accept	Reject	
(A) 网聊时，交不好的朋友，给自身安全带来危害；	The long lift should be rejected: [例如：用手机网聊时，因为不了解对方的真实情况而结交有不良习惯的朋友。]	[1]
(B) 网购时，受到欺骗，给财产安全带来危害。	The long lift should be rejected: [还有很多青少年为了方便，用手机网购而受到欺骗。]	[1]
Total		[2]

(e) 经常使用手机对孩子们的健康有哪些方面的影响?

Accept	Reject	
(A) 身体健康的影响 (头痛、睡眠紊乱) ;	The long list should be rejected: [常用手机会造成头痛、睡眠紊乱等问题, 也容易让孩子变得孤独, 影响他们的心理健康。]	[1]
(B) 心理健康的影响 (孩子变得孤独)		[1]
Total		[2]

(f) 家长应该怎样帮助孩子避免对手机的过度使用?

Accept	Reject		
(A) 多花时间与孩子在一起	The long list should be rejected: [作为家长, 要多花点时间陪孩子, 多与孩子交流有关使用手机的安全问题, 多让孩子们接触大自然和新事物, 从而减少孩子对手机的过度依赖。]	[1]	
(B) 多跟孩子谈使用手机的安全问题		多跟孩子谈	[1]
(C) 多引导孩子接触大自然和新事物			[1]
Total		[3]	

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8681	21

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

[5]

<p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

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]

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8681	21

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):

<u>[Text 1]</u>
A 无法离开手机/过分依赖手机/“手机依赖症”
B 通讯/收发信息功能
C 上网查资料/学习功能
D 娱乐放松心情
E 降低与人面对面交流的能力
F 减短了运动时间
G 减少了大脑的锻炼
<u>[Text 2]</u>
H 危机时刻用手机求助
I 拉近人与人之间的距离/方便随时和身处异地的人联系
J 克服人际交往障碍/增加自信
K 扩大社交圈/交更多朋友
L 安全意识淡薄, 容易上当
M 常用手机网聊和网购
N 手机危害 (身心) 健康/ 造成头痛、睡眠紊乱/变得孤独, 影响心理健康

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2015	8681	21

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.

[Total: 20]