

Cambridge IGCSE™

FIRST LANGUAGE CHINESE**0509/13**

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 **13** 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

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

Please remember that schools can request copies of their scripts and will see your annotations. Therefore please ensure you use them only when appropriate and can be justified by the mark scheme. Never write judgemental comments, or anything that may be considered derogatory by the centre or candidate.
(The STM meeting will write notes on Practice scripts to explain decisions for standardisation purposes; you are not expected to.)

Question	Answer	Marks	Guidance
Question 1 Comprehension and Use of Language (23 marks) 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)	能让人提升(地位/知识(水平)/能力)/摆脱原有的困境 [1]	1	Accept: 改变命运/让底层人爬上去/提升要有引申的意思 Reject: 像/抄原文
1(b)	母亲包揽家务/做饭/洗碗 [1] 创造安静的环境/父亲把电视机转小声/蹑手蹑脚 [1] 君梅没被(父母)要求学做饭 [1] Any 2 of 3	2	Accept examples Reject: 父母帮她做家务 BOD: 君梅不用学做饭
1(c)	有营养/富含维生素 [1] 色彩缤纷/五颜六色/颜色好看 [1]	2	1 Accept: 健康 Reject: 抄原文 ‘她能在...的午餐’/回到家, 接着...的晚饭’ 富含维生素的午餐/色彩缤纷的晚饭
1(d)	不在乎/不介意/不讲究/认为不重要 [1]	1	Accept: 随便 Reject: 一根香蕉也算一顿饭/不知鸡蛋多少钱/冰箱是空的。 BOD: 不感兴趣/不理睬

Question	Answer	Marks	Guidance
1(e)	君梅: 感到尴尬/不好意思 [1] 阿远: 无奈/不理解 [1]	2	Reject: 羞愧/心虚/没面子 无语/气恼/无耐/哭笑不得(没有回答问题)/不知说什么好 BOD: 面有窘色 (拿妈妈)没有办法 NBOD: 难堪
1(f)	做事准备充分(有备而来)/周全 [1] 自信/胸有成竹 [1] 善于整体把控(同时进行多任务/能一心多用) [1] 有条理/有组织性(一环扣一环) [1] 认真/用心/专注/仔细 [1] Any 3 of 5	3	Accept: 善于协调 Reject: 有效率 随即进行十几道程序 做事详细 BOD: 安排适当
1(g)	不让她一心二用/要她专心(看他做菜/吃饭) [1]	1	BOD: 不想她为其他事操心
1(h)	惊喜/幸福感/快乐/笑容 [1] 唤起对做饭的兴趣/有动力学做菜 [1] 回忆/对母亲的饭菜的回味/对母亲的怀念 [1] Any 2 of 3	2	Reject: 熟悉的味道/家的感觉/惊讶
1(i)(i)	说明父亲说了很多遍/时常提醒 [1] 父亲关注她的学习/父亲爱唠叨 [1]	2	Reject: 总是一样 君梅感到不耐烦/听到麻木了/对君梅的期望 BOD: 父亲觉得背唐诗很重要
1(i)(ii)	他有足够的理由学做菜 [1] 态度坚定/下定决心 [1]	2	Reject: 做出决定

Question	Answer	Marks	Guidance
1(i)(iii)	认为妈妈(一代人)过于节省/讽刺母亲的作为 [1] 对妈妈的做法的不理解/不认同/不满/无奈/阿远认为这不是一种美德 [1]	2	Accept: 对君梅的过度节俭不理解 (2 marks) 认为妈妈不该这样节俭/失望 Reject: 生气/批评/责备 BOD: 嘲笑妈妈太节俭
1(i)(iv)	只想让妈妈看他做/不想让她做饭 [1] 体现出对妈妈的关爱/关心 [1]	2	Reject: 要管教妈妈/要妈妈专注/让母亲学会如何做饭 BOD: 想让妈妈休息/享福 孝心
1(i)(v)	她感觉阿远做的菜和董母做的菜的味道很像/让她想起母亲做菜的味道/阿远传承了外婆的厨艺 [1]	1	Accept: 君梅想起了母亲 Reject: 吃出了以前吃过的味道/带来了回忆 BOD: 是君梅母亲的味道

Question	Answer	Marks	Guidance
2	<p>Question 2 Directed Writing (25 marks)</p> <p>Note: 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>Notes on task</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 A1 A2 A3</p> <p>Candidates should select ideas from the passage (see below) and develop them relevantly, supporting what they write with details from the passage and judging the appropriate register for the genre which is a letter. 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>		

Question	Answer	Marks	Guidance
2	<p>Responses <i>might</i> use the following ideas:</p> <p>A1 (A1) 评估“做自己”的人在人际关系上遇到的困难:</p> <ol style="list-style-type: none"> 1 常被认为自私 2 被认为不乖/不符合别人的标准 3 被嘲笑 4 会被施压 5 容易被批评为标新立异/太怪异 6 可能(无意间)伤害或得罪人 7 被讨厌/遭到排斥/不被接纳 	5	
	<p>A2 (A2) 分析有些成功人士选择“不做自己”的原因:</p> <ol style="list-style-type: none"> 1 为了满足粉丝对他们的期待 2 为了成为别人眼中的自己 3 为了适应生活中的(不同的)角色 4 为了融入大众/担心被认为是标新立异 5 为了避免媒体过多的关注/保护隐私 6 为了让竞赛对手捉摸不定/猜不透自己的想法 	5	
	<p>A3 (A3) 针对想“做自己”的年轻人, 你给他们的建议:</p> <ol style="list-style-type: none"> 1 不自私 2 要有清晰明确的价值观 3 要挖掘自己的长处 4 要忠于自己/有勇气坚持自己的原则 5 (说实话但)不要伤害他人/+讲究说话技巧 6 要明白“做自己”的真正意思/做更好的自己 7 对自己的人生负责/有担当 8 不任性 	5	<p>3 Reject: 扬长避短</p> <p>8 Reject: 与其一味任性地做自己</p>

Question	Answer	Marks	Guidance
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"> The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfils all elements of the task. The candidate selects a wide range of facts, ideas and opinions from both passages. 	
Level 4	10–12	<ul style="list-style-type: none"> There is some development, analysis and evaluation and a clear focus on all elements of the task. The candidate selects relevant facts, ideas and opinions from both passages. 	
Level 3	7–9	<ul style="list-style-type: none"> 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. The candidate identifies enough relevant facts, ideas and opinions from both passages to fulfil the task. 	
Level 2	4–6	<ul style="list-style-type: none"> The response shows very limited development of ideas. Significant aspects of the task may not have been approached. The candidate identifies some relevant points from one or both passages but they are not always relevant. 	
Level 1	1–3	<ul style="list-style-type: none"> The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. The candidate identifies very few relevant points from either passage. 	
Level 0	0	<ul style="list-style-type: none"> No creditable content. 	

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

Question	Answer	Marks	Guidance
Section 3: Classical Chinese (12 marks) 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)(i)	取义/取义焉者/取花草树木蕴含的意义/用它象征一个人的德行品质 [1]	1	Reject: 以之比德而自励 BOD: 用花草树木的美好品德来表达自己 取义焉者，岂徒为玩好而已
3(a)(ii)	兰取其芳 / 莲取其出污而不染 [1]	1	Reject: 故兰取其芳
3(b)	好植竹/种竹子 [1] 为亭竹间/在竹林中建造亭子/亭台 [1] 名之曰“尚节之亭”/以竹子的气节为亭子命名/给亭子命名“尚节之亭” [1] Any 2 of 3	2	Accept: 而名之曰“尚节之亭” Reject: 故为亭竹间 以为读书游艺之所
3(c)	淡泊(名利)/澹乎/无营乎外之心 [1]	1	Reject: 坚毅清高/内心平静
3(d)	B [1]	1	
3(e)	不为风雨摧折/不(被风雨)摧残折断 [1] 柯不改/叶不易/色苍苍而不变/(严寒酷热下)枝干不改/叶子不变，颜色依旧青青[1]	2	Accept: 不畏风雨 不畏严寒酷热 Reject: 不为风雨摧折者
For Question 3(f) , only mark the first answer.			
3(f)(i)	只/只是/仅仅/仅是 [1]	1	Reject: 只有
3(f)(ii)	好处/益处 /帮助 [1]	1	Reject有益 BOD: 裨益
3(f)(iii)	经历/经过/度过 [1]	1	Reject: 遭受/遭遇

Question	Answer	Marks	Guidance
3(f)(iv)	推崇/尊崇/崇尚/以...为高尚 [1]	1	Accept: 崇拜/重视 BOD: 敬仰/赞赏