

# Cambridge IGCSE™

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**CHINESE AS A SECOND LANGUAGE****0523/01**

Paper 1 Reading and Writing

**May/June 2026****MARK SCHEME**Maximum Mark: 60

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**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.

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This document consists of **11** 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: <ul style="list-style-type: none"><li>the specific <b>content</b> defined in the mark scheme</li><li>the specific <b>skills</b> defined in the mark scheme or in the level descriptions</li><li>the <b>standard of response</b> required as exemplified by the standardisation scripts.</li></ul>                                                                                                                                                                                                                                                                                    |
| 2 | Examiners must award <b>whole marks</b> (not half marks, or other fractions).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3 | Examiners must award marks <b>positively</b> . This means that: <ul style="list-style-type: none"><li>marks are not deducted for errors or omissions</li><li>marks are awarded for correct/valid answers as defined in the mark scheme and also for <b>other valid answers</b> which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate</li><li>the quality of spelling, punctuation and grammar are judged <b>only</b> when the mark scheme indicates that these features are <b>specifically assessed</b> in the question. However, the meaning of all responses must be unambiguous.</li></ul> |
| 4 | Examiners must <b>consistently</b> 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 <b>full range of marks</b> 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 <b>must not</b> 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**

| <b>Annotation</b>                                                                   | <b>Meaning</b>                                                                                                                                      |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Credit for good language or content point                                                                                                           |
|    | Incorrect                                                                                                                                           |
|    | Omission                                                                                                                                            |
|   | Meaning unclear or illegible                                                                                                                        |
|  | If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.                                           |
|  | Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.                                  |
|  | To show the end of word count                                                                                                                       |
|  | Repetition                                                                                                                                          |
|  | Invalidate: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response. |

| Annotation          | Meaning                                                                                     |
|---------------------|---------------------------------------------------------------------------------------------|
| <b>SEEN</b>         | Used to show that blank pages have been seen and any creditworthy material has been awarded |
| Highlighter         | Highlight                                                                                   |
| On-page<br>Comment  | Wrong question number given by candidate                                                    |
| Off-page<br>Comment | Used to make a holistic comment about the script                                            |

**General Marking Principles**

| Question                                     | Answer                            | Marks | Guidance         |
|----------------------------------------------|-----------------------------------|-------|------------------|
| <b>Exercise 1 Questions 1–7</b><br>练习一 第1至7题 |                                   |       |                  |
| 1                                            | 马志远                               | 1     |                  |
| 2                                            | 关心自然/保护自然                         | 1     |                  |
| 3                                            | 不打扰/(作为观察者)在远处安静地注视               | 1     |                  |
| 4                                            | 完成了复新校园的鸟类调查<br>组织了(各种)保护鸟类栖息地的活动 | 2     | Reject: 保护了鸟类栖息地 |
| 5                                            | 生态游(活动)                           | 1     |                  |
| 6                                            | 社团主页                              | 1     |                  |
| 7                                            | (专业)相机                            | 1     |                  |

| Question                                       | Answer                     | Marks | Guidance                  |
|------------------------------------------------|----------------------------|-------|---------------------------|
| <b>Exercise 2 Questions 8–17</b><br>练习二 第8至17题 |                            |       |                           |
| 8                                              | 为完整历史架构提供实证对照/基础支持         | 1     |                           |
| 9                                              | 载人深潜(技术)                   | 1     |                           |
| 10                                             | 海底有很多古代文化遗产/海底保存了大量的文化信息   | 1     |                           |
| 11                                             | 较少受到人为因素的干扰                | 1     |                           |
| 12                                             | 信息不够多元/信息单一                | 1     | Accept: 不能像沉船那样提供更多元的历史信息 |
| 13                                             | 代表性                        | 1     |                           |
| 14                                             | 变形                         | 1     |                           |
| 15                                             | (对揭露区域进行) 保护性回填并加固         | 1     |                           |
| 16                                             | 水下环境的复杂性/生物侵蚀<br>极高的技术设备成本 | 2     | Accept: 能见度低              |
| 17                                             | 海底直播<br>虚拟现实               | 2     |                           |

| Question                                          | Answer | Marks | Guidance |
|---------------------------------------------------|--------|-------|----------|
| <b>Exercise 3 Questions 18–27</b><br>练习三 第18 至27题 |        |       |          |
| 18                                                | D      |       |          |
| 19                                                | C      |       |          |
| 20                                                | B      |       |          |
| 21                                                | A      |       |          |
| 22                                                | D      |       |          |
| 23                                                | A      |       |          |
| 24                                                | B      |       |          |
| 25                                                | D      |       |          |
| 26                                                | B      |       |          |
| 27                                                | C      |       |          |

| Question                                                                                                                                                                                                                   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks | Guidance |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| <b>Exercise 4 Question 28</b><br>练习四 第28题<br><br>Content: 1 mark is awarded for each bullet point (see below).<br>Language: a generic mark scheme (see below) is used for the making of the language element of this task. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |          |
| 28                                                                                                                                                                                                                         | Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language.<br><br><b>Content:</b> You're studying abroad for the first time. Write an email to your friend about your experience.<br><br>Award 1 mark for covering each bullet point, up to a maximum 3 marks: <ul style="list-style-type: none"> <li>• Describe the difficulties you are experiencing</li> <li>• Share how you adapted to the new environment</li> <li>• Compare the biggest difference between the new school and your old school.</li> </ul> | 8     |          |

| Question                             | Answer                                                                                                                                                                                                                                                                                                                                                                                                               | Marks | Guidance |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| <b>Language (style and accuracy)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                      |       |          |
| <b>5 marks</b>                       | <ul style="list-style-type: none"> <li>• Uses a wide range of language, including complex structures, effectively.</li> <li>• High level of accuracy, very good control of language.</li> <li>• Consistently appropriate style and register. Uses well constructed and linked paragraphs.</li> </ul>                                                                                                                 |       |          |
| <b>4 marks</b>                       | <ul style="list-style-type: none"> <li>• Uses a range of structures appropriately. Attempts to use more ambitious language.</li> <li>• Mostly accurate with a good control of language. Any errors do not impede meaning.</li> <li>• Appropriate style and register. Uses reasonably well constructed paragraphs with some linking words.</li> </ul>                                                                 |       |          |
| <b>3 marks</b>                       | <ul style="list-style-type: none"> <li>• Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control.</li> <li>• Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.</li> <li>• Some attempt to use appropriate style and register and to organise writing into paragraphs.</li> </ul> |       |          |
| <b>2 marks</b>                       | <ul style="list-style-type: none"> <li>• Uses simple structures and vocabulary.</li> <li>• Some degree of control. Meaning is sometimes in doubt.</li> <li>• Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li> </ul>                                                                                                                                                    |       |          |
| <b>1 mark</b>                        | <ul style="list-style-type: none"> <li>• Uses very simple structures and vocabulary.</li> <li>• Lack of control of simple structures makes meaning mostly difficult to understand.</li> <li>• Inappropriate style and register. No use of paragraphs.</li> </ul>                                                                                                                                                     |       |          |
| <b>0 marks</b>                       | No response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                                        |       |          |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Answer                                                                                      | Marks                                                                                                                                                                                                                                                                                                                                                                                                                            | Guidance |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
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| <b>Exercise 5 Question 29</b><br>练习四 第29题                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| The extended writing task: both content and language are marked against generic mark schemes (see below).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Award up to 10 marks for Content and up to 12 marks for the style and accuracy of Language. | 22                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| <table><tr><th colspan="3">Content: relevance and development of ideas</th></tr><tr><td>Level 4</td><td>[8–10 marks]</td><td><ul style="list-style-type: none"><li>Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</li><li>Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent.</li><li>Consistently appropriate style and register. Uses well- constructed and linked paragraphs.</li></ul></td></tr><tr><td>Level 3</td><td>[5–7 marks]</td><td><ul style="list-style-type: none"><li>Fulfils the task, with appropriate register and a good sense of purpose and audience.</li><li>Ideas are well developed at appropriate length. Well organised and coherent.</li><li>Appropriate style and register. Uses reasonably well- constructed paragraphs with some linking words.</li></ul></td></tr><tr><td>Level 2</td><td>[3–4 marks]</td><td><ul style="list-style-type: none"><li>Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li><li>Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent.</li><li>Some attempt to use appropriate style and register and to organise writing into paragraphs.</li></ul></td></tr><tr><td>Level 1</td><td>[1–2 marks]</td><td><ul style="list-style-type: none"><li>Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li><li>There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.</li><li>Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li></ul></td></tr><tr><td>Level 0</td><td>[0 marks]</td><td colspan="2">No response worthy of credit.</td></tr></table> |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | Content: relevance and development of ideas |  |  | Level 4 | [8–10 marks] | <ul style="list-style-type: none"><li>Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</li><li>Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent.</li><li>Consistently appropriate style and register. Uses well- constructed and linked paragraphs.</li></ul> | Level 3 | [5–7 marks] | <ul style="list-style-type: none"><li>Fulfils the task, with appropriate register and a good sense of purpose and audience.</li><li>Ideas are well developed at appropriate length. Well organised and coherent.</li><li>Appropriate style and register. Uses reasonably well- constructed paragraphs with some linking words.</li></ul> | Level 2 | [3–4 marks] | <ul style="list-style-type: none"><li>Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li><li>Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent.</li><li>Some attempt to use appropriate style and register and to organise writing into paragraphs.</li></ul> | Level 1 | [1–2 marks] | <ul style="list-style-type: none"><li>Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li><li>There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.</li><li>Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li></ul> | Level 0 | [0 marks] | No response worthy of credit. |  |
| Content: relevance and development of ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| Level 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [8–10 marks]                                                                                | <ul style="list-style-type: none"><li>Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</li><li>Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent.</li><li>Consistently appropriate style and register. Uses well- constructed and linked paragraphs.</li></ul>                                             |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [5–7 marks]                                                                                 | <ul style="list-style-type: none"><li>Fulfils the task, with appropriate register and a good sense of purpose and audience.</li><li>Ideas are well developed at appropriate length. Well organised and coherent.</li><li>Appropriate style and register. Uses reasonably well- constructed paragraphs with some linking words.</li></ul>                                                                                         |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [3–4 marks]                                                                                 | <ul style="list-style-type: none"><li>Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li><li>Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent.</li><li>Some attempt to use appropriate style and register and to organise writing into paragraphs.</li></ul>          |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [1–2 marks]                                                                                 | <ul style="list-style-type: none"><li>Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li><li>There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.</li><li>Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li></ul> |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |
| Level 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [0 marks]                                                                                   | No response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                                                    |          |                                             |  |  |         |              |                                                                                                                                                                                                                                                                                                                                                                                      |         |             |                                                                                                                                                                                                                                                                                                                                          |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |           |                               |  |

| Question                            | Answer               | Marks                                                                                                                                                                                                                                                                                   | Guidance |
|-------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Language: style and accuracy</b> |                      |                                                                                                                                                                                                                                                                                         |          |
| <b>Level 4</b>                      | <b>[10–12 marks]</b> | <ul style="list-style-type: none"> <li>• Uses a range of language, including complex structures and less common words and phrases, effectively.</li> <li>• High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</li> </ul> |          |
| <b>Level 3</b>                      | <b>[7–9 marks]</b>   | <ul style="list-style-type: none"> <li>• Uses a range of structures and words and phrases, generally appropriately.</li> <li>• Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</li> </ul>                |          |
| <b>Level 2</b>                      | <b>[4–6 marks]</b>   | <ul style="list-style-type: none"> <li>• Uses mainly simple structures and vocabulary.</li> <li>• Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.</li> </ul>                                 |          |
| <b>Level 1</b>                      | <b>[1–3 marks]</b>   | <ul style="list-style-type: none"> <li>• Uses simple structures and vocabulary.</li> <li>• Some lack of control of simple structures. Meaning is often obscured.</li> </ul>                                                                                                             |          |
| <b>Level 0</b>                      | <b>[0 marks]</b>     | No response worthy of credit.                                                                                                                                                                                                                                                           |          |