

FIRST LANGUAGE CHINESE

Paper 0509/12
Reading, Direct Writing and Classical Chinese

关键信息

考生需在现代汉语和古代汉语方面表现出较好的阅读理解能力，而且要在写作时，表现出语言能力以及组织文章结构的能力，写出具有针对性的作文。

考生需认真仔细阅读试卷上的所有问题，确保准确理解每个问题的要求，而且要留出一定的时间重新阅读和检查答案，避免出现由于疏忽而导致的一些失误。

为了答好**第一部分**的问题，考生应该：

- 仔细阅读每个问题以明确要问的内容，最好划出问题中的关键字/词/词组，例如“态度”，“变化”，“观点”，或“根据整篇文章”等等，这样会有助于专注于问题的具体要求；
- 掌握如何识别字/词/词组/句子的隐含意思以及字面的明确意思；
- 能够解释、分析和评估看法、观点和事实；
- 能够讨论并分析作者是如何通过语言来影响读者，包括如何通过隐喻及描述性语言等技巧来达到效果；
- 注意每个题的分值，确保答案包括每个得分点。

为了答好**第二部分**的问题，考生应该：

- 在写作前列一个提纲，确保作文结构合理；
- 明确要求中的每一个问题，并从第二篇和第三篇的短文中选择相关的事实、看法和观点，并进行分析、评估及扩展；
- 根据两篇短文的内容进行写作，而不是写个人的经历或轶事；
- 考虑写作的目的以及面向的读者，并使用正确的语气和格式；
- 在论证时，论点明确，论证合理，并借助恰当的关联词连接观点；
- 使用复杂句式以及准确多样的词汇。

为了答好**第三部分**的问题，考生应该：

- 能够把文言文词语准确地翻译成现代汉语词语；
- 了解文言文中常见虚词的基本用法；
- 能够总结出文言文给现代的读者带来哪些启发。

对考生表现的基本反馈信息

今年的试卷是改版后首次对考生的考评，新的试卷包括阅读理解、定向写作和文言文阅读理解。大部分考生在考试中表现良好，考生们对考题的形式和要求比较熟悉和了解，并且做了较好的准备，展示出良好的考试技巧。从考生的答卷中很明显地看出，大部分考生对三个部分的短文有较好的理解，并且能够根据问题的要求找到短文中相关的部分作答，尽可能地包含所有的得分点。

对需要引用文中信息或者根据词句的表面意思作答的问题，考生们都答得很好，而对于需要更深入分析或进行理解推论的问题，对很多考生来说都是一个不小的挑战。

在**问题一**中，大部分考生表现出良好的阅读理解能力，并且在根据词句表面意思以及直接引用文中信息作答的问题方面都得了高分。一些考生表现出极强的分析和总结能力，并能够清晰准确地表达。还有一部分考生没有正确地理解题意或者答案不够充分没有达到一些题的满分。考生们应该注意并熟悉问题中的一些关键词，比如“态度”、“行为”、“看法”、“变化”、“综合全文”等等，这样会有助于对问题的理解。

另外，一些考生对短文中的隐喻或者描述性的词句有极强的理解能力；而另一些考生在这方面表现得有点欠缺。一小部分考生的答案很明显地展示出对一些术语，比如“字”、“词”、“词组”、“句子”、“动词”、“形容词”等等不够理解。有一些考生也需要能够对一些近义词，比如“紧张”、“着急”、“担心”，进行区分，确保在答题时使用正确的词句回答。

问题二是定向写作，总体来说，考生的表现是令人满意的。大部分考生能够根据题目的要求，从两篇短文中选取相关的答题点进行写作。一些能力强的考生能够根据写作的目的及面向的读者，根据题目的要求，对从短文中筛选的信息进行分析、评估，合理地组织作文的结构，使用准确的语言进行写作。而一些作文只涵盖一些表面信息，却缺乏足够的分析和评估。所以，考生应该仔细地阅读问题要求，确保写作时包含问题中要求的所有的点，并对从短文中筛选的内容加以分析和评估，有效地完成自己的写作。我们也建议考生在写作前制定提纲以确保作文结构合理，有逻辑性。

在**问题三**中，一些考生展示出对古文知识的很好的理解；而另一些考生会觉得文言文比较难，难点主要是文言文词语的翻译和虚词的用法。

对每个问题的反馈

第一部分， 问题一

- (a) 考生对这个问题回答得很好，他们对母亲关节的隐隐作痛与母亲夸张地表示腿断了的对比有很好的理解。一小部分考生把母亲“哀叹连连”误解为母亲的夸大其辞，所以没能得分。
- (b) 这道题需要考生理解“我”对母亲哀叹的态度有哪些改变。一些考生发现这道题有难度，因为考生需要根据短文中的表达概括总结出答案，而不只是确认信息。一些考生能够通过自己的分析和理解，准确地概括出“我”的态度的转变。大部分考生

能够总结出其中一种态度。一小部分考生照抄原文，而没有对原文进行分析和概括，所以没有得分。

- (c) 这道题大部分考生回答得很好，得到了满分。有一些考生因为忽略了“我跑过去”这个答案而没有得到满分。
- (d) 同样，考生在这道题上也回答得很好。大部分考生能够指出在这场虚惊中母亲心理的变化。
- (e) 这道题考查考生分析及理解句子隐含意思的能力，一些考生觉得有难度。只有能力强的考生能够通过祖孙俩之间的互动总结出她们之间默契的关系。一些考生写出祖孙俩互动，或者表明她们之间有很好的关系，但是没有概括出或者不足以证明她们之间的特别关系，所有没有得分。
- (f) 这道题旨在考查考生的分析和解释的能力。能力强的考生能够理解句子的隐含意思并加以解释。正确的答案表明了“我”因为祖孙俩把他们的夸张/诗用得恰到好处而开心；而很多考生只从文中抄写因为祖孙俩的“诗仙异禀”或者讨论祖孙俩背诗的热情，这样没有准确恰当地回答问题，所以不能得分。
- (g) 这道题是综合理解题，考查学生分析和总结能力。从考生的答案中可以看出这道题对一些学生来说也有一些难度。大部分考生得到一或二分，只有最有能力的考生得到了满分，他们用自己的话总结出“我”对祖孙俩夸张的看法发生的变化。一些考生能够从文中找到正确的语句，但是没能用自己的话总结出这种变化。
- (h) 这道题需要考理解并解释作者想通过“拍着胸脯”说明什么。大部分考生回答正确，展现了对句子的理解和对隐含信息的解释的能力。而一些考生分析了儿子的话而不是儿子的动作，所以没能得分。
- (i) 这道题是检测学生理解作者是如何运用语言来达到效果及影响读者的能力的。考生需要解释划线的词/词组在上下文中的意思或者是作者想通过这些词/词组说明什么。每到小题两分，也就是说要列出两点来回答问题。
- (i) 考生需要列出两点来解释“耳朵都起茧子了”的意思。一些考生能够回答出两点：一点是表明“我”听了太多次了；另一点是表明“我”感到麻木了/不耐烦了。
- (ii) 从考生的答案中可以看出，这道题是有难度的。一些考生能够解释“苦笑”证明了“我”的无奈，得一分。也有一些学生把“无奈”写成了“无耐”，不能得分。只有能力强的一些考生能够答出第二点，也就是“我不得不跟母亲解释”，从而得到满分。
- (iii) 这道题考生答得不错。大部分考生能够得两分，先是说明“我”非常担心，然后进一步解释怕儿子的回答让母亲生气。
- (iv) 这道题需要考生解释“破颜大笑”在上下文中的意思。大部分考生能够解释母亲破颜大笑的原因，得一分。一些考生误解了“破颜”，解释为表情不好，不能得分。

考生需要解释出母亲听到孙子的回答后突然高兴起来，这种情绪的转变。只答出母亲高兴的心情不能得分。

第二部分，问题二

考生要用自己的话在校报上写一篇文章，向同学们介绍“斜杠青年”。文章要根据问题中的三点对短文二和短文三中的事实和观点进行分析、评价和扩展。为了达到高分，考生需要确保回答了问题中提到的每一点，并能够在筛选和总结两篇短文中的相关信息的基础上，合理地组织安排结构，而且要考虑到面向的读者是谁，进而根据写作目的准确地运用语言和风格来完成自己的文章。

阅读

总体来说，考生表现得比较好。

考生表现出对两篇短文很好的理解，且能够使用文中的观点来回答要求中的三个问题。大部分考生能够在阅读中达到最高的两个分数档次，充分地意识到要完成要求中的每个问题，解释出促使年轻人成为“斜杠青年”的因素、他们迈向成功所需的个人特质、以及长辈们对他们的担心。

最好的答案能够达到 14/15 或者 15/15 分，展示出极强的阅读理解能力以及从两篇短文中选取相关的事实和观点，并对其进行分析、评估和扩展的能力。

一些文章能够清晰地展示出对要求中的三个问题进行说明的情况，但是过度集中地解释一个问题中的两个或三个要点，而没有涉及到足够的要点来支撑所要回答的问题。还有一些答案只就要求中的一个问题或两个问题进行说明，而忽略了其他的问题，从而不能达到高的分数档。

一小部分考生不能在阅读上得高分，可以通过更仔细地阅读问题和要求来提高。这些考生的文章通常是写自己个人的经历或观点而不是从两篇短文中筛选和总结信息。

写作

大部分考生能够写出结构清晰的文章，同时通过使用关联词语和准确的词汇让文章更有逻辑性及通顺流畅。大部分文章都在要求的字数内完成，文章过长往往会导致重点不突出，所以不鼓励写过长的文章。

作文得高分的考生通常是能够用自己的语言精心地组织文章的结构，根据面向的读者，以准确恰当的语言有针对性地完成写作。

那些过度依赖并大量抄写短文材料而不进行观点重组或不组织措辞的文章常常不能展示考生对短文的充分理解，而且不能使写出的作文令人信服，因此不能在写作中得到高分；一些较弱的作文往往是缺少必要的关联词或者有很多错别字；还有，考生要更好地意识到写作的目的，更有针对性，写作风格要更恰当。

第三部分，问题三

这道题考查考生对文言文的理解能力。

- (a) 大部分考生在这道题上得了满分。一些考生没有回答出第二点“难得”，所以错失一分。还有些答案给出个别的例子，比如“珍珠”和“黄金”，不能得分。
- (b) 这道多项选择题，考生答得非常好，表现出对文章的很好的理解。
- (c) 这道题需要考生从文章中找出正确的词组“有功者”，也可以把它翻译成现代文“有功的人”来回答。大部分考生都能得分；一些在文言文方面较弱的考生，要么没能在文中找到正确的答案，要么没能准确地解释成现代文。
- (d) 这道题需要考生找出文中正确的句子来说明从哪里看出王对将士的尊重。这道题，考生写出了不同的答案。有能力的考生能够从文中找到正确的答案，或者正确地翻译成现代文。一些考生因为没有写出“其爵”或者没有理解“以其爵饮将士”的意思而翻译错误，因而没有得分。还有一些考生没有正确审题，忽略了题中“郾南之役胜利后”这个条件，也没能找到正确语句来回答，所以也没能得分。
- (e) 从考生的答案中可以看出，这道题对很多考生来说有难度。正确的答案是“以爵爵嬖人之舐痔者”，或者翻译成现代文作答。一些考生试着翻译成现代文，却没有翻译准确；还有一些考生完全没有理解这句话的意思。
- (f) 大部分考生能够准确地回答这道多项选择题。
- (g) 这道题需要考生把划线的词翻译成现代文。
- (i) 大部分考生能准确地翻译出“都”，得一分。
- (ii) 大部分考生能把“故”准确地翻译成“所以”或者“因此”；而一部分考生翻译成了“因为”，不能得分。
- (iii) 这道题的正确答案是“以前/过去”，大部分考生回答得很好。但一小部分考生回答“昔日”，不能得分。
- (iv) 从考生的答案中可以看出，大部分考生觉得这道题有难度，不能把这篇文章中的“饮”翻译成动词的用法“给……酒喝”。一些考生的答案是“喝”或者“喝酒”，不能得分。能够写出“给……酒喝”或者类似答案的考生，得到一分。
- (h) 这道题不仅需要考生有好的文言文知识，而且要有分析和总结概括的能力。考生们写的答案五花八门。有能力的考生能够对整篇短文有很准确的理解，并能够考虑到它对现代人的启示。一些考生虽然对文章有很好的理解，但是不能用自己的话概括出对现代人的启示，很遗憾。还有一部分考生缺乏对文章的理解，因而没有办法得出正确的答案。

FIRST LANGUAGE CHINESE

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Key messages

Candidates need to demonstrate a good level of reading comprehension in both modern and classical Chinese. They also need to show their linguistic competence when writing, producing well-organised, effective responses.

In all parts of the paper candidates need to ensure that they spend time reading the questions carefully and making sure they understand exactly what is being asked. They are also advised to spend time proof-reading their responses to check for any mistakes or technical errors.

In order to do well in **Section 1**, candidates should:

- read each question carefully to identify exactly what is being asked, highlighting the keywords/phrases in each question such as 'attitude', 'changes', 'views' and 'based on the whole passage' etc. This will help candidates focus on the specific requirements of the question
- understand how to recognise implied meaning, as well as explicit meaning to answer questions
- interpret, analyse and evaluate ideas and opinions as well as facts
- be able to discuss and analyse how authors achieve effects or use language to influence the reader, including specific techniques such as metaphor and descriptive language
- pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks

In order to do well in **Section 2**, candidates should:

- make a plan before writing the essay to help ensure it is well-structured
- clearly focus on all elements of the task and select relevant facts, ideas and opinions from passages 2 and 3, developing, evaluating or analysing the chosen content.
- respond using ideas rooted in the passages, rather than personal experience or anecdotes
- consider the audience and purpose of the piece and write in an appropriate register
- structure arguments logically and link ideas with appropriate connectives
- use complex sentences and varied and precise vocabulary

In order to do well in **Section 3**, candidates should:

- be able to translate classical words into modern words
- know the basic function words in classical texts
- be able to conclude what insight the classical texts bring to a modern audience

General comments

This is the first time that candidates sat the new Reading, Directed Writing and Classical Chinese paper, and most candidates performed well. Candidates seemed familiar with the format and requirements of the paper, and were well-prepared, showing good exam technique. It was evident that most had a thorough understanding of the passages and questions in all three sections and were able to provide responses based on the correct part of the passage to access all the available marks.

Questions requiring candidates to cite information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or understanding inference sometimes challenged even the more able candidates.

In **Question 1**, most candidates showed good comprehension skills and were able to score highly in questions testing either explicit meaning or more straightforward ideas and opinions. The best responses showed great skills of analysis and summary, with many using clear and well-chosen language. In some cases, there was evidence of questions being misunderstood or needing to be explained more fully in order to achieve all the available marks. Some candidates would have benefited from greater familiarity with keywords used in the questions such as ‘态度’, ‘行为’, ‘看法’, ‘变化’, ‘综合全文’.

Whilst some candidates could competently discuss the use of metaphor or the function of descriptive language and the effects these have on the reader, others seemed less secure in this area. It was also evident in a small number of cases that the terms word, phrase, sentence, verb, adjective, etc. were not clearly understood. Some candidates could also improve on differentiating synonyms, such as ‘紧张’, ‘着急’, ‘担心’, and making sure they select the best words to fit the context.

In **Question 2**, the Direct Writing task, performance was positive and satisfactory. Most candidates were able to identify and draw relevant points from both passages to answer all parts of the question. The strongest responses successfully developed and evaluated the chosen points in a way that clearly fulfilled all elements of the task and presented a well-organised article written in an appropriate tone for the audience and purpose. Weaker responses were characterised by the production of a straightforward summary of the ideas expressed directly in the passages without going on to develop or analyse them fully. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded as not all parts of the task had been completed. Candidates should also be advised to devote a small amount of time to planning before they start to write in order to ensure their responses are organised and coherent.

In **Question 3**, some candidates demonstrated a sound knowledge of classical Chinese, whilst others found this part of the paper quite difficult. The most common areas of challenge were either identifying the meaning of words or understanding the function words.

Comments on specific questions

Section 1

Question 1

- (a) This question was very well handled by many candidates who clearly presented the contrast between the mild pain in the leg joints and the mother’s exaggerated account of broken legs. Some candidates mistakenly regarded ‘哀叹连连’ as the mother’s exaggerating claims, and so could be credited.
- (b) This question required candidates to understand how the author’s attitude towards the mother’s exaggerations had changed. Some candidates found this challenging, as they needed to recognise and interpret what was implied in the text. The best answers showed evidence of careful reading and analysis and were able to accurately describe the change of attitude their own words. Most candidates achieved one mark by either answering ‘my’ attitude was 着急 before or 淡定 now, without providing both. Weaker responses relied on lifting relevant sentences from the passage; this was insufficient as it did not show understanding or explanation of the implicit information in the passage.
- (c) This question was well answered by most candidates, many of whom achieved full marks. Where all three marks were not awarded, this was often because the first action ‘跑过去’ showing ‘my’ patience towards the mother had been omitted.
- (d) This was another very well answered question. The majority of candidates were able to identify the changes of mother’s feelings to the ‘false alarm’ as described in the text.
- (e) This question assessed candidates’ ability to analyse and understand implicit meaning in context. Many candidates found this question challenging. Only candidates with strong analytical skills were able to specify the ‘tacit’ relationship between the grandma and the grandson from the interaction between them. Some candidates tended to write the things that the grandma and the grandson did

together or more general comments about them enjoying a good relationship, which were not enough to gain a mark.

- (f) This question targeted the skills of analysis and interpretation, and only the strongest candidates were able to understand what was implied in the text. Good responses explained the reason why 'I' was happy after seeing the interaction between the grandma and the grandson – because of the way they applied the poem to the exaggerations in their daily life. A significant number of answers copied the phrase '诗仙异禀' from the passage or discussed their passion in reciting the poem, which could not be awarded a mark.
- (g) This global reading comprehension question tested candidates' ability to analyse and summarise. This question also proved to be challenging for some candidates, with most gaining 1 or 2 marks. Only the most capable candidates achieved full marks by identifying and summarising in their own words the changes in the views of "我" on the exaggerations of grandma and grandson. Many candidates managed to select relevant material from the passage but needed to go on to summarise and explain the viewpoint of the author ("我").
- (h) This question required candidates to understand and interpret what the author wanted to indicate through the son 'patting his chest'. The majority of candidates demonstrated good skills of understanding and interpretation and gained the mark. Weaker candidates missed the mark by analysing the son's words rather than the son's action.
- (i) This question tested candidates' ability to understand how the author used language to achieve effects and influence readers. Candidates needed to interpret what the underlined words/phrases meant in the context or what the author wanted to illustrate in using them. Each question is worth 2 marks, which means that two points were needed to answer the question.
- (i) (i) Candidates were required to give two key points that the overstatement '耳朵都起茧子了' suggested. Many candidates answered the question fully with one point to say 'I' listened too many times and the other point to show that 'I' was getting numb.
- (ii) This question proved to be challenging to many and a varied performance was seen. Many candidates accurately interpreted the word '苦笑' as '无奈' and gained one mark. Others wrote '无耐' instead of '无奈' and could not gain the mark because the mis-written characters affected the meaning of the word. Only the strongest candidates managed to get the second key point '我不得不跟母亲解释'.
- (iii) This was a well answered question. Most candidates achieved 2 marks by explaining '捏着冷汗' showed tension/worries and further explained what 'I' was worried about or what made 'I' nervous.
- (iv) This question required candidates to explain the word '破颜大笑' in context. Most candidates were able to explain the reason why 'my mother' burst into laughter and scored a mark. Some candidates misunderstood '破颜' and explained it as 'ugly facial image', which was not accepted as a right answer. Candidates needed to draw a contrast (sudden change) of her emotions after she heard the grandson's answer to gain another mark. Answers which merely described her happy feeling could not be credited.

Section 2

Question 2

Candidates were required to write an article in their own words for their school newspaper introducing the idea of 'slash youth' to students. The article needed to use the ideas from passages 2 and 3 and develop them relevantly to cover the three areas of the question. In order to reach the highest marking bands, candidates needed to ensure they had addressed all aspects of the question, supporting their ideas with details from the passages and producing a well organised and carefully structured report. Candidates should take note of the intended audience and write in an appropriate tone and style for the purpose, using suitable vocabulary.

Reading

In general, candidates performed well in this question.

Candidates demonstrated a good understanding of the passages and were able to use the ideas in the texts to cover the three areas outlined in the question. Most candidates were awarded marks for reading in the top two levels, showing awareness of the need to fulfil all elements of the task and referring to the reasons that motivate people to become 'slash youth', their character traits, and the factors about 'slash youth' that worry the older generation.

The strongest responses which obtained 14/15 marks showed excellent comprehension skills and an ability to select a wide range of facts, ideas and opinions from both passages, developing and evaluating them to complete the task.

Some responses presented a clear progression of ideas relating to the three areas of the question, but had a tendency to elaborate excessively on a small number of points from the texts, rather than offering a broader range of supporting evidence. In a few cases, answers were presented with major omissions in one element of the task, and could therefore not be placed in the higher marking bands for reading.

Some weaker responses did not score well for reading and could have been improved with more careful reading of the question and instructions. Such responses often developed their claims based on their own experience or personal views rather than using content from the passages.

Writing

The majority of candidates were able to provide a well-organised response, using connectives effectively to create a fluent piece and using precise language throughout their writing. Most responses were written within the guidelines given for length. Overly long responses are not encouraged as these tend to result in less focused writing.

The top marks in writing were awarded to candidates who used their own language to carefully structure their answers with consistently well chosen and precise vocabulary and who wrote in an appropriate tone for the audience.

Responses which relied on considerable lifting of materials from the texts without reorganising the ideas or paraphrasing the language often resulted in an ineffective or unconvincing answer and therefore did not score highly for writing. Some weaker responses were characterised by an absence of good and powerful connectives or contained incorrectly written characters; others needed a better awareness of audience and purpose to ensure the writing was of an appropriate style.

Section 3

Question 3

This question stretched the abilities of candidates in their comprehension of classical Chinese.

- (a) The majority of candidates achieved full marks. A few missed the second mark for '难得'. Answers with specific examples of the valuables, e.g. '珍珠' and '黄金', could not be credited.
- (b) This multiple choice question was handled well by the full range of candidates, showing good understanding of the text.
- (c) This question required candidates to identify the right phrase from the text. They could convey the phrase '有功者' as the answer or translate it into modern Chinese '有功的人'. Most candidates were able to gain the mark. Weaker candidates generally either struggled to find the right answer in the text or overly interpreted the meaning of the phrase which changed the original meaning.
- (d) Candidates were required to specify how the king showed his respect to his soldiers after the victory of the Haonan Battle. A range of responses was produced by candidates. Capable candidates were able to identify the answer from the text or translate it into modern Chinese successfully. Some candidates missed out the key phrase '其爵' or translated '饮' inaccurately,

while some others did not pay close enough attention to the requirement of the question 'after the victory of the Haonan Battle'.

- (e) This question proved to be challenging to many. The best answers quoted '以爵爵嬖人之舐痔者' directly from the text. Some candidates attempted to translate this into modern Chinese without success. The least successful responses came from those who struggled to understand the meaning of the sentence.
- (f) This multiple choice question was very well answered by the majority of candidates.
- (g) This question required candidates to translate the underlined words into modern Chinese.
 - (i) The majority of candidates responded well to this question with the answer '都'.
 - (ii) A large number of candidates were successful in explaining the meaning of '故'. In some instances, candidates interpreted it as 'because' instead of 'therefore', which could not gain a mark.
 - (iii) This question was generally well handled, with most candidates answering '以前', '过去' or other alternative words. A small number of candidates wrote '昔日', which was not credited.
 - (iv) A large number of candidates found it challenging to translate '饮' into modern Chinese in this context. Responses like '喝' or '喝酒' were not accepted. Candidates who were able to present the special structure of '给(target)酒喝' or with other alternative words were awarded a mark.
- (h) This question required good knowledge of classical Chinese as well as the ability to analyse and summarise the whole text. Responses to this question produced a variety of performance. Capable candidates demonstrated a good understanding of the passage and were able to take a broad view of the relevance of the passage in modern Chinese. Some candidates showed a good understanding of the passage but struggled to use their own words to explain the significance of the story to a modern audience. The weakest responses displayed a lack of genuine comprehension of the whole passage, and so were unable to produce a credible response.

FIRST LANGUAGE CHINESE

Paper 0509/22
Writing

主要信息

- 新的考试要求考生回答两道题，小部分考生只回答了一道题，考生应从第一部分和第二部分各选一道题回答。
- 考生应正确标志作文题号，并选择试卷的繁体或简体版本。答题时考生应写汉字，避免在文中使用英文和拼音。
- 考生应仔细阅读题，对题目理解正确，根据题目所给的要点答题，所写的内容应切题。
- 写议论文时，考生应明确地表达观点，提出有说服力的论点。写论说文时，考生应从双方的观点提出主张，并正确使用复杂句式，善用不同的证据和相关见解，从各个方面论述。
- 建议老师培训学生时，需让学生熟悉描写文和记叙文的文体。写记叙文时，考生应写一个完整的故事。写描写文时，考生应创造出栩栩如生的画面和情景。
- 考生应尽量把字写得整齐清楚，考官在阅卷时，才能根据所读到的内容给出最恰当的评分。

评语

很多考生都能了解题目的要求，表达意见和看法，使用适当的文体，并能就他们所选的题目写出结构良好、大致通顺的文章。得分高的考生都能正确地使用复杂的句式和成语，逻辑清晰，同时用相关的细节来支撑论点和想法。

大部分的考生都能写出四百到六百字的文章，少数考生只写了一篇文章或写了两篇字数不到要求的文章，还有考生只写了题号而没答题。一篇文章需要足够的字数以达成写作任务，同时用词成熟精准，使用适当的文体能帮助考生拿高分。如果每篇文章字数明显少于四百字，内容不足，不易得高分。

有的考生出现两篇作文篇幅相差悬殊的情况，这可能是由于学生考试时间总体上掌控不好，某一篇文章因为时间仓促而草草结尾。建议老师在备考时，加强学生的时间管理意识。

今年的考生在写四种文体时，都有或高或低的表现，八个题目都有佳作。更多的考生选择写第一部分的第三题和第五题，以及第二部分的第八题。总体来说，考生在写议论文和论说文时，对文体的把握能力更好。由于第三题和第四题题目列出了要点，大部分的考生都能写出

结构清楚、切题的文章，然而，很多考生把描写文写成了记叙文，或把记叙文写成了描写文。

文体和正确度

大部分的考生能正确地使用简单的句式，有时能使用成熟、复杂的句式。表现优异的考生行文流畅，能用正确的文体，各种不同的词汇和结构完整、复杂的句子写出文章，同时各段落间字数分配更加合理。能力较弱的考生通常会用简单或重复的句子，文章表意不清，还有错字和用拼音代替汉字的问题。

很多考生都能正确地使用标点符号，特别是逗点和句点。然而，有些文章有断句、错字和语法的问题。考生在写作时，应正确使用成语和名言。

以下是今年文章中的常见错误：

- 同音异义字：游永(泳)池，报复(抱负)，定意(义)，办工(公)楼，底(低)着头
- 赘语：我们自己的父母，我和我的母亲前往我们自己的房间去放我们的东西，因为他们的发展他们的感官。考生可能受到英语语法的影响而写出赘语多的文章。
- 句子成分残缺：我依然清晰地记着一次坐船的经历，让我深刻难忘。抛开这些烦恼，(弟弟或妹妹)带给你的只有欢乐。通过社会实践也能让正值青春的中学生了解社会的运作。
- 句子冗余：对于我来说，我认同这个观点。
- “和”连接两个句子：这次经历也让我以后不要沉迷手机和要再三检查。
- 复杂句成分残缺或句式杂糅：根据世界卫生组织所定下对健康的定义是生理、心理和社交上均须健康，而若果负能量导致我们有心理病，即是我们身体不健康。看着此情此景令我的心放下心头大石。
- 标点符号：不使用逗号，顿号使用错误，双引号不全等情况。
- 体裁和语气与文体不相符：部分议论文和论说文中的语言过于口语化，语言的描写性或记叙性过强，列举事实论据时更像讲故事，提供了很多不必要的细节。

内容和结构

很多考生都能用适当的词语写出表意清楚且符合题目要求的文章。写得好的文章都有以下特点：有说服力、能说明正反两方的论点、生动描写景象和气氛、写出扣人心弦的故事。得分高的考生的文章结构清楚，分段明确，能营造紧张感和高潮，并避免重复。写得较差的文章则有不相关的细节或跑题。

考生应在开头尽快入题，在结尾把写作主旨交代清楚，发展清楚合理且有逻辑性的段落组织，同时用相关的细节来支撑论点。考生也应分辨描写文和记叙文的不同，仔细审题，对题目有完整的了解后，再开始写作，写出切题的内容。

各题的评语

第一部分：议论和论说

第一题 - “中学生参加社会实践会影响学习。”你同意吗？写一篇具有说服力的文章，说明你为什么同意或者不同意这个观点。

考生写文章时，应论证合理，清楚表达主张。能力较强的考生通常能开篇将文章的中心论点摆出来，然后再逐层展开论证，提出相关的证据和事实，在结尾时再次强调，照应开头。大部分的考生都能言之有据，语句保持连贯且符合逻辑。有的考生只论证了社会实践的好处，却没有与“影响学习”联系起来，有些偏颇；有的考生论证了社会实践的好处和坏处，主张不清。

第二题 - “我们应该避开有太多负能量的人。”你为什么同意或者不同意这个说法？请写一篇具有说服力的文章来支持你的观点。

能力强的考生能先为负能量下定义，指出负能量对人的影响，并论证为什么人们应该或不应该避开有太多负能量的人。好文章通常用词精准，阐发见解，并用名言和事件来说明事理。举例来说，有的考生提到每个人都有负能量，人们应该正视和接纳负能量，与负能量共处，并把负能量转换成正能量。能力弱的考生对负能量理解错误，把重点放在不良行为对他人的影响上。有的考生从正反两方论证，观点不明确；有的考生只提到负能量的坏处，缺乏论证。

第三题 - 你将参加学校举办的作文比赛，以“坚持与成功”为题写一篇文章。文章必须包括以下几点：

- 你认为什么是成功；
- 从正反两个方面谈谈坚持和成功的关系；
- 青少年如何通过坚持取得成功。

这题是第一部分最受欢迎的题目。写得很好的文章先给成功下定义，把成功和坚持的关系说清楚，然后从正反两方论证，再解释青少年如何通过坚持取得成功。以下的这个例子会更加容易展开“成功与坚持”的关系的论述，并使全文浑然一体：“我认为成功是实践自我坚信的信念，是一个人不断坚持获得的最终胜利果实。”很多考生能定义成功，提出有逻辑的论证，并用相关的事实来佐证。有些考生从正面谈成功与坚持的关系，比如：要想成功必须坚持，却很少从反面谈成功与坚持的关系，比如：坚持也不一定能成功、坚持错误的方向肯定不能成功、影响成功的因素不仅仅是坚持。另外，有的考生没提及青少年如何通过坚持取得成功。

第四题 - 自中国取消独生子女政策以来，不少父母开始考虑生第二个孩子。在一次班会上，同学们对此各抒己见。请就这次讨论写一篇文章。文章必须包括以下几点：

- 同学们认为家长为什么要生二胎；
- 同学们对父母生二胎的期待和担忧；
- 怎样和弟弟妹妹相处。

这道题是第一部分最受欢迎的题目之一，因为跟考生的生活经验密切相关。大部分的考生都能言之有据，清楚提及家长要生二胎的原因，用相关的事实来论述第二和第三个要点。

能力较强的考生能阐发见解，说明同学们对父母生二胎的期待和担忧，并用自身的经验来解释怎样和弟弟妹妹相处。然而，有的考生只论述了一个或两个要点；有的考生把重点放在父母想生二胎的原因上，提到传宗接代和重男轻女的观念，而其他方面一笔带过，显得比例失调；有的考生审题不严，写成了“家长对生二胎的期待与担忧”，而不是“同学们对父母生二胎的期待与担忧”。这样的学生不在少数，所以建议加强学生的审题能力。

第二部分：描写和叙述

第五题 - 在机场，你发现随身携带的背包丢了。描写一下当时的情境和你的感受。

这道题是第二部分最受欢迎的题目之一，考生应描写在机场的情境和个人的感受。能力较强的考生能把机场的繁忙景象和发现丢了背包时的担心、焦虑具体地描绘出来，创造出生动鲜明的画面。有的考生还用了特写手法，为整体的画面增添了色彩。然而，不少考生写成了如何处理“丢背包”事件，而没有把重点放在情景描写和心理感受上。较弱的考生把描写文写成了记叙文，故事简单平淡，用了很长的篇幅在描述他们如何到机场，如何在找服务台找到背包，而缺乏对机场的情境和心境转变的描写。

第六题 - 你错过了回家的末班车，车站里只剩你和一个流浪汉。描写这个流浪汉和你当时的心理活动。

考生应描写在车站的流浪汉和个人和流浪汉共处的想法和感受。写得好的文章多能把流浪汉写得鲜明活现，生动传神，注意人物的外貌、动作、语言和性格的描写，也能把个人的心理活动和对流浪汉的观察、理解完整地呈现出来。能力较强的考生还能将听觉、嗅觉、触觉等感觉融会贯通起来描述流浪汉和当时的心境。很多考生叙述在车站发生的事件，对流浪汉和当时的心理活动的描写着墨不多，能力较弱的考生主要叙述遇到流浪汉的过程和流浪汉无家可归的原因，或将自己写成流浪汉，与题目中的“车站里只剩下你和一个流浪汉”不符。

第七题 - “在梦里，我成了校长……”用这句话开头写一篇记叙文。

考生要以题目中的句子为开头写一个能引起读者兴趣的故事。好文章读来妙趣横生，使用富有想象力的叙事手法，成功地塑造了人物与场景。有的学生写了在“校长”身份下发生的趣事；有的学生写了情节转折的故事，突出了在梦里的语境，表现了梦境的跳跃和校长特殊身份下发生的事情。能力弱的学生过多地陈述了自己当了校长以后的改革措施，或者自己对教育和学校的理解，用较大篇幅来陈述观点或看法，而没有叙述事件。比如：“第一，…第二，…第三，…如果我当校长，一定把学校打造成一所这样的学校。”很多考生列出他们当校长时做的改变，解释如何落实新校规，而没具体把事情经过写清楚，也没把细节连贯起来，不符合记叙文的文体要求；有的考生记叙了好几件事，但故事没有开头或结尾。

第八题 - 叙述你一次坐船的经历。

这道题是第二部分最受欢迎的题目，因为跟考生的经验密切相关。能力强的考生能记叙不同的场面，详略得当，按照事情发展的顺序写，创造出故事的高潮，让读者身临其境，体验坐船的经历。有的好文章以行船比喻生活，以海上航行想到生活的波澜等。很多考生描述了港口、大海、个人感受和游轮设施，而没有故事情节，把记叙文写成了描写文，因此，考生必须能分辨描写文和记叙文的不同。能力弱的学生平铺直叙，记流水账一样叙述了某次乘船经历，内容缺乏人物活动和场景变化，比如：“我们上船了以后，首先是去拿房卡。拿了房卡以后，我们前往自己的房间去放东西。到了房间以后，我们看到了大海。”

FIRST LANGUAGE CHINESE

Paper 0509/22
Writing

Key messages

- The new assessment required candidates to answer two questions, one from each section. A small number of candidates only answered one question. Centres should remind candidates to answer one question from **Section 1** and one question from **Section 2**.
- Candidates should note down the question numbers that they attempt to write and choose either the traditional or simplified character version of the paper. Chinese characters should always be used, and both English and pinyin should be avoided.
- Candidates should read the questions carefully and have an accurate understanding of the questions. Answers should be relevant to the questions, and all the bullet points need to be addressed with as much relevant information as possible.
- Candidates should clearly present a strong position on a particular topic and persuade the reader when writing an argumentative essay. When writing a discursive essay, candidates should present both sides of the discussion. Sophisticated structures and a wide range of relevant facts and ideas should be included.
- Centres need to make sure that candidates are aware of the register and genre of descriptive and narrative essays. Candidates should focus on telling a complete story for the narrative essay and describe vivid images and scenarios for the descriptive essay.
- Candidates are reminded to write clearly and legibly to ensure the Examiner can read their scripts and fully credit them for what has been written.

General comments

Many candidates understood the purpose of the tasks and expressed ideas and opinions. They were able to produce well-structured and mostly fluent essays with appropriate register and tone. Candidates who scored high marks used complex sentences and idioms confidently, linked ideas in a logical way, and provided relevant details to support viewpoints and ideas.

Most of the responses were within the advised length of between 400 and 600 characters. An essay requires a certain number of words to fulfil the task, and using a wide range of vocabulary, appropriate register and sophisticated expressions is rewarded. A small number of candidates only wrote one essay, produced essays containing less than 400 characters or noted down the question number without an attempt to respond to the question. Candidates should be reminded that there would not be enough evidence of their ability to gain the highest marks if they write significantly fewer than 400 characters for each essay.

In some responses, one essay was much longer than the other one. It's likely that candidates needed to manage their time more effectively in the exam so one of the essays was written in a rush without an ending. Centres should continue to support candidates to develop awareness on exam time management.

The full range of performance was seen across all four types of writing. More candidates chose **Question 3** in **Section 1**, **Question 5** and **Question 8** in **Section 2**. Candidates in general showed more confidence in writing argumentative and discursive topics. As bullet points were given in **Question 3** and **Question 4**, most candidates could follow the structure and wrote some relevant details. Many candidates responded to a descriptive task in a narrative style and vice versa.

Style and Accuracy

Many candidates used simple grammatical structures precisely and sometimes attempted complex ones with success. Strong candidates could write in an appropriate register, use well-structured and complex sentences and ambitious vocabulary. The proportion of each paragraph is similar in good essays. Weaker

responses lacked clarity, contained simple or repetitive sentences and included incorrect characters and/or pinyin.

A lot of candidates could use punctuation confidently, especially commas and full stops. However, some responses showed sentence separation issues and spelling and grammatical errors. Candidates should be reminded that the use of idioms and sayings only enhance the quality of the language when used appropriately.

Some common errors appearing in responses are as follows:

- Homophones and homonyms: 游泳(泳)池, 报复(抱负), 定意(义), 办工(公)楼, 底(低)着头
- Pleonasm: 我们自己的父母, 我和我的母亲前往我们自己的房间去放我们的东西, 因为他们在发展他们的感官. Responses showed interference from English grammar.
- Sentence fragment: 我依然清晰地记着一次坐船的经历, 让我深刻难忘。(A subject is missing in the second sentence.) 抛开这些烦恼, (弟弟或妹妹)带给你的只有欢乐。 通过社会实践也能让正值青春的中学生了解社会的运作。
- Redundant expression: 对于我来说, 我认同这个观点。
- Use '和' to link two sentences: 这次经历也让我以后不要沉迷手机和要再三检查。
- Incomplete complex sentences or run-on sentences: 根据世界卫生组织所定下对健康的定义是生理、心理和社交上均须健康, 而若果负能量导致我们有心理病, 即是我们身体不健康。看着此情此景令我的心放下心头大石。
- Punctuation: Lack of comma useage, misuse of Chinese serial comma and incomplete quotation marks.
- Register and tone do not suit the style of writing: In some argumentative and discursive essays, colloquial language was used; description or narrative was used to list facts and present positions, providing irrelevant details.

Content and Structure

Many candidates produced clear texts that communicate effectively and chose vocabulary to create effect appropriate to purpose. Successful responses contained convincing arguments, balanced discussion, vivid images and atmosphere and engaging stories. Those who scored high marks also wrote clear and well-sequenced paragraphs, created tension and climax, and avoided repetition. Weaker responses were characterised by intrusive ideas, irrelevant details or lack of direction.

Candidates should write paragraphs containing a clear beginning and ending and provide links between paragraphs to form clear and logical transitions. Relevant details and ideas should be included to support viewpoints. Candidates should be reminded of the difference between descriptive and narrative essays, read the questions carefully and ensure that fully relevant information is given.

Comments on specific questions

Section 1: Argument and Discussion

Question 1

‘中学生参加社会实践会影响学习。’你同意吗? 写一篇具有说服力的文章, 说明你为什么同意或者不同意这个观点。

Candidates were expected to develop a coherent argument that clearly presents a strong position. The successful responses often gave a clear opinion at the beginning of the essay and then justified opinions, providing a wide range of relevant evidence and facts before giving the conclusion. Many candidates were able to present persuasive arguments and link ideas in a logical way. Some candidates mentioned the advantages of work experience without explaining why doing work experience would not affect learning. Some gave balanced views from both sides of the argument, resulting in the paragraphs being uneven in quality or losing focus.

Question 2

‘我们应该避开有太多负能量的人。’你为什么同意或者不同意这个说法?请写一篇具有说服力的文章来支持你的观点。

Strong candidates could define negative energy, point out its impact on people and justify why people should or should not avoid those who have negative energy. Good responses also used clear and effective language, provided well-developed arguments and quoted famous sayings and events to support their viewpoint. For example, some concluded that everyone has negative energy and that people should accept it, live with it and even convert it to positive energy. Weaker candidates misunderstood the meaning of negative energy and focused on how bad or inappropriate behaviour affects others. Some candidates discussed their views in both ways or only mentioned the disadvantages of having negative energy without linking arguments.

Question 3

你将参加学校举办的作文比赛，以‘坚持与成功’为题写一篇文章。文章必须包括以下几点：

- 你认为什么是成功。
- 从正反两个方面谈谈坚持和成功的关系
- 青少年如何通过坚持取得成功。

This was the most popular topic in **Section 1**. The best responses defined success, linked success with resistance, presented both sides and explained how teenagers could succeed. The following example shows how success and resistance is linked: ‘我认为成功是实践自我坚信的信念，是一个人不断坚持获得的最终胜利果实。’ Many candidates could provide their definition of success, structure essays in a logical way and support their ideas and viewpoints with relevant facts. Some candidates were able to produce a convincing argument on the positive aspect, such as 要想成功必须坚持; however, there were not many negative aspects argued, such as 坚持也不一定能成功, 坚持错误的方向肯定不能成功 and 影响成功的因素不仅仅是坚持. In some cases, the last bullet point was not attempted.

Question 4

自中国取消独生子女政策以来，不少父母开始考虑生第二个孩子。在一次班会上，同学们对此各抒己见。请就这次讨论写一篇文章。文章必须包括以下几点：

- 同学们认为家长为什么要生二胎
- 同学们对父母生二胎的期待和担忧
- 怎样和弟弟妹妹相处。

This was one of the most popular topics in **Section 1** as it was very relevant to candidates' daily lives and experiences. Most candidates fulfilled the task, presented some clear reasons showing that they understood why parents might want a second child; they also covered the other two points listed in the question with relevant facts and ideas. Stronger candidates were able to explain their views regarding why their parents would consider having a second child, voice their concerns and expectation and explain how to get along with their younger siblings by mentioning their own experiences. However, some candidates only responded to one or two bullet points listed in the question. Some candidates mainly focused on the reason why parents want a second child, mentioning the need to carry on the family line and having a preference of sons to daughters, and gave limited details in response to the second and third bullet points. Some misread the questions and wrote about parents' expectations and concerns rather than classmates' expectations and concerns. Centres should continue to support candidates in understanding and reading questions carefully.

Section 2: Description and Narrative

Question 5

在机场，你发现随身携带的背包丢了。描写一下当时的情境和你的感受。

This was one of the most popular topics in **Section 2**. Candidates were expected to describe the scene at an airport and their personal feelings. Strong candidates were able to provide details of the hustle and bustle at the airport and the worrying and anxious feeling when they found out their rucksack was missing. The language of the successful pieces was often sophisticated, creating a good selection of intense and vivid images. Some candidates created a close-up scene, which added more detail to the overall image. However, many candidates wrote a story about the process of losing bags at the airport rather than describing their feelings and the atmosphere when they lost their bags. Weaker candidates attempted the essay as a

narrative, writing an un-engaging simple story about how they got to the airport and how they found it at a help desk without many details of the surroundings or mood change.

Question 6

你错过了回家的末班车，车站里只剩你和一个流浪汉。描写这个流浪汉和你当时的心理活动。

Candidates were asked to describe a homeless person at a station and their thoughts and feelings. The best essays could create vivid images of the homeless person (i.e. his/her appearance, actions, language and personality) and present the change of their mental activities or perception of the homeless person. Strong candidates also balanced the description of the homeless person and the mood at that particular situation well with well-developed ideas and sensory details. Many candidates narrated what happened at the station and provided limited description of the homeless person and their feelings, which missed the focus. Weak candidates also wrote a lot about how they met the homeless person and how the homeless person became homeless or wrote a story about being a homeless person.

Question 7

‘在梦里，我成了校长……’用这句话开头写一篇记叙文。

Candidates were expected to use narrative devices to tell an engaging story about being a head teacher in a dream. Excellent essays consistently engaged the reader with imagery, characterisation or settings. For example, some candidates included interesting events that happened when they were head teachers; some candidates provided a sudden turn of events and presented switches between scenes. Weaker candidates also provided a lot of details of the new rules or expressed their viewpoints on education without narrating events. For example, some wrote ‘第一，…第二，…第三，…如果我当校长，一定把学校打造成一所这样的学校。’ However, many candidates listed things that they would have done as a head teacher and explained how the new rules would be implemented without narrative devices or an event to link the plots together. Some candidates managed to narrate a range of events, but the story had no start or ending.

Question 8

叙述你一次坐船的经历。

This was the most popular topic in **Section 2** as it was very relevant to candidates' experiences. Strong candidates used a wide range of images, managed the different sections carefully and created a climax to convince the reader that the boat trip was a good or bad experience. Some excellent responses also used sailing as a metaphor for life. Many candidates described the harbour, the sea, their feelings and the cruise ship with details without any story line or plot. However, it would be considered as a descriptive essay. Weak candidates listed what they did in the boat and gave limited details of characters and setting. For example, ‘我们上船了以后，首先是去拿房卡。拿了房卡以后，我们前往自己的房间去放东西。到了房间以后，我们看到了大海。’ Candidates should be reminded of the differences between a narrative and a descriptive essay.