第一语言中文

Paper 0509/12

阅读理解，定向写作和文言文

关键信息

考生需在现代汉语和古代汉语方面表现出较好的阅读理解能力，而且也要在写作时表现出较好的语言能力以及组织文章结构的能力，写出具有针对性的作文。

考生需认真仔细阅读试卷上的所有问题，确保准确理解每个问题的要求，而且要留出一定的时间重新阅读和检查答案，避免出现由于疏忽而导致的一些失误。

为了答好**第一部分**的问题，考生应该：

- 仔细阅读每个问题以明确要问的内容，最好划出问题中的关键字/词/词组，例如"心情"，"态度"，"反应"，"看法"，或"综合全文"等等，这样会有助于专注于问题的具体要求；
- 掌握如何识别字/词/词组/句子的隐含意思以及字面的明确意思；
- 能够解释、分析和评估看法、观点和事实；
- 能够讨论并分析作者是如何通过语言来影响读者的，包括如何通过隐喻及描述性语言等技巧来达到效果的；
- 注意每个题的分值，确保答案包括每个得分点。

为了答好**第二部分**的问题，考生应该：

- 在写作前列一个提纲，确保作文结构合理；
- 明确要求中的每一个问题，并从第二篇和第三篇的短文中选择相关的事实、看法和观点，并进行分析、评估及扩展；
- 根据两篇短文的内容进行写作，而不是写个人的经历或轶事；
- 考虑写作的目的以及面向的读者，并使用正确的语气和格式；
- 在论证时，论点明确，论证合理，并借助恰当的关联词连接观点；
- 使用复杂句式以及准确多样的词汇。

为了答好**第三部分**的问题，考生应该：

- 能够把文言文词语准确地翻译成现代汉语词语；
- 了解文言文中常见虚词的基本用法；
- 仔细阅读每个问题以明确要问的内容；
- 能够总结出文言文给现代的读者带来的启发。

对考生表现的基本反馈信息

大部分考生在改版后的阅读理解,定向作文和文言文的考试中表现良好。考生们对考题的形式和要求比较熟悉和了解,并且做了较好的准备,展示出良好的考试技巧。从考生的答卷中很明显地看出,大部分考生对三个部分的短文有较好的理解,并且能够根据问题的要求找到短文中相关的内容作答,尽可能地包含所有的得分点。

对需要引用文中信息或者根据词句的表面意思作答的问题,考生们都答得很好,而对于需要更深入分析理解或推论的问题,对很多考生来说,甚至是对一些能力更强的考生来说,都是一个不小的挑战。

在**问题一**中,大部分考生表现出良好的阅读理解能力,并且在根据词句表面意思以及直接引用文中信息作答的问题方面都得了高分。一些考生表现出极强的分析和总结能力,并能够清晰准确地表达。还有一部分考生没有正确地理解题意。考生们应该注意并熟悉问题中的一些关键词,比如"动作"、"反应"、"心情"、"影响"、"通读全文"等等,这样会有助于对问题的理解。

另外,一些考生对短文中的隐喻或者描述性的词句有极强的理解能力;而另一些考生在这方面表现得有点欠缺。这也就是说一些考生在解释为什么带下划线的词语/词组在文章中很重要、或者为什么作者选择了那个特定的词语方面没有拿到每道题应该得到的分数。

问题二是定向写作,总体来说,考生的表现是令人满意的。大部分考生展示了良好的写作能力,并能够根据写作的目的及面向的读者完成写作。一些考生能够根据题目的要求,从两篇短文中选取相关的答题点进行写作。能力强的考生能够对从短文中筛选的信息进行分析、评估,合理地组织作文的结构,使用准确的语言进行写作。而一些作文只选取一些表面信息,却缺乏根据题目要求对选取的信息做足够的分析和评估。还有一些作文只写个人的经历和看法,没有从两篇短文中选取信息,这种方式是不鼓励的。所以,考生应该仔细地阅读问题要求,确保写作时包含问题中要求的所有的点,并对从短文中筛选的内容加以分析和评估,有效地完成自己的写作。我们也建议考生在写作前花一点时间制定提纲以确保作文结构合理,有逻辑性。

在**问题三**中,一些考生展示出对古文知识的很好的理解;而另一些考生会觉得文言文比较难,难点主要是文言文词语的翻译和虚词的用法。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

问题一

(a) 这道题大部分考生都表现出非常自信的阅读理解能力,能够解释出卖菜小伙对自己的生意的态度。

(b)(i) 这道题,许多考生也答得很好,能够指出爸爸在妈妈讨价还价后在动作上和情绪上的两个反应。

(ii) 接着上面的那道题，考生需要分析出为什么爸爸会有那样的反应。很多考生都分析得很充分，也有一些考生讨论的是爸爸不开心的心情而不是爸爸的反应背后的原因。

(c) 这道问题大多数考生答得都不错，能够清楚地指出爸爸妈妈买菜的不同标准。

(d) 总体上来说，考生对这道题的回答还是比较成功的。能力强的考生能够用自己的语言清楚地解释姨父为什么要对着蔬菜歌唱。很多考生能够从短文中找到相应的内容。

(e) 这道题考生的答案很不一样。有很强的分析和解释能力的考生答得很好。这道题是需要考生能够分析推断出姨父对菜贩菜农的与众不同说明了什么。答案如果是指出姨父为什么对菜贩菜农与众不同并没有回答问题，因此不能得分。

(f) 这道题考查学生分析理解姨父最后的笑有什么含义。通过考生的答案可以看出，这道题对一些考生来说是有难度的。最佳的答案是能够解释出姨父的笑证明了妈妈的担心是不必要的或者说明姨父没有看错人。

(g) 这道题是综合理解题，考查学生分析和总结能力。能力强的考生能用自己的话总结出菜场上的人们表现出来的君子般的品德。一些考生拿到了两到三分。能力弱的一些考生没有能够从文中找到相关的例子并用自己的话概括出来，对他们来说，这样的问题是有难度的。

(h) 这道题是检测考生如何运用语言来达到效果及影响读者的能力的。考生需要解释划线的词/词组在上下文中的意思或者是作者想通过这些词/词组说明什么。大部分问题是两分，也就是说要列出两点来回答问题。

(i) 这道问题需要考生回答出"呢喃"在上下文中的意思，并能指出作者用这个词语想要说明什么。一些考生能够指出"呢喃"是指说话的声音小或者不清晰，作者这样写是要说明卖菜小伙对自己的报价感到不好意思或者是报价太高了。有一些考生只答出一点。所以建议考生注意每道题的分值，如果是两分，就需要答出不同的两点。

(ii) 考生在这道题上的表现还是不错的。许多考生能够解释出"半晌"的意思是妈妈停留的时间很长，并指出这说明了妈妈有买的意向。一小部分考生给出了固定的时长，不能得分。比较弱的考生为了得到两分需要加强分析推理和概括能力。

(iii) 许多考生这道问题回答得很好，展示了很好的理解能力，能够解释出作者用比喻的手法说明姨父就像一堵棉花墙说明了什么。

(iv) 许多考生得到了两分，也有一些考生得到了一分。主要的错误是认为菜农不好意思或者说不自信，而没有解释出菜农害怕或紧张的心理。

(v) 大部分考生对"三步并作两步"的理解很好，给出两点，得了两分。

第二部分

问题二

考生需要用自己的话为校刊写一篇文章，来帮助学生更好地理解消费与幸福的关系。文章需要根据问题中的三点对短文二和短文三中的事实和观点进行分析、评价和扩展。为了达到高分，考生需要确保回答了问题中提到的每一点，并能够在充分筛选和总结两篇短文中的相关信息的基础上，合理地组织安排结构，而且要考虑到面向的读者是谁，进而根据写作目的准确地运用语言和风格来完成自己的文章。

阅读

总体来说，考生表现得比较好。

考生表现出对两篇短文很好的理解，且能够使用文中的观点来回答要求中的三个问题。大部分考生能够在阅读中达到最高的三个分数档次，充分地意识到要完成要求中的每个问题，解释出人们为什么喜欢消费、盲目的消费有什么负面影响，以及年轻人怎样才能获得真正的快乐。

最好的答案能够达到 13/14/15 分，展示出极强的阅读理解能力以及从两篇短文中选取相关的事实和观点，并对其进行分析、评估和扩展的能力。

一些文章能够清晰地对要求中的三个问题进行说明，但是过度集中地解释一个问题中的两个或三个要点，而没有涉及到足够的要点来支撑所要回答的问题。还有一些答案只就要求中的一个问题或两个问题进行说明，而忽略了其他的问题，从而不能达到高的分数档。

一些考生的作文没能在阅读上得高分，可以通过更仔细地阅读问题和要求来提高。这些考生的文章通常是写个人的经历或观点，或者写考生已有的知识，而不是从两篇短文中筛选和总结信息。

写作

大部分考生能够写出结构清晰的文章，同时通过使用关联词语和准确的词汇让文章更有逻辑性及通顺流畅。大部分文章都在要求的字数内完成，文章过长往往会导致重点不突出，所以不鼓励写过长的文章。

作文得高分的考生通常是能够用自己的语言精心地组织文章的结构，根据面向的读者，以准确恰当的语言有针对性地完成写作。

那些过度依赖并大量抄写短文材料而不进行观点重组或不组织措辞的文章常常不能令人信服，而且论证过程混乱、驴唇不对马嘴，因此不能在写作中得到高分；一些较弱的作文往往是缺少必要的关联词或者有很多错别字；还有，考生要更好地意识到写作的目的和面对的读者，更有针对性，写作风格要更恰当。

第三部分

问题三

整体上来说，对于改版后的新试卷中的文言文的阅读理解，考生展示了比较好的能力。当然考生的表现是很不一样的。一些考生能够用现代词语很好地解释文言文的词汇，表现得很自信。一些考生则觉得有难度。如果考生能够在学习的过程中多接触一些文言文，增强这方面的阅读理解能力，这无疑会对他们在面对考试中遇到没有学过的文言文是有利的。

(a) 这道题考生答得很好，大部分都拿到了满分。

(b)(i)and(ii) 同样，这两道题考生也回答得非常好，清楚地指出来句子分别指的是谁。

(c) 这道题也一样，考生们回答得也不错，有的选择原文中的语句来回答，有的翻译成现代汉语来回答，都能够说出两位书生对邓弼的看法的改变，得了两分。一些考生只答出一点，所以只能得一分。

(d) 这道题需要考生用自己的话说出为什么邓弼怀有不平之气。通过考生的答案可以证明这道题是有难度的。一些考生没有正确地理解问题，以为是问为什么邓弼对两位书生怀有不平之气，所以没能回答准确。只有那些对全文有整体理解的考生能够准确地回答出问题。

(e) 这道题需要考生解释划线词语在现代汉语中的意思。对很多考生来说，这样的题目是有难度的。得高分的考生对文言文中的基本词汇很熟悉。文言文弱一点的考生，有时会写出很多答案，而这些答案有时候又是互相矛盾的，所以不能得分。有一些缺乏自信的考生还是应该尝试写出答案，避免留空白。

(i) 大多数考生能够解释出"闻"是"听说"的意思。

(ii) 这道题考生也答得不错，能够解释出"之"在文章中指代什么。

(iii) 对一些考生来说，把"叩"翻译成现代汉语是有难度的。一些考生把"叩"翻译成"作揖"，不能得分。

(iv) 这道题对大部分考生来说也是有难度的。很多考生没能把"被"翻译成现代汉语。能够答出"披/披散"或者意思相近的词语的都得了一分。

FIRST LANGUAGE CHINESE

> **Paper 0509/12**
> **Reading, Directed Writing and Classical Chinese**

Key messages

Candidates need to demonstrate a good level of reading comprehension in both modern and classical Chinese. They also need to show their linguistic competence when writing, producing well-organised, effective responses.

In all parts of the paper candidates need to ensure that they spend time reading the questions carefully and making sure they understand exactly what is being asked. They are also advised to spend time proof-reading their responses to check for any mistakes or technical errors.

In order to do well in *Section 1*, candidates should:

- read each question carefully to identify exactly what is being asked, highlighting the keywords/phrases in each question such as 'feeling', 'attitude', 'reflection', 'views' and 'based on the whole passage' etc. This will help candidates focus on the specific requirements of the question.
- understand how to recognise implied meaning, as well as explicit meaning to answer questions.
- interpret, analyse and evaluate ideas and opinions as well as facts.
- be able to discuss and analyse how authors achieve effects or use language to influence the reader, including specific techniques such as metaphor and descriptive language.
- pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks.

In order to do well in *Section 2*, candidates should:

- make a plan before writing the essay to help ensure it is well-structured.
- clearly focus on all elements of the task and select relevant facts, ideas and opinions from passages 2 and 3, developing, evaluating or analysing the chosen content.
- respond using ideas rooted in the passages, rather than personal experience or anecdotes.
- consider the audience and purpose of the piece and write in an appropriate register.
- structure arguments logically and link ideas with appropriate connectives.
- use complex sentences and varied and precise vocabulary.

In order to do well in *Section 3*, candidates should:

- be able to translate classical words into modern words.
- know the basic function words in classical texts.
- read each question carefully to identify exactly what is being asked.
- be able to conclude what insight the classical texts bring to a modern audience.

General comments

Most candidates performed well in this new Reading, Directed Writing and Classical Chinese paper. They seemed familiar with the format and requirements of the paper, and were well-prepared, showing good exam technique. It was evident that most had a thorough understanding of the passages and questions in all three sections and were able to provide responses based on the correct part of the passage to access all the available marks.

Questions requiring candidates to cite information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or understanding inference sometimes challenged even the more able candidates.

Candidates should continue to be reminded of the importance of reading questions carefully, paying attention to the mark allocation for each question.

In **Question 1**, most candidates showed good comprehension skills and were able to score highly in questions testing either explicit meaning or more straightforward ideas and opinions. The best responses showed great skills of analysis and summary, with many using clear and well-chosen language. In some cases, there was evidence of questions being misunderstood. Some candidates would have benefited from greater familiarity with keywords used in the questions such as '态度', '反应', '心情', '变化', '通读全文'.

Whilst some candidates could competently discuss the use of metaphor or the function of descriptive language and the effects these have on the reader, others seemed less secure in this area. This meant that in many cases not all of the available marks could be awarded for explaining why the underlined words/phrases were significant in the passage or why the author had chosen that particular vocabulary.

In **Question 2**, the Direct Writing task, performance was satisfactory. Most candidates showed good writing skills, paying attention to the audience and purpose stated in question in order to produce a response using an appropriate tone and register. Many candidates were able to identify relevant points from both passages to answer all parts of the question. The strongest responses successfully developed and evaluated the chosen points in a way that clearly fulfilled all elements of the task and presented a well-organised article. Weaker responses were characterised by the production of a straightforward summary of the ideas expressed directly in the passages without going on to develop or analyse them fully in accordance with the task. Others wrote from personal experience without drawing on the information and ideas expressed in the passages; this approach should be discouraged, as marks for Reading cannot be awarded for information that is not rooted in the passages. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded as not all parts of the task had been completed. Candidates should also be advised to devote a small amount of time to planning before they start to write in order to ensure their responses are organised and coherent.

In **Question 3**, some candidates demonstrated a sound knowledge of classical Chinese, whilst others found this part of the paper quite difficult. The most common areas of challenge were either identifying the meaning of words or understanding the function words.

Comments on specific questions

Section 1

Question 1

(a)   The majority of candidates showed confident comprehension skills and managed to infer from the text what the young vegetable vendor's attitude towards his business was.

(b)(i) This question was also very well handled by most candidates, who were able to identify the father's two reactions to the mother's bargaining.

(ii)   Candidates were required to give two reasons for the father's reactions. Many candidates answered the question fully; weaker responses sometimes discussed the father's feelings / unhappiness rather than identifying the reason he reacted in the way he did.

(c)   This question was very well answered by the majority of candidates, who clearly presented the different criteria the father and mother followed when buying vegetables.

(d)   Overall candidates tackled this question with great success. Stronger candidates were able to use their own language to clearly explain why the uncle sang to the vegetables. Most candidates were able to identify the point from the text.

(e)   There was a range of responses to this question. Candidates with strong analytical and interpretive skills performed well. The question required candidates to deduce what could be learnt about the

uncle from his behaviour. Responses giving the reason why the uncle treated the vegetable sellers that way or which described the way that the uncle approached the vegetable growers did not answer the question and could therefore not be credited.

(f) This question assessed candidates' ability to analyse and understand the implicit meaning of the uncle's smile in context. Some candidates found this question challenging. The most successful responses were able to interpret that the uncle's smile proved that the aunt's worries were unnecessary / that he was right to trust the farmer.

(g) This global reading comprehension question tested candidates' ability to analyse and summarise. The most capable candidates achieved full marks by identifying and summarising in their own words the gentleman-like qualities of the people on the market. Many candidates managed to gain 2 or 3 marks. Weaker candidates found it challenging to identify examples throughout the whole text and to summarise these in their own words to formulate a response.

(h) This question tested candidates' ability to understand how the author used language to achieve effects and influence readers. Candidates needed to interpret what the underlined words/phrases meant in the context or what the author wanted to illustrate in using them. Most questions are worth 2 marks, which means that two points were needed to answer those questions.

    (i) Candidates were required to comment on the relevance of '呢喃' in this two-mark question. Some candidates managed to include both points in their response, namely that *the young vegetable seller spoke in a low/quiet/unclear voice* and that *he felt embarrassed about his quotation/he was afraid that the price was too high*. Others missed out one of the two points; candidates are reminded to check the mark allocation as if there are two marks, two separate pieces of information are required.

    (ii) Performance on this question was good. Many candidates were able to interpret the word '半晌' accurately and scored full marks by answering that the *mother stayed there for a long time* and that she *showed an intention to buy*. A small number of answers conataining a specific time duration could not be credited. Weaker responses needed to analyse, make inferences and draw conclusions to gain both available marks.

    (iii) Most candidates handled this question with great success, showing excellent understanding of why the author use the metaphor to say "姨父就像一堵棉花墙"

    (iv) Many candidates managed to achieve two marks while some gave partial answers in their responses. Common incorrect attempts tried to illustrate '菜农不好意思/不自信' instead of '害怕/紧张'.

    (v) This question was well answered by most candidates who were able to give two explanations of the phrase '三步并作两步' and gain two marks.

Section 2

Question 2

Candidates were required to write an article for their school magazine to help students better understand the relationship between consumption and happiness. Candidates needed to use the ideas from passages 2 and 3 to write the article, developing them relevantly and in their own words to cover the three areas of the question. In order to reach the highest marking bands, candidates needed to ensure they had addressed all aspects of the question, supporting their ideas with details from the passages and producing a well organised and carefully structured article. Candidates should take note of the intended audience and write in an appropriate tone and style for the purpose, using suitable vocabulary.

Reading

In general, candidates performed well in this question.

Candidates demonstrated a good understanding of the passages and were able to use the ideas in the texts to cover the three areas outlined in the question. Most candidates were awarded marks for reading in the top

three levels, showing awareness of the need to fulfil all elements of the task and referring to the reasons people like to consume, the negative effects of blind consumption and how young people get real happiness.

The strongest responses which obtained 13/14/15 marks showed excellent comprehension skills and an ability to select a wide range of facts, ideas and opinions from both passages, developing and evaluating them to complete the task.

Some responses presented a clear progression of ideas relating to the three areas of the question, but had a tendency to elaborate excessively on a small number of points from the texts, rather than offering a broader range of supporting evidence. In a few cases, answers were presented with major omissions in one element of the task and could therefore not be placed in the higher marking bands for reading.

Some weaker responses did not score well for reading and could have been improved with more careful reading of the question and instructions. Such responses often developed their claims based on their own experience or previous knowledge or personal views rather than using content from the passages.

Writing

The majority of candidates were able to provide a well-organised response, using connectives effectively to create a fluent piece and using precise language throughout their writing. Most responses were written within the guidelines given for length. Overly long responses are not encouraged as these tend to result in less focused writing.

The top marks in writing were awarded to candidates who used their own language to carefully structure their answers with consistently well chosen and precise vocabulary and who wrote in an appropriate tone for the audience.

Responses which relied on considerable lifting of materials from the texts without reorganising the ideas or paraphrasing the language often resulted in an ineffective answer or confusing sequence of ideas and therefore did not score highly for writing. Some weaker responses were characterised by an absence of good and powerful connectives or contained incorrectly written characters; others needed a better awareness of audience and purpose to ensure the writing was of an appropriate style.

Section 3

Question 3

Overall, candidates demonstrated a good level of understanding of the classical passage, coping well with this section in the new paper. A range of performance was seen in which some candidates confidently understood the classical Chinese and were able to supply answers in modern Chinese with equivalent semantic meaning; others appeared to struggle to correctly comprehend the original text. It would undoubtedly be beneficial for candidates to be exposed to a range of classical texts while learning, so that they feel comfortable dealing with unseen texts in the assessment.

(a)   This was a well-answered question in which many candidates gained full marks.

(b)(i) and **(ii)** Both questions were very well handled by the full range of candidates who clearly pointed out who did the actions described in the question.

(c)   This was another well-answered question which required candidates to specify the changes in the views of the two scholars on Deng Bi. Many candidates scored full marks. They either selected and conveyed the relevant phrases from the passage, or translated them correctly into modern language. Some candidates missed out one of the two points.

(d)   Candidates were required to give the reasons why 邓弼 bore feelings of resentment. This question proved to be challenging to many candidates. Some candidates seemed to misunderstand the question, and thought it was asking why 邓弼 bore feelings of resentment towards the two scholars mentioned in the passage. Only those candidates who had understood the text thoroughly were able to interpret the specific meaning of the question and respond to it appropriately.

(e)   This question required candidates to explain the meaning of the underlined words in modern Chinese and it proved to be challenging to many. The highest scoring candidates showed

familiarity with commonly used vocabulary in classical Chinese. Weaker responses often contained several alternative answers, sometimes contradicting each other, which could gain no credit. Candidates with less confidence are encouraged to make an attempt to answer the questions.

(e) (i) The majority of candidates responded to this question very well by translating the underlined word '闻' to '听说'.

(ii) This question was well-answered and candidates could generally correctly point out who '之' referred to.

(iii) This question was found to be challenging to some candidates, many of whom could not successfully translate '叩' into modern Chinese in this sentence. Candidates who wrote '作揖' were not credited.

(iv) A large number of candidates found it challenging to translate '被' into modern Chinese in this context. Candidates who were able to translate it to '披/披散' or with other alternative words were awarded a mark.

FIRST LANGUAGE CHINESE

> **Paper 0509/13**
>
> **Reading, Directed Writing and Classical Chinese**

关键信息

考生需在现代汉语和古代汉语方面表现出较好的阅读理解能力，而且也要在写作时表现出较好的语言能力以及组织文章结构的能力，写出具有针对性的作文。

考生需认真仔细阅读试卷上的所有问题，确保准确理解每个问题的要求，而且要留出一定的时间重新阅读和检查答案，避免出现由于疏忽而导致的一些失误。

为了答好**第一部分**的问题，考生应该：

- 仔细阅读每个问题以明确要问的内容，最好划出问题中的关键字/词/词组，例如"心情"，"态度"，"反应"，"看法"，或"综合全文"等等，这样会有助于专注于问题的具体要求；
- 掌握如何识别字/词/词组/句子的隐含意思以及字面的明确意思；
- 能够解释、分析和评估看法、观点和事实；
- 能够讨论并分析作者是如何通过语言来影响读者的，包括如何通过隐喻及描述性语言等技巧来达到效果的；
- 注意每个题的分值，确保答案包括每个得分点。

为了答好**第二部分**的问题，考生应该：

- 在写作前列一个提纲，确保作文结构合理；
- 明确要求中的每一个问题，并从第二篇和第三篇的短文中选择相关的事实、看法和观点，并进行分析、评估及扩展；
- 根据两篇短文的内容进行写作，而不是写个人的经历或轶事；
- 考虑写作的目的以及面向的读者，并使用正确的语气和格式；
- 在论证时，论点明确，论证合理，并借助恰当的关联词连接观点；
- 使用复杂句式以及准确多样的词汇。

为了答好**第三部分**的问题，考生应该：

- 能够把文言文词语准确地翻译成现代汉语词语；
- 了解文言文中常见虚词的基本用法；
- 仔细阅读每个问题以明确要问的内容；
- 能够总结出文言文给现代的读者带来的启发。

对考生表现的基本反馈信息

大部分考生在改版后的阅读理解，定向作文和文言文的考试中表现良好。考生们对考题的形式和要求比较熟悉和了解，并且做了较好的准备，展示出良好的考试技巧。从考生的答卷中很明显地看出，大部分考生对三个部分的短文有较好的理解，并且能够根据问题的要求找到短文中相关的内容作答，尽可能地包含所有的得分点。

对需要引用文中信息或者根据词句的表面意思作答的问题，考生们都答得很好，而对于需要更深入分析理解或推论的问题，对很多考生来说是一个不小的挑战。

在**问题一**中，大部分考生表现出良好的阅读理解能力，并且在根据词句表面意思以及直接引用文中信息作答的问题方面都得了高分。一些考生表现出极强的分析和总结能力，并能够清晰准确地表达。还有一部分考生没有正确地理解题意或者答案不够充分，没有达到一些题的满分。考生们应该注意并熟悉问题中的一些关键词，比如"动作"、"反应"、"心情"、"影响"、"通读全文"等等，这样会有助于对问题的理解。

另外，一些考生对短文中的隐喻或者描述性的词句有极强的理解能力；而另一些考生在这方面表现得有点欠缺。这也就是说一些考生在解释为什么带下划线的词语/词组在文章中很重要、或者为什么作者选择了那个特定的词语方面没有拿到每道题应该得到的分数。

问题二是定向写作，总体来说，考生的表现是令人满意的。大部分考生展示了良好的写作能力，并能够根据写作的目的及面向的读者完成写作。一些考生能够根据题目的要求，从两篇短文中选取相关的答题点进行写作。能力强的考生能够对从短文中筛选的信息进行分析、评估，合理地组织作文的结构，使用准确的语言进行写作。而一些作文只选取一些表面信息，却缺乏足够的分析和评估。所以，考生应该仔细地阅读问题要求，确保写作时包含问题中要求的所有的点，并对从短文中筛选的内容加以分析和评估，有效地完成自己的写作。我们也建议考生在写作前制定提纲以确保作文结构合理，有逻辑性。

在**问题三**中，一些考生展示出对古文知识的很好的理解；而另一些考生会觉得文言文比较难，难点主要是文言文词语的翻译和虚词的用法。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分，问题一

(a) 这个问题要求考生解释邻居大婶送"我"生日礼物的动作说明了什么，是一道两分题。许多考生解释说邻居大婶不想让母亲注意到她送给"我"礼物了，因此得了一分。考生的最佳答案还能够解释出邻居大婶知道我喜欢打棒球或者知道我的喜好，这些考生展示出了很好的分析理解能力。而有一些考生没有从邻居大婶的角度来回答，或者只是笼统地说明邻居喜欢"我"，这些答案太含糊了，因而不能得分。

(b) 这道题，考生回答得很好。大部分考生能够指出"我"收到棒球手套后的两个反应体现了"我"的珍惜之情。一些考生错误地把"慌慌张张地埋在了院子里的银杏树下"也作为是体现了"我"的珍惜之情，因而没能得分。

(c) (i) 这道问题考生也回答得不错。 大多数考生能够（从母亲的动作"拍案而起"中）准确地分析出母亲看到"我"的毛笔字后生气的心情。只有一小部分考生认为母亲是"伤心的"或者"失望的"，因而没有得分。

(c) (ii) 接着上面的那道题，这道题需要考生解释为什么母亲有那样的心情。一些考生能够准确地分析出是因为"我"欺骗母亲或者假装去上了书法班；而一些答案只说明母亲生气的原因是她发现"我"没有去书法班，这个答案丢失了最关键的因素，因而不能得分。

(d) 这道问题需要考生解释为什么"我"决定从家里搬出来。许多考生得了至少一分。一些考生只是摘抄文中的相关语句来作答，而没有认真读问题从"我"的角度去回答。因此要提醒考生一定要仔细阅读问题的要求，弄清楚问题需要从哪个角度去回答。

(e) 此题是考查考生分析理解语句的隐含意思的能力。许多考生觉得有难度。只有那些分析能力强的考生能够解释出房东为什么来找"我"，因而得了满分。考生所犯的普遍的错误是回答房东找"我"谈话对"我"的影响而不是为什么要来找"我"。

(f) 这道题绝大多数考生都回答得很好，清楚地指出房东的话对"我"的影响。

(g) 这道题是综合理解题，考查学生分析和总结能力。能力强的考生能用自己的话总结出在"我"和母亲的"较量"中哪些方面体现了母亲对"我"的爱，得了满分。一些考生能够从文中找出相关的例子来说明母亲的爱，也拿到了两到三分。能力弱的一些的考生没有能够从文中找到相关的信息，也没能用自己的话进行总结，对他们来说，这样的问题是有难度的。

(h) 这道题是检测考生如何运用语言来达到效果及影响读者的能力的。考生需要解释划线的词/词组在上下文中的意思或者是作者想通过这些词/词组说明什么。大部分问题是两分，也就是说要列出两点来回答问题。

(h)(i) 这道问题很多考生回答得很好，并能够指出"雷鸣般"旨在说明声音大，而且作者想通过这样的表达来说明母亲很生气。

(ii) 通过考生的答案可以看出，这道题是有难度的。大部分考生准确地解释出"咬咬牙"表明"我"不忍心/舍不得离开家或者离开母亲，得一分。只有很有能力的考生能够指出"我"忍住情绪这一点，从而得到两分。

(iii) 考生在这道题上的表现很不一样。一些考生解释出"我"不知道房东真地要做什么，所以表现出反省的样子，或者说假装反省，都得了分。有一些考生没有答出这个点，没有得分。还有一些考生用划线的词语而不是用自己的话来解释说明，很显然，这是不能得分的。

(iv) 许多考生成功地解释出"嗫嚅" 是形容 "我"声音小或者是声音不清楚，表明我当时害怕或者不好意思的心理，得到两分。

(v) 通过考生的答案可以证明这道题能够很明显地辨别出考生的能力。能力强的考生能够准确地解释出划线词组在上下文中的意思以及作者想要通过这样的表达说明什么，得到两分。一些考生指出了房东的话对"我"的巨大的影响或者说影响很深，而没有指出"我"心痛的感受，因而拿到一分。

第二部分，问题二

考生需要用自己的话为校刊写一篇文章，来说明安全须知要写得多详细。文章需要根据问题中的三点对短文二和短文三中的事实和观点进行分析、评价和扩展。为了达到高分，考生需要确保回答了问题中提到的每一点，并能够在充分筛选和总结两篇短文中的相关信息的基础上，合理地组织安排结构，而且要考虑到面向的读者是谁，进而根据写作目的准确地运用语言和风格来完成自己的文章。

阅读

总体来说，考生表现得比较好。

考生表现出对两篇短文很好的理解，且能够使用文中的观点来回答要求中的三个问题。大部分考生能够在阅读中达到最高的三个分数档次，充分地意识到要完成要求中的每个问题，解释出一些学校提供安全须知的目的、反对冗长的安全须知的原因，以及合理的安全意识应该是什么样的。

最好的答案能够达到 13/14/15 分，展示出极强的阅读理解能力以及从两篇短文中选取相关的事实和观点，并对其进行分析、评估和扩展的能力。

一些文章能够清晰地展示出对要求中的三个问题进行说明的情况，但是过度集中地解释一个问题中的两个或三个要点，而没有涉及到足够的要点来支撑所要回答的问题。总体上来说，今年的考生对要求中的前两个问题的解释说明比较好；一些考生的文章没有足够的要点来支撑第三个问题。还有一些答案只就要求中的一个问题或两个问题进行说明，而忽略了其他的问题，从而不能达到高的分数档。

一小部分考生不能在阅读上得高分，可以通过更仔细地阅读问题和要求来提高。这些考生的文章通常是写个人的经历或观点而不是从两篇短文中筛选和总结信息。

写作

大部分考生能够写出结构清晰的文章，同时通过使用关联词语和准确的词汇让文章更有逻辑性及通顺流畅。大部分文章都在要求的字数内完成，文章过长往往会导致重点不突出，所以不鼓励写过长的文章。

作文得高分的考生通常是能够用自己的语言精心地组织文章的结构，根据面向的读者，以准确恰当的语言有针对性地完成写作。

那些过度依赖并大量抄写短文材料而不进行观点重组或不组织措辞的文章常常不能展示考生对短文的充分理解，而且不能使写出的作文令人信服，因此不能在写作中得到高分；一些较弱的作文往往是缺少必要的关联词或者有很多错别字；还有，考生要更好地意识到写作的目的，更有针对性，写作风格要更恰当。

第三部分，问题三

整体上来说，对于改版后的新试卷中的文言文的阅读理解，考生展示了比较好的能力。当然考生的表现是很不一样的。一些考生能够用现代词语很好地解释文言文的词汇，表现得很自信。一些考生则觉得有难度。如果考生能够在学习的过程中多接触一些文言文，增强这方面的阅读理解能力，这无疑会对他们在面对考试中遇到没有学过的文言文是有利的。

(a) 大部分考生拿到了满分，一小部分考生没有回答出 "嗜学/十分好学"而丢了一分。

(b) 同样，这道题考生也回答得不错。大多数考生能够用自己的话回答问题，拿了满分，展示出较强的理解能力。

(c) 总体来说，考生对这道题的回答是令人满意的。只有一小部分考生没有写出"还书"或者"按时"。

(d) 这道题需要考生用现代汉语解释划线的文言文词语的意思。通过学生的答案可以看出，对许多考生来说，这道题是有难度的。拿高分的考生对文言文中的一些基本词汇很熟悉。有些考生在解释划线的词语的时候，写出了很多不同的答案，这些答案有时候是互相矛盾的，这种情况是不能得分的。还有，我们鼓励一些不自信的考生，要尝试写出答案，而避免不提供答案。

  (i) 很多考生能够解释出"或"是"有时"的意思。 有一些考生解释成 '有的人'，不能得分。

  (ii) 这道题考生也答得不错。很多考生给出了正确答案"越/更加"。一些考生写出"愈来愈"，用划线的词去解释是不能得分的。

  (iii) 对大部分考生来说，把"俟"翻译成现代汉语是有难度的。考生能够写出"等到"或者意思相近的词语得了一分。

  (iv) 同样，这道题对一些考生来说也是有难度的。很多考生没能把"卒"翻译成现代汉语。能够答出"最后/最终"或者意思相近的词语的都得了一分。

(e) 这道题需要考生解释"我"为什么要向马君则讲述求学的不易。考生的答案很不一样。能力强的考生能够根据文章的内容用自己的话清楚地写出答案。一些考生没有答出因为马生有很好的声誉或者他很贤能，还有的考生把"乡人"理解成了"乡下人"，也有的考生把勉励写错了。

(f) 这道多项选择题，大部分考生都答得不错，表明对虚词"以"有很好的理解。

FIRST LANGUAGE CHINESE

> **Paper 0509/13**
> **Reading, Directed Writing and Classical Chinese**

Key messages

Candidates need to demonstrate a good level of reading comprehension in both modern and classical Chinese. They also need to show their linguistic competence when writing, producing well-organised, effective responses.

In all parts of the paper candidates need to ensure that they spend time reading the questions carefully and making sure they understand exactly what is being asked. They are also advised to spend time proof-reading their responses to check for any mistakes or technical errors.

In order to do well in *Section 1*, candidates should:

- read each question carefully to identify exactly what is being asked, highlighting the keywords/phrases in each question such as 'feeling', 'attitude', 'reflection', 'views' and 'based on the whole passage' etc. This will help candidates focus on the specific requirements of the question.
- understand how to recognise implied meaning, as well as explicit meaning to answer questions.
- interpret, analyse and evaluate ideas and opinions as well as facts.
- be able to discuss and analyse how authors achieve effects or use language to influence the reader, including specific techniques such as metaphor and descriptive language.
- pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks.

In order to do well in *Section 2*, candidates should:

- make a plan before writing the essay to help ensure it is well-structured.
- clearly focus on all elements of the task and select relevant facts, ideas and opinions from passages 2 and 3, developing, evaluating or analysing the chosen content.
- respond using ideas rooted in the passages, rather than personal experience or anecdotes.
- consider the audience and purpose of the piece and write in an appropriate register.
- structure arguments logically and link ideas with appropriate connectives.
- use complex sentences and varied and precise vocabulary.

In order to do well in *Section 3*, candidates should:

- be able to translate classical words into modern words.
- know the basic function words in classical texts.
- read each question carefully to identify exactly what is being asked.
- be able to conclude what insight the classical texts bring to a modern audience.

General comments

Most candidates performed well in this new Reading, Directed Writing and Classical Chinese paper. They seemed familiar with the format and requirements of the paper, and were well-prepared, showing good exam technique. It was evident that most had a thorough understanding of the passages and questions in all three sections and were able to provide responses based on the correct part of the passage to access all the available marks.

Questions requiring candidates to cite information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or understanding inference sometimes challenged even the more able candidates.

In **Question 1**, most candidates showed good comprehension skills and were able to score highly in questions testing either explicit meaning or more straightforward ideas and opinions. The best responses showed great skills of analysis and summary, with many using clear and well-chosen language. In some cases, there was evidence of questions being misunderstood. Some candidates would have benefited from greater familiarity with keywords used in the questions such as '动作', '反应', '心情', '影响', '通读全文'.

Whilst some candidates could competently discuss the use of metaphor or the function of descriptive language and the effects these have on the reader, others seemed less secure in this area. This meant that in many cases not all of the available marks could be awarded for explaining why the underlined words/phrases were significant in the passage or why the author had chosen that particular vocabulary.

In **Question 2**, the Direct Writing task, performance was satisfactory. Most candidates showed good writing skills, paying attention to the audience and purpose stated in question in order to produce a response using an appropriate tone and register. Many candidates were able to identify relevant points from both passages to answer all parts of the question. The strongest responses successfully developed and evaluated the chosen points in a way that clearly fulfilled all elements of the task and presented a well-organised article. Weaker responses were characterised by the production of a straightforward summary of the ideas expressed directly in the passages without going on to develop or analyse them fully. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded as not all parts of the task had been completed. Candidates should also be advised to devote a small amount of time to planning before they start to write in order to ensure their responses are organised and coherent.

In **Question 3**, some candidates demonstrated a sound knowledge of classical Chinese, whilst others found this part of the paper quite difficult. The most common areas of challenge were either identifying the meaning of words or understanding the function words.

Comments on specific questions

Section 1

Question 1

(a)   This question required candidates to interpret the actions of the neighbour in giving the protagonist a gift and in doing so to make deductions about the characters situation. Many candidates achieved one mark for stating that the neighbour did not want the mother to notice that she had given a gift. The best answers showed evidence of careful reading and analysis and were able to accurately explain that "the neighbour knew 'I' liked playing baseball/knew what 'I' liked". Weaker responses did not attempt to answer from 邻居大婶's point of view or gave a general comment to say that the neighbour liked the main character, which was too vague to be awarded a mark.

(b)   The question was very well handled. Most candidates were able to identify the two things that the author did which demonstrated how much he cherished his baseball gloves. Some candidates mistakenly regarded '慌慌张张地埋在了院子里的银杏树下' as evidence of them being a treasured possession and could not be credited.

(c) (i)   This was a very well answered question. The majority of candidates were able to analyse the mother's feelings on seeing her son's calligraphy. A small number of candidates described the mother's mood as "sad" or "disappointed" rather than "angry" (as shown by her hitting the table), which could not gain a mark.

(ii)   Following on from **(c)(i)**, this question required candidates to explain what triggered the mother's anger. Many candidates achieved the mark by identifying that she was angry because her son had lied to her/cheated/pretended to have attended the calligraphy class; some responses said that she was angry because she found out that her son did not go to the calligraphy class, which did not include the key concept of *lying* and could therefore not be credited.

(d) This question required candidates to explain why the author decided to move out of home. Most candidates gained at least one mark. Some weaker responses tended to copy the relevant text from the passage, which did not answer from the author's point of view. Candidates are reminded to read the question carefully and take into account the perspective they are required to answer from.

(e) This question assessed candidates' ability to analyse and understand implicit meaning in context. Many candidates found this question challenging. Only candidates with strong analytical skills were able to specify the purpose of the landlord's visit and manage to score full marks. Common incorrect attempts tried to indicate the impact of the landlord's words instead of the purpose of his visit.

(f) This question was very well answered by the majority of candidates who clearly presented the impact the landlord's words had on the author.

(g) This global reading comprehension question tested candidates' ability to analyse and summarise. The most capable candidates achieved full marks by identifying and summarising in their own words how the mother's love was shown in the battle between her and her son. Many candidates managed to select relevant examples from the passage to gain 2 or 3 marks. Weaker candidates found it challenging to identify the relevant information from the text and to summarise in their own words.

(h) This question tested candidates' ability to understand how the author used language to achieve effects and influence readers. Candidates needed to interpret what the underlined words/phrases meant in the context or what the author wanted to illustrate in using them. Most questions are worth 2 marks, which means that two points were needed to answer those questions.

(h)(i) Most candidates handled this question with great success and were able to identify either the literal meaning shown in the phrase "只听见身后雷鸣般的吼声" i.e. *mother's loud voice* or the implied meaning *showing mum's anger*.

(ii) This question proved to be challenging to many. Most candidates accurately interpreted the word "咬咬牙" as showing the author's reluctance to leave home or to leave his mother. Only the strongest candidates managed to get the second key point *I held back my emotions*.

(iii) Performance in this question varied. Some candidates scored the mark by explaining that the author did not really know what he had done, but pretended to be remorseful. Some candidates tried to comment on the implied meaning, but needed to use their own words to elaborate on the given phrase rather than simply repeating the underlined words in their explanation.

(iv) Many candidates successfully explained that "我嗫嚅道" showed the soft and low volume of the authors voice as well as showing fear or embarrassment.

(v) This question proved to be another strong differentiator between candidates of different levels of ability. The strongest candidates managed to analyse and interpret the given sentence accurately and gained both marks. Some candidates managed to say that the phrase showed the words made a *remarkable impression* but needed to also include the point about the author feeling *distressed/heartbroken* to gain full marks.

Section 2

Question 2

Candidates were required to write an article in their own words for their school magazine about the newly planned school safety protocol. The article needed to use the ideas from passages 2 and 3 and develop them relevantly to cover the three areas of the question. In order to reach the highest marking bands, candidates needed to ensure they had addressed all aspects of the question, supporting their ideas with details from the passages and producing a well organised and carefully structured article. Candidates should take note of the intended audience and write in an appropriate tone and style for the purpose, using suitable vocabulary.

Cambridge Assessment
International Education

Reading

In general, candidates performed well in this question.

Candidates demonstrated a good understanding of the passages and were able to use the ideas in the texts to cover the three areas outlined in the question. Most candidates were awarded marks for reading in the top three levels, showing awareness of the need to fulfil all elements of the task and referring to the aims that schools provide safety instructions, the reasons against lengthy safety instructions, and what reasonable safety awareness should be like.

The strongest responses which obtained 13/14/15 marks showed excellent comprehension skills and an ability to select a wide range of facts, ideas and opinions from both passages, developing and evaluating them to complete the task.

Some responses presented a clear progression of ideas relating to the three areas of the question, but had a tendency to elaborate excessively on a small number of points from the texts, rather than offering a broader range of supporting evidence. In general, the first two elements of the task were answered more successfully. Some responses did not provide enough relevant ideas to fulfil the last bullet point of the task. In a few cases, answers were presented with major omissions in one element of the task, and could therefore not be placed in the higher marking bands for reading.

Some weaker responses did not score well for reading and could have been improved with more careful reading of the question and instructions. Such responses often developed their claims based on their own experience or personal views rather than using content from the passages.

Writing

The majority of candidates were able to provide a well-organised response, using connectives effectively to create a fluent piece and using precise language throughout their writing. Most responses were written within the guidelines given for length. Overly long responses are not encouraged as these tend to result in less focused writing.

The top marks in writing were awarded to candidates who used their own language to carefully structure their answers with consistently well chosen and precise vocabulary and who wrote in an appropriate tone for the audience.

Responses which relied on considerable lifting of materials from the texts without reorganising the ideas or paraphrasing the language often resulted in an ineffective or unconvincing answer and therefore did not score highly for writing. Some weaker responses were characterised by an absence of good and powerful connectives or contained incorrectly written characters; others needed a better awareness of audience and purpose to ensure the writing was of an appropriate style.

Section 3

Question 3

Overall, candidates demonstrated a good level of understanding of the classical passage, coping well with this section in the new paper. A range of performance was seen in which some candidates confidently understood the classical Chinese and were able to supply answers in modern Chinese with equivalent semantic meaning; others appeared to struggle to correctly comprehend the original text. It would undoubtedly be beneficial for candidates to be exposed to a range of classical texts while learning, so that they feel comfortable dealing with unseen texts in the assessment.

(a)   The majority of candidates achieved full marks; only a few missed the first mark '嗜学/十分好学'.

(b)   This was another very well answered question which required candidates to answer in their own words. The majority of candidates scored full marks, showing good understanding of the text.

(c)   The responses to this question were generally satisfactory. Only a small number of answers omitted 'return the books' or 'on time'.

(d) This question required candidates to explain the meaning of the underlined words in modern Chinese and it proved to be challenging to many. The highest scoring candidates showed familiarity with commonly used vocabulary in classical Chinese. Weaker responses often contained several alternative answers, sometimes contradicting each other, which could gain no credit. Candidates with less confidence are encouraged to make an attempt to answer the questions.

   (i) Most candidates responded well with the correct answer '有时'. In some instances, candidates interpreted it as '有的人', which could not gain a mark.

   (ii) This question was generally well handled and most candidates could supply '越/更加'. Some candidates wrote '愈来愈', using the underlined word itself to explain and could not be credited.

   (iii) A large number of candidates found it challenging to translate '俟' into modern Chinese in this context. Candidates who were able to translate it into '等到' or with other alternative words were awarded a mark.

   (iv) This question was found to be challenging to some candidates, many of whom could not successfully translate '卒' into modern Chinese in this sentence. Candidates who wrote '最后/最终' or other alternative words gained one mark.

(e) This question required candidates to specify why 'I' talked with Ma about the difficulties of learning. A range of responses was produced by candidates. Capable candidates were able to identify the answers from the text or translate it into modern Chinese successfully or explain it clearly. Some candidates omitted the point that *Ma had a good reputation among others* or misunderstood '乡人' as '乡下人' instead of '同乡', while some others wrote '勉励' incorrectly.

(f) This multiple choice question was handled well by most candidates, showing good understanding of the functional word '以'.

FIRST LANGUAGE CHINESE

> **Paper 0509/22**
> **Writing**

主要信息

- 考生必须写两篇文章，并从第一部分和第二部分各选一道题回答。
- 考生应正确标示作文题号。
- 考生应避免在写作时写自己的姓名或个人可识别信息。
- 考生应仔细读题，有逻辑地表达想法，提供相关的细节，文章组织安排应有条理。建议老师培训学生时，应鼓励学生学会如何正确使用习语和俗语，并经常组织学生积累、讨论各个领域素材。
- 考生应避免背诵范文，因为这样会容易导致跑题。
- 写作时，考生应该使用简体字或繁体字，避免繁简混用或使用拼音和英语。考生也应用现代汉语写作。
- 建议老师培训学生时，应让学生熟知不同的问题，像是描写文和记叙文。写描写文时，考生应创造出生动的氛围和栩栩如生的画面。写记叙文时，考生应写一个有高潮的完整故事。
- 写议论文时，考生应明确表达观点，提出有说服力的论点。写论说文时，考生应从两方的观点提出主张，并正确使用复杂句式，善用不同的相关事实和见解。
- 老师在备考时，可加强学生的时间管理意识，学生应检查所写的内容，并特别注意以下几点：避免句子杂糅、句子要有主语、正确使用语序、连词和标点符号。

评语

大部分的考生表现得不错，都能了解题目的要求。所有的考生都能符合考试要求，写出两篇文章 一一篇议论文或论说文，一篇描写文或记叙文。多数考生都能写出四百到六百字的文章，也能明白题目重点，用适当的形式、文体和语气写作。少数考生使用错误的简单句和不恰当的文体，汉字使用频繁出错。

得分高的考生不但能恰当地使用习语、俗语和复杂句式，而且能提供相关细节来支持论点。他们也能善用进阶写作技巧来写出结构完整的文章。得分低的考生通常不太明白题目重点，尤其是描写文和记叙文。这些考生一般把重心放在要描述的事件上，或在故事中分析所发生的事，而没有讲一个完整的故事。

考生在写四种文体时，都有或高或低的表现。更多的考生选择写第一部分的第三题和第二部分的第七题。今年的考生在第一部分表现得比第二部分好，特别是第二题和第三题。有的考生在写第二部分的第五题和第六题时，把描写文写成了记叙文，没有描述场景或他们的感受。

写的很好的文章中可看出这些考生都能明白题目要求、用正确的文体写作，文章中心思想明确，形式恰当。老师应继续引导学生正确使用汉字、习语、语法、复杂句式和标点符号。考生也应该避免使用冗词和拼音。

考生应尽量把字写得工整，以确保考官能看得懂，并给出合适的分数。今年有几篇文章因考生用了容易弄脏试卷的墨水答题，导致文章内容不易辨识。

文体和正确度

很多考生都能有效地用各种不同的词汇和结构复杂的句子写出表意清楚的文章。写得很好的文章都能有效地使用习语、俗语和易于理解的语言，也能表意精确，选择正确的字词来传达想法。有些写得较差的文章通常会有简单句、拼音和汉字和语法使用频繁出错的问题。有些文章的句式明显受到英语语法的影响，另外，有时候考生无法分辨 "的"，"地" 和 "得"，有的考生因无法分辨同音同形异义词或同音异形异义词，而在写作时使用错误的汉字。

有的考生需熟悉不同的文体，学会写出结构清楚、篇幅适当的文章。为改善学生的写作技巧，老师可以鼓励学生养成阅读中文报纸、中文书籍和其他真实语料的习惯。

内容和结构

很多考生都能了解题目要求，写出结构清楚的文章。较差的文章偶有相干的细节或形象，但容易跑题。大部分的考生在写议论文和论说文时，都能用不同的相关观点或事实来支撑他们的论点和观点。

得分高的记叙文通常能创造高潮或营造峰回路转的效果，而写得较差的文章通常使用平淡无奇的语言记流水账或叙述乏味的事件。写得最好的文章都能营造出生动的氛围，并用感官细节充分吸引读者。写描写文时，考生应包含多样化的细节。写记叙文时，考生应讲述一个完整的故事。

各题的评语

第一部分

第一题（议论文）
有人说："在一个电子化的时代，学生不再需要学写字了。"你同意吗？请给当地报社写一篇具有说服力的文章，说明你为什么赞成或者不赞成这个观点。

这题是第一部分最受欢迎的题目。很多考生明白题目的要求，都能写出连贯且令人信服的论述。写得很好的文章论证的每个阶段都能环环相扣，并使用多样化的相关事实和见解来解释为什么学生应该学习写汉字。比如，有的文章中提到学生不但能从学写汉字的过程中学到中国古人的智慧，还能修身养性；有的文章提到学写字能帮助学生学到语言的精髓，也能让学生静心。很多文章都能在一开始就清楚地表明立场，以合乎逻辑的方式把所有的论点串联起来，然后下结论。

写得较差的文章通常包含有限的事实或论点，没循序渐进地去论证。有的文章把重心放在使用网络的重要性和打字的功能上，有的文章提及学生需知道如何写汉字是为了要如何打字，有的文章则把写汉字与中国节日和饮食做挂钩，还有的考生提到不会写字会让国家蒙羞。

第二题（议论文）
有人说："成功源自机遇。"你同意吗？请给某网站写一篇具有说服力的文章，说明 你为什么同意或者不同意这个观点。

大部分不同意题目观点的考生提到成功需要挫折容忍力、坚持、努力和经验。得高分的考生都能写出有说服力、有连贯性的文章，并包含多样性的相关观点，正确地使用习语和俗语，例如："尽人事，听天命"，"机会是留给准备好的人" 和 "十年磨一剑"。有的考生提到成功的人准备周全，所以他们能在大好机会来临时，好好把握机会；有的则对相反观点进行描述和反驳。少数考生论证不清、跑题，比如：富裕的家庭通常会宠坏孩子，孩子因而认为钱可以买到一切。

第三题（论说文）
在我们的生活中，广告几乎无处不在。请为校刊写一篇文章说说广告给青少年消费者带来的影响。
文章必须包括以下几点：
- **广告的作用；**
- **广告的利弊；**
- **你觉得青少年应该怎样正确看待广告。**

这题也是第一部分受欢迎的题目之一，因为题目跟年轻人的日常生活密切相关。很多得到好成绩的考生能含括所有的要点，从正反两方来论述，了解题目的要求，清楚地说明广告的作用，列出广告的利弊并解释青少年应该怎样看待广告。有些关键词在文章中很常见，比如："社交媒体"，"纸媒"，"电视"，"传单"，"公益广告"，"广告商品"，"客流量"，"弹窗小广告"和"虚假广告"。

得分高的文章通常条理清楚，论述明确，客观地审视及阐述广告的利弊。有些好文章建议青少年在买商品以前，他们应该上值得信赖的网站看该商品的评价，有的则提到青少年不应该盲目跟风、冲动购买广告商品。写得较差的文章把重心放在广告的定义上，没提及最后一个要点。

第四题（论说文）
每个学生的学习方式和能力都各不相同，"因材施教"是老师们遵循的教育理念之 一。结合你的学习经历，给校园网写一篇文章谈谈你的看法。
文章必须包括以下几点：
- **目前教学中的阻碍和"因材施教"的益处；**
- **你对老师们的建议；**
- **你的建议怎样使学生在学习中受益。**

少数考生选了这道题。大部分的考生都能写出符合题目要求的文章，并包含所有的要点。他们能清楚地呈现观点，并包含相关内容，明确地阐述论点。

能力强的考生能提及教学中的阻碍，比如：班级的大小，应试教育造成的压力和学生的学习动机，他们也提出了许多不同的相关建议，包括使用多样化的教学法，根据学生能力来分班，用个人化学习和提供课外活动来引发学生的学习兴趣、让学生有动力学习。

较弱的考生误解了因材施教的意思，而就为什么家长应该要求老师提供个人化教学进行论述。有的提及因材施教就是老师公平地对待每一个学生；有的则提到老师应该只把时间花在帮助表现平平的学生身上。

第二部分

第五题（描写文）
描写你经历过的一个尴尬的场景和你当时的感受。

少数考生选了这道题，而且选这道题的考生大多无法说服读者为什么他们描写的场景令人尴尬。有的文章营造出部分的氛围感，包含了一些细节，观点以直接了当的方式展开，但是缺少画面的描写。较弱的考生一般把重心放在要描述的事件上，或写了一个乏味的简单故事，文章偏重于叙述而非描述。考生应把重心放在描述令他们尴尬的场景上，营造感到尴尬那一刻的氛围并表达感受。

第六题（描写文）
上个周末，你去了一个花鸟市场。描述你的所见所感。

写得最好的文章能对花鸟市场做细节描写，生动地呈现出热闹的景象或氛围，表达感受，同时也能用感官细节和有技巧的描写使读者身临其境，比如："杜鹃就像是唐代上好的丝绸，闻起来就像是果味的硬糖。"有的考生描写了买鸟摊位老板热情跟客人推销的场景，有的描写花鸟市场的气味。写得较差的文章通常把描写文写成了记叙文，写了一个去花鸟市场的故事，而没有把花鸟市场的画面呈现出来。

第七题（记叙文）
以"远处，终于出现了一个人⋯⋯" 为开头，写一个故事。

这题是第二部分最受欢迎的题目。有的考生写出不错的文章—他们写了一个有头有尾的故事，故事吸引读者，并使用了富有想像力的观点和形象，对人物和场景做细节描写，高潮迭起。有的考生叙述了疫情期间的回国经历，表达了在机场看到家人那一刻的感觉。比如："我们俩在人群中隔空相望，积累许久的情感在这一刻爆发"，很令人动容。有的考生写了富有创造力的故事，营造出紧张感，并包含细节，像是住在海里的故事、武林英雄的故事和中国乡下下蛊的故事。较差的考生常记流水账或描述乏味的事件，这些考生应使用清晰明了的语句顺序，展开故事的情节。

第八题（记叙文）
叙述一次你参加慈善活动的经历。

大部分的考生能描述参加慈善活动的经历，而且有的考生能营造出紧张感或突然峰回路转的效果。很多考生正确地使用多样化的语句写出首尾一贯的文章。得高分的文章能仔细地权衡故事的不同段落，塑造出令人信服的

人物和场景，高潮经过精心处理，同时正确且有效地使用习语和俗语，像是"授人以鱼，不如授人以渔。"较差的文章通常叙述简单，画面、人物和场景细节有限，此类文章需要合适的描写，使叙述更吸引人。

FIRST LANGUAGE CHINESE

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Paper 0509/22
Writing
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Key messages

- Candidates are required to produce two pieces of writing. Candidates should answer one question from *Section 1* and one question from *Section 2*.
- Candidates should note down the chosen question number of the essay they are attempting.
- Candidates should avoid writing their names or other personal data that may identify them in their essays.
- Candidates need to read the questions with care, present ideas in a logical sequence, provide relevant details and produce clear and coherent texts. Centres could encourage candidates to learn and use idioms and sayings correctly and to gather and regularly discuss materials related to various topics.
- Candidates should not memorise exemplar essays and reproduce these in the examination as this leads them to producing irrelevant responses.
- Candidates should use either simplified Chinese characters or traditional Chinese characters in the essays. Mixing simplified Chinese characters with traditional Chinese characters, Pinyin and English should be avoided. Candidates should also write their answers in modern Chinese.
- Centres need to ensure that candidates are aware of the register needed when writing in different genres, such as descriptive and narrative essays. Candidates should aim to create a vivid sense of atmosphere and use well-developed images for the descriptive task and tell a complete story with a well-managed climax for the narrative task.
- Candidates should clearly present a strong position on a particular topic and persuade the reader when writing an argumentative essay. When writing a discursive essay, candidates should present both sides of the discussion. Sophisticated structures and a wide range of relevant facts and ideas should be included.
- Candidates are encouraged to plan in time to check their responses for accuracy, paying particular attention to the following: avoiding mixing sentence structures, including a subject in sentences, using word order, conjunctions and punctuation correctly.

General comments

The majority of candidates performed well and showed good understanding of the questions. All candidates adhered to the requirement to write two essays – an argumentative or discursive essay and a descriptive or narrative essay; the guidance on writing between 400 and 600 characters was also generally followed. Many candidates understood the purpose of the tasks and were able to produce well-structured responses with appropriate register, style and tone. They were confident in using facts or providing factual details in their explanations. A small number of candidates used simple sentences incorrectly, used an inappropriate register and made frequent character mistakes.

Candidates who scored higher marks not only used idioms, sayings and complex sentences appropriately but also provided relevant details to support viewpoints. They were able to apply advanced writing skills to produce well-structured essays. Lower-scoring responses showed evidence that candidates had not always fully understood the questions; this was especially noticeable in the descriptive and narrative tasks. There was a tendency for candidates to focus more on events when they had to describe a scene or to give an analysis of what happened in their story instead of telling a complete story.

The full range of performance was seen across all four types of writing. More candidates chose **Question 1** and **Question 3** in *Section 1* and **Question 7** in *Section 2*. This year candidates seemed to perform better in *Section 1* than *Section 2*, especially **Question 2** and **Question 3**. In *Section 2*, some candidates narrated an event for **Question 5** and **Question 6** rather than producing a description of the scene or their feelings.

The strongest responses came from candidates who showed a confident understanding of the different genres of the tasks and could therefore employ the most appropriate focus and register in their essays. Centres should continue to guide candidates to use correct Chinese characters, idioms, grammar, complex sentences and punctuation. It is also important for candidates to avoid using redundant words and Pinyin.

Candidates are reminded to write clearly and legibly to ensure the examiners can read their scripts and fully credit them for what has been written. This year several responses were written using pens which caused ink to smudge and subsequently those scripts were not easy to read.

Style and Accuracy

The majority of candidates were able to communicate effectively, using a range of vocabulary and sentence structures. Successful responses showed an effective use of idioms and sayings as well as fluent and comprehensible language. Such responses were able to use precise expressions by choosing correct characters to convey the intended idea and meaning. Some weaker responses contained simple sentences, Pinyin and frequent character or grammatical mistakes. In some answers interference from English grammar was also evident, especially in sentence structures. On some occasions, candidates were not able to distinguish the difference between '的', '地' and '得'. Confusion in the use of homophones and homonyms continues to be an issue for some candidates and is one of the main causes of incorrect characters being used in responses.

Some candidates needed a greater awareness of different writing styles and more skill in composing well-structured paragraphs of appropriate lengths. To improve candidate's writing techniques, centres could encourage candidates to develop the habit of reading Chinese newspapers, books and other authentic materials.

Content and Structure

Many candidates showed a sufficient understanding of the questions to deliver thoroughly planned and well-structured essays. Weaker responses occasionally developed some relevant details or images but often lacked direction. The majority of candidates were able to present various relevant ideas and facts to support their arguments and viewpoints in argumentative and discursive essays.

High-scoring narrative essays often included the creation of a climax or provided a sudden turn of events. Weaker responses were characterised by the use of plain language to narrate everyday happenings or un-engaging events. The best descriptive pieces created a vivid sense of atmosphere with sensory details and engaged the reader fully. Candidates should be reminded to include a variety of relevant details, tell a full story and create tension when writing descriptive or narrative essays.

Comments on specific questions

Section 1

Question 1 (Argumentative)
有人说："在一个电子化的时代，学生不再需要学写字了。"你同意吗？请给当地报社写一篇具有说服力的文章，说明你为什么赞成或者不赞成这个观点。

This was the most popular choice in this section. Many candidates understood the task and produced coherent and convincing arguments. Successful responses developed each stage of the argument well and used a range of relevant facts and ideas to explain why students should learn how to write Chinese characters by hand. For example, some mentioned that students could not only learn ancient Chinese wisdom but also cultivate themselves through learning how to write Chinese characters; some mentioned that learning how to write Chinese characters could help learners to learn the language more deeply and feel calm. Many essays presented a very clear viewpoint at the start, linked all the ideas in a logical manner and then presented a conclusion at the end.

Weaker responses included limited facts or ideas and some ideas were not well-linked. They often focused on the importance of using the Internet and on the function of typing characters; some mentioned that students need to know how to write Chinese characters in order to know how to type them, or linked writing

Chinese characters to Chinese festivals and food. Some candidates stated that being unable to write would bring shame to their country.

Question 2 (Argumentative)
有人说："成功源自机遇。"你同意吗?请给某网站写一篇具有说服力的文章，说明 你为什么同意或者不同意这个观点。

Most candidates who disagreed with this viewpoint mentioned that being successful requires grit, persistence, hard work and experience. Those who scored high marks produced persuasive and coherent pieces with a wide range of relevant ideas and used idioms and sayings accurately, such as "尽人事，听天命"，"机会是留给准备好的人" and "十年磨一剑". Some argued that successful people prepared well and so they could seize upon opportunities when good opportunities appeared. Some high-scoring responses also managed to describe the opposing viewpoint and refuted it convincingly. A small number of candidates lost the focus of the argument and digressed into a discussion about wealthy families who spoil their children leading to those children believing that money can buy everything.

Question 3 (Discursive)
在我们的生活中，广告几乎无处不在。请为校刊写一篇文章说说广告给青少年消费者带来的影响。
文章必须包括以下几点：
- 广告的作用；
- 广告的利弊；
- 你觉得青少年应该怎样正确看待广告。

This was also a popular topic in *Section 1* as the topic is closely relevant to young people's daily lives. Many candidates were able to cover all the bullet points, present both sides of the discussion and achieve good marks. They understood the task well –they could clearly state the function of advertising, list the advantages and disadvantages of advertisements, and explain how teenagers should treat adverts. Some key words, such as *social media*, *paper media*, *TV*, *flyers*, *public service advertising*, *advertising products*, *customer flow*, *pop-up adverts* and *fake adverts*, were commonly used in scripts.

High-scoring essays were frequently well-organised, contained clear opinions and made an objective and balanced analysis of the pros and cons of advertisements. Some good pieces suggested teenagers read reviews on different trustworthy websites before buying products; some mentioned teenagers should not blindly follow adverts and purchase products impulsively. Less strong responses tended to focus on the definition of adverts and omitted the last bullet point from the discussion.

Question 4 (Discursive)
每个学生的学习方式和能力都各不相同，"因材施教"是老师们遵循的教育理念之 一。结合你的学习经历，给校园网写一篇文章谈谈你的看法。
文章必须包括以下几点：
- 目前教学中的阻碍和"因材施教"的益处；
- 你对老师们的建议；
- 你的建议怎样使学生在学习中受益。

A small number of candidates chose this question. The majority of candidates could fulfil the task and managed to cover all the bullet points. They presented their opinions clearly and employed the relevant information in well-defined arguments.

Stronger candidates were able to talk about the obstacles to teaching, such as class sizes, stress caused by exam-oriented teaching and learning and students' motivation to learn. They also presented a wide range of relevant suggestions, including using a variety of teaching methods, grouping students of different ability levels, utilising personalised learning and providing extra-curricular activities to help interest and motivate students.

Weaker responses seemed to misunderstand the phrase, '因材施教' and discussed why parents should ask teachers to provide personalised learning. Some thought that teaching students in accordance with their aptitude was the same as treating every student equally; they also mentioned that teachers should only spend time supporting those who perform at an 'average' level.

Question 5 (Descriptive)
描写你经历过的一个尴尬的场景和你当时的感受。

A small number of candidates chose this question, and many struggled to persuade the reader why this scene was embarrassing. Some feeling of atmosphere was created and some details were provided; a few ideas were developed straightforwardly, but the overall picture (画面) was missing. Weaker responses focused on events or wrote an unengaging simple story which was more narrative in nature than descriptive. Candidates needed to focus on describing the scene of their embarrassment, creating the atmosphere at the moment of 'feeling embarrassed', and expressing their feelings.

Question 6 (Descriptive)
上个周末，你去了一个花鸟市场。描述你的所见所感。

The best pieces managed to describe the flower and bird market in detail, presenting a vivid image of the bustling or busy atmosphere and expressing their feelings. The most successful responses also provided sensory details and emotions and skilled writing that allowed the reader to feel immersed in the scene, such as '杜鹃就像是唐代上好的丝绸，闻起来就像是果味的硬糖'. Some candidates described the scene of a bird stall owner trying to sell birds to customers and the heat and smells at the market. Weaker responses often drifted into narration, typically telling a story about going to the flower and bird market rather than creating an image of the market.

Question 7 (Narrative)
以"远处，终于出现了一个人……"为开头，写一个故事。

This was the most popular topic in *Section 2*. Some candidates did relatively well – they were able to tell an orderly story that engaged the reader and use some imaginative ideas and images. The better responses offered more description of the characters and setting and told the story with a well-managed climax. Some candidates narrated their experiences of returning to their home countries and expressed their feelings when they saw their families at airports during the pandemic. For example, one wrote, '我们俩在人群中隔空相望，积累许久的情感在这一刻爆发', which was very touching. Some candidates wrote creative stories with tension and details, such as living under the sea, or stories of martial arts and witchcraft in rural China. Weaker responses often narrated more mundane or unengaging events that needed more well-defined links to allow the stories to flow.

Question 8 (Narrative)
叙述一次你参加慈善活动的经历。

Most candidates could narrate an experience of taking part in a charity event, and some were able to interest readers by building up tension or providing a sudden turn of events. A good number of candidates used a variety of sentence structures correctly and produced a coherent piece. Higher-scoring essays managed the different sections carefully, generating convincing characters and settings and creating an effective climax. Idioms and sayings were often used accurately and effectively, such as '授人以鱼，不如授人以渔。'. Weaker responses commonly contained a simple story with limited images, character and setting. Lower-scoring essays frequently narrated the story in a straightforward way and needed to include appropriate descriptions to make their narrative more appealing and engaging.

FIRST LANGUAGE CHINESE

| Paper 0509/23 |
| Writing |

主要信息

- 考生必须写两篇文章，并从第一部分和第二部分各选一道题回答。
- 考生应正确标示作文题号。
- 考生应避免在写作时写自己的姓名或个人可识别信息。
- 考生应仔细读题，有逻辑地表达想法，提供相关的细节，文章组织安排应有条理。建议老师培训学生时，应鼓励学生学会如何正确使用习语和俗语，并经常组织学生积累、讨论各个领域素材。
- 考生应避免背诵范文，因为这样会容易导致跑题。
- 写作时，考生应该使用简体字或繁体字，避免繁简混用或使用拼音和英语。考生也应用现代汉语写作。
- 建议老师培训学生时，应让学生熟知不同的问题，像是描写文和记叙文。写描写文时，考生应创造出生动的氛围和栩栩如生的画面。写记叙文时，考生应写一个有高潮的完整故事。
- 写议论文时，考生应明确表达观点，提出有说服力的论点。写论说文时，考生应从两方的观点提出主张，并正确使用复杂句式，善用不同的相关事实和见解。
- 老师在备考时，可加强学生的时间管理意识，学生应检查所写的内容，并特别注意以下几点：避免句子杂糅、句子要有主语、正确使用语序、连词和标点符号。

评语

大部分的考生表现得不错，都能了解题目的要求。多数考生都能符合考试要求，写出两篇文章 ——一篇议论文或论说文，一篇描写文或记叙文。多数考生都能写出四百到六百字的文章，少数考生无法写完两篇文章，有的考生只写了一篇文章，或只写了一篇文章，第二篇文章没写完，也有考生只写了题号，没回答问题或写了完全与题目无关的文章。

很多考生都能成功地使用一般句式和多样化的词汇。写得好的文章通常包含习语，有的考生还在文章中用了诗词，有的也有技巧地使用了各种语句和修辞手法。今年有的文章用词丰富，包含口语和一些当代词语。考生应用现代汉语写作，今年有几位考生用文言文写了两篇文章。

今年考生在写四种文体时，都有或高或低的表现。更多的考生选择写第一部分的第三题和第二部分的第七题。建议老师培训学生时，可多让学生接触不同的文体，让学生区分不同的问题写作特点，考生才能根据选择的问题，以合适的文体写作。

考生应尽量把字写得工整，以确保考官能看得懂，并给出合适的分数。今年有几篇文章因考生用了容易弄脏试卷的墨水答题，导致文章内容不易辨识。

文体和正确度

大部分的考生都能有效地用流利且易于理解的语言写出表意清楚的文章，而且文章中没有任何妨碍沟通的错误，也能正确地使用简单句。有的考生则能使用复杂句式，用词成熟大胆；有的考生不但能精准地使用词汇，而且对中国文化有深入的了解。今年的文章中有不少断句的问题，这是部分考生需要改进的地方。

较差的文章通常有一些错字。有些文章的句式明显受到英语语法的影响，另外，有时候考生无法分辨 "的"，"地" 和 "得"，有的考生因无法分辨同音同形异义词和同音异形异义词，而在写作时使用错误的汉字。

内容和结构

很多考生都能了解题目要求，写出结构清楚的文章。几乎所有的考生都能写出与题目相关的文章，写得较好的文章通常表意精确，呈现出清楚的意象。写得较差的文章有时会跑题。

第一部分大部分的考生都能用相关的信息来支撑论点并写出令人信服的文章。写得最好的议论文和论说文包含了逻辑性、成熟的见解，广泛使用相关事实、观点和见解来支撑论点。第二部分得分高的描写文都包含了生动的形象和感官细节，得分高的记叙文则讲了吸引读者的故事。

考生也应了解各种文体，特别要能分辨描写文和记叙文的不同。有些考生在回答第四题时，花了很长的篇幅在描述祖父母和孙子孙女的每日生活，把论说文写成了记叙文。有些考生在回答第六题时，也有相同的问题 — 把描写文写成了记叙文。

各题的评语

第一部分

第一题（议论文）
你觉得学校有责任教育学生学习传统文化吗？请给当地报社写一篇具有说服力的文章，说明你为什么觉得学校应该或者不应该这样做。

这道题要求考生写一篇具有说服力的文章，说明学校是否有责任教学生传统文化。很多考生成功地论证了为什么学校应该开设中国文化课程给学生，有的文章言之有据，用相关的例子，像是京剧的梅兰芳，喜剧演员郭德刚，木偶戏和火锅的起源，同时对相反观点进行描述和反驳，使读者相信所阐述的论点是正确的。

大多数写得很好的文章不论立场，都包含了传统文化的例子。得分高的文章通常能解释什么是传统文化，指出传统文化的影响，然后解释为什么学校应该或不应该教学生传统文化。这些条理清楚的文章通常能开篇将文章的中心论点摆出来，然后再逐层展开论证，提出相关的证据和事实，在结尾时再次强调，照应开头。写得最好的文章也提到了学生学习传统文化的重要性和必要性，同时为传统文化下了清楚完整的定义。比如：有的提到了学校是学生发展、成长的地方，学校也能影响学生的兴趣和发展。

有些文章把重心放在传统文化的定义和学习传统文化的重要性上，这些文章虽然和题目相关，但有些地方质量参差不齐。较弱的考生只提到了传统文化就是庆祝春节或传统手工艺，有的考生则提到有的国家保留传统，但是中国人却不重视传统。

第二题（议论文）
很多家长认为零用钱应该与做家务挂钩。你同意吗？请给网上某亲子杂志写一篇具有说服力的文章，说明你为什么同意或者不同意这个观点。

这道题很受欢迎，因为跟很多考生自身的经验相关。大多数选这道题的考生都能条理清楚地论证，很多同意题目观点的考生提到了零用钱与做家务挂钩是个很好的奖励机制，因为能教孩子两件事：赚钱不容易；如果你努力工作，你就能有所获。写得最好的文章把重心放在零用钱与做家务挂钩的好处上，而不是只谈到做家事的好处。有些得分高的文章也能对相反观点进行描述和反驳，并提出例子和举出事实来支撑他们的论点。

有的考生需了解这道题应是就某一特定观点教育和说服读者的，而不是无偏颇的论述。为了要对一个主题进行没有偏颇的论述，有的文章跑题了，有些地方质量参差不齐。有的考生重点放在对金钱的概念，有的考生列了不少例子，这些考生都应该对题目进行更深入的讨论来支撑他们的论点。

第三题（论说文）
你的学校邀请学生就青少年玩手机的情况提出看法。请给校园网写一篇文章。
文章必须包括以下几点：
- **青少年玩手机的利弊；**
- **你给家长或老师的建议；**
- **你给青少年的建议。**

这题是第一部分最受欢迎的题目，因为这个题目跟跟年轻人的日常生活密切相关。大部分的考生都能写出符合题目要求的内容并拿到好成绩，他们都明白题目的要求，能有逻辑地展开论述，评估玩手机的利和沉迷于手机游戏和社交媒体的弊，并提出给家长、老师和学生的建议。有些关键词在文章中很常见，比如："方便"，"与时俱进"，"有助于放松"，"网络骗子"，"专注力降低"，"自制力。"

写得较好的文章论述清楚明确，阐述无偏颇，针对三个要点回答，对玩手机的利弊进行客观的审视及阐述，同时就前两个要点条理清楚地论证。有的考生提到他们跟老师及父母合作，避免沉迷于手机游戏，令人信服。

写得较差的文章常少提了其中一个要点，不是没提到给老师的建议，就是对给青少年的建议做有限的讨论，有时这类文章把用手机和上网或玩网络游戏混淆，有的考生把重心放在沉迷于网络游戏的弊。有的文章应对三个要点的内容做好分配，避免内容比重落差太大，只写了一两个句子来论证其中一个要点。要拿高分，考生应针对三个要点回答问题。

第四题（论说文）
如何看待自己和祖父母的关系？你居住的社区管理委员会号召社区的中学生就此写一篇文章。
文章必须包括以下几点：
- 和祖父母住在一起的好处和坏处；
- 你觉得最理想的祖孙关系是什么样的；
- 祖孙双方怎样从这种理想的关系中受益。

少数考生选了这道题。大多数的考生都能完成任务，针对三个要点回答，论述清晰明确，代表考生了解跟祖父母住在一起的好处和坏处。他们能清楚地表达观点，用跟祖父母同住的个人经验和相关信息来支撑论点。

表现好的考生能提到相关的重点，比如：代沟，祖父母可能会宠坏孙子孙女，孙子孙女可以从祖父母的人生经验学到很多，他们也能把自身的经验与别人的行为、史事或俗语结合来建立起文章的结构，就三个要点做论述。

写得较差的文章时有重复，或花了太多篇幅叙述祖父母与孙子辈间的关系。有时第二和第三要点的内容有所重复，因为两个要点密切相关。有的考生完全没有提到第三个要点，他们应提到祖孙双方怎样从这种理想的关系中受益。

考生应把重心放在以论证式写作，论述的每个阶段应与三个要点环环相扣，运用真实、有代表性的事例证明论点，同时避免花很长的篇幅叙述人生经历。

第二部分

第五题（描写文）
描述一个让你叹为观止的画面。

这道题很受欢迎。考生应描写一个让他们叹为观止的画面。有的考生成功地描写了令人叹为观止的画面，有的考生用了太多形容词来描述风景或表达感受。让人叹为观止的画面应该是我们所见且让我们感到惊叹的，比如：画面。其中一个描述画面成功的例子是描述火箭爆炸的画面。

写得好的文章能借由相关的景象来描写令人叹为观止的画面，吸引读者，有效的描写文能充分把景象做细节描写，并用各种描写手法来描写体验和感情。有些得高分的文章营造出生动的画面和场景，有的考生提到他们个人的经验，有戏剧化的结尾，比如：露营和长江三峡。
有些考生不懂叹为观止这个词，因而选了一个相当负面或丑陋的画面来做描写。有的文章只描写了美丽的景色，这样的文章必须进一步说服读者为什么这个景色令人叹为观止。较差的文章则偏向叙述，考生写了一个简单的故事，提及他们如何到达那个地方。有时候考生无法提供感官细节，比如：描述日本的"净"或人类勇战巨兽。不是所有的考生都知道如何使用"叹为观止"这个词，考生应学会"让…叹为观止。" 比如：这个画面可以算得上是我人生中最为震撼的场景了，令我叹为观止。

第六题（描写文）
描写你和你阔别已久的儿时好友偶遇的场景和你的感受。

这道题很受欢迎，考生应描写他们和他们阔别已久的儿时好友偶遇的场景和他们的感受。很多考生都能写出符合题目要求的文章，营造出生动的氛围感。

很多写得很好的文章能平衡偶遇场景的描述和对感受的描述，借由充分展开的方式呈现观点和形象，并带有感官细节。这样的文章成功地营造出氛围感，并用相关的信息吸引读者，比如：描写儿时玩伴种树，公共汽车站偶遇。能力较强的考生能深刻地描写他们相遇那一刻的感受以及相遇后的感受。

较差的文章偏向于叙述，讲他们如何于儿时好友偶遇的故事或把重心放在他们的好友的故事上，而不是描写场景或感受。

如果要拿到高分，考生应把写作重心放在描写与儿时好友偶遇那一刻的氛围上，描写场景，表达感情，比如：惊讶，失望，兴奋，难过或快乐。

第七题（记叙文）
以"一个艰难的决定"为题，写一个故事。

这题是第二部分最受欢迎的题目。大部分的考生表现不错，考生通常能把故事说清楚，解释为什么他们做了决定。得分高的文章把重心放在为什么这个决定很艰难上，而不是决定本身，因为题目的关键字是艰难。写得很好的文章用复杂句式对任务和场景做了细节描述，从有的文章可看出考生的文学和历史知识丰富，比如：萨蒙妮和卡尔，达丁堡家族。有的故事令人动容，营造出紧张感，包含细节，高潮迭起，比如：爬山，决定继续打网球，考生用了"苔花如米小，也学牡丹开。"的表达方式。

较差的文章常包含简单的叙述和乏味的事件，考生没把艰难这个点说清楚，而把重心放在分析决定的利弊上，考生应把写作的重点放在"艰难"上，而非"决定。"

如果要拿高分，考生应营造出一个有高潮的故事，安排语句以产生突然峰回路转的效果。考生应避免描述不同的事件，因为题目的要求是写一个有头有尾的完整故事。

第八题（记叙文）
叙述一件发生在你家的新鲜事。

大部分的考生能叙述发生在他们家的故事，成功地使用了富有想像力的观点，并塑造令人信服的人物和场景。考生提及发生在他们家的个人经验，有时有出乎意料的结尾。比如：玩具枪大战改变了考生对人生的看法。不少考生能用正确的语法叙述事件，得高分的文章都能仔细安排段落，创造高潮，使读者相信在他们家发生的事是新鲜的、好玩儿的、愉悦的或有趣的经验。

有些文章跑题了，重心没放在"新鲜"上，因此故事平淡，只叙述了发生在家里的一件事。有的考生得使用恰当的描写手法，让叙述更吸引人。较差的文章只列举在家发生的事，而没把重心放在告诉读者为什么是新鲜事上。如果要拿高分，考生应尝试使用叙事手法，使文章增添兴味，并避免简单直接的叙述。

FIRST LANGUAGE CHINESE

> **Paper 0509/23**
> **Writing**

Key messages

- Candidates are required to produce two pieces of writing. Candidates should answer one question from **Section 1** and one question from **Section 2**.
- Candidates should note down the chosen question number of the essay they are attempting.
- Candidates should avoid writing their names or other personal data that may identify them in their essays.
- Candidates need to read the questions with care, present ideas in a logical sequence, provide relevant details and produce clear and coherent texts. Centres could encourage candidates to learn and use idioms and sayings correctly and to gather and regularly discuss materials related to various topics.
- Candidates should not memorise exemplar essays and reproduce these in the examination as this leads them to producing irrelevant responses.
- Candidates should use either simplified Chinese characters or traditional Chinese characters in the essays. Mixing simplified Chinese characters with traditional Chinese characters, Pinyin and English should be avoided. Candidates should also write their answers in modern Chinese.
- Centres need to ensure that candidates are aware of the register needed when writing in different genres, such as descriptive and narrative essays. Candidates should aim to create a vivid sense of atmosphere and use well-developed images for the descriptive task and tell a complete story with a well-managed climax for the narrative task.
- Candidates should clearly present a strong position on a particular topic and persuade the reader when writing an argumentative essay. When writing a discursive essay, candidates should present both sides of the discussion. Sophisticated structures and a wide range of relevant facts and ideas should be included.
- Candidates are encouraged to plan in time to check their responses for accuracy, paying particular attention to the following: avoiding mixing sentence structures, including a subject in sentences, using word order, conjunctions and punctuation correctly.

General comments

The majority of candidates performed well and showed good understanding of the questions. Most candidates were aware of the requirement to write two essays – an argumentative or discursive essay and a descriptive or narrative essay; the guidance on writing between 400 and 600 characters was also generally followed. A small number of candidates struggled to write two essays; some only answered one question or started the second essay without finishing it, others just noted down question numbers without responding to the questions or wrote irrelevant responses.

Many candidates were able to successfully use general sentence structures and an effective range of vocabulary. Stronger responses included the use of idiomatic expressions and in some cases candidates managed to illustrate responses using Chinese poems. Candidates who scored high marks used diversified grammar and rhetorical devices skilfully. Some rich language was also seen in responses this year, including colloquial language and some contemporary phrases. Candidates should be reminded that the expectation is to write in modern Chinese - this year several candidates wrote two essays in Classical Chinese.

The full range of performance was seen across all four types of writing. More candidates chose **Question 3** in **Section 1** and **Question 7** in **Section 2**. Care should be taken by teachers to emphasise the different nature of the tasks in order to ensure the most appropriate focus for responses.

Candidates are reminded to write clearly and legibly to ensure the examiners can read their scripts and fully credit them for what has been written. This year several responses were written using pens which caused ink to smudge and subsequently those scripts were not easy to read.

Style and Accuracy

Most candidates were able to communicate effectively with fluent and comprehensible language and there were hardly any errors that impeded communication. Most candidates could write simple sentences correctly and some candidates were able to write complex sentences with sophisticated and ambitious language. Some candidates not only showed an impressive mastery of the Chinese language but also a profound knowledge of the Chinese culture. It was noticeable this year that there was a significant number of errors in the use of punctuation to separate sentences and this is an area in which improvements could be made.

Weaker responses commonly contained mistakes in the use of characters. On some occasions, candidates were not able to distinguish the difference between '的', '地' and '得'. Confusion in the use of homophones and homonyms continues to be an issue for some candidates and is one of the main causes of incorrect characters being used in responses.

Content and Structure

The majority of candidates showed enough understanding of the questions to complete the tasks satisfactorily, and many candidates managed to deliver thoroughly planned and well-structured essays. Almost all candidates produced responses that were relevant, and the strongest responses included clear ideas and images. Weaker responses were sometimes characterised by a loss of focus.

In *Section 1*, the vast majority of candidates gave relevant information to support their points of view and produced convincing arguments. The most successful argumentative and discursive essays contained logical and sometimes sophisticated lines of argument, often supported by a wide range of relevant facts, ideas and opinions. In *Section 2*, those who scored highly on the descriptive and narrative essays presented responses containing vivid images and sensory details or told engaging stories.

Candidates need to be aware of the requirements of each genre and in particular the difference between narrative and descriptive tasks. In **Question 4**, there was a tendency amongst some candidates to include too many details about the daily life of grandparents and grandchildren, making it more of a narrative task. Responses to some descriptive tasks also used narration more than description, especially in **Question 6**.

Comments on specific questions

Section 1

Question 1 (Argumentative)
你觉得学校有责任教育学生学习传统文化吗？请给当地报社写一篇具有说服力的文章，说明你为什么觉得学校应该或者不应该这样做。

This question asked candidates to write a persuasive article on whether it is the responsibility of schools to teach students about traditional culture. Many candidates successfully developed responses arguing why schools *should* offer Chinese culture courses to students. Some candidates' responses were made more convincing by using relevant examples of cultural topics to learn about, such as the Beijing opera singer (梅兰芳), the comedian (郭德刚), puppet shows and the origin of hot pot. Opposing viewpoints were described and refuted to convince readers that the argument being presented was correct.

Most successful responses included examples of traditional culture, no matter whether the viewpoint was for or against it being taught in school. Higher-scoring essays often contained an explanation of what traditional culture is, pointing out its impact and then giving reasons why schools should or should not teach students traditional culture. These well-structured essays commonly presented a clear viewpoint at the start, linked all ideas in a logical manner and then presented a conclusion at the end. The best pieces also mentioned the importance and necessity of students learning traditional culture only as a supportive part of the whole essay, based on a clear and complete definition of '*traditional culture*'. For example, some mentioned that school is a place where students develop and grow and that schools influence students' interests and their development.

In some cases there was evidence that the question had not been read or understood properly and such responses placed too much attention on explaining what traditional culture is and the importance of learning it. These responses were relevant but uneven in quality. Weaker candidates tended to only discus traditional culture with reference to '*Spring Festival celebrations*' or '*traditional handicrafts*'; others argued that some countries keep their traditions whereas Chinese people ignore theirs.

Question 2 (Argumentative)

很多家长认为零用钱应该与做家务挂钩。你同意吗？请给网上某亲子杂志写一篇具有说服力的文章，说明你为什么同意或者不同意这个观点。

This question was a popular choice as it was relevant to many candidates' own experience. The majority of candidates choosing this topic were able to provide a balanced discussion and produce a well-organised structure. Many candidates who agreed with the viewpoint argued that it is a good reward system that could teach children two things: earning money is not easy; if you work hard, you will get rewarded. The most successful responses focused on the advantages of linking the two, rather than only talking about benefits of doing household chores. Some high-scoring responses also managed to describe the opposing viewpoint, which is the potential shortcomings of equalling money to house chores, and refuted it convincingly. They also gave examples and facts to supports their opinions.

Some candidates needed to understand that this should be a persuasive article rather than a fully balanced account. In trying to give balanced views from both sides of the argument, some responses lost focus or became uneven in quality. Some candidates focussed on the concept of money, while others provided a wider selection of examples more superficially and needed to include more in-depth discussion to support their arguments.

Question 3 (Discursive)

你的学校邀请学生就青少年玩手机的情况提出看法。请给校园网写一篇文章。

文章必须包括以下几点：

- 青少年玩手机的利弊；
- 你给家长或老师的建议；
- 你给青少年的建议。

This was the most popular topic in *Section 1* as the topic is closely relevant to young people's daily lives. The majority of candidates were able to fulfil the task and achieve good marks. Many of them understood the task and developed their discussions successfully and in a logical way. They could evaluate the benefits of having a mobile phone and the disadvantages of becoming immersed in phone games or social media, providing suggestions for parents, teachers and students themselves. Some key words/phrases, such as *convenient*（方便）, *keeping up-to-date with world affairs in real time*（与时俱进）, *help to unwind*（有助于放松）, *online fraudsters*（网络骗子）, *reduce concentration*（专注力降低）*self-control*（自制力）, were commonly seen in scripts.

Stronger essays also expressed the candidates' points of view clearly and provided quite balanced responses to the three bullet points. They made an objective and balanced analysis on the pros and cons and used relevant facts and ideas to support their analysis. Successful candidates also covered the other two points listed in the question with well-organised responses; some told their own experiences of working with their teachers and parents to help them to avoid becoming addicted to the games on their mobile phone, which was very convincing.

Less strong responses were often characterised by the omission of one of the bullet points, either missing out discussion of the teachers' role in this topic or offering limited discussion on the advice for young people. Weaker candidates sometimes confused using mobile phones with surfing the internet or playing online games; some focused on talking about the disadvantages of indulging in online games. Some responses could have been improved by giving more equal weighting to the three bullet points given in the question, as some paid too much attention to one or two bullet points and only mentioned the others in one or two sentences. To achieve a high mark for this essay, candidates should include all the bullet points listed.

Question 4 (Discursive)

如何看待自己和祖父母的关系？你居住的社区管理委员会号召社区的中学生就此写一篇文章。

文章必须包括以下几点：

- 和祖父母住在一起的好处和坏处；
- 你觉得最理想的祖孙关系是什么样的；
- 祖孙双方怎样从这种理想的关系中受益。

A small number of candidates chose this question. Most candidates could fulfil the task and managed to cover all the bullet points, presenting some clear reasons which showed that they understood the positive

and negative sides of living with grandparents. They were able to clearly present their opinions, using their personal experience of living with grandparents and employing relevant information to support well-defined arguments.

Stronger candidates were able to mention relevant points, such as the generation gap, the fact that grandparents may spoil their grandchildren and that grandchildren can learn from grandparents' life experiences. They could also combine with their own experience the deeds of others, historical events or ancient sayings to build up a well-organised structure to discuss the three bullet points.

Weaker responses were sometimes repetitive or put in too many narrative details about the relationship between grandparents and grandchildren. Sometimes the content relating to the second and third bullet points resulted in repetition or were mixed up together because of their close connection. Some candidates did not provide a full response to the third bullet point - they needed to cover the benefits from the perspective of both grandparents and grandchildren.

Candidates are reminded to focus on writing in a discursive style, link responses to all bullet points, give convincing examples and avoid narrating their life experiences at length.

Section 2

Question 5 (Descriptive)
描述一个让你叹为观止的画面。

This question was a popular choice. Candidates were expected to write a descriptive essay about a view or a scene they consider to be breath-taking. Some candidates described a breath-taking scene capably, whilst others overused certain adjectives while describing landscapes or scenery, or expressing their feelings. A breath-taking image could be something that we see and makes us feel astonished, such as picture (画面). One successful response described the scene of the explosion of rockets.

Stronger responses were able to describe a breath-taking scene with relevant well-developed images, and were interesting to read. Effective pieces were full of details about the scenes, with various descriptions of physical experience and emotional feelings. Some excellent, high-scoring essays were seen which presented vivid images and scenarios. Some candidates referred to their personal experiences and employed the relevant information in their writing, which led to a theoretical ending, such as camping (露营) and the Yangtze River Gorges (长江三峡).

It was evident that some candidates didn't understand the meaning of 叹为观止, and therefore chose a scene to describe which was quite negative or ugly. Some pieces just described a beautiful scene, and needed to go further to persuade the reader why this scene was breath-taking. Weaker responses typically attempted the essay as a narrative and wrote a simple story about how they got to the scene. On some occasions, candidates were not able to provide sensory details, such as describing the cleanliness of Japan (净) or humans fighting a monster (人类勇战巨兽). Not all candidates knew how to use the word '叹为观止'; it has to be used as '让 someone 叹为观止'. For example, 这个画面可以算得上是我人生中最为震撼的场景了, 令我叹为观止.

Question 6 (Descriptive)
描写你和你阔别已久的儿时好友偶遇的场景和你的感受。

This was a popular topic. Candidates were expected to write a descriptive piece about bumping into an old friend and their feelings about their meeting. Many candidates understood the task and successfully developed their answers by creating a vivid sense of atmosphere.

Many strong responses balanced the description of the scene and the mood when they met their absent childhood friend, with well-developed ideas, imagery and sensory details. They built up the atmosphere successfully, describing their emotions and physical activities in detail. A lot of candidates used their own experiences and employed the relevant information to engage readers fully, such as describing how they planted trees together with the childhood friend (儿时玩伴种树) or bumped into each other at a bus station (公共汽车站偶遇). Stronger candidates were able to write in depth responses about how they felt at that moment as well as how they felt after the encounter.

Weaker responses tended to lean towards narration, telling a story about how they met their childhood friend or focussing on the story of their friend, rather than describing the scene or their feelings.

To achieve a high mark for this question, candidates should focus on describing the atmosphere at the moment they '*bump into their childhood friend*', describing the scenes and expressing their feelings (e.g. surprise, disappointment, excitement, sadness and/or happiness).

Question 7 (Narrative)
以"一个艰难的决定"为题，写一个故事。

This was the most popular topic in **Section 2**. Performance was relatively good; candidates were able to tell a clear story about why the decision was made. Higher-scoring essays focused on why the decision was difficult to make rather than what the decision was, since the key word in this question was 艰难. Stronger responses narrated events with details of characters and setting using a variety of complex sentences. Some responses showed that candidates had a very sound knowledge of literature and history, 萨蒙妮和卡尔，达丁堡家族, for instance. Some stories appeared to be very touching with tension, details and a well-managed climax, such as climbing a hill, the decision on continuing to play tennis with the expression,"苔花如米小，也学牡丹开".

Weaker responses often contained very simple narratives consisting of everyday happenings and un-engaging events. They did not stress the difficulties encountered; instead, they focussed on analysing the pros and cons of a decision and needed to focus on the point of '艰难' rather than only on '决定'.

To achieve a high mark for this question, candidates are encouraged to build up a thoughtful story with an interesting climax that becomes an exciting turning point of the story. Candidates should avoid narrating different events as this task requires a whole complete story with a start and ending.

Question 8 (Narrative)
叙述一件发生在你家的新鲜事。

Most candidates could narrate stories taking place at their houses, and some of them managed to interest readers with imagery, characterisation or setting. They referred to a personal experience taking place in their homes which sometimes led to an unexpected conclusion, for example, how toy gun fighting at home changed the candidate's perspectives on life. A good number of candidates demonstrated their ability to narrate events using correct grammar. Those who scored high marks managed the different sections of the story carefully and created a climax to convince the reader that things that happened at home were new, funny, pleasant and/or interesting experiences.

Some responses lost focus on the main word '新鲜' and therefore became more mundane stories, simply narrating 'one thing that happened at my home' (发生在你家的一件事). Some candidates need to remember not to miss opportunities to add appropriate descriptions to make their narrative more engaging. Weaker responses simply listed what happened at home without focusing on telling readers why it was a 新鲜事. To reach the higher marking bands, candidates should try to employ narrative devices to add interest and avoid narrating the story in a very straightforward way.