

# Cambridge IGCSE™

---

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

Paper 1 Reading, Directed Writing and Classical Chinese

**May/June 2025****MARK SCHEME**

Maximum Mark: 60

---

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.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

---

This document consists of **12** 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 guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

Annotation	Meaning
	Correct: credit for content point or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the 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: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant
	Repetition
	Use to show that blank pages have been seen and any creditworthy material has been awarded
	Inappropriate use of vocabulary from another language
	Directed writing prompt 1

<b>Annotation</b>	<b>Meaning</b>
<b>A2</b>	Directed writing prompt 2
<b>A3</b>	Directed writing prompt 3
<b>DET</b>	Relevant detail
<b>DEV</b>	Development of point or idea
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

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			
1(a)	因为见到表哥有那么多零食 [1] 有那么多玩具 [1] 表哥有钢琴/会弹 钢琴 [1]  Any 2 of 3	2	Reject : 第一次见到钢琴
1(b)	紧张/担心/怕 [1] 期待 [1] 兴奋/开心 [1] 觉得尴尬 [1]  Any 3 of 4	3	Reject: 重视/认真/热情
1(c)	外婆外公: 激动/开心/欣慰 [1] 围观的乡亲: 羡慕/表示开了眼界, 见了世面的状态 [1]	2	Reject: 思念/感动 好奇/称赞  BOD: 赞赏
1(d)	二舅见到外婆就叫了一声“妈”, 说明跟外婆关系更亲密/好/有感情。[1] 二舅看了二舅妈后, 二舅妈才短促地叫了一声“妈”, 说明她跟外婆的关系疏远/冷淡/陌生/没感情。[1]	2	Reject: 尊重/有礼貌 不和睦/看不起外婆/不喜欢
1(e)	是对儿子的做法的不满/无奈/失望/觉得儿子没礼貌 [1]	1	Reject: 惭愧/不好意思

Question	Answer	Marks	Guidance
1(f)	(为了二舅一家的到来), 用心打扫/把屋子里里外外打扫得干干净净。 [1] (为了二舅一家的到来), 准备了最新鲜的食材/最好吃的食材/过年才能吃到的食物/二舅爱吃的食材。 [1] 全家迎接/全家从屋里冲出来/表哥早早地在村口等着。 [1] 外婆/外公见到二舅就流泪/总是流泪。 [1] 让二舅一家先吃/外婆做很多菜。 [1] (为了二舅一家的到来), 准备了房间/新买了床铺、床单和桌椅/重新粉刷了墙壁。 [1]  Any 4 of 6	4	
1(g)(i)	觉得脏。 [1] 二舅妈对乡下环境的嫌弃。 [1]	2	BOD : 看不起
1(g)(ii)	(怕弄脏) 不敢拍了。 [1] 外婆怕被嫌弃的心理。 [1]	2	Reject: 母亲感到自卑
1(g)(iii)	希望二舅多吃点儿家里人亲手做的饭菜/觉得菜做得还不够/怕不够吃 [1] 体现外婆对二舅一家的爱/重视。 [1]	2	BOD: 好好招待二舅一家。 热情/喜爱
1(g)(iv)	二舅感到无奈/不想大家这么做/希望大家一起吃/感觉盛情难却, 只好接受。 [1]	1	Reject: 抱歉  BOD: 难过/失落/对生疏的亲情的惋惜
1(g)(v)	很不认真的/糊弄/应付的样子。 [1] 体现了表哥很不情愿的心理。 [1]	2	NBOD : 潦草/动作快 对大家不重视/看不起/想赶紧走/害羞  BOD: 草率/跟大家不亲近/关系疏远。

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>		

Question	Answer	Marks	Guidance
2	<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 <b>A1</b> <b>A2</b> <b>A3</b></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 a report on the importance of young people's health. 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>(* 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>		
2	<p>Responses <i>might</i> use the following ideas:</p> <p>A1 (<b>A1</b>)分析导致年轻人健康水平逐渐下降的原因：</p> <ol style="list-style-type: none"> <li>1 快速的生活节奏/工作太忙/没有时间按时按点吃饭</li> <li>2 工作压力太大</li> <li>3 心理问题</li> <li>4 胡吃海喝</li> <li>5 吃太多的外卖/重油重盐</li> <li>6 “垃圾食品”的诱惑</li> <li>7 熬夜的习惯/睡眠质量差</li> </ol> <p>A2 (<b>A2</b>)阐述年轻人注重健康的表现：</p> <ol style="list-style-type: none"> <li>1 吃保健品/吃健胃消食片</li> <li>2 收藏绿色饮食的信息</li> <li>3 健身</li> <li>4 +跟朋友聚会来放松心情</li> <li>5 找中医调理</li> <li>6 注重养生</li> <li>7 有不熬夜的想法</li> </ol>		

Question	Answer	Marks	Guidance
2	<p>A3 (A3) 提出帮助年轻人提高健康水平的建议：</p> <p>1 (社会) 提供情感支持与心理咨询。/ (年轻人) 寻求情感支持与心理咨询。</p> <p>2 (社会) 通过健康手册/网络进行健康知识的推广。/ (年轻人) 通过健康手册/网络学习健康知识。</p> <p>3 (社会) 督促年轻人提高管理个体健康的能力和素养。/ (年轻人) 要提高管理个体健康的能力和素养 (注重饮食健康/少吃外卖/不重油重盐/作息有规律/改掉熬夜的坏习惯/坚持健身)。</p> <p>4 + (社会) 帮助年轻人树立科学的健康观 (理性购买保健品)。/ (年轻人) 要树立科学的健康观 (理性购买保健品)。</p> <p>5 (社会) 管理者能更重视员工的健康。 (年轻人) 向管理者提议重视员工健康。</p> <p>6 (社会) 商家/餐饮企业都履行社会责任, 提升对健康要素的重视。 (年轻人) 要警惕消费陷阱。</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 R2 identify and interpret implicit information and attitudes			
3(a)	“得长者时赐一书, (以慰长想)”。 老人家时常写信 (安慰我的长久想念) [1] “更辱馈遗” 还赠送礼物给我。[1]	2	Reject: 给我书
3(b)	“上下相孚/才德称位” 上下要互相信任/才能和品德要与职位相符合 [1]	1	
3(c)	用甜言媚语 [1] 用金钱贿赂 [1]	2	
3(d)	D [1]	1	
3(e)	开心 [1] 得意/炫耀 [1] Any 1 of 2	1	
3(f)	(i) 很/非常 [1] (ii) 离开/离去 [1] (iii) 刚才/刚刚 [1] (iv) 厚待/对……非常好 [1]	4	BOD (ii) 走 (iv) 待 不薄/看重
3(g)	我认为当今时代, 没有达到上下相孚的情况/我认为权者德不配位/我认为很多人都失去了廉耻气节/“我”要守住本分。/吾惟守分而已。[1]	1	