

# Cambridge IGCSE™

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**FIRST LANGUAGE CHINESE****0509/12**

Paper 1 Reading, Directed Writing and Classical Chinese

**May/June 2024****MARK SCHEME**

Maximum Mark: 60

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**Published**

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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **11** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

## ANNOTATION

| Annotation | Meaning  |
|------------|--|
|            | Credit for good content point  |
|            | Use if the entire answer is incorrect, and the candidate is awarded 0 marks  |
|            | If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.                          |
|            | If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.                   |
|            | Harmless addition: use if the candidate extends their answer, without contradicting or invalidating the response.                  |
|            | If the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response. |
|            | Grammatical, lexical or punctuation error  |
|            | Meaning unclear / indicates a problem in that section.   |
| <br><br>   | <b>Q2:</b> When candidates include elements relating to the different bullet points  |
|            | good language  |
|            | Candidate has used good, relevant detail   |
|            | Omission (of character, word etc)  |
|            | irrelevant   |
|            | Good development of point or idea  |
|            | Evaluation used well   |
|            | repetition   |

| <b>Annotation</b> | <b>Meaning</b>                              |
|-------------------|---|
| off page comment  | Do not use                                  |
| <b>SEEN</b>       | Use to show that blank pages have been seen |

| Question  | Answer   | Marks | Guidance   |
|---|--|-------|--|
| <b>Question 1 Comprehension and Use of Language (23 marks)</b>  |  |       |  |
| Candidates will be assessed on their ability to:  |  |       |  |
| R1 identify and interpret explicit information and attitudes<br>R2 identify and interpret implicit information and attitudes<br>R3 demonstrate understanding of how writers use language and structure to achieve effects and influence readers |  |       |  |
| 1(a)  | 身材/体型不好; [1]<br>(但) 打得好/有力气。 [1]   | 2     |  |
| 1(b)  | 每天下了班都打篮球; [1]<br>收藏了很多球鞋和球衣。 [1]  | 2     |  |
| 1(c)  | 努力/勤奋/刻苦 [1]<br>执着/坚持 [1]<br>不怕被取笑/不怕被质疑 [1]<br>乐观 [1]<br>爽快/不拘小节 [1]<br>幽默 [1]<br><br>Any 4 | 4     | <p><b>Accept:</b><br/>有毅力 / 不轻言放弃 /<br/>坚定 / 有决心<br/>宽容 / 大度 / 豁达 / 不<br/>在意别人的看法<br/>开朗 / 自信<br/>直爽 / 豪放 / 不拘谨</p> <p><b>Reject:</b><br/>好学 / 练得都勤 (不是性<br/>格特点)<br/>勇敢追梦</p> |
| 1(d)  | 得意/骄傲/自豪 [1]<br>开心 [1]<br>Any 1  | 1     | <p><b>Accept:</b><br/>有成就感<br/>兴奋</p> <p><b>Reject:</b><br/>激动</p>   |
| 1(e)  | 老马对女儿的喜爱; [1]<br>老马跟家人在一起的 <u>幸福感</u> 。 [1]  | 2     | <p><b>Accept:</b><br/>跟女儿的互动 / 玩<br/>温馨的家庭气氛 / 画面 /<br/>场面 / 情景</p>  |
| 1(f)  | 开始讨厌他们; [1]<br>熟悉后, 轻松相处 (可以跟他们开玩笑) / 接受他们 / 认可 / 理解 / 敬佩; [1]<br>最后想成为中年人(觉得他们酷 / 幸福)。 [1]  | 3     | <p><b>Reject:</b><br/>不符合“我”对篮球爱好者<br/>的梦想。<br/>喜欢。</p>  |

| Question  | Answer  | Marks | Guidance  |
|-----------|---|-------|---|
| 1(g)(i)   | 说明“我们”输得心服口服 / 服气。  | 1     | <p><b>Accept:</b><br/>无奈 / 佩服</p> <p><b>Reject:</b><br/>技不如人 / 打得不好 / 打不过 / 失望 / 没有反抗能力</p> |
| 1(g)(ii)  | “我”眼馋的样子 / 渴望得到 / 想要得到 [1]<br>说明“我”非常羡慕老马收藏了那么多球鞋和球衣。 [1] | 2     | <b>Reject:</b> 惊讶   |
| 1(g)(iii) | 老庄对我的问题很不屑 / 不以为然的样子。 [1]<br>老庄觉得“我”不懂他的梦想/情怀。 [1]        | 2     | <p><b>Accept:</b><br/>不理解他 / 不认可“我”的话</p> <p><b>Reject:</b><br/>嘲笑 / 不在意</p>                |
| 1(g)(iv)  | “我”杯里还有很多喝的。 [1]<br>说明“我”喝得很慢。 [1]                        | 2     | <b>Accept:</b><br>催我快点喝。  |
| 1(g)(v)   | 嘴张得大。 [1]<br>说明老马非常开心。 [1]                                | 2     | <b>Accept:</b><br>笑容大 / 笑得很开  |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| 2   | <p><b>Question 2 Directed Writing (25 marks)</b></p> <p><b>Note:</b> All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passage.</p> <p>This question tests the following Reading and Writing objectives:</p> <p><b>AO1 Reading</b><br/> R4: analyse and evaluate facts, ideas and opinions<br/> R5: select information for specific purposes.<br/> [15 marks]</p> <p><b>AO2 Writing</b><br/> W1: communicate clearly, effectively and imaginatively<br/> W2: synthesise information, sequence facts and ideas and opinions<br/> W3: use a range of appropriate vocabulary<br/> W4: use tone, style and register appropriate to audience and context<br/> W5: write characters correctly and make accurate use of characters, punctuation and grammar.<br/> [10 marks]</p> <p>Candidates should draw their content from Passages 2 and 3. The list below is indicative and is not exhaustive. Other relevant points from the passages may be included.</p> <p>The mark for Reading is awarded based on Table A.</p> <p>The mark for Writing is awarded based on Table B.</p> |       |          |
| <p><b>Notes on task</b></p> <p>Examiners only need to tick up to 5 points for each aspect of the task, as this will show that the candidate has fully covered that part.</p> <p>**遇到学生结构不清晰的时候，我们要看出现的点是不是清晰地回答到问题。</p> <p>Annotation : If using BOD, please also annotate with </p> <p>Candidates should select <b>ideas</b> from the passage (see below) and <b>develop</b> them relevantly, supporting what they write with <b>details</b> from the passage and judging the appropriate register for the genre. Look for a clear response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.</p> <p>Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments. (*) is to be shown after those which appear in more than one list; + is to be shown as implicit response or to extend some of the meaning from the texts, / and // is to be shown in between equivalent answers which delivers the same meaning; ( ) is to be shown as detailed examples which could be considered equivalent to the point or to include answers with +)</p> |   |       |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| 2        | <p>Responses might use the following ideas:</p> <p>A1 (✓ 1) 人们为什么喜欢养宠物?</p> <p>1 觉得宠物可爱<br/>2 养宠物可以远离烦恼<br/>3 可以减轻压力 / 放松<br/>4 +对身体好。 (得心脏病的风险较低/更有可能对细菌产生免疫力)<br/>5 驱走孤独/渴望陪伴<br/>6 增加社交的机会</p>                                 |       |          |
|          | <p>A2 (✓ 2) 如何正确对待宠物?</p> <p>1 要有耐心。<br/>2 不能对它们忽冷忽热, 喜怒无常/对宠物要时刻关爱, 不能呼之则来, 挥之则去。<br/>3 对不同的宠物要区别对待。<br/>4 不可以虐待/不遗弃<br/>5 +带宠物运动/要陪伴它们<br/>6 +适时、适当地赏罚</p>  |       |          |
|          | <p>A3 (✓ 3) 养宠物前要做好哪些准备?</p> <p>1 +征得房东或家人同意<br/>2 +检测是否对宠物<u>过敏</u><br/>3 清楚是否有能力支付养宠物的<u>费用</u><br/>4 +向专业人士咨询养宠物所需的<u>条件</u>/提供适宜的生活条件/环境<br/>5 确保生活<u>稳定</u><br/>6 确保有足够<u>时间</u>陪伴宠物<br/>7 +了解养宠物的<u>辛苦</u>/有足够的精力/是否有耐心</p> |       |          |

| Question   | Answer | Marks | Guidance  |
|--|--------|-------|---|
| <b>Table A, Reading:</b>   |        |       |   |
| <b>Use the following table to give a mark out of 15 for Reading.</b> |        |       |   |
| Level 5  | 13–15  |       | <ul style="list-style-type: none"> <li>• The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfils all elements of the task.</li> <li>• The candidate selects a wide range of facts, ideas and opinions from both passages.</li> </ul>   |
| Level 4  | 10–12  |       | <ul style="list-style-type: none"> <li>• There is some development, analysis and evaluation and a clear focus on all elements of the task.</li> <li>• The candidate selects relevant facts, ideas and opinions from both passages.</li> </ul>   |
| Level 3  | 7–9    |       | <ul style="list-style-type: none"> <li>• Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions.</li> <li>• The candidate identifies enough relevant facts, ideas and opinions from both passages to fulfil the task.</li> </ul> |
| Level 2  | 4–6    |       | <ul style="list-style-type: none"> <li>• The response shows very limited development of ideas. Significant aspects of the task may not have been approached.</li> <li>• The candidate identifies some relevant points from one or both passages but they are not always relevant.</li> </ul>  |
| Level 1  | 1–3    |       | <ul style="list-style-type: none"> <li>• The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation.</li> <li>• The candidate identifies very few relevant points from either passage.</li> </ul>   |
| Level 0  | 0      |       | <ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>  |

| Question   | Answer | Marks | Guidance   |
|--|--------|-------|--|
| <b>Table B, Writing:</b>   |        |       |  |
| <b>Use the following table to give a mark out of 10 for Writing.</b> |        |       |  |
| Level 5  | 9–10   |       | <ul style="list-style-type: none"> <li>The response is highly effective and convincing</li> <li>Well organised and carefully structured for the benefit of the reader</li> <li>Vocabulary consistently well chosen and precise</li> <li>Consistently appropriate tone/style for audience and purpose</li> <li>Character usage, punctuation and grammar almost always accurate</li> </ul>   |
| Level 4  | 7–8    |       | <ul style="list-style-type: none"> <li>The response is effective</li> <li>Secure overall structure with some helpful organisation of ideas and Information</li> <li>Vocabulary is mostly well chosen, with some precision</li> <li>Mostly appropriate tone/style for audience and purpose</li> <li>Character usage, punctuation and grammar generally accurate</li> </ul>  |
| Level 3  | 5–6    |       | <ul style="list-style-type: none"> <li>The response can be understood, although it is not always convincing</li> <li>Ideas are generally well sequenced</li> <li>Vocabulary may be plain but is adequate</li> <li>Some awareness of an appropriate tone/style for audience and purpose</li> <li>Frequent errors of characters, punctuation and grammar, which are minor and do not prevent communication</li> </ul>  |
| Level 2  | 3–4    |       | <ul style="list-style-type: none"> <li>The response is sometimes unclear and/or generally unconvincing</li> <li>Sequence of ideas is sometimes confusing</li> <li>Vocabulary is simple and not always appropriate</li> <li>Little awareness of appropriate tone/style</li> <li>Frequent errors of characters, punctuation and grammar hinder communication</li> <li>There is a structural weakness and there may be some copying from the passage</li> </ul> |
| Level 1  | 1–2    |       | <ul style="list-style-type: none"> <li>The response is difficult to understand and lacks coherence</li> <li>Little or no evidence of attempt to sequence ideas</li> <li>Vocabulary limited and/or inappropriate</li> <li>No awareness of appropriate tone/style</li> <li>Persistent errors of characters, punctuation and grammar prevent communication</li> <li>There may be frequent copying from the original</li> </ul>                                  |
| Level 0  | 0      |       | <ul style="list-style-type: none"> <li>No creditable content.</li> </ul>   |

| Question   | Answer  | Marks | Guidance   |
|--|---|-------|--|
| <b>Section 3: Classical Chinese (12 marks)</b>   |   |       |  |
| Candidates will be assessed on their ability to:   |   |       |  |
| R1 identify and interpret explicit information and attitudes<br>R2 identify and interpret implicit information and attitudes |   |       |  |
| 3(a)   | <p>因为魏用晦<u>要离开</u>县令的职位。 [1]<br/>           百姓留不住他 / 百姓舍不得他离开。 [1]<br/>           他有恩于百姓。 [1]</p> <p>Any 2 of 3</p>   | 2     | <p><b>Accept:</b><br/>           .以高第召入为给事中。<br/>           百姓扳留之，不能得。<br/>           有惠爱。</p> <p><b>Reject:</b><br/>           百姓想留住他</p> |
| 3(b)   | B (县令对于他所管辖的区域和百姓来说非常重<br>要。)   | 1     |  |
| 3(c)   | (i) 到 / 至   | 1     | Accept: 达到<br>Reject: 到达   |
|  | (ii) 本来 / 原本  | 1     |  |
|  | (iii) 离开  | 1     | 离去   |
|  | (iv) 记载 / 记录 / 记述   | 1     | Accept: 记下来 / 写下来  |
| 3(d)   | (i) 魏用晦 / 魏君  | 1     | Accept: 吴县   |
|  | (ii) 这件事  | 1     | Reject: 《吴山图》  |
| 3(e)   | <p>君亦不忍于其民 / 离开吴县的时候，不忍心离开<br/>。 [1]</p> <p>而君则亦既去矣，何复惓惓于此山哉？ / 已经离开<br/>了，仍旧眷恋吴县的山川。 [1]</p> <p>君今去县已三年矣。出示此图，展玩太息，因命余<br/>记之。 / 离开三年后，再看《吴山图》，仍旧感叹<br/>，让我记录下来。 [1]</p> | 3     |  |