CHINESE

Paper 9715/21
Reading and Writing

Key messages

- **Question 1** is a vocabulary recognition exercise. It requires candidates to find words or phrases from the first reading passage that are closest in meaning to those given in the question. Words that are not in the specified paragraphs of the passage are not acceptable.

- **Question 2** is a grammatical manipulation exercise. It requires candidates to rewrite the sentences using the given phrases, without changing the meaning.

- **Question 3** and **Question 4** consist of a series of comprehension questions. Candidates need to read the passages carefully and should answer using information given in the passages. No credit can be given for responses using candidates' general knowledge, or personal experience.

- **Question 5(a)** requires candidates to produce a summary of the information given in both passages, which this year discussed the stages of learning and the ultimate goals of studying, alongside life planning. **Question 5(b)** requires candidates to give their personal response to the material, which can be their own understanding, experience, and opinion of the issues raised. Responses to **Question 5(b)** should be personal and not a mere repetition of the materials in the given texts. It is helpful if responses to **Question 5(a)** and **Question 5(b)** are kept as two separate sections.

General comments

Most candidates demonstrated a very good understanding of the two reading passages and responded well to the questions asked. Many responded fully to the questions using clear expressions and giving focussed answers.

Many good and clearly expressed responses to **Question 3** and **Question 4** were seen this year. Candidates were generally successful in retrieving key points from the passages instead of lifting material indiscriminately and in great length. In response to **Question 4(c)** and **Question 4(d)**, a small number of candidates lifted large chunks of text from the passage, which resulted in ambiguous answers which did not reflect the questions asked. Care needs to be taken not to stray from the passages and not to change the information given in the passages in the effort of using one's own words.

Candidates should be reminded to ensure that their answer papers are legible, and that they clearly label each question they are answering. There were cases this year where candidates did not attempt some questions given on the question paper. If candidates choose not to attempt a question, they are advised to make this clear by writing the question number on their answer paper, and then leaving the line blank.

Comments on specific questions

Section 1

Question 1

Most candidates successfully found the correct matching words from the passage. The question specifies which paragraph candidates should use to locate the required word, and they should therefore ensure that they do not use words from other parts of the passage. For example, some candidates provided "具有" instead of "具备" as an answer to **Question 1(a)**. The former was not in paragraph 2 of the passage.

In this exercise, candidates should not change the words from the passage in any way. In **Question 1(b)** for example, some candidates answered "仍旧" instead of "仍然".

Question 2

Most candidates handled this question well, with the majority answering **(c)** correctly, using "将" to replace "把". In response to **(a)**, some candidates either omitted a section of the original sentence, or put "是……的" in the wrong place, which did not demonstrate a good understanding of how to use the structure. Many candidates coped well with **(b)**. Some candidates were not confident in using the structure, and simply inserted "只要……就" into the original sentence.

Question 3

Most candidates did very well in this question, and showed good levels of comprehension. Some candidates did not give full enough answers to be awarded all the available marks. Where 2 marks are available, candidates should be aware that they need to provide 2 points in order to be awarded both marks. In several cases, candidates only gave partial answers to parts **(a)** and **(c)**. Candidates coped well with parts **(b)**, **(d)** and **(e)**. In part **(f)**, some candidates did not provide a clear enough answer; a few candidates wrote, for example: "学习的最终目的是不拿文凭……"

Section 2

Question 4

Performance in this question was strong, with the majority of candidates providing clear answers, showing understanding of the passages.

As in **Question 3**, where candidates did not score full marks, it was often because answers were not full enough for all marks to be awarded. Candidates should be reminded to take note of the mark allocation when they write their answers, in order to ensure that they provide sufficient detail to gain the maximum marks for each answer.

Please note that in **Question 3** and **Question 4**, candidates are not required to rephrase every word they take from the passages to use in their answers. Candidates may use the passages as support to retrieve some vocabulary, but should not lift material from the passages indiscriminately or at length, as this does not show that they have fully understood either the passages or the questions.

Question 5

This question is in two parts: part **(a)** and part **(b)**. Candidates are advised to keep the two as separate sections.

Many candidates gave excellent answers in response to **Question 5 (a)**, by drawing relevant material from both reading passages, and demonstrating strong linguistic and organisational skills. Candidates are reminded that they need to state 10 clear points in order to be awarded the maximum 10 marks for Content in **(a)**. Part of this exercise is to show an ability to summarise, and so it is important that the points are presented clearly and succinctly.

Many candidates gave convincing personal responses in **Question 5(b),** writing about their own experiences and opinions with interesting insights and examples.

Where candidates did not do as well, it was usually for one of the following reasons:

- not referring to the information in the reading passages for the summary element
- giving a response to **(a)** that was too brief, and did not include enough distinct points
- not incorporating their own ideas or experiences in the answer to **(b)**
- writing a general summary of the two reading passages rather than answering the specific question asked.

CHINESE

> **Paper 9715/22**
> **Reading and Writing**

Key messages

- **Question 1** is a vocabulary recognition exercise. It requires candidates to find words or phrases from the first reading passage that are closest in meaning to those given in the question. Words that are not in the specified paragraphs of the passage are not acceptable.

- **Question 2** is a grammatical manipulation exercise. It requires candidates to rewrite the sentences using the given phrases, without changing the meaning.

- **Question 3** and **Question 4** consist of a series of comprehension questions. Candidates need to read the passages carefully and should answer using information given in the passages. No credit can be given for responses using candidates' general knowledge, or personal experience.

- **Question 5(a)** requires candidates to produce a summary of the information given in both passages, which this year discussed the stages of learning and the ultimate goals of studying, alongside life planning. **Question 5(b)** requires candidates to give their personal response to the material, which can be their own understanding, experience, and opinion of the issues raised. Responses to **Question 5(b)** should be personal and not a mere repetition of the materials in the given texts. It is helpful if responses to **Question 5(a)** and **Question 5(b)** are kept as two separate sections.

General comments

Most candidates demonstrated a very good understanding of the two reading passages and responded well to the questions asked. Many responded fully to the questions using clear expressions and giving focussed answers.

Many good and clearly expressed responses to **Question 3** and **Question 4** were seen this year. Candidates were generally successful in retrieving key points from the passages instead of lifting material indiscriminately and in great length. In response to **Question 4(c)** and **Question 4(d)**, a small number of candidates lifted large chunks of text from the passage, which resulted in ambiguous answers which did not reflect the questions asked. Care needs to be taken not to stray from the passages and not to change the information given in the passages in the effort of using one's own words.

Candidates should be reminded to ensure that their answer papers are legible, and that they clearly label each question they are answering. There were cases this year where candidates did not attempt some questions given on the question paper. If candidates choose not to attempt a question, they are advised to make this clear by writing the question number on their answer paper, and then leaving the line blank.

Comments on specific questions

Section 1

Question 1

Most candidates successfully found the correct matching words from the passage. The question specifies which paragraph candidates should use to locate the required word, and they should therefore ensure that they do not use words from other parts of the passage. For example, some candidates provided "具有" instead of "具备" as an answer to **Question 1(a)**. The former was not in paragraph 2 of the passage.

In this exercise, candidates should not change the words from the passage in any way. In **Question 1(b)** for example, some candidates answered "仍旧" instead of "仍然".

Question 2

Most candidates handled this question well, with the majority answering **(c)** correctly, using "将" to replace "把". In response to **(a)**, some candidates either omitted a section of the original sentence, or put "是……的" in the wrong place, which did not demonstrate a good understanding of how to use the structure. Many candidates coped well with **(b)**. Some candidates were not confident in using the structure, and simply inserted "只要……就" into the original sentence.

Question 3

Most candidates did very well in this question, and showed good levels of comprehension. Some candidates did not give full enough answers to be awarded all the available marks. Where 2 marks are available, candidates should be aware that they need to provide 2 points in order to be awarded both marks. In several cases, candidates only gave partial answers to parts **(a)** and **(c)**. Candidates coped well with parts **(b)**, **(d)** and **(e)**. In part **(f)**, some candidates did not provide a clear enough answer; a few candidates wrote, for example: "学习的最终目的是不拿文凭……"

Section 2

Question 4

Performance in this question was strong, with the majority of candidates providing clear answers, showing understanding of the passages.

As in **Question 3**, where candidates did not score full marks, it was often because answers were not full enough for all marks to be awarded. Candidates should be reminded to take note of the mark allocation when they write their answers, in order to ensure that they provide sufficient detail to gain the maximum marks for each answer.

Please note that in **Question 3** and **Question 4**, candidates are not required to rephrase every word they take from the passages to use in their answers. Candidates may use the passages as support to retrieve some vocabulary, but should not lift material from the passages indiscriminately or at length, as this does not show that they have fully understood either the passages or the questions.

Question 5

This question is in two parts: part **(a)** and part **(b)**. Candidates are advised to keep the two as separate sections.

Many candidates gave excellent answers in response to **Question 5 (a)**, by drawing relevant material from both reading passages, and demonstrating strong linguistic and organisational skills. Candidates are reminded that they need to state 10 clear points in order to be awarded the maximum 10 marks for Content in **(a)**. Part of this exercise is to show an ability to summarise, and so it is important that the points are presented clearly and succinctly.

Many candidates gave convincing personal responses in **Question 5(b),** writing about their own experiences and opinions with interesting insights and examples.

Where candidates did not do as well, it was usually for one of the following reasons:

- not referring to the information in the reading passages for the summary element
- giving a response to **(a)** that was too brief, and did not include enough distinct points
- not incorporating their own ideas or experiences in the answer to **(b)**
- writing a general summary of the two reading passages rather than answering the specific question asked.

CHINESE

> **Paper 9715/23**
> **Reading and Writing**

Key messages

- **Question 1** is a vocabulary recognition exercise. It requires candidates to find words or phrases from the first reading passage that are closest in meaning to those given in the question. Words that are not in the specified paragraphs of the passage are not acceptable.

- **Question 2** is a grammatical manipulation exercise. It requires candidates to rewrite the sentences using the given phrases, without changing the meaning.

- **Question 3** and **Question 4** consist of a series of comprehension questions. Candidates need to read the passages carefully and should answer using information given in the passages. No credit can be given for responses using candidates' general knowledge, or personal experience.

- **Question 5(a)** requires candidates to produce a summary of the information given in both passages, which this year concerned leisure time and work, and when the two overlap when someone is happy in their job. **Question 5(b)** requires candidates to give their personal response to the material, which can be their own understanding, experience, and opinion of the issues raised. Responses to **Question 5(b)** should be personal and not a mere repetition of the materials in the given texts. It is helpful if responses to **Question 5(a)** and **Question 5(b)** are kept as two separate sections.

General comments

Most candidates demonstrated a very good understanding of the two reading passages and responded well to the questions asked. Many responded fully to the questions using clear expressions and giving focussed answers.

Many good and clearly expressed responses to **Question 3** and **Question 4** were seen this year. Candidates were generally successful in retrieving key points from the passages instead of lifting material indiscriminately and in great length. Care needs to be taken not to stray from the passages and not to change the information given in the passages in the effort of using one's own words.

In response to **Question 3(f), Question 3(g), Question 4(e)** and **Question 4(f)**, a small number of candidates lifted large chunks of text from the passage, which resulted in ambiguous answers which did not reflect the questions asked. In some cases, the use of "我", was observed in lifted material, others had lifted material from the passages seemingly at random.

Candidates should be reminded to ensure that their answer papers are legible, and that they clearly label each question they are answering. There were cases this year where candidates did not attempt some questions given on the question paper. If candidates choose not to attempt a question, they are advised to make this clear by writing the question number on their answer paper, and then leaving the line blank.

Comments on specific questions

Section 1

Question 1

Most candidates successfully found the correct matching words from the passage. The question specifies which paragraph candidates should use to locate the required word, and they should therefore ensure that they do not use words from other parts of the passage.

There were a few instances this year where candidates wrote their answers against the wrong question number. That is to say, some candidates wrote the correct answer to **Question 1(b)** in the answer place for **Question 1(a)** etc. Candidates should check through their work before the end of the exam to try and avoid this.

Question 2

Most candidates coped well with this question. In some cases, candidates who were not confident in handling the structures given in **(a)** and **(b)** were not able to make the necessary modifications to the sentences, and merely inserted either "只要……就" or "如果……就" into the original sentence. Most candidates answered **(c)** well by using "越来越" to replace "更加". Some candidates put "越来越" in front of "成了", which did not work.

Question 3

Most candidates did very well in all sections of this question, and showed good levels of comprehension. In questions **(d)** and **(e)**, some candidates lifted material straight from the passages, without manipulating the language in order to answer the question asked. Others seemed to copy text at random. In parts **(f)** and **(g)**, several partial answers were seen. Some candidates missed one or two points in response to **(f)**, the most commonly missed point being the leisure activity "适合自己".

Section 2

Question 4

Candidates gave a good performance on this question. Most gave full and clear answers, with **(h)** proving to be the most straightforward for candidates. In questions **(e)**, **(f)** and **(g)**, some candidates either incorrectly lifted material from the passage, or did not add to or manipulate the language given in the passage in order to answer the question asked. In **(f)**, for example, although many candidates successfully produced answers in their own words, some lifted "当感觉到孩子们缺乏自信时，我会鼓励他们，给他们‘加油’" which did not answer the question properly. In **(e)**, there were cases where candidates copied the sentence from the passage that told us what the author did when seeing *good* homework even though the question asked about how the author dealt with "不太满意的作业". Some confusion was seen in questions **(b)** and **(c)**, with a few candidates either giving the same answer for both questions, or answering **(b)** with the correct answer for **(c)**. In **(c)**, there were cases where the question was not properly answered. For example, one response simply said: "因为这样可以将课堂的教学变得更灵活". **(d)** was generally answered well, but there were cases where candidates stopped short of a full response, giving answers such as "快乐活跃的课堂对老师和学生起学习的作用". In order to answer questions fully, candidates are advised to carefully read the whole passage and fully examine the section of the passage relevant to the question they are answering.

In both **Questions 3** and **4**, where candidates did not score full marks, it was often because answers were not full enough for all marks to be awarded. Candidates should be reminded to take note of the mark allocation when they write their answers, in order to ensure that they provide sufficient detail to gain the maximum marks for each answer.

Please note that in **Question 3** and **Question 4**, candidates are not required to rephrase every word they take from the passages to use in their answers. Candidates may use the passages as support to retrieve some vocabulary, but should not lift material from the passages indiscriminately or at length, as this does not show that they have fully understood either the passages or the questions.

Question 5

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Many candidates gave excellent answers in response to **Question 5 (a)**, by drawing relevant material from both reading passages, and demonstrating strong linguistic and organisational skills. Candidates are reminded that they need to state 10 clear points in order to be awarded the maximum 10 marks for Content in **(a)**. Part of this exercise is to show an ability to summarise, and so it is important that the points are presented clearly and succinctly.

Many candidates gave convincing personal responses in **Question 5(b),** writing about their own experiences and opinions with interesting insights and examples.

Where candidates did not do as well, it was usually for one of the following reasons:

- not referring to the information in the reading passages for the summary element
- giving a response to **(a)** that was too brief, and did not include enough distinct points
- not incorporating their own ideas or experiences in the answer to **(b)**
- writing a general summary of the two reading passages rather than answering the specific question asked.

CHINESE

| Paper 9715/31 |
| Essay |

Key messages

In order to score the highest marks for essays, candidates are expected to provide a clear focus by selecting relevant pieces of information, and organising them in a logical manner to create a coherent argument. The use of Chinese should be generally accurate and of a suitably advanced nature, as well as showing a good use of idiom and appropriate vocabulary.

General comments

The majority of candidates seemed well prepared for the examination, and a wide spread in the performance spectrum was noted this year.

Towards the top of the range, candidates displayed a sound knowledge of their chosen topic and a clear understanding of the issues involved. Ideas and arguments were effectively organised and illustrated, together with relevant examples. Relevance to the chosen question was maintained throughout. A coherent structure was demonstrated with a logical progression of ideas leading to a sound conclusion.

The work of weaker candidates was characterised by employing a combination of pinyin, Chinese characters and English. Candidates should be aware that their essays should be written in Chinese characters, as no credit can be given for pinyin or English. Candidates should be advised that if they struggle with certain vocabulary, they should refrain from using pinyin, English, or a combination of both, and should instead try and find alternative vocabulary for which they know the Chinese characters.

Most, but not all candidates followed the rubric concerning the number of words to be used. (250 – 400 words being stipulated). Some excessively long essays were seen, with over 1300 characters in this year's performance. This is not advisable, as essays which are vastly outside of the stated length often lose the coherence and tight structure needed to access the higher marking bands.

A noticeable improvement in terms of the language being used was seen this year, hence the level of linguistic ability shown by some candidates was outstanding. However, there were still instances of colloquial language being used. Examples include '搞定'，'被坑了'，'有钱就是大爷' etc.

Improvements could be made in the following areas:

- Some very able candidates appeared to misread or misunderstand the questions. Candidates should be advised to read all the questions very carefully as soon as the examination begins and to respond to the actual title selected and not merely the topic area in general.

- Essay content and structure. An increased number of candidates failed to use a purposeful introduction and/or conclusion and instead produced a piece which amounted to statements of facts. On some occasions, this was numbered sentences, or a single paragraph. An adherence to structure is required.

- Candidates should avoid relying on anecdotal or personal experiences, rather than reasoned argument, to support their opinions. Such arguments without depth or substance are not recommended.

Comments on specific questions

1 饮食

A relatively small number of candidates opted for this question, and performance was wide ranging among those who did. Some extremely competent linguistic skills were observed. In terms of Content, some candidates focused too heavily on the waste of food and did not manage to address the food shortage aspect of the task. Candidates needed to present a more balanced essay in order to access the highest marks, demonstrating both strands of the topic.

2 发展中国家

Some outstanding essays were produced for this title. Some pieces effectively highlighted the opportunities and challenges that developing countries are facing as a result of globalisation, and covered a wide range of aspects such as employment, investment, technological advancement, and resource tapping. Some candidates also formed sound arguments concerning the political and ethical challenges facing the developing world. Such background knowledge and critical analysis was impressive. However, it should be noted that a number of candidates merely listed the merits and disadvantages of globalisation, while a further small number of candidates hardly wrote anything associated with developing countries and instead focused on environmental issues.

3 旅游

This title was the second most popular topic this year. It was very pleasing to see that the majority of candidates were able to produce relevant and detailed pieces of information. Most candidates successfully highlighted the key characteristics of both types of travel, which was the fundamental requirement of the task. In some cases, candidates needed to add more substance to their work as at times it relied on personal experiences and anecdotes to highlight the topic areas. The use of such personal views can be effective, but there needs to be a balance between well-founded opinion and simple subjective viewpoints.

4 代沟

This title was by far the most popular topic among candidates. The majority of candidates seemed to be knowledgeable about the subject. Candidates who agreed with the statement explained that globalisation, increasing work and study pressure, the overly fast development of technology, all led to the generation gap becoming worse. On the other hand, some candidates who disagreed with the statement convincingly argued that the fast-pace of life is helping to actually narrow the gap. However, some candidates failed to answer the question, and instead spent too much time on the definition of 'generation gap', its cause and how to resolve the issue.

5 机会均等

Only a small number of candidates chose this topic, but the performances were very strong. Opinions were clearly and equally divided for this task; while some candidates provided convincing arguments that we are living in an unfair society, others argued one's destiny is determined by opportunity, diligence and determination. Overall, a good range of language and examples were used in the arguments.

CHINESE

Paper 9715/32
Essay

Key messages

In order to score the highest marks for essays, candidates are expected to provide a clear focus by selecting relevant pieces of information, and organising them in a logical manner to create a coherent argument. The use of Chinese should be generally accurate and of a suitably advanced nature, as well as showing a good use of idiom and appropriate vocabulary.

General comments

The majority of candidates seemed well prepared for the examination, and a wide spread in the performance spectrum was noted this year.

Towards the top of the range, candidates displayed a sound knowledge of their chosen topic and a clear understanding of the issues involved. Ideas and arguments were effectively organised and illustrated, together with relevant examples. Relevance to the chosen question was maintained throughout. A coherent structure was demonstrated with a logical progression of ideas leading to a sound conclusion.

The work of weaker candidates was characterised by employing a combination of pinyin, Chinese characters and English. Candidates should be aware that their essays should be written in Chinese characters, as no credit can be given for pinyin or English. Candidates should be advised that if they struggle with certain vocabulary, they should refrain from using pinyin, English, or a combination of both, and should instead try and find alternative vocabulary for which they know the Chinese characters.

Most, but not all candidates followed the rubric concerning the number of words to be used. (250 – 400 words being stipulated). Some excessively long essays were seen, with over 1300 characters in this year's performance. This is not advisable, as essays which are vastly outside of the stated length often lose the coherence and tight structure needed to access the higher marking bands.

A noticeable improvement in terms of the language being used was seen this year, hence the level of linguistic ability shown by some candidates was outstanding. However, there were still instances of colloquial language being used. Examples include '搞定', '被坑了', '有钱就是大爷' etc.

Improvements could be made in the following areas:

- Some very able candidates appeared to misread or misunderstand the questions. Candidates should be advised to read all the questions very carefully as soon as the examination begins and to respond to the actual title selected and not merely the topic area in general.

- Essay content and structure. An increased number of candidates failed to use a purposeful introduction and/or conclusion and instead produced a piece which amounted to statements of facts. On some occasions, this was numbered sentences, or a single paragraph. An adherence to structure is required.

- Candidates should avoid relying on anecdotal or personal experiences, rather than reasoned argument, to support their opinions. Such arguments without depth or substance are not recommended.

Comments on specific questions

1 饮食

A relatively small number of candidates opted for this question, and performance was wide ranging among those who did. Some extremely competent linguistic skills were observed. In terms of Content, some candidates focused too heavily on the waste of food and did not manage to address the food shortage aspect of the task. Candidates needed to present a more balanced essay in order to access the highest marks, demonstrating both strands of the topic.

2 发展中国家

Some outstanding essays were produced for this title. Some pieces effectively highlighted the opportunities and challenges that developing countries are facing as a result of globalisation, and covered a wide range of aspects such as employment, investment, technological advancement, and resource tapping. Some candidates also formed sound arguments concerning the political and ethical challenges facing the developing world. Such background knowledge and critical analysis was impressive. However, it should be noted that a number of candidates merely listed the merits and disadvantages of globalisation, while a further small number of candidates hardly wrote anything associated with developing countries and instead focused on environmental issues.

3 旅游

This title was the second most popular topic this year. It was very pleasing to see that the majority of candidates were able to produce relevant and detailed pieces of information. Most candidates successfully highlighted the key characteristics of both types of travel, which was the fundamental requirement of the task. In some cases, candidates needed to add more substance to their work as at times it relied on personal experiences and anecdotes to highlight the topic areas. The use of such personal views can be effective, but there needs to be a balance between well-founded opinion and simple subjective viewpoints.

4 代沟

This title was by far the most popular topic among candidates. The majority of candidates seemed to be knowledgeable about the subject. Candidates who agreed with the statement explained that globalisation, increasing work and study pressure, the overly fast development of technology, all led to the generation gap becoming worse. On the other hand, some candidates who disagreed with the statement convincingly argued that the fast-pace of life is helping to actually narrow the gap. However, some candidates failed to answer the question, and instead spent too much time on the definition of 'generation gap', its cause and how to resolve the issue.

5 机会均等

Only a small number of candidates chose this topic, but the performances were very strong. Opinions were clearly and equally divided for this task; while some candidates provided convincing arguments that we are living in an unfair society, others argued one's destiny is determined by opportunity, diligence and determination. Overall, a good range of language and examples were used in the arguments.

CHINESE

| Paper 9715/33 |
| Essay |

Key messages

In order to score the highest marks for essays, candidates are expected to provide a clear focus by selecting relevant pieces of information, and organising them in a logical manner to create a coherent argument. The use of Chinese should be generally accurate and of a suitably advanced nature, as well as showing a good use of idiom and appropriate vocabulary.

General comments

The majority of candidates seemed well prepared for the examination, and a wide spread in the performance spectrum was noted this year.

Towards the top of the range, candidates displayed a sound knowledge of their chosen topic and a clear understanding of the issues involved. Ideas and arguments were effectively organised and illustrated, together with relevant examples. There also appeared to be a high degree of relevance to the chosen question throughout. The structure was both coherent and demonstrated a logical progression of ideas leading to a sound conclusion.

The work of weaker candidates was characterised by employing a combination of pinyin, Chinese characters and English. Candidates should be aware that their essays should be written in Chinese characters, as no credit can be given for pinyin or English. Candidates should be advised that if they struggle with certain vocabulary, they should refrain from using pinyin, English, or a combination of both, and should instead try and find alternative vocabulary for which they know the Chinese characters.

An improvement in terms of the language being used was seen this year and the level of the linguistic ability shown by some candidates was outstanding.

Improvements could be made in the following areas:

- Essay content and structure. An increased number of candidates failed to use a purposeful introduction and/or conclusion and instead produced a piece which amounted to statements of facts. On some occasions, this was numbered sentences, or a single paragraph. An adherence to structure is required.

- Candidates should avoid relying on anecdotal or personal experiences, rather than reasoned argument, to support their opinions. Such arguments without depth or substance are not recommended.

Comments on specific questions

1 饮食

This was the second most popular choice, and the performance was wide ranging among those who did opt for this topic. More able candidates competently handled this task by providing convincing examples of the impact of regional geographical characteristics on local food. Some candidates misunderstood the question and focussed on Chinese people's passion for food. Candidates need to read the question carefully before starting their essay to ensure that they have understood the focus of the question fully.

2 发展中国家

A relatively small number of candidates chose this question, and some outstanding essays were produced for this title. The most successful pieces effectively highlighted issues that developing countries are currently facing. Some candidates also demonstrated sound arguments concerning the political and ethical challenges facing the developing world. Such background knowledge and critical analysis was impressive.

3 旅游

This title was joint second most popular topic this year. It was very pleasing to see that the majority of candidates were able to produce relevant and detailed pieces of information. Most candidates successfully highlighted the key benefits and damages that the development of the tourism industry brings to local residents. In some cases, candidates needed to add more substance to their work, as at times it relied on personal experiences and anecdotes to highlight the topic areas. The use of such personal views can be effective, but there needs to be a balance between well-founded opinion and simple subjective viewpoints. Again, some candidates misunderstood the question by writing a lengthy essay on introducing famous attractions in their hometowns.

4 代沟

This title was by far the most popular topic among candidates. The majority of candidates seemed to be knowledgeable about the subject by highlighting the pressure that different generations are dealing with, and the pressing need for better understanding and effective communication.

5 机会均等

This title was answered by fewer candidates; however, the performances were strong. Opinions were clearly and equally divided for this task. While some candidates agreed with the statement by providing convincing arguments that we are living in an unfair society, others argued that employment equality is not a dream or ideal, and is determined mainly by diligence, determination and opportunity. Overall, a good range of language and examples were used in the arguments.

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CHINESE

Paper 9715/41
Texts

Key Messages

- Centres must read the syllabus carefully to ensure that candidates are prepared for the correct texts, as detailed in the published syllabus.

- Candidates must abide by the rubric and only answer the required number of questions. In **Section 1** option **(a)**, all subsections **(i)** and **(ii)** must be answered.

- Part **(a)** of each question in **Section 1** includes a passage from one of the set texts. This is a stimulus passage, and to answer questions fully, candidates need to go further than simply relating their answers to the given passage. They should consider how the issues raised in the selected passage reflect the book as a whole. Part **(b)** of each question in **Section 1** should also include reference to the whole text.

- The questions in **Section 2** and part **(b)** questions in **Section 1** are best answered using a clear essay structure containing an introduction and a conclusion. The use of carefully selected quotations from the texts helps candidates to illustrate the points they wish to make or to develop their argument. Candidates should be encouraged to show analysis of the texts in their answers, commenting on the author's

- Handwriting must be legible.

General Comments

The majority of candidates performed well on this paper and seemed well-prepared for the examination. Most candidates displayed a good use of written Chinese, and a thorough knowledge of the texts. In general, the quality of the essays and understanding of the texts has improved this year.

In a small number of cases, candidates seemed to misunderstand the themes of the poems or required a greater knowledge of the period in order to fully understand the characters in the novellas or plays.

Most candidates understood the demands of the questions and were able to identify a range of relevant points based on the text, and organise them into coherent essays or short answers. Many answers gave balanced arguments and in-depth analysis, showing that candidates had both read and researched the texts carefully. Candidates tended to develop their points with detailed and thorough illustrations. Other candidates showed a good knowledge of the set text, but were often unable to set the events they read about within the context of the period in which it was set, or seemed only to have a rather hazy knowledge of context. In orders to do themselves justice, candidates must know the context and background to the texts, as well as the texts themselves.

Despite the instructions now being given in both English and Chinese on the front cover, some candidates are still misreading the question paper rubrics. Candidates should answer **three** questions in total (choosing either **(a)** or **(b)** in each case). They should answer one question from **Section 1**, one from **Section 2** and one other of their choice. Each answer should be on a different text. It is important that all candidates are aware of this. It is also important that candidates label their work clearly, so that it is clear to examiners which question is being attempted, either **(a)** or **(b)**.

The essays of most candidates would have benefited from the judicious use of well-chosen brief quotations from the texts to illustrate the points they were making. The apt use of quotation has improved, but some candidates quoted overly long chunks of texts in their essays, or summarised the whole story. The purpose of a quotation is to back up or illustrate the argument of a well-planned essay and to show an in-depth

knowledge of the text. The examination questions frequently ask the candidate to (literally) 'give examples to explain'. This means that the candidate should first have a point to make (as part of the argument running through the essay) and that to back up this point the candidate should make very close reference to the text or choose a short quote to illustrate it, then go on to explain why the quotation or reference supports the argument/discussion running through the essay. In some cases, the quotations used in essays could not support the points made by candidates, or fuller explanations or analysis was needed in order to show how the quotation linked to the point being made.

The nature of the questions on this type of paper is such that no single answer is right or wrong; the candidate needs to write a well-argued essay, backed up by evidence from the text.

Comments on Specific Questions

Section 1

Question 1

何其芳：《诗选》 (Selected poems by He Qifang)

(a)   Generally, this question was not answered well. It was evident that some candidates did not understand the terms 象征 (symbolism) and 想象 (imagination), and produced very general answers discussing the language and other rhetoric in the poems.

(b)   The poet was not well-known by many candidates. Few candidates were able to have a good insight of the "uniqueness" of He Qifang's poetry and analysed with quotations from different poems.

Question 2

舒婷：《诗选》 (Selected poems by Shu Ting)

(a)   This was a popular question and there were many very good answers. Many answers discussed the relationship of love and work, as well as the author's intentions in writing the poem.

(b)   In order to answer this question fully, candidates needed a more in-depth knowledge of the background and the period when Shu Ting wrote her poetry. Candidates could improve their answers by supporting their points about the characteristics of the female poet with illustrative quotations from different poems.

Question 3

阿城：《棋王》 ("Qiwang" by A Cheng)

(a)   There were some very good answers to this question. A few candidates simply and directly quoted the descriptive passage about how Wang Yisheng (王一生) ate food, without providing further explanation or commentary in order to answer the specific question asked. Conclusions were sometimes too brief, with little development of ideas.

(b)   Again, there were many excellent answers to this question. The best answers here related Wang Yisheng's (王一生) talent for chess to his philosophical thinking and lifestyle of Taoism, Zen Buddhism and Confucianism.

Section 2

Question 4

余华：《我没有自己的名字》 ("Wo meiyou ziji de mingzi" by Yu Hua)

(a)   This was a popular question and there were some very good answers here. Most answers were detailed and well organised.

(b)   Most candidates who chose this question tended to agree with the view that the author expressed his despair and criticism about society through his work.   Other candidates only partially agreed, disagreeing with the part about "despair".   Most candidates were able to present reasoned discussions and produced clear conclusions to support their points.   Many answers showed excellent understanding of the author's intention.

Question 5

曹禺：《日出》("Richu" by Cao Yu)

(a)   This question required a deep understanding of the character Chen Bailu (陈白露).   Many candidates described her as a kind and brave person, who fought against Jin Baye.   Some candidates also managed to discuss the underlying themes in the play.

(b)   There were many good answers to this question, in which candidates analysed Chen Bailu's (陈白露) contradictory character.

Question 6

鲁迅：《藤野先生》("Tengye Xiangsheng" by Lu Xun)

(a)   Candidates answered this question very well.   Some candidates needed a greater focus on the question asked, as there was a tendency amongst weaker candidates to write everything they knew about the work without relating it to the question.

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CHINESE

<table>
<tr><td>Paper 9715/42
Texts</td></tr>
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Key Messages

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General Comments

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CHINESE

| Paper 9715/43 |
| Texts |

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Comments on Specific Questions

Section 1

Question 1

何其芳：《诗选》(Selected poems by He Qifang)

(a) Not many candidates chose to answer this question. Despite the fact that the question paper stated that only one verse of the whole poem was given, some candidates restricted themselves to discussing the single stanza printed on the paper.

(b) Again, only a few candidates answered this question. Candidates who answered this question did not seem to be familiar enough with the poetry of He Qifang, and were thus not well equipped to discuss and analyse the imagery of the poems.

Question 2

舒婷：《诗选》(Selected poems by Shu Ting)

(a) Candidates showed a very good understanding of the poem. Many answers not only discussed the thoughts and feelings present in the poem, but also analysed the themes of the poem.

(b) In order to answer this question fully, candidates needed a more in-depth knowledge of the background and the period when Shu Ting wrote her poetry. There were some good answers in which candidates explained the author's concept of love by quoting and analysing some of her poems.

Question 3

阿城：《棋王》("Qiwang" by A Cheng)

(a) This was a popular question. Candidates demonstrated that they had understood the work well and were able to compare the characters' attitudes to playing chess.

(b) Not many candidates answered this question, but those who chose to performed well. Some candidates were able to discuss two aspects of 王一生 (Wang Yisheng): his spiritual needs and material needs.

Section 2

Question 4

余华:《我没有自己的名字》("Wo meiyou ziji de mingzi" by Yu Hua)

(a) There were fewer strong answers in response to this question. Many candidates merely described the characters and quoted excessively from the text, without discussing the ways in which the author showed 来发（Laifa）to be a "foolish" person. Some candidates could have improved their answers by analysing Laifa's language, the interaction between Laifa and other characters, and the author's intention.

(b) There were some good answers to this question. The best answers included Mr Chen's helpful attitude towards Laifa, as well as discussing the changes seen in this character – the killing of Laifa's dog and abusing Laifa's trust, for example. Some also managed to analyse the underlying themes.

Question 5

曹禺：《日出》("Richu" by Cao Yu)

(a) Not many candidates chose to answer this question. This question requires candidates to have an in-depth knowledge of the characters and the period in which Cao Yu was writing.

(b) There were some good answers to this question. Some answers needed to show greater understanding of the dramatic conflicts and knowledge of the background of the story. Few candidates quoted or summarised parts of plot without in-depth analysis or explanation.

Question 6

鲁迅：《藤野先生》("Tengye Xiangsheng" by Lu Xun)

(a) This was a very popular question and many very good answers were seen. Some candidates only discussed the reason why Lu Xun gave up medicine, without explaining why Lu Xun decided to study medicine in the first place.

(b) This was another popular question and there were many very good answers.