

CHINESE LANGUAGE

Paper 8681/22
Reading and Writing

Key messages

- **Question 1** is a vocabulary recognition exercise, which 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, requiring straightforward and specific answers. Candidates need to read the passages carefully and should answer using their own words based on the information given in the passages. No credit can be given for responses if candidates have lifted an entire unit of language unchanged from the original texts, or if they are based on 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 were concerned with the factors affecting young people's career choice. **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. The whole response for **Question 5** is to be kept to a limit of no more than 200 characters.

In order to perform well for this paper, candidates should:

- consolidate knowledge of synonyms, conjunctions, linking words and question words
- read the questions carefully and provide answers based on the reading passages in the paper
- use their own words to answer questions rather than copying from the passages
- plan their time to ensure they have sufficient time to fully answer **Question 5**
- attempt every question in the paper, even those they feel less confident about.

General comments

Most candidates understood the reading texts well and were able to provide accurate answers to the questions asked. Some candidates performed well, responding to the questions fully, using clear expressions and giving focused answers.

All questions were attempted by all the candidates. Candidates used their own words to answer the questions rather than 'lifting' the original words from the texts. It is encouraged that candidates use their own words to express the key concepts from the passages.

Many good and clearly expressed responses to **Question 3** and **Question 4** were observed this year. Many candidates demonstrated their ability to rephrase information through using appropriate connectives, using synonyms, rearranging the word order and selecting key information. It is important that candidates make sure they read all the questions carefully before attempting their answers, to ensure they understand what is required by each question. Teachers should remind candidates to take note of the marks allocation per question to understand the pieces of information required to each one. In some cases, candidates clearly understood the questions but did not cover in full all the aspects required, stopping them from achieving all marks available for each question.

Most answers for **Question 5** were kept within the character limit, showing consciousness of the task requirements. However, a very small number of candidates only produced very short answers, with little scope to be able to develop their answers for **Question 5 (b)**.

Some candidates used their general knowledge to answer **Question 5(a)** rather than using the texts provided. In some cases, candidates gave only bullet point answers, which affected their marks in **Question 5(l)**.

Comments on specific questions

Question 1

The performance for this question was outstanding, with the vast majority of candidates showing they had understood the vocabulary being tested and correctly located the synonyms from Passage 1. To improve performance further, candidates need to better understand the function of the vocabulary they come across and analyse its position within the sentence. Candidates need to pay attention to the accuracy of the character writing in order to secure the marks.

- (a) This question was very well answered. Only on a few occasions, answers like 脑海, 紧锁 or 盎然 were seen and therefore could not be credited.
- (b) This question was well answered overall, showing candidates had a good understanding of the vocabulary and the text.
- (c) The majority of candidates provided the correct answer 对口. However, some inaccurate answers were given as well, most frequently 相关 or 掌握.
- (d) Most candidates correctly identified 跳槽 as the correct answer. Occasional incorrect answers such as 择业 or 做工作 were also given. Sometimes, candidates wrote ‘糟’ instead of ‘槽’ as their answer and therefore no mark could be credited.
- (e) Most candidates were able to identify 注重 as the synonym. However, some inaccurate answers such as 合作, 细节, 一丝不苟 or 如鱼得水 could not be credited.

Question 2

The overall performance on this question was strong. Most candidates manipulated the sentences correctly, applying the structures given. In a few cases candidates changed the meaning of the sentence when they re-wrote it. To achieve full marks in this exercise, the original meaning of the sentence must be kept after the inclusion of the structure given.

- (a) Most of the candidates were able to manipulate the structure 像...一样 correctly to answer the question. A few candidates still kept 仿佛 in their answer, which no mark could be awarded as 仿佛 and 像 both mean ‘seem’. Therefore, answers like, 子翔的心情仿佛像深秋的颜色一样, could not be credited.
- (b) The majority of candidates demonstrated good understanding of how to use 只有...才 within the context. A small number of candidates proved to be unsure on the word order, providing answers like 只有先自力更生, 才这样会免去父母的唠叨 which could not be accepted.
- (c) Many candidates were able to manipulate correctly the sentence using the structure 如果...就. Some candidates wrote the sentence in the wrong order, as 如果对所做的工作不感兴趣, 就工作没有动力, for example, and marks could not be awarded. A few candidates missed the word 对 at the beginning of the sentence and marks could not be granted in these cases.

Question 3

The passage was about people’s career choices in modern society and most candidates performed well in this question showing they had a thorough understanding of the reading passage. Responses which used a variety of vocabulary, as well as a good range of linking words, such as 首先.....其次..... 最后..... to

connect answers together, often scored well for quality of language and for content, providing full sentences were given.

- (a) This question tested implied meaning and most candidates found it challenging. Stronger candidates were able to produce their answers based on their text understanding, correctly using structures like 不但.....而且..... to link their answers. Many candidates were able to locate the sentences in the text but simply copied the wording from the reading passage as their answers rather than demonstrating a genuine understanding of the text. Answers such as 眉头紧锁; 子翔的心情仿佛深秋的颜色 or 问题一直萦绕在他的脑海里 were seen as typical wrong answers.
- (b) The performance on this question was good. Most candidates understood that 人类灵魂工程师 was a metaphor for teacher. Answers such as 工程师、去山区支教 or 不再热衷 could not be accepted as a correct answer. It was also noted that some candidates wrote 老师 alongside 去山区支教, which contradicted the original meaning in the text and no marks could be credited.
- (c) This question was the best answered sub-question in this section. Most candidates demonstrated a correct understanding of what was required. Some candidates did not receive any marks as they provided answers such as 找一份工作比理想更重要, 考虑所修专业 or 掌握很多相关知识。
- (d) This question was well responded by candidates. There were some excellent answers which showed genuine understanding of the text. Many candidates answered this question using their own words. Answers such as 积累了相关知识; 因为工作前都学过了与工作相关的知识 were noted and classified as good answers.
- (e) Candidate provided positive responses to this question. Most candidates demonstrated their ability to understand the focus of what the question was about: 'the positive side of the job'. They were able to focus on the positive aspects and leave the negative aspects out. Less able candidates produced mixed answers such as 影响在职时间的长短 and 个人在职场上能否走向成功的关键 including both negative and positive aspects which was ambiguous and marks could not be credited in these cases.
- (f) Lots of excellent answers were shown in this question. There were many candidates who used their skills and answered the question using their own words.

Question 4

The passage is about ideal jobs in young people's eyes. Most candidates performed well in this question and exhibited a good understanding of the reading passage. Some interesting language was used in the answers provided, including a good selection of linking words. Overall, many candidates were able to use the information from the texts to answer questions.

- (a) The majority of candidates answered this question confidently. A few candidates only gave partial answers like, 来钱快 and 更赚钱. It is important that candidates read the questions carefully and give complete answers which make sense grammatically as well as logically; answers such as 月入百万 were not a good fit for the question. A few candidates have also forgotten the fact the answer required '短期内'.
- (b) Most candidates were able to give excellent answers to this question. Weaker responses occasionally gave answers such as 网上订餐和购物越来越流行 which were not credited.
- (c) Candidates have provided strong answers in this question. Only a small number of candidates did not achieve full marks. A small number of candidates have mistakenly written 年轻人爱面子; 放不下面子, 很丢人; 对这类工作不屑一顾 as their answer, instead of the expected 这类工作社会价值不高.
- (d) Most candidates gave excellent answers to this question. Strong answers demonstrated clear understanding of the passage. Some candidates struggled to grasp the key concept 体面的工作 and focused on the location 写字楼 instead.

- (e) There were very positive responses to this question. Candidates were able to understand the key concepts such as 不放弃追求理想. However, a small number of candidates gave partial answers like ‘不放弃’, which caused ambiguity.

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. Although the mark scheme is presented in bullet point format, this is to show the key concepts required for each mark-bearing content point only. It is expected that candidates try to use full sentences when answering questions, as they need to show they can use more complex structures accurately to reach the highest marking band for Quality of Language.

Question 5

The majority of candidates were able to successfully and skilfully summarise many relevant points from both passages about the factors that affected young people’s career choice. Almost all candidates kept their answers to the required character limit. The most successful responses were those which paid careful attention to the question which had been asked and focused on the relevant details from the passages.

Question 5(a) was well answered by most candidates. A few candidates were able to find some points listed in the mark scheme but struggled to cover them in full. There were some answers which did not address to the question and slightly drifted off topic. Whilst some candidates effectively integrated their own ideas for **Question 5(b)** within the summary task **Question 5(a)**, a few candidates found **Question 5(b)** challenging as they only echoed the points covered in **Question 5(a)** rather than developing a personal response including their own points of view.

For **Question 5(b)**, candidate need to bear in mind that it is important to give varied and interesting ideas linked to the question. Quite a few candidates simply repeated the ideas in the passages in their own words. It does not matter if the opinions are positive or negative, it is more important that the candidate demonstrates their understanding of the topic discussed in the texts to give a relevant response to the question, including different ideas from the ones in the passages.

The language used in this question was very good and most candidates scored high marks in **Question 5(I)**. It is essential that candidates remember to answer the question in a continuous prose style. Furthermore, candidates need to be able to show their ability to apply complex sentence structures accurately.

CHINESE

<p>Paper 8681/32 Essay</p>
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Key messages

In order to perform well in this paper, candidates should:

- read the question carefully to ensure they have a clear understanding of the task before they begin writing. This will enable candidates to stay on track.
- provide a clear focus by selecting relevant pieces of information and organising them in a logical manner to create a coherent argument.
- Write grammatically accurate Chinese of a suitably advanced nature.
- demonstrate good use of idiom and appropriate vocabulary.
- leave time to review and proofread work and reduce the number of mistakes in characters and grammar.

General comments

The majority of results have been very positive. Subject-knowledge has been well demonstrated showing the syllabus has been pitched correctly and imparted to candidates with due diligence. Strong candidates could showcase their knowledge through direct, focussed answers, using appropriate vocabulary and backed by logical argument. These candidates clearly understood the task in front of them and showed diligence when it came to matters such as proofreading.

Other candidates, despite showing subject knowledge, strayed away from the exam question and/or failed to complete all of what was required of them. Weaker candidates showed lack of knowledge, especially around vocabulary, and often could not present arguments on paper, or provide suitable detail and examples.

Comments on specific questions

Question 1

This was a popular topic amongst candidates this year. Examiners were delighted to encounter some very mature and insightful responses. Most candidates were able to display some excellent views on the importance of making mistakes in life and learning from such lessons. Stronger candidates elaborated on this topic by setting out reasons why younger people can be prone to error, how they can learn from this and how it can shape future experience. Some also showed some lateral thinking by arguing that young people can learn from success as well as failure. Balanced views included counter-arguments that failure can negatively impact on one's mental health, leading to stress, anxiety as well as relationship issues. Weaker responses were those that were vague or too general or simply based on personal experience (and mistakes they had made). In summary, candidates needed to show a causal link between error and learning. Use of examples are encouraged but this should not be construed as a licence to list personal anecdotes.

Question 2

This was another popular topic which most candidates could clearly relate to. Candidates largely addressed the question with balanced arguments looking at the tension between responsible use of social media versus free speech. The stronger candidates were able to add detail to the debate, using examples to clearly set out their argument, either for or against. Weaker responses, however, tended to fixate on certain individual events and then attempted to draw much more far-reaching conclusions, which did not follow. In summary, the aim with opinion pieces is to offer a balanced argument. Weaker candidates tended to fall on one side of the fence and neglected to give the opposing view.

Question 3

The take up for this question was more modest. However, those that did provided some interesting responses. Stronger candidates were able to showcase their ability to argue passionately while keeping a balanced perspective. This included claims that life is inherently unfair; comparing those born into wealth being naturally advantaged over those born into less fortunate circumstances. Others pointed to factors such as random chance, or luck, and included examples, such as the case of good fortune around Sir Isaac Newton's gravity discovery. Weaker performances were characterised by tangential discussion. In summary, an apt topic for driving discussion; which produced some strong responses when candidates stuck to a structured argument.

Question 4

This was a question which captured the imagination of many candidates. Most opted for the view that extreme sports should be preserved. Strong answers were those that analysed the pros and cons of extreme sports before arguing that such sports were character-building and brought out the best in people. Some answers made the link to mental health and argued that such endeavours served a great purpose by building courage and self-belief. Weaker performances were those that got caught up in narrow themes, such as providing advice to organisers on how to make their sport safer.

Question 5

This question was probably the least popular on offer, although those that did opt for it did turn in some very good work with the vast majority taking a view opposed to the statement. Balanced views were those that set out the clear and obvious benefits of medical trials and, hence, the requirement for willing participants. Stronger responses included those that referenced global events where human trials were a critical part of a medical programme's success. Counter-views included the idea that researchers may not have the subject's best interests at heart and therefore subjects could be put at undue risk. This dovetailed into arguments for strict regulation. In summary, this question did not polarise opinions compared to other questions but it did aptly challenge candidates to find balance in what may, at first glance, seem a one-sided debate.