

Cambridge IGCSE™

FIRST LANGUAGE CHINESE**0509/13**

Paper 1 Reading, Directed Writing and Classical Chinese

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MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **15** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions 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.
	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

Annotation	Meaning
REP	Repetition
SEEN	Use to show that blank pages have been seen and any creditworthy material has been awarded
XV	Inappropriate use of vocabulary from another language
A1	Directed writing prompt 1
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

Marking Guidance

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 8–10):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark

Section 1 - Comprehension and Use of Language (23 marks)

Candidates will be assessed on the following assessment objectives:

AO1 Reading

R1 demonstrate understanding of explicit meaning

R2 demonstrate understanding of implicit meaning and attitude.

R4 demonstrate understanding of how writers achieve effects and influence readers.

Question	Answer	Marks	Guidance
1(a)	根据第一段中老尤听到师弟大叫后的反应，说说老尤当时的心情。 激动/惊讶	1	Allow: 惊喜/惊奇/惊诧/吃惊/震惊/难以置信 Ignore: 兴奋/开心/诧异/震撼/被震撼到（非心情/事物本身达到的效果）/紧张
1(b)	第二段中，那棵奇异的树如何顽强地活着？ 1 长在山岩之间，（虽然倾斜，但） <u>向阳生长</u> 。 2 它的一小撮根（须死死地） <u>抠住岩石</u> 。	2	Allow: 向阳生长 Ignore: 只写长在山岩之间（客观事实）
1(c)	第五段中，为什么老尤觉得这次登山很值得？ 他 <u>拍到了这棵树</u> /找到了（最好的） <u>拍摄/摄影题材（树）</u>	1	Allow: 得到了一个好的照片作品 Ignore: 见到了，拍了照片/见到了那棵树/拍到了美好的景致
1(d)	第七段从春儿对师兄说的话中，你能体会到春儿什么心情？ 1（为这棵树）惋惜/可惜/遗憾 2（对师兄的）不满/不开心	2	Allow: 怜惜 Ignore: 1 可怜/怜悯/心疼/同情/不开心（不够准确，没有‘惜’这层意思） 2 生气/失望（程度太强）/无奈（不符文意）

Question	Answer	Marks	Guidance
1(e)	根据第八段，说说老尤对春儿的态度是怎样的。 1 严肃/严厉/强硬 2 轻视/高傲/看不起/嚣张	2	Allow: 1 很凶 2 以为是 BOD: 1 冲 2 不屑/嘲讽/鄙夷 Ignore: 1 坚定/坚决 2 嫌弃(程度太强)/不屑一顾/无视(不符文意)
1(f)	第九段中，春儿有怎样复杂的内心活动？ 必须有过程： <u>从</u> 觉得不可思议/意想不到/难以置信/觉得意外/震惊/诧异， <u>到</u> 内心混乱/困惑/(心里)不情愿/不理解(师兄的行为)	1	BOD: ...心里纠结/挣扎 Ignore: 表面上..., 实则..... 即便不认可，但..... 敷衍(非内心活动)
1(g)	第十二段中，老尤在“天浴池”错过了什么机会？ 错过了（拍到/看到）孩子们（在天浴池）戏水的机会/季节。	1	Ignore: 错过最佳拍摄时机/夏天/八月
1(h)	在第六段和第十八段中，老尤两次提到“绝世珍品”时的态度有什么不同？ 1.对自己作品的肯定/得意/骄傲/自满 2.嘲讽/不满	2	Ignore: 2自私/愤怒/嫉妒/嘲笑(不是态度)
1(i)	第二十段中，为什么老尤的情绪很坏？ 他得的特等奖被取消了	1	Ignore: 真相被揭穿了
1(j)	春儿在保护自然资源方面的行为前后是不一致的。综合全文，请具体说明。 必须有两方面：前面是拯救了小树，后面却破坏了（天然）钟乳石。	1	BOD: 前面...破坏了水池的自然资源 Ignore: 前面是反对老尤拔掉小树（态度）

Question	Answer	Marks	Guidance
1(k)(i)	“老尤随手将树往悬崖下一扔，回头对春儿狡黠地一笑……”（第六段） 1. 显出他得意/得瑟的样子 2. 说明他别有意图/另有心思/另有算盘/不怀好意(强调用意)/暗藏心机	2	Allow: 1 沾沾自喜/自以为是 Ignore: 1 自私/狡猾/有心机 2 计谋成功了/得逞/使用了不正直的手段
1(k)(ii)	“春儿的脚像是千斤重，春儿憋了好久才出声……”（第七段） 1. 形容他步伐沉重/走得很艰难 2. 说明心情沉重/有压力/有顾虑/有心事	2	BOD: 2 心情低落/心里纠结/心里挣扎 Ignore: 1 走得慢/走不动 2 心里有话又说不出/难过/失望
1(k)(iii)	“获奖后，老尤去了更偏远处……”（第十一段） 为了找到别人看不到的摄影题材/还想找到绝世珍品/还想找到更特别的景致	1	BOD: 老尤还想获奖，去更远的地方寻找/想寻找下一个目标，拍摄获奖 Ignore: 找更多素材拍照/寻找自然景观/去拍摄
1(k)(iv)	“老尤归心似箭地回到了天浴池。”（第十三段） 1. 表明他急切/迫不及待/急不可待的心情 2. 说明他很想拍到天浴池的景致	2	Allow: 1 迫切 2 很期待/意愿强烈/渴望回去天浴池 Ignore: 1 尽快回去/急促/赶忙(强调动作性); 着急(焦虑的心理)
1(k)(v)	“老尤不甘心地找到了村长质问……”（第十五段） 1. 表达自己的不满/气愤/怨气 2. 不愿接受眼前的现状/不相信池子变样了/希望村长给出一个合理的答案/想查出原因/知道真相	2	Allow: 1 生气或不开心自己没拍到天浴池的景致 2 不愿意看到/看到了不愿意看到的景象/想知道发生了什么 Ignore: 1 不服气/不平/愤恨/抱怨 2 不情愿

Section 2

Candidates will be assessed on their ability to:

AO1 Reading [15 marks]

R4: analyse and evaluate facts, ideas and opinions

R5 select and use information for specific purposes.

AO2 Writing [10 marks]

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.

Candidates should draw their content from Passages 2 and 3. The list below is indicative and is not exhaustive. Other relevant points from the texts may be included.

The mark for Reading is awarded based on Table A.

The mark for Writing is awarded based on Table B.

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)

Notes on task

Candidates should select **ideas** from the texts and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Annotate A1 for ideas related to the first bullet point

Annotate A2 for ideas related to the second bullet point

Annotate A3 for ideas related to the third bullet point

Question	Answer	Marks	Guidance
2	Use Table A, Reading to give 15 marks for Reading. Use Table B, Writing to give 10 marks for Writing. Indicative content Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted. Marks are not based on the number of points given but how ideas are selected and developed from the texts. A1 分析汉服复兴的原因： 1 让全球都能认识中国服饰 / 向不了解汉服的人展示 2 弘扬华夏(衣冠礼仪)文化/传播传统文化 3 汉服爱好者的引领/网红的宣传 4 带来仪式感 5 为了拍照(过瘾) 6 会得到别人欣赏和赞许 7 + 对汉唐盛世的仰慕/怀旧/复古风气的流行 8 + 古装剧和穿越剧的带动 A2 评估在公共场所，穿着汉服可能会面临的挑战： 1 可能会带来行动不便 2 穿戴汉服也可能费时费力 3 陌生人的负面反应(路人诧异的目光/质疑或嘲笑/路人对你窃窃私语/指指点点) 4 忍受熟人刻意(与穿汉服者)保持距离 5 可能会感到尴尬 6 可能被误解 7 有压力	25	Ignore: A1 1 穿出国 2 汉服文化普及 5 留念 7 仿佛將時光拉回到了漢唐盛世

Question	Answer	Marks	Guidance
2	A3 讨论在什么情况下适合穿汉服： 1 游览名胜古迹时 2 过（传统）节日 3 直播节目 4 参加文化交流会 5 参加毕业典礼 6 拍照时 7 演古装剧时		Ignore: A3: 出国时

Marking criteria for Question 2**Table A, Reading**

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

Level	Mark	Descriptor
5	13–15	- The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R4) - The candidate selects a wide range of facts, ideas and opinions from both texts. (R5)
4	10–12	- There is some development, analysis and evaluation and a clear focus on all elements of the task. (R4) - The candidate selects relevant facts, ideas and opinions from both texts. (R5)
3	7–9	- 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. (R4) - The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task. (R5)
2	4–6	- The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R4) - The candidate identifies some relevant points from one or both texts but they are not always relevant. (R5)
1	1–3	- The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R4) - The candidate identifies very few relevant points from either text. (R5)
0	0	No creditable content.

Table B, Writing

Use the following table to give a mark out of 10 for Writing.

Level	Mark	Descriptor
5	9–10	- The response is highly effective and convincing. (W1) - Well organised and carefully structured for the benefit of the reader. (W2) - Vocabulary consistently well-chosen and precise. (W3) - Consistently appropriate register for audience and purpose. (W4) - Character usage, punctuation and grammar almost always accurate. (W5)
4	7–8	- The response is effective and convincing. (W1) - Secure overall structure with some helpful organisation of ideas and information. (W2) - Vocabulary is mostly well chosen, with some precision. (W3) - Mostly appropriate tone/style for audience and purpose. (W4) - Character usage, punctuation and grammar generally accurate (W5)
3	5–6	- The response can be understood, although it is not always convincing. (W1) - Ideas are generally well sequenced. (W2) - Vocabulary may be plain but is adequate. (W3) - Some awareness of an appropriate tone/style for audience and purpose. (W4) - Frequent errors of characters, punctuation and grammar, which are minor and do not prevent communication. (W5)
2	3–4	- The response is sometimes unclear and/or generally unconvincing. (W1) - Sequence of ideas is sometimes confusing. (W2) - Vocabulary simple, not always appropriate. (W3) - Little awareness of appropriate tone/style. (W4) - Frequent errors of characters, punctuation and grammar hinder communication. (W5) - There is a structural weakness and there may be frequent copying from the original.
1	1–2	- The response is difficult to understand and lacks coherence. (W1) - Little or no evidence of attempt to sequence ideas. (W2) - Vocabulary limited and/or inappropriate. (W3) - No awareness of appropriate tone/style. (W4) - Persistent errors of characters, punctuation and grammar prevent communication. (W5) - There may be frequent copying from the original.
0	0	No creditable content.

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

Question	Answer	Marks	Guidance
3(a)	Q: 宁毋先生认为相对于猪, 牛在耕种时的两大优势是什么。 1力气大/(其)力之巨能起块(也) 2蹄子坚硬/蹄之坚能陷淖(也)	2	Allow: 蹄很牢固 Ignore: 以其力之巨能起块也
3(b)	Q: 用自己的话说说, 宁毋先生对于商於子用猪来耕种有什么想法。 猪虽然大, 但不能耕种/用猪耕种是不对的/做事没用对方法/本末倒置	1	BOD: 这种做法很荒唐 Ignore: 觉得奇怪 不赞同/不理解(态度, 非想法)
3(c)	Q: 商於子对宁毋先生的指责持什么态度? 不满/不赞同/反对	1	Ignore: 怒而弗应/怒
3(d)	Q: 宁毋先生最后总结出商於子是什么样的人。 (心中)有激愤/不平之气的人or (是盖)有激者(也)	1	Ignore: 激动
3(e)	Q: 综合全文, 用自己的话说说作者通过两个人物之间的对话想抨击 <u>什么</u> 。 统治者/当政者不用贤人	1	
3(f)	Q: 下面句子中, 哪一个划线的字是“认为”的意思? C	1	
For Question G , only mark the first answer.			
3(g)(i)	Q: <u>乃</u> 牵一大豕驾之而东 于是	1	
3(g)(ii)	Q: 不 <u>几</u> 颠之倒之乎 几乎/差不多	1	Ignore: 接近/将近

Question	Answer	Marks	Guidance
3(g)(iii)	Q: 吾 <u>憫</u> 而詔子 同情/怜悯	1	BOD: 可怜/怜惜
3(g)(iv)	Q: 吾 <u>豈</u> 不知服田必以牛 难道/怎么	1	Ignore: 怎能
3(g)(v)	Q: <u>顾</u> 谓弟子曰 回头看/看	1	BOD: 看着 Ignore: 看见