

# Cambridge IGCSE™

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**FIRST LANGUAGE CHINESE****0509/13**

Paper 1 Reading, Directed Writing and Classical Chinese

**May/June 2024**

MARK SCHEME

Maximum Mark: 60

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**Published**

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.








**ANNOTATIONS**

<b>Annotation</b>	<b>Meaning</b>
	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 ' <b>no</b> 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.
  	Q2: 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

Annotation	Meaning
off page comment	Do not use
	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 R2 identify and interpret implicit information and attitudes R3 demonstrate understanding of how writers use language and structure to achieve effects and influence readers  <b>Reject: 影响答案的表达的错字，有歧义，特别是关键词。</b>			
1(a)	我认为老人在开玩笑 / 说不定是他的幽默感 [1] 我认为老人老糊涂了 / 头脑不清 [1]	2	Accept: 糊涂  Reject: 神志不清
1(b)	忌讳 / 不想提（不幸的遭遇） [1] 故作神秘 / 不说完全反而有神秘感 [1] 增加恐怖感 / 给我警示 [1]  Any 2 of 3	2	Accept: 不吉利/迷信 故留悬念  Reject: 说不下去/不忍心说出/认为说完了可能自己也会遭遇这种经历
1(c)	因为是当地（不成文）的规矩 [1] 如果不遵守就会有不好的后果（会自食其果） [1]	2	Accept: 规定 写出村民的例子以及最后死了/有村民的例子在先
1(d)	怕会争吵 / 不想和他发生争执 [1] 担心接下来的日子会很难度过 [1]	2	Accept: 如果争执，接下来很难度过 [2] 避免尴尬 / 避免不愉快或不舒服/ 希望未来相安无事/ 怕会得罪老人
1(e)	破旧 / 疏于保养 [1] (房间)阴暗 [1]	2	Reject 麻雀虽小、五脏俱全
1(f)	因为惦记着不能跨越矮墙的这件事	1	Accept: 出于对矮墙的好奇心 验证不成文的规矩的真伪  Reject: 去见矮墙去酒吧/想起白天老人说的故事
1(g)	罪恶感 / 心虚 [1] 轻松 / (情绪上的放松、释然) [1] 愉悦 / 得意 [1]	3	Accept: 内疚
1(h)(i)	怕（散心的）计划落空	1	Accept: 计划失败 / 被打乱 / 破坏 / 达不成原来目的 / 失败 / 完全白费了

Question	Answer	Marks	Guidance
1(h)(ii)	生硬地显露出的样子 / 只是表示礼貌 (客套、敷衍) / 不是发自内心的 [1] 说明并不同意老人的说法 / 对老人的说法有疑惑 [1]	2	Accept: 是假的 / 非常不愿意 / 表情不自然 / 无奈地 对老人内心有不满
1(h)(iii)	太阳太厉害 / 太强 / 太大 / 太热 [1] 让人受不了 / 让人难受或不舒服 [1]	2	Reject: 很晒/光线很大  Accept: 在太阳底下的煎熬
1(h)(iv)	内容无聊 / 老套 [1] 反感 / 不想听 / 厌烦 [1]	2	Accept: 忠告很陈旧  Reject: 封建
1(h)(v)	说明周围很安静 [1] 说明“我”当时很紧张 [1]	2	Reject : 周围没有人 害怕/犹豫/恐惧

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>AO1 Reading R4: analyse and evaluate facts, ideas and opinions R5: select information for specific purposes. [15 marks]</p> <p>AO2 Writing W1: communicate clearly, effectively and imaginatively W2: synthesise information, sequence facts and ideas and opinions W3: use a range of appropriate vocabulary W4: use tone, style and register appropriate to audience and context W5: write characters correctly and make accurate use of characters, punctuation and grammar. [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. 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, which is an email to your aunt about buying luxury goods. 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.</p> <p><b>Annotate</b>   for references to 你为什么认为奢侈品店可能会受欢迎；</p> <p><b>Annotate</b>   for references to 为什么有些家长反对年轻人购买奢侈品；</p> <p><b>Annotate</b>   for references to 针对如何帮助年轻人理性消费，你给家长的建议。</p>		

Question	Answer	Marks	Guidance
2	<p>Responses might use the following ideas:</p> <p>A1 (✓1) 你为什么认为奢侈品店可能会受欢迎</p> <ol style="list-style-type: none"> <li>1. 积累财富 / (相信) 它的持久性 / (崇尚) 稀缺性</li> <li>2. 显示个人(社会)地位 / 炫耀富贵的身份 / 炫酷</li> <li>3. 追求美 / 美观的外表</li> <li>4. 奖励自己 / 自我奖赏 / 享乐</li> <li>5. 从众 / 攀比的心理</li> <li>6. 年轻人的物质崇拜 / 欲望膨胀 / 非理性消费</li> <li>7. 商家对奢侈品的渲染 / 受明星消费动向影响 (宣传)</li> </ol>	5	Reject: 注重外表
	<p>A2 (✓2) 为什么有些家长反对年轻人购买奢侈品</p> <ol style="list-style-type: none"> <li>1. 不希望) 学生有从众 / 攀比的心理</li> <li>2. 青少年对物质崇拜 / 学生消费欲望膨胀 / 学生有非理性的消费行为</li> <li>3. 学生把心思投注在对奢侈品的需求上 / 迷失在奢侈品中</li> <li>4. 学生忽略了奢侈品的实用价值 / 只想炫耀</li> <li>5. 家长认为奢侈品等同于贪欲、挥霍、浪费</li> <li>6. 家长认为购买奢侈品属于基本消费以外的高消费</li> <li>7. 给家庭带来负担</li> </ol>	5	



Question	Answer	Marks	Guidance
2	<p>A3 (✓3) 针对如何帮助年轻人理性消费，你给家长的建议</p> <ol style="list-style-type: none"> <li>1. 监控子女的消费情况</li> <li>2. 家长没有义务提供子女奢侈品的消费 / 只为子女提供基本消费</li> <li>3. 教育子女更看重物品的实用价值</li> <li>4. 培养子女消费观 / 良好的消费习惯 / 教导年轻人量力而行（不打肿脸充胖子） / 教育子女不要把心思投注在对奢侈品的需求上</li> <li>5. 家长应该言传身教 / 家长以身作则</li> <li>6. 教育子女不要轻信商家渲染奢侈品的魅力 / 不过度关注明星的消费动向</li> </ol>	5	<p>Reject: 家长缩减不必要的开支</p> <p>Accept: 教育子女考虑性价比</p>

**Table A, Reading:**

Use the following table to give a mark out of 15 for Reading.

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>No audience, no style at most 8</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			
R2 identify and interpret implicit information and attitudes			
3(a)	顶部、最高处	1	Accept: 山顶 Reject: 山峰 / 山巅
3(b)	使植物的味道变苦 / 其味皆苦	1	Reject: 大率不能甘而善苦
3(c)	C	1	
3(d)	能治（停止）积热/能降火/能已积热[1] 能消除烦燥干渴的病症/除烦渴之疾[1]	2	Accept: 清热 Reject: 已 错字 只有烦躁或干渴/让人凉爽 /减少疾病
3(e)	为了打出节拍（跟着樵夫歌唱）[1] 为了跟着唱/拊石而和之/樵歌出林，则拊石而和之[1] Any of the 2	1	Accept: 伴奏 Reject: 演奏（有表演之意不给分）/合奏/发出音乐
3(f)	先生是隐居（山顶）的人。 先生享受住在离人远的地方 / 享受在山上游玩的乐趣。 Any of the 2	1	Reject: 自娱自乐
3(g)	For 3(g), only consider the first written answer.		
3(g)(i)	所以 / 因此/因而	1	Reject: 固然 / 故然 / 于是
3(g)(ii)	更 / 更加; 越 / 越发 / 越加	1	Accept: 越来越 / 愈来愈
3(g)(iii)	离 / 距离	1	Accept: 相离 Reject: 离开
3(g)(iv)	那么 / 那	1	Reject: 所以 / 而
3(h)	苦与乐是相依存 / 苦可以生于乐，乐也会生于苦 / 人们要正确看待苦与乐 / 学会苦中作乐 / 人们要能在艰苦的环境中发现并享受快乐。	1	Accept: 苦乐并存、相生 / 痛并快乐着 / 苦与乐相差不远/苦乐相连 苦中做乐