

中文第一语言

Paper 0509/12

阅读理解，定向写作和文言文

关键信息

考生需在现代汉语和古代汉语两个方面展示出较好的阅读理解能力，而且为了展示出语言能力，他们 also 需很好地组织语言，提供有效的答案。

考生应回答每一个问题，留下空白而不写答案就会失去得分的机会。

考生需花时间认真仔细阅读试卷的每一部分内容，确保准确理解每个问题的要求。建议考生也要留出一定的时间重新阅读和检查答案，避免出现由于疏忽造成的一些失误。

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，划出每个问题中的关键字/词/词组，例如“心情”，“特点”，“影响”，“看法”，“从原文中找出”和“综合全文”等等，这样会帮助考生专注于问题的具体要求；
- 学会如何理解字面意思以及隐含意思来回答问题；
- 解释、分析和评估看法、观点和事实；
- 能够分析并讨论作者是如何通过语言来达到效果及影响读者的，包括如何运用隐喻及描述性语言等技巧；
- 考虑每个题的分值，确保答案足以最大限度地得到所有分数；
- 争取写出短小、简明和准确的答案，并且答案中不应包含任何可能使正确答案失效的额外信息；
- 检查自己的答案是否确切地回答了问题所问。

为了答好**第二部分**的问题，考生应该：

- 仔细阅读题目，确保理解问题中的每一方面。
- 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；
- 在写作前列一个提纲有助于确保作文结构合理；
- 在论证时，要有逻辑性，并使用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；
- 检查答案是否包含了问题中的每一方面。

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；
- 仔细阅读每个问题以明确要问的内容；
- 能够总结出文言文给现代的读者带来的启发。

对考生表现的基本反馈信息

大多数考生表现出对短文的较好的理解，并回答了所有的问题。许多考生熟悉试卷的格式并了解问题的要求。总的来说，今年考生在回答问题一中的表现比在回答问题二和问题三中的表现好。

考生对需要参考文中信息或者根据词句的表面意思作答的问题，一般来说都答得很好。而那些需要根据文中信息给出的线索进行深入分析理解或推论的问题，有时对考生来说是一个挑战。对于需要用简短的语言回答的问题，最好的答案是那些简明扼要地回答问题所需的准确信息的答案。

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作答或者直接表达看法和观点的问题上都得了高分。能力强的考生表现出对文章和问题有完整充分的理解，表现出极强的分析和总结能力，并能够清晰准确地表达；还有一小部分考生没有正确地理解题意。一些考生可以通过注意并熟悉问题中的一些关键词，比如“什么作用”、“什么不同”、“心情”、“综合全文”等等，来帮助对问题的理解。

在问题一中，要求考生解释为什么作者在文中选择使用特定的词或词组，或者使用这些词汇对读者有什么影响的问题，被认为是最难的。一些考生表现出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，这也就是说在许多情况下，考生在这方面没能拿到问题中所有的分数。

问题二是定向写作，总体来说，今年考生的表现是值得肯定的。许多考生展示了良好的写作能力，注意到写作的目的及面向的读者，使用恰当的语气和格式完成写作。一些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回答问题中的大部分的内容。能力强的考生能够对从短文中筛选的信息进行评估、扩展，包含问题中的所有方面，合理地组织作文的结构，成功地进行写作。较差的回答往往是对段落中所表达的观点进行简单地总结，所以提醒考生，定向写作不是对两篇短文进行总结，而是给考生提供一个机会，通过使用短文中的信息展示出对文章的深入理解，根据题目要求和目的完成一篇有说服力的文章。一些处于中等水平的答案通常是没有包含问题中的所有方面，或者没有使用段落中的观点和看法，而是用自己的个人经验或知识作答。所以，考生需要仔细阅读题目要求，写作时包含问题中要求的所有的点以避免因此丢分。我们也建议考生在写作前花少量的时间制定提纲以确保作文连贯且有条理。

在问题三中，考生的表现各异：实力较强的考生展示出较高的古典汉语知识水平，较弱的考生看起来很难正确理解原文，最弱的考生根本没有尝试去回答问题。建议考生在准备这门课程时，应该有更多的机会阅读广泛的古典文本，这样他们在处理未见过的文本中的词语和句子的含义时就会更加自信。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

问题一

- (a) 这道题大多数考生都回答得很好，他们能够找出艺术界那么多人认识作者的原因，并因此获得满分。
- (b) 这是另一道回答得很好的题。大多数考生成功地分析了短文，并理解销售员可以从订单上绘制的漫画中看出作者的心情。少数答案显示出对短文的误解，给出了“夸张的表情”作为答案。由于“夸张的表情”是实际绘制的内容，而不是从图中夸张的表情中能看出的内容，因此这不是一个有效的答案。



- (c) 本题要求考生分析使用机器刻印章的缺点。考生在这道题上表现得很好，大多数认为用机器印章总是相同的/不是唯一的，或者别人可能会在未经许可的情况下拿到印章并使用它。
- (d) 理解能力和解读能力较强的考生能够识别出江老板在作者自画像书出版过程中所起的作用，得两分。得一分的考生通常只提到江老板是如何帮助策划/鼓励/执行这个项目的，还需要提及正是因为江老板最初的不经意的建议，作者才有了将自画像放在一起出版的想法。
- (e) 这道题考生答得非常好，大部分考生都拿到了两分。许多考生能够指出，作者的父亲希望龙妹将来成为一名画家，她不会步父亲的后尘经营书店。大多数有能力的考生都表现出了出色的解释能力，并用自己的话回答问题。
- (f) 本题检测考生对第三段和第五段中父亲的两个“笑”的含义进行分析和推断的能力。大多数考生都能解释第五段中父亲的笑是因为旺儿而高兴得不得了。只有得分较高的考生才能同时分析出第三段中父亲的笑是不在意的笑，他并不关心作者出版自画像书。
- (g) 这道题考生也答得很好。大多数考生都能解释为什么作者的父亲心情那么好，因此得了两分。
- (h) 本题为综合性阅读理解题，检测考生的分析总结能力。考生们表现得非常好，展示了很强的能力来识别并总结冯氏家族在外部趋势面前仍然在哪些方面坚持自己的原则。少数考生仅指出一个方面，因此只能得一分。
- (i) 本题检测考生理解作者如何运用语言达到效果、影响读者的能力。考生需要解释划线的词/词组在上下文中的含义，或者作者在使用它们时想要说明的内容。大多数问题都是两分，因此需要两个不同的点来回答这些问题。这道题对许多考生来说很有挑战性。
- (ii) 一些考生在这道题中表现出了很强的理解和解释能力，他们解释说，作者是为了防止印章被盗和乱用。只解释划线成语“未雨绸缪”的含义，并未将其与上下文联系起来加以解释的考生不能得分。
- (iii) 大多数考生通过解释“我的”自画像可以在全国许多不同的地方看到而得了一分。能力最强的考生还进一步推断出肖像出现在很多地方是因为店里订单多，生意繁忙，所以得了第二分。
- (iv) 这道题回答得不错，大多数考生至少得了一分。大部分都指出这本书最终出版/完成。一些考生没得满分是因为他们还需要指出出版过程不容易。
- (v) 大多数考生成功地将划线词解释为企业家（商人）觉察到/找到/发现赚钱的机会。只有少数能力强的考生回答出这些商人/企业家反应迅速及敏感，从而得了另一分。
- (vi) 这道题考生的表现是多样的，说明考生的理解和解释的水平参差不齐。大多数考生能够解释划线的词“来势汹汹”意味着变化很大/猛等。只有少数考生能够继续分析并推断出许多实体店已经转向网店。一些考生提出变化很快，这不是一个有效的答案，不能给分。

第二部分

问题二

考生需要写一篇文章，说服学校邀请一位人工智能专家来演讲。文章需要使用短文二和短文三中的观点，相应地扩展，涵盖问题的三个方面。为了达到最高分数段，考生需要确保回答了问题中提到的每一方面，用短文中的信息来支持观点，写出一篇组织良好、结构严谨的文章。考生应注意这篇文章是要展示给学校的领导、老师和同学们的，应以适当的语气和风格来写，用适当的词汇来完成。

阅读

总体来说，考生的表现是值得肯定的。

一些考生表现出对短文的很好的理解，能够使用文中的看法、观点来回答问题中的三个方面，并且达到了阅读理解的第二或第三个分数档。能力最强的考生达到了最高的分数档，展示出对两篇短文极好的理解，并对两篇短文中的信息进行筛选、评估和扩展，指出学生为什么需要更多地了解人工智能、人们对于人工智能的发展有哪些担忧、以及为了更好地迎接人工智能时代，我们到底应该重视什么。

一些考生的答案清楚地展示了与问题的三个方面相关的观点的进展，但倾向于过度阐述短文中的少数观点，而不是提供更广泛的起到支持作用的证据。总的来说，问题的后两个方面回答得更成功。在回答问题的第一个方面时，一些答案提到了一般来说使用人工智能的优势，但没有明确说明学生应该更多了解人工智能的原因。所以强烈鼓励考生仔细阅读问题及问题中的几个方面，并问问自己是否完全回答了所提出的问题。

今年这道题的阅读部分表现得偏弱。考生必须记住，这是对阅读和写作的测试，因此在写文章时不应超出短文的范围。答案是可以更仔细地阅读问题和说明来提高的。较弱的文章通常根据自己的经验或个人观点来表达自己的主张，而不是使用短文中的内容。

写作

大部分考生能够写出结构清晰的文章，写作中有效地使用关联词语，让文章更通顺流畅，并且在通篇写作中使用准确的语言。一些文章能够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。

作文得高分的考生用自己的语言精心地组织文章的结构，根据面向的读者，始终如一地精心挑选和使用准确的词汇，以及以适合的语气来完成写作。

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没有说服力，答案也无效，因此不能在写作中得到高分。一些较弱的作文往往是缺少又好又强有力的关联词或者有很多错别字；还有，一些考生要更好地意识到面向的读者是谁、写作的目的是什么，确保写作风格恰当。

第三部分

问题三

整体上来说，考生对于文言文的理解还是达到了一个合理的水平的，对这部分的一些问题应对得不错。考生的表现很不一样，一些考生对文言文的理解表现得很自信，能够用现代词语很好地解释文言文，而另一些考生对准确理解原文感到有难度。毫无疑问，如果考生能够在学习的过程中多接触一些文言文，那么在面对考试中遇到没有学过的文言文时，会更自如。

- (a) 这是文言文部分回答得最好的一道题，几乎每个考生都从短文中找出了正确的信息。一些考生用自己的话解释了冰雪对食物的两大好处，而另一些考生则选择在答案中引用短文的相关内容。这两种方法都能得分。
- (b) 本题检测考生对文言文的理解能力和分析能力。得分较高的考生能够通过比较大师写的诗和落入凡人手中的诗来解释作者想要说明的内容。较弱的回答只是翻译了原文的相关部分，没有解释作者为什么要进行这样的比较，所以没能得分。
- (c) 大多数考生都能理解文言文中的虚词“之”，并在这道选择题中成功选择了正确答案。
- (d) 这道题要求考生用现代汉语解释划线词的意思，这对很多考生来说都是一个挑战。得分最高的考生表现出对文言常用词汇很熟悉。较弱的回答通常包含几个可供选择的答案，这些答案有时相互矛盾，这不会得分。我们鼓励信心不足的考生尝试回答问题。
- (i) 许多考生发现将“见风日则易腐”这句话中的“见”翻译成现代汉语具有挑战性。答案中常见的翻译是“遇见/遇到”，这是无效的答案。只有少数考生将其翻译为“曝露(在…下面)/出现/显露”并得分。
- (ii) 这道题总体上来说回答得很好，大部分考生都给出了正确答案“季节”。在少数情况下，考生将其解释为“时间”，从而无法得分。
- (iii) 这个问题被证明是问题(d)中最具挑战性的问题。只有少数考生能够对“若吾所谓冰雪则异是”句子中的划线词“是”翻译为“这/这样”，展示出对这个词的透彻的理解。
- (iv) 与第(iii)题相比，更多考生在这道题上获得一分。得分的考生将划线的“奚”解释为“什么/何”。
- (v) 这道题一般来说回答得不好。句中划线的“固”是“本来/原本”的意思。一些常见的错误是将“固”一词翻译为“固然”。
- (e) 该题检测考生的理解能力和总结能力，这对很多考生来说都是一个挑战。只有实力强的考生才能用“空灵/超逸灵活”来表达诗文的特点。
- (f) 许多考生都很好回答了这个问题，这道题要求他们找出理解诗歌过程中最遗憾的事情。得分最高的考生从三个答案中清楚地解释了最遗憾的两件事。这三个答案是“看到诗文的人不能理解；理解的人又不能评说；向那些不懂/不知道的人评说，他们仍不理解”。一些考生未能找出其中的两点，因此得一分。

FIRST LANGUAGE CHINESE

Paper 0509/12 Reading, Directed Writing and Classical Chinese

Key messages

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

Candidates should attempt every question; leaving blank spaces offers no chance of scoring a mark.

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 proofreading 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 'feeling', 'character', 'effect', 'views', 'from the original text' 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.
- aim to write short, concise and precise answers and eliminate any extra material which could invalidate an otherwise correct answer.
- check whether their response answers the exact question that has been asked.

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

- read the task carefully to ensure that all elements of the task have been understood.
- select and develop relevant facts, ideas and opinions from passages 2 and 3, evaluating or analysing the chosen content as appropriate.
- 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.
- make a plan before writing the essay to help ensure it is well-structured.
- structure arguments logically and link ideas with appropriate connectives.
- use complex sentences and varied and precise vocabulary.
- check whether their response covers all elements of the task.

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

- be able to translate classical language into modern words.
- know the basic function words in classical texts.
- read each question carefully to identify exactly what is being asked.
- be able to conclude what insight the classical texts bring to a modern audience.

General comments

Most candidates demonstrated a sound level of understanding of the texts and attempted all the questions. Many appeared to be familiar with the format of the paper and understood the requirements of the questions. In general, candidates this year performed better in **Question 1** than they did in **Question 2** and **Question 3**.

Questions requiring candidates to refer to specific information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or those which required them to deduce information from clues given in the texts sometimes challenged candidates. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question.

In **Question 1**, most candidates performed well and showed good comprehension skills. They were able to score highly in the questions which tested explicit meaning, or straightforward ideas and opinions. The strongest candidates showed thorough understanding of the questions and texts and great skills of analysis and summary, with many using clear and well-chosen language. In a small number of cases, there was also evidence of questions being misunderstood. Some candidates would have benefited from greater familiarity with keywords used in the questions such as ‘什么作用’, ‘什么不同’, ‘心情’, ‘综合全文’.

The questions which asked candidates to explain why the author had chosen to use particular words or phrases in the passage or what effect using those items of vocabulary had on the reader were found to be the most difficult in **Question 1**. 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. This meant that in many cases not all of the available marks could be awarded.

In **Question 2**, the Directed Writing task, the general standard of this year's performance was positive. Many candidates showed good writing skills, paying attention to the audience and purpose stated in the question in order to produce a response using an appropriate tone and register. Many candidates were also able to identify relevant points from both passages to answer most parts of the questions. 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. Weaker responses were often characterised by the production of a straightforward summary of the ideas expressed in the passages; candidates should be reminded that this is not a summary task, but an opportunity to show a deep understanding of the text by using relevant information from the passages to produce a persuasive response for the given purpose. Other responses in the mid-range did not cover all the elements of the task, or did not use ideas and opinions rooted in the passages but instead used their own personal experience or knowledge. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded by not completing all the necessary elements. Candidates should also be advised to devote a small amount of time to planning before they start to write to ensure their responses are organised and coherent.

Candidates' performance varied in **Question 3**. Stronger candidates demonstrated a high level of knowledge of classical Chinese. Weaker candidates appeared to struggle to correctly comprehend the original text, with the weakest making no attempt to answer the questions at all. It is recommended that candidates should have more opportunities to read a wide range of classical texts while preparing for this course, so that they become more confident in dealing with the meaning of words and sentences in the unseen texts.

Comments on specific questions

Section 1

Question 1

- (a) This question was very well handled by the majority of candidates, who were able to identify the two reasons why so many people in the art world knew the author and therefore gained full marks.
- (b) This was another very well answered question. Most candidates successfully analysed the text and understood that the salesman could tell the author's mood from the cartoon drawn on the order. A small number of answers showed a misunderstanding of the text, giving '夸张的表情' as the answer. As '夸张的表情' is *what* was actually drawn, rather than *what* could be *learnt* from the drawing, it was not a valid answer.
- (c) This question required candidates to analyse the disadvantages of using a machine to engrave stamps. Candidates performed very well in this question with most identifying that it would always be the same / not unique or that other people could potentially get hold of it and use it without permission.
- (d) Candidates with strong comprehension and interpretation skills were able to identify the roles that Boss Jiang played in the publication of the author's book of self-portraits, securing two marks. Candidates scoring one mark for this question usually only mentioned how Boss Jiang helped to plan/encourage/execute the project and needed to also mention that it was because of Boss Jiang's offhand suggestion that the author had the idea of putting the portraits together and publishing them in the first place.
- (e) Performance on this question was very good, with most candidates scoring two marks. Many candidates were able to say that the author's father hoped Long Mei would become a painter in the future and that she would not follow her father's footsteps in running the book shop. Most capable candidates showed excellent interpretation skills and used their own words to answer.
- (f) This question assessed candidates' ability to analyse and make inferences about the meaning of the father's two 'smiles' as described in the third and fifth paragraphs. Most candidates were able to explain that the father's smile in the fifth paragraph was to show his happiness with '旺儿'. Only higher-scoring candidates managed to also say that the father's smile in the third paragraph showed indifference and that he didn't care about the author publishing a book of self-portraits.
- (g) This was a well answered question. Most candidates were able to explain why the author's father was in such a good mood and therefore earned two marks.
- (h) This global reading comprehension question tested candidates' ability to analyse and summarise. Candidates performed very well, showing strong skills by identifying and summarising the ways in which the Feng family still adheres to its own principles in the face of external trends. A small number of candidates only provided one of the points and could therefore only be awarded one mark.
- (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. Most questions were worth two marks, and so two distinct points were needed to answer those questions. This question proved to be challenging for many candidates.
- (i) Some candidates showed strong comprehension and interpretation skills in this question by explaining that the author wanted to prevent the stamps from being stolen and used indiscriminately. Candidates who explained the meaning of the underlined idiom '未雨绸缪' in isolation, without linking it to the context, were not credited.
- (ii) Most candidates gained one mark by explaining that 'my' self-portraits could be seen in many different places across the country. The most able candidates also went on to infer that the portraits were in many places because the shop received lots of orders and the business was busy, and this gained them the second mark.

- (iii) This question was well-answered and most candidates received at least one mark. The majority could indicate that the book had eventually been published/completed. Some candidates did not gain full marks as they needed to also point out that the process of publication was not easy.
- (iv) The majority of candidates successfully interpreted the underlined word as the businessman sensing/finding/discovering the opportunity to make money. Only a small number of capable candidates achieved the other mark by answering that these businessmen/enterprises reacted quickly and sensitively.
- (v) A varied performance was seen in this question, suggesting that candidates had mixed levels of comprehension and interpretation. Most candidates were able to explain that the underlined word 来势汹汹 meant that the change was big/extreme/threatening etc. Only a small number of candidates were able to go on to analyse and infer that many physical stores had been converted to the online stores. Some candidates suggested that the change was quick, which was not a valid answer and could not be given a mark.

Section 2

Question 2

Candidates were required to write an article to convince the school to invite an expert in artificial intelligence to give a speech. 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 article. Candidates should take note that this article would be shown to the school leaders, teachers and students, and write in an appropriate tone and style for the purpose, using suitable vocabulary.

Reading

In general, candidates performed positively in this question.

Many 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 and achieved the second and third level for reading. The strongest candidates were awarded marks for reading in the top level, showing excellent understanding of the two passages, selecting, developing and evaluating information from the two passages, and referring to the reasons why students need to know more about artificial intelligence, the concerns people have about the development of artificial intelligence, and what people need to give importance to in order to better prepare for the AI era.

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 general, the last two elements of the task were answered more successfully. In completing the answer of the first bullet point of the task, some responses mentioned the advantages of using artificial intelligence in general, but without clearly indicating the reasons why students should know more about AI. Candidates are strongly encouraged to read the question and the elements of the task carefully and ask themselves whether the responses produced are exactly answering the question asked.

Performance on the reading element of this task was weaker this year. Candidates must remember that this is a test of reading as well as writing and that they should therefore not stray outside the bounds of the texts when constructing their article. Responses could have been improved with more careful reading of the question and instructions. Weaker responses often developed their claims based on their own experience or personal views rather than using content from the passages.

Writing

Most candidates were able to provide a well-organised response, using connectives effectively to create a fluent piece and using precise language throughout their writing. Many 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

Overall, candidates demonstrated a reasonable level of understanding of the classical passage, coping generally well with some questions in this section. A range of performance was seen in which some candidates confidently understood the classical Chinese and were able to supply answers in modern Chinese with equivalent meaning; others appeared to struggle to correctly comprehend the original text. It would undoubtedly be beneficial for candidates to be exposed to a range of classical texts while learning, so that they feel comfortable dealing with unseen texts in the assessment.

- (a) This was the best-answered question in this section, and almost every candidate identified the correct information from the text. Some candidates used their own words to explain the two major benefits of snow and ice for food, while others opted to quote relevant parts of the text in their answer. Either approach was credited.
- (b) This question tested candidates' comprehension of the classical Chinese text as well as their skills of analysis. Higher-scoring candidates were able to explain what the author wanted to illustrate through the comparison of poems written by a master and then read by an ordinary person. Weaker responses merely translated the relevant parts of the original text without explaining why the author made such a comparison; such responses were not credited.
- (c) Most candidates were able to understand the functional word '之' in classical Chinese and were successful in choosing the correct answer in this multiple-choice question.
- (d) This question required candidates to explain the meaning of the underlined words in modern Chinese and it proved to be challenging to many. The highest scoring candidates showed familiarity with commonly used vocabulary in classical Chinese. Weaker responses often contained several alternative answers, sometimes contradicting each other, which could gain no credit. Candidates with less confidence are encouraged to make an attempt to answer the questions.
 - (i) Many candidates found it challenging to translate '见' in the sentence '见风日则易腐' into modern Chinese. Common translations seen in answers were '遇见/遇到' which were not valid. Only a small number of candidates translated it as '曝露 (在...之下)/出现/显露' and gained a mark.
 - (ii) This question was generally well-handled, and most candidates responded with the correct answer '季节'. In a few instances, candidates interpreted it as '时间', which could not gain a mark.
 - (iii) This question proved to be the most challenging sub-question in **Question (d)**. Only a small number of candidates were able to show a thorough understanding of the underlined word '是' translating it as '这/此 or 这样' in the sentence '若吾所谓冰雪则异是'.
 - (iv) More candidates achieved one mark here compared to part (iii). Those who gained the mark explained the underlined word '奚' as '什么/何'.
 - (v) This question was generally not well-answered. The underlined word '固' in the sentence means '本来/原本'. Some common mistakes were translating the word '固' as '固然'.
- (e) This question assessed candidates' comprehension skills and summary skills, which proved to be challenging for many candidates. Only the strongest candidates were able to indicate the characteristics of the poems with '空灵 / 超逸灵活'.



- (f) Many candidates coped well with this question, which required them to identify the most regrettable things in understanding the poems. The highest scoring candidates clearly explained the two most regrettable things from the three available answers: 'those who see the poem but can't understand it; those who understand it but cannot comment on it; those who can comment to those who don't understand/know it, but they still cannot understand it'. Some candidates did not manage to identify two of the points, thus limiting their mark to one.



中文第一语言

Paper 0509/13

阅读理解，定向写作和文言文

关键信息

考生需在现代汉语和古代汉语两个方面展示出较好的阅读理解能力，也需要在提供答案时展示出他们的语言能力，很好地组织语言，提供有效的答案。

考生应尝试回答每一个问题，留下空白而不写答案就会失去得分的机会。

对试卷的每一部分内容，考生要确保花时间认真仔细阅读，确保准确理解每个问题到底在问什么。建议考生也要留出一定的时间重新阅读和检查答案，避免出现由于疏忽造成的一些失误。

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问题到底在问什么，关注每个问题中的关键字/词/词组，例如“心情”，“动作”，“反应”，“看法”，“从原文中找出”和“综合全文”等等，这样会帮助考生专注于问题的具体要求；
- 学会如何理解字面意思以及隐含意思来回答问题；
- 解释、分析和评估看法、观点和事实；
- 能够分析并讨论作者是如何通过语言来达到效果及影响读者的，包括如何运用隐喻及描述性语言等技巧；
- 考虑每个题的分值，确保答案足以最大限度地得到所有分数；
- 争取写出短小、简明和准确的答案，并且答案中不应包含任何可能使正确答案失效的额外信息；
- 检查自己的答案是否确切地回答了问题所问。

为了答好**第二部分**的问题，考生应该：

- 在写作前列一个提纲有助于确保作文结构合理；
- 仔细阅读题目，确保理解问题中的每一方面；
- 从第二篇和第三篇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，要有逻辑性，并使用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；
- 检查答案是否包含了问题中的每一方面。

为了答好**第三部分**的问题，考生应该：

- 能够把文言文词语翻译成现代汉语词语；
- 了解文言文中常见虚词；
- 仔细阅读每个问题以明确要问的内容；
- 能够总结出文言文给现代的读者带来的启发。



对考生表现的基本反馈信息

大多数考生表现出对短文的较好的理解，并尝试回答了所有的问题。许多考生熟悉试卷的格式，并且了解问题的要求。总体来说，今年考生在回答问题一和问题二中的表现比较好，在回答问题三中，也能体现出他们对文言文的理解有所提高。

考生对需要引用文中信息或者从文中找出词句的表面意思这样的问题，一般来说都答得很好。而那些需要根据文中信息给出的线索进行深入分析理解或推论的问题，有时对许多考生来说是一个挑战。对于需要用简短的语言回答的问题，最好的答案是那些简明扼要地回答问题所需的准确信息的答案。

在问题一中，大部分考生表现出扎实的阅读理解能力，他们能在检测词句表面意思或者直接表达看法和观点的问题上得高分。能力强的考生表现出对短文和问题有完整充分的理解，表现出极强的分析和总结能力，许多考生能够使用清晰且精心选择的语言回答问题。在某些情况下，也有证据表明考生错误理解题意或提供的答案没有切实回答问题。一些考生会通过更熟悉问题中的一些关键词和词组，比如“什么心情”、“反应说明了什么”、“通过行动”、“通读全文”等等获益。

在问题一中，要求考生解释为什么作者在文中选择使用特定的词或词组，或者使用这些词汇对读者有什么影响的问题，被认为是较难的。一些考生表现出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。这也就是说在许多情况下，考生没能拿到问题中所有的分数。

问题二是定向写作，总体来说，今年考生的表现是值得肯定并令人满意的。大部分考生展示了良好的写作能力，写作时注意到了写作的目的及面向的读者，并使用恰当的语气和格式完成写作。一些考生能够从两篇短文中选取相关的答题点来回答问题中的每一方面。能力强的考生能够成功地对筛选的信息进行评估、扩展，包含问题中的所有方面，完成一篇结构组织良好的作文。较差的回答往往有以下特点：或是对短文中所表达的观点进行直接的总结，没有进行足够的分析和扩展；或者没有使用短文中的看法和观点，而是用自己的个人经验或知识作答。考生需要确保仔细阅读题目，写作时丢的一些分数有时是因为没有包含问题中的每一个必要的方面，或是回答每一方面的问题时没有给出一个清晰明确的答案。我们也建议考生在写作前花少量的时间制定提纲以确保作文连贯并有条理。

在问题三中，考生的表现各异：实力较强的考生展示出较高的古典汉语知识水平，较弱的考生看起来在正确理解原文方面有一定的困难，最弱的考生根本没有尝试去回答问题。建议考生在准备这门课程时，应该有更多的机会阅读广泛的古典文本，这样他们在处理未见过的文本中的词语和句子的含义时就会更加自信。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

问题一

- (a) 大部分考生都很好回答了这个问题。最佳回答者充分分析了相关句子，并用自己的话准确地概括。从文章中抄写相关内容的考生也获得了三分。少数考生因没有答出“没有固定的住所”（“居无定所”/“游走不定”）这个评分点而未能获得满分。
- (b) 本题考查考生分析和提炼小黑的心情的能力。对于这个问题，考生的答案各种各样。大多数考生都能通过上下文成功地分析出小黑的心情并得分。但仍有一小部分考生仅仅概括了小黑的悲伤或失望，而没有捕捉到其潜在的不满，因此只获得一分。另外，有的考生丢分

是因为在回答时没有注意到问题中的关键词“心情”，而是用词语来表达一种状态并以此作为答案，比如“失去希望”、“不明白”等。

- (c) 这道题需要高水平的理解和解释能力，因此对许多考生来说，能在答案中包含“失去所有三个方面的自由”是一个挑战。分析和解释能力强的考生表现较好，可以用自己的话回答“失去表达真实情感的自由”、“失去行动自由”、“失去表达好恶的自由”中的两到三点。许多考生只能获得一分。还有少数考生抄写课文中的句子，没有得分。
- (d) 此题也是需要考生分析短文，根据小黑对宠物店的打扮的反应做出推断。大多数考生都能得一分，将小黑的反应概括为为了追求更好的生活。一些考生还能够将文中前面提到的小黑在狗学院训练的内容联系起来，推断出小黑经过了良好的训练，从而得到一分。一些考生从小黑的反应中推断出忍受。但也有不少考生只是复述了小黑的反应，而没有指出这些反应说明了什么，因此无法得分。
- (e) 这道整体阅读理解题测试了考生的总结能力，大多数考生都答得很好，他们清楚地认识到小黑是怎样通过行动使其处境和命运逐渐改善的。有的考生只指出小黑被宠物店老板选中，或者是被有钱的妇人购买，而没有提到题目中要求的小黑自己的行动，因此没能得分。
- (f) 本题测试考生理解作者如何运用语言达到效果、影响读者的能力。考生需要解释划线的词/词组在上下文中的含义，或者作者在使用它们时想要说明的内容。大多数问题都是 2 分，这意味着回答这些问题需要两个得分点。
- (i) 大多数考生答对了第一个给分点“一动不动/静止不动”。只有少数考生能够准确理解划线词组的隐含意思。能力弱的考生出现的一个常见错误是解释“小黑”处于困惑或不确定的状态。
- (ii) 考生在回答本题上的表现总体来说较好。很多考生得了两分，一是解释小黑试图讨好宠物店老板；一是这样做的目的是希望被老板选中。没有得分的地方，往往是因为“一个劲地摇尾巴”被误解为“珍惜这个机会”、“学以致用”或“希望过上更好的生活”。
- (iii) 考生需结合上下文证明对“站住了脚”这句话的理解。在这道题上，学生的表现很不同。能力强的考生能够表达小黑在家里的稳定地位，也表明小黑得到了主人的认可或喜爱，得两分。有些考生漏掉两分中的一点，只得到一分。还有一些考生推论出小黑的的生活已经稳定了，也得分了。
- (iv) 这道题回答得很好。大多数考生通过成功解释“头也不回地”来表达小黑离开家的坚定/毫不犹豫而获得分数。
- (v) 大多数考生能够成功地将划线部分解释为“获得尊严/自信/自豪”。只有少数有能力的考生通过回答“小黑”身体变得更强大来得到另一分。常见的错误是解释小黑抬起头并挺直背部。

第二部分

问题二

考生需要写一篇关于“保持创造力”的文章发表在校报上。文章需要使用短文二和短文三中的观点，相应地扩展，涵盖问题的三个方面。为了达到最高分数段，考生需要确保回答了问题中提到的每一方面，用短文中的信息来支持观点，写出一篇组织良好、结构严谨的文章。考生应注意这篇文章是学生会的学习委员写的一篇将发表在校报上的文章，应以适当的语气和风格来写，用适当的词汇来完成。

阅读

总体来说，考生的表现不错。

考生表现出对短文的很好的理解，能够使用文中的看法、观点来回答问题中的三个方面。大部分考生达到了阅读理解的前三个分数档，意识到了要完成问题中的每一方面，指出了什么性格的人更有创造力、为什么自主的人更有创造力，以及怎样保持创造力。

实力最强的考生达到了 13/14/15 分，展示出极好的阅读理解能力，并能从两篇短文中筛选广泛的事实、看法和观点，并进行评估和扩展来完成写作。

一些考生的答案清楚地展示了与问题的三个方面相关的观点的进展，但倾向于过度阐述短文中的少数观点，而不是提供更广泛的起到支持作用的证据。而且，值得注意的是，缺乏对问题的三个方面的要求的认识，或将三个方面的答案混在一起回答，也阻碍了考生达到较高的阅读分数档。

总的来说，在完成问题的第一个方面时，一些考生能够从两篇短文中提炼出“独立，坦率，真实和勇敢”这些性格。能力最强的考生展示出卓越的分析能力，能够从“理解他人”中分析出“善解人意”的特点、从“不压抑自己/不顾虑太多”中分析出“乐观”的性格特点。考生应该注意到这个问题的重点是性格特点。问题的第二个方面回答得较成功，即使在有些情况下，考生谈论到的是一般情况下一些人更有创造力的原因，而忽略了自主的人更有创造力的原因。所以，我们强烈地鼓励考生努力阅读问题，避免回答问题时忽略了问题的关键点。一些考生没有完全理解原文，或者太马虎，导致答案改变了原文中的一些内容的意思。例如，有些考生回答“不迷信”来代替“不迷信权威”。在回答如何保持创造力时，大部分考生能够从短文中筛选出两到三个点。一些考生错误地把回答问题的第二个方面的点用来回答第三个方面，例如“热爱生活”和“理解他人”。

一些能力较弱的考生没有在阅读理解中得到好的成绩，可以通过更仔细地阅读问题和说明来提高。较弱的文章通常根据自己的经验或个人观点来表达自己的主张，而不是使用短文中的内容。

写作

大部分考生能够写出结构清晰的文章，写作中有效地使用关联词语，让文章更通顺流畅，并且在通篇写作中使用准确的语言。大部分文章能够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。

作文得高分的考生用自己的语言精心地组织文章的结构，根据面向的读者，始终如一地精心挑选和使用准确的词汇，以及以适合的语气来完成写作。

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没有说服力，答案也无效，因此不能在写作中得到高分。一些较弱的作文往往是缺少好的又强有力的关联词，或者有很多错别字，或者在很长的句子中不使用标点符号；还有，一些考生要更好地意识到面向的读者是谁、写作的目的是什么，确保写作风格恰当。

第三部分

问题三

整体上来说，考生对于文言文的理解还是达到了一个令人满意的水平的，能有效地回答一些问题。考生的表现很不一样，一些考生对文言文的理解表现得很自信，能够用现代词语很好地解释文言文，而另一些考生对准确理解原文感到有难度，能力最弱的考生没有尝试回答任何问题。毫无疑问，如果考生能够在学习的过程中多接触一些文言文，那么在面对考试中遇到没有学过的文言文时，会更自如。

- (a) 这道题很多考生都答得很好，表现出出色的理解能力，并正确概括了李疑的品格。诸如“善意”或与他的品格无关的词之类的答案不被接受。抄写整个句子而没重点回答他的品格也是不得分的。
- (b) 这道题要求考生解释人们不愿意收留范景淳的原因。大多数考生轻松地给出了“得病了/得疾”这个正确答案。
- (c) 这是另一道答得很好的题。此题要求考生用自己的话列出李疑为范景淳所做的事情。大多数考生都能得三分以上。一些考生没有用自己的话回答这个问题，因此无法得分。有些考生也没有理解“征医”的含义，只是简单地提到“给他把脉”，这不是一个有效的答案。还有不少考生将“苦”错译为“药苦”而不是“受苦”，以至于丢分。
- (d)(i)(ii)/ 这些选择题总体上所有考生都答得很好，其中第一题的成功率最高。
(iii)
- (e) 这道题要求考生用现代汉语解释划线词的意思，这对很多考生来说都是一个挑战。得分最高的考生展示出对文言常用词汇的熟悉程度。较弱的回答通常包含几个可供选择的答案，有时相互矛盾，这不能得分。我们鼓励信心不足的考生尝试回答问题。
- (i) 这道题回答得很好，大部分考生都成功地将划线的“假”翻译成了“借”。
- (ii) 这道题被证明是这部分中最具挑战性的问题。“躬”被不少考生误译为“弯腰”。
- (f) 这道题对许多考生来说都是具有挑战性的。考生的答案也很不同。具有扎实文言文理解能力的考生表现出对故事主旨的很好的理解，从而准确地解读了太史氏的建议。一些能力略差的考生写“帮助他人”，没能得分。



FIRST LANGUAGE CHINESE

Paper 0509/13 Reading, Directed Writing and Classical Chinese

Key messages

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

Candidates should attempt every question; leaving blank spaces offers no chance of scoring a mark.

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 proofreading 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 'feeling', 'character', 'effect', 'views', 'from the original text' 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.
- aim to write short, concise and precise answers and eliminate any extra material which could invalidate an otherwise correct answer.
- check whether their response answers the exact question that has been asked.

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

- read the task carefully to ensure that all elements of the task have been understood.
- select and develop relevant facts, ideas and opinions from passages 2 and 3, evaluating or analysing the chosen content as appropriate.
- 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.
- make a plan before writing the essay to help ensure it is well-structured.
- structure arguments logically and link ideas with appropriate connectives.
- use complex sentences and varied and precise vocabulary.
- check whether their response covers all elements of the task.

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

- be able to translate classical language into modern words.
- know the basic function words in classical texts.
- read each question carefully to identify exactly what is being asked.
- be able to conclude what insight the classical texts bring to a modern audience.

General comments

The majority of candidates demonstrated a good level of understanding of the texts and attempted all questions. Many of them appeared to be familiar with the format of the paper and understood the requirements of the questions. In general, candidates this year performed well in **Question 1** and **Question 2**. There was also an improvement in candidates' understanding of classical Chinese, which was seen in the answers to **Question 3**.

Questions requiring candidates to refer to specific information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or those which required them to deduce information from clues given in the texts sometimes challenged candidates. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question.

In **Question 1**, most candidates showed solid comprehension skills. They were able to score highly in the questions which tested explicit meaning, or straightforward ideas and opinions. The strongest candidates showed thorough understanding of the questions and texts and great skills of analysis and summary, with many using clear and well-chosen language. In some cases, there was also evidence of questions being misunderstood, as the answers provided did not always precisely answer the questions. Some candidates would have benefited from greater familiarity with keywords and key phrases used in the questions such as '什么心情', '反应说明了什么', '通过行动', '通读全文'.

The questions which asked candidates to explain why the author had chosen to use particular words or phrases in the passage or what effect using those items of vocabulary had on the reader were found to be the difficult in **Question 1**. 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. This meant that in many cases not all of the available marks could be awarded.

In **Question 2**, the Directed Writing task, the general standard of this year's performance was positive and satisfactory. Most candidates showed good writing skills, paying attention to the audience and purpose stated in the question in order to produce a response using an appropriate tone and register. Many candidates were able to identify 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. Weaker responses were often characterised by the production of a straightforward summary of the ideas expressed in the passages; candidates should be reminded that this is not a summary task, but an opportunity to show a deep understanding of the text by using relevant information from the passages to produce a response for the given purpose. Other responses in the mid-range did not cover all the elements of the task, or did not use ideas and opinions rooted in the passages but instead used their own personal experience or knowledge. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded by not completing all the necessary elements. Candidates should also be advised to devote a small amount of time to planning before they start to write to ensure their responses are organised and coherent.

Candidates' performance varied in **Question 3**. Stronger candidates demonstrated a high level of knowledge of classical Chinese. Weaker candidates appeared to struggle to correctly comprehend the original text, with the weakest making no attempt to answer the questions at all. It is recommended that candidates should have more opportunities to read a wide range of classical texts while preparing for this course, so that they become more confident in dealing with the meaning of words and sentences in the unseen texts.

Comments on specific questions

Section 1

Question 1

- (a) Most candidates responded to this question well. The best responses analysed the relevant sentences fully and used their own words to explain why 小黑 felt unsatisfied with his life. Those candidates who extracted all the relevant points from the passage were also credited with three marks. Where candidates did not score full marks, this was usually because they had missed that the dog had no stable/permanent place to live ‘居无定所’/‘游走不定’.
- (b) This question tested candidates’ ability to analyse and deduce 小黑’s emotions from the description of him. There was a wide range of performance on this question. Most candidates were able to successfully identify 小黑’s feeling from the context and gained marks. Weaker responses often summarised 小黑’s 悲伤 or 失望 without capturing his underlying sense of 不满, which was not a complete enough answer to be credited with both available marks. In some cases, candidates needed to pay closer attention to the keyword ‘心情’ given in the question, as their answers tended to focus on the words in the passage which showed the dog’s *state* rather than *feelings*, such as ‘lost hope’ or ‘does not understand’.
- (c) This question required a high level of comprehension, and it proved to be challenging for candidates to include all three ‘lost freedoms’ in their answers. Higher-scoring candidates showed strong skills of analysis and interpretation and used their own words to provide two or three points, including ‘freedom to express true emotions’, ‘freedom to do what you want’, and ‘freedom to express likes and dislikes’. Most candidates were awarded one mark. A small number of candidates simply copied sentences from the text, which was insufficient to answer the question and so could not be credited.
- (d) This question also required candidates to analyse the text and to make inferences based on how 小黑 handled being groomed and being made to dress up in different outfits by the pet shop. Most candidates were able to gain one mark by summarising 小黑’s reactions as an attempt to pursue a better life. A few candidates were also able to connect the content of 小黑’s training at the dog academy mentioned earlier in the passage, deducing that 小黑 had been well-trained. Some candidates inferred 忍受 from 小黑’s reactions. Weaker responses merely restated 小黑’s reactions without indicating what those reactions revealed; this did not answer the question and therefore could not be credited.
- (e) This global reading comprehension question required candidates to look back over the whole passage and to identify and analyse how 小黑 had made changes to his life. This question was generally well answered and most candidates were able to identify the moves 小黑 made which led to a progressive improvement in his situation and fate. Weaker responses tended to focus on the outcomes, i.e. that 小黑 was chosen by the pet shop owner or purchased by a wealthy woman, without mentioning 小黑’s role in taking action to make these things happen, which was what the question required.
- (f) 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. Most questions are worth two marks, which means that two points were needed to answer those questions.
- (i) Most candidates gained one mark by saying that the description used meant ‘being motionless/static’. Only a small number of candidates were also able to interpret the implicit meaning of the underlined phrase, that 小黑 had no energy due to his unhappiness. A common error amongst the weaker responses was to say that 小黑 was in a state of bewilderment or uncertainty.
- (ii) Candidates’ performance on this question was generally good. Many candidates managed to gain both marks, one for explaining that 小黑 tried to please the pet shop owner; the other one for saying that 小黑 hoped it would help him to be chosen by the owner. Where marks were not

awarded, they were often because ‘一个劲地摇尾巴’ was misinterpreted as ‘cherishing this opportunity’, ‘applying what it has learned’ or ‘hoping for a better life’.

- (iii) Candidates were required to demonstrate their understanding of the phrase ‘站住了脚’ in context. A varied performance was seen in this question. Stronger responses expressed 小黑’s stable status at home, as well as indicating that 小黑 acquired recognition or affection from the owner. A few candidates also deduced the additional meaning that 小黑’s life had become stable, which was also awarded a mark.
- (iv) This was a very well-answered question. Most candidates achieved the mark by successfully explaining that ‘头也不回地’ indicated 小黑’s firmness/resoluteness to leave home.
- (v) The majority of candidates were able to successfully interpret the underlined phrase as ‘gaining dignity/confidence/pride’. Only a small number of capable candidates achieved the second mark by answering that ‘小黑’ had become physically stronger. A common incorrect answer was that 小黑 lifted his head up and straightened its back.

Section 2

Question 2

Candidates were required to write an article about how to cultivate students’ creativity, to be published in the school newspaper. 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 article. The question stated that the article was written from the perspective of a committee member of the Student Union and would be published in the school newspaper; candidates therefore needed to write in an appropriate tone and style for the purpose and audience, 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 three levels, showing awareness of the need to fulfil all elements of the task and referring to what kind of personality is more creative, why autonomous people are more creative, and how to stay creative.

The strongest responses which obtained 13/14/15 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. Less successful responses tended to elaborate excessively on a small number of points from the texts, rather than offering a broader range of supporting evidence. In some cases candidates needed to read the question more carefully to ensure a greater awareness of the requirements of the three areas of the question. Weaker responses sometimes mixed up or overlapped ideas relating to the three points to be covered by the question, which did not show that all elements of the task had been clearly fulfilled and thus meant they could not be placed in the higher marking bands for reading.

In completing the first element of the task, most candidates successfully noted that the focus of this element was on personality traits, and were able to identify characteristics from the two passages such as ‘独立, 坦率, 真实和勇敢’. Higher-scoring candidates demonstrated exceptional analytical skills by inferring ‘善解人意’ as a personality trait from details in the texts such as ‘理解他人’, ‘乐观’ and ‘不压抑自己/不顾虑太多’. The second element of the task was answered quite successfully. Weaker responses sometimes talked about the reasons why some people are more creative in general, without relating ideas directly to the question, which asked why *autonomous* people are more creative. Candidates are strongly encouraged to read the questions carefully to ensure their answers have the correct focus. It was evident that a few candidates had not fully understood the original texts, which resulted in some misinterpretations. For example, instead of responding ‘不迷信权威’, they answered ‘不迷信’. In responding to the question of how to stay creative, most candidates



were able to extract two or three points from the passages. Some candidates repeated or referred to points relating to the second question as their answer for the third question, such as mentioning 'loving life' and 'understanding other people.'

Candidates must remember that this is a test of reading as well as writing and that they should therefore not stray outside the bounds of the texts when constructing their article. Responses could have been improved with more careful reading of the question and instructions. Weaker 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; long sentences were also problematic if appropriate punctuation was missing. Some candidates needed a better awareness of audience and purpose to ensure the writing was of an appropriate style.

Section 3

Question 3

Overall, candidates exhibited a satisfactory level of understanding of the classical passage and managed to handle questions effectively. A range of performance was seen in which some candidates confidently understood the classical Chinese and were able to supply answers in modern Chinese with equivalent semantic meaning; others appeared to struggle to correctly comprehend the original text. The weakest candidates made no attempt to answer the questions. It would undoubtedly be beneficial for candidates to be exposed to a range of classical texts while learning, so that they feel comfortable dealing with unseen texts in the assessment.

- (a) This question was well handled by many candidates, who demonstrated excellent comprehension skills and managed to summarise 李疑's 品格 correctly. Answers like 'kindness' or phrases unrelated to his 品格 were not accepted. Copying the whole sentence without focusing on answering his 品格 was also not awarded a mark.
- (b) This question required candidates to explain the reason why people were unwilling to take 范景淳 into their home. Most candidates provided the correct answer of 得病了/得疾.
- (c) This was another well-answered question. It required candidates to use their own words to list the things that 李疑 did for 范景淳. Most candidates were able to score at least three of the available four marks. This question specifically told candidates to answer in their own words; some candidates still lifted their answers from the passage and therefore were not credited. It was evident that some candidates had not fully understood the meaning of '征医' and so simply mentioned 给他把脉, which was not a valid response. There were also instances where candidates mistranslated the word '苦' into 'bitterness of the medicine' instead of 'suffering', which affected the marks awarded.
- (d) (i)/(ii)/These multiple-choice questions were generally well-handled by the full range of candidates, with (iii) the first question having the highest success rate.
- (e) This question required candidates to explain the meaning of the underlined words in modern Chinese and it proved to be challenging for many. The highest scoring candidates showed

familiarity with commonly used vocabulary in classical Chinese. Weaker responses often contained several alternative answers, sometimes contradicting each other, which could gain no credit. Candidates with less confidence are encouraged to make an attempt to answer the questions.

- (i) This question was very well-handled and most candidates were successful in translating the underlined word ‘假’ into 借.
- (ii) This proved to be the most challenging question in this part. ‘躬’ was mistranslated into ‘弯腰’ by a large number of candidates.
- (f) This question proved to be challenging for many candidates. A wide range of responses was seen. Candidates with solid classical Chinese comprehension skills demonstrated a good understanding of the purpose of the story and thus interpreted ‘太史氏’ s advice accurately. Some less able candidates wrote ‘to help others’, which was not credited.

中文第一语言

Paper 0509/22

写作

主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕问题展开，目标明确，重点突出；
- 表现出原创性思维；
- 清晰而形象地表达出所思、所感与所想象的内容；
- 避免俗套，适当表达真实的个人感受；
- 恰当地运用多种复杂句式和表达方式；
- 准确有效地使用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文(an argumentative essay)中，需要对问题明确地表明或赞同或反对的观点，并援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在讨论文(a discursive essay)中，需要在多角度分析讨论的基础上，对问题提出一个无偏颇的中立看法，并分别援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在描写文(a descriptive essay)中，需要以适当的细节描写，有效地描述出生动的画面或形象。
- 在记叙文(a narrative essay)中，需要讲述一个完整的、包含必要冲突和高潮的故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生表现令人满意。他们能在第一部分完成一篇议论文或讨论文，在第二部分完成一篇描写文或记叙文。绝大部分考生能在规定时间内，完成两篇400字到600字的文章。考生分数分布在各个分数段中。

风格和准确性

在风格方面，很多文章能够有效地运用适当的表达形式和复杂的句子结构，写出行文流畅、表意清楚、结构清晰的文章。得分较低的文章通常有用词重复，过分口语化等特点；这些文章需要词汇和表达形式更加丰富，确保语言风格与文体相适应。

在准确性方面：许多考生表现出较强的语言能力和语法运用能力。他们能正确使用复杂句式，采用适当的语体风格完成写作任务。得分较高的作文通常用词准确，能正确使用成语、俗语、诗词和文言文来传达文章内容。然而，很多考卷中相当普遍地存在着句式杂糅、复杂句出错、长句子成分残缺等情况；有些句式明显受到英语语法的影响，比如，用“和”连接两个中文句子。

许多考生的汉字书写正确工整，有些考生出现写错别字的现象。建议考生更加仔细地检查书写，更加透彻理解字词含义，避免同音字/词、近音字/词导致的错误。尽管考生可以使用简体字或繁体字答卷，但应该尽量避免在一篇文章中繁体简体混用的情况；同时，应该尽量避免在行文中使用拼音。

大部分考生能正确使用标点符号，但仍有部分考卷全段使用逗号，只在结尾使用一个句号；也有的文章因标点符号错误或缺少必要的标点符号而导致阅读和理解困难，影响了分数。

总体来说，大部分考生在汉字书写、标点和词汇方面仍需要进一步加强；考生应该尽量把字写得工整，容易辨识，字号大小合适，保证考官能够看清楚。为了在风格与准确性方面有更好表现，考生应尽量避免用简单、平淡的语言来表达，而应仔细斟酌所使用的词汇、表达方式和句式，来提高语言质量。

内容与结构

在第一部分问题中，绝大部分考生都能意识到议论文与讨论文的区别。讨论文题目（第三题和第四题）下给出的要点提示，可以让考生更加清晰而富有逻辑地组织全文。为了在讨论文中取得理想成绩，考生应该培养批判性看待问题的能力，能对问题从两个方面展开讨论。考生要仔细阅读题目，尤其是题目中给出的要点提示，要确保每一点都在作文中提到。

为了写好第一部分的作文，建议考生在更大范围内积累更有说服力的论据材料；同时，如果时间允许的话，考生可以在正式写作前写一个简要提纲，这可以让文章结构的逻辑性更强，避免偏题、跑题。写作提纲对第一部分作文尤其重要，因为它可以确保议论文专注于对问题或赞同或反对的观点，也可以让讨论文对问题保持一个不偏不倚的中立看法。

在第二部分的问题中，有些考生混淆了描写文和记叙文这两种文体的区别，这在一定程度上影响了分数。例如，第五题要求考生描写一个学校运动会的气氛和自己的感受，但有的考生将重点放在了讲述在运动会当天发生的各种事件上，从而使文章的记叙成分多于描写成分。相反，第八题本应讲述第一次乘坐过山车的经历，但有的考生却将过多的笔墨用于描写乘坐前后的心情，而忽视了去讲述一个具有开端、发展、高潮和结局的故事。

为了避免这种情况，考生应该加强文体意识，并进行相关文体的技巧训练。写好描写文的关键之一是将重点放在描写场景或人物上，而不是在讲述故事上。优秀的描写文通常画面感强，形象鲜明而生动，全文结构紧凑；这些文章也包含着大量经过仔细斟酌的感官细节描写，运用了各种描写手法，对读者富有吸引力。成功的记叙文通常运用倒叙、插叙、补叙等不同手法，精心设计情节，铺垫高潮，使文章结构精巧而完整；同时，记叙文也应包含细腻的肖像、环境、心理、动作等描写，这些描写为叙述故事服务。

为了在第二部分取得好成绩，建议考生一定认真审读题目，抓住题目中的关键词，比如第六题中的“盛夏海边的景色”和“在海边的心情”，第八题中的“第一次坐过山车”，考生应该紧紧围绕着题目中关键词展开写作。教师应该训练学生设计情节的能力，尤其是如何设计高潮、如何营造张力和冲突。考生应该在动笔之前设计好故事情节，即如何安排开端、发展、高潮和结局。

关于各题的评论

第一部分——议论文与讨论文

第一题

“随着电商的兴起，街上的实体店风光不再。”你同意吗？写一篇具有说服力的文章，谈谈你为什么赞同或者不赞同这个说法。

该题是第一部分中较受欢迎的题目之一。大多数选择该题的考生并不认为，“随着电商的兴起，街上的实体店风光不再。”写得较好的考生能紧密围绕论点展开议论，从实体店的“人情味”、实体

店人工服务的便利性等方面，来说明实体店不会没落，行文体现出很强的逻辑性。相反，有些考生也以令人信服的论证，证明了“随着电商的兴起，街上的实体店风光不再。”比如，网上购物的便利体验、网购的折扣优势、实体店运营费用增加等。水平较差的考生可能会偏离论点。

一般来讲，选择该题的大多数考生能够达到写作目的明确，实现议论目标。写得较好的文章通常能明确表明肯定或否定的观点，论据能有效支撑论点，整体结构体现出较强的逻辑性。然而，有些考生罗列出一些事实或个人经验作为论据，却没有展开富有深度的议论，从而导致分数较低。教师应该指导学生在更大范围内积累更多富有说服力的论据，以应对议论文写作。同时，有些文章在议论中缺乏一致性，前后矛盾，逻辑性方面有待提高。

第二题

“少壮不努力，老大徒伤悲。”你同意吗？写一篇具有说服力的文章，谈谈你为什么同意或者不同意这个观点。

总体来讲，较少考生选择该题目。选择该题目的大多数考生同意“少壮不努力，老大徒伤悲”的说法，认为应该珍惜青年时光。他们通常能联系自己的生活体验、名人事迹、名言警句等，来证明自己的论点。有些优秀的文章还能列举反方观点并予以驳斥，以增强文章的说服力。然而，有些考生没有完全理解“少壮不努力，老大徒伤悲”的内涵，导致文章议论偏颇，甚至完全偏题，在议论的相关性方面失分。例如，有的考生只是将重点放在了“不努力”上，来论证青少年必须努力以取得成功，从而使文章论点成为论证努力的重要性；还有的文章论点偏离为阐述时间飞逝。

无论同意哪种观点，许多考生都能在首段明确地表明“同意”或“不同意”的态度，下面各段围绕论点展开论述，层层推进，方向明确，富有逻辑性。得分较高的考生都能做到论据充分且富有说服力；有些考生引用古诗词作为论据，体现出在古典文学方面的深厚知识，并能对相关引用进行深入分析来支撑自己的论点。得分较高的文章通常句式严谨且多样化，词汇丰富而准确，全文语体风格适当。

第三题

最近你的学校辅导员在学校晨会上发表了演讲，演讲的主题是现在的青少年比上一代更需要培养自立能力。会后，学校让学生就此写一篇文章。文章必须包括以下几点：

- 独立能力给青少年带来的好处和坏处；
- 你给家长的建议；
- 青少年如何培养独立能力

选择该题目的大多数考生都能表明自己对于题干中的三个要点的看法，并以相关事实或论述加以证明，从而形成一篇结构完整的议论文。得分较高的学生能够客观而中立地分析独立给青少年带来的好处（例如，在日常生活中照顾自己，有独立的思考，独立克服困难、解决问题等）和坏处（某些缺乏自律的青少年可能沉迷于坏习惯，可能基于自己的局限而做出错误判断，可能无法实现父母的期待等）；他们也就如何培养青少年的独立能力，分别给家长和青少年提出了切实有效的建议。

得分较低的文章多是论述偏于枯燥，多用简单句罗列出观点和论据，在句式的多样化和复杂性方面有待提高。有些文章只谈及青少年独立能力的利或弊的一个方面，而没有讨论另一方面。为了取得好成绩，考生在回答该题时要富有逻辑性地、全面地谈及题目中提到的三个要点，并以相关的论据和议论来加以证实。



第四题

近些年，学校发现一些青少年在网站上收集大量的资料直接当作业交给老师。请就此现象写一篇博客，文章必须包括以下几点：

- 造成这个现象增长的原因；
- 用网络学习的利弊；
- 有效的学习途径。

这是第一部分中最受欢迎的题目。该题目因与学生的教育经历密切相关而引起了部分考生的兴趣。选择该题目的大多数考生都做到了写作目的明确，论述了题干中提到的三个要点。表现较好的文章大多阐述了这个现象持续增长的原因，比如上网的便利、网络学习已经成为目前学校学习不可分割的一部分、学生不堪家庭作业负担过重等。他们能以客观而中立的态度来论述网络学习的利处（例如，打破传统学习方法的时间与空间的限制、以简便有趣的方式获取与所学内容相关的补充信息、有利于探究性学习等）与弊端（例如，缺乏自律的学生容易作弊、在网上浪费大量时间、缺少与其他学生的面对面地交流等）。他们也就如何在当前形势下有效学习提供了一些实用的建议。

得分较高的文章能够做到文章各个部分环环相扣，前后连贯，段落之间体现出较强的逻辑性，语体风格适当，词汇丰富，表达准确。这些文章能够有效避免内容和语言上的重复，避免枯燥的论述，能够运用相关事实与论据来支撑论点。有的考生应该注意议论文的文体特点，避免过多地讲述自己的教育经历却忽视了富有深度的论述。

第二部分——描写文和记叙文

第五题

你想起一场你参加过的学校运动会。描写操场上的气氛和你在比赛时的感受。

选择该题目的大多数考生都能选择一个或几个运动会的特定场景加以细节化描述，并适当描写自己参加比赛时的感受。得分较高的文章能用多样化的句式、富有表现力的词汇，成功地描写出操场上令人振奋的气氛，比如场地装饰、飘扬的彩旗等；他们也通过对参与者（老师、同学和运动员）的动作描写、表情描写等来烘托场面。得分较高的文章能通过听觉、触觉等感官细节的描写，有力地增强画面感；移步换景、时空转换等描写技巧的运用，有效地提升文章的可读性。

得分不高的考生大多是由于描写偏于简单和平淡。由此可见，在描写文中，过于简单的描写，缺乏细节，容易导致描写失于画面感，文章缺乏吸引力。还有些考生过多地描述自己心情，而在场面描写方面表现单薄，或者过多场面描写而在心情描写方面表现单薄。有些考生将这篇描写文写成了记叙文，重点讲述了某次运动会的进程、运动会前的准备工作等，而不是描写操场上的气氛和在比赛时的感受。

第六题

描写盛夏海边的景色和你在海边的心情。

该题得分较高的文章能有效而生动地营造出盛夏海边的氛围，描绘出一系列富有动感的美丽场景，词汇运用恰当，句式复杂多变。文章通常蕴含大量体现场景特点的细节描写，这些细节自然地表达出作者的心情和感受。比如，有些人运用移步换景等描写技巧，生动地描绘出从远处地平线海天相交的场景，到近处年轻人进行日光浴、水上运动等画面，描写生动，富有吸引力。

当然，该题目下也有些文章中的记叙成分多于描写成分，使得文章更像记叙文而不是描写文。这些考生将重点放在讲述他们在海边做了什么，而不是描写海边的景色和他们的心情。有些考生只是从头至尾简单地罗列出海边一日所发生的事情，或者花了大量笔墨来介绍他们如何与何时到达海边等情况，这些冗余的信息一定程度上影响了描写重点。为了提高分数，考生应该将注意力放在题目所要求的关键词上：“盛夏海边的景色”，“你在海边的心情”。另一个比较常见的问题是，有的考生只描述了海边的景色却疏于描写自己的心情，或者将大部分篇幅用来描写心情的变化却很少描绘场景。这些都没有完成题目的要求。

第七题

以“昨晚，我做了一个梦……”为开头写一个故事。

这是第二部分中最受欢迎的题目。许多选择该题目的考生讲述了在梦境后自己人格得以提升的故事。得分较高的作文通常能够基于他们的生活经验，合情合理地讲述一个富有想象力、吸引读者的故事。这些文章通常表现出很高的语言水平，句式多样化，在词汇选择和表达方式上准确达意，能够通过丰富的细节描写来充实故事。尤其重要的是，这些文章的各个部分显得协调匀称，考生能通过情节的铺垫和发展，自然地把故事推向高潮，并在结局揭示出故事所蕴含的深刻情感或道理。故事场景和人物塑造令人信服。

为了取得好成绩，有些考生需要加强故事高潮意识，学习如何在记叙文中营造高潮。得分较低的考生大多是平铺直叙讲述了一个故事，虽然有头有尾，但故事缺乏吸引力和故事高潮。有些文章由于某些部分过长或过短而造成整体结构的不协调。

第八题

叙述你第一次坐过山车的经历。

在第二部分题目中，较少考生选择该题目。选择该题目的考生大多能够清楚地叙述出他们第一次坐过山车的经历。写得较好的考生通常能够线索清晰、记叙要素完整地讲述了自己的第一次乘坐经历和体验。他们有效地运用了倒叙、插叙、环境描写等叙述手法，来讲述这次有趣的经历，分享快乐，揭示某些含义深刻的人生道理。除了记叙乘坐过山车的过程，他们还在文章中设计了许多有趣的情节，精巧地营造出故事的高潮。

得分较低的文章大多平铺直叙地讲述了一个平淡的体验过程，没有记叙文必要的发展和高潮等部分。例如，有的文章如同流水账一样记录了考生在某个游玩日从出发到回家的全部过程，在趣味性上有待提高。这些考生如果能在叙述手法、营造冲突和高潮方面得到更多的指导和培训，他们的成绩将会得以提升。

FIRST LANGUAGE CHINESE

Paper 0509/22 Writing 22

Key messages

To score well in either section, candidates need to:

- have an accurate understanding of the question in order to produce a focused and relevant response
- demonstrate original thinking
- demonstrate the ability to use a wide range of sophisticated structures and expressions appropriately
- express thoughts, feelings, or imagination clearly and effectively
- avoid clichés and articulate genuine personal experiences when appropriate
- make accurate and effective use of paragraphs, grammatical structures, and punctuation.

Candidates should also strive to achieve the following in each essay genre:

- In an argumentative piece, candidates need to present a clearly stated view with supporting ideas and evidence in the form of facts or examples. These should be structured in a logical and progressive manner with sufficient maturity and complexity.
- In a discursive piece candidates need to present a balanced view with opinions from more than one perspective. The arguments should be developed with supporting evidence from all sides and structured in a logical and progressive manner with sufficient maturity and complexity.
- In a descriptive piece candidates need to describe a vivid scene in an effective manner and with sufficient detail.
- In a narrative piece candidates need to tell a story (real or imagined) which includes complexity, tension and climax.

General comments

The majority of candidates performed well in this year's examination. Many candidates were able to present a complex argument or a balanced view on their chosen question in **Section 1**. They also coped well with the narrative or descriptive essays displaying effective images/scenes or a complete story in **Section 2**. Many candidates demonstrated an assured use of language throughout, with different levels of fluency and sophistication. Nearly all candidates were able to produce a complete essay of between 400 and 600 characters within the allotted time. A full range of performances were seen across all four types of writing.

Style and Accuracy

Style: Many candidates were able to produce sophisticated pieces of writing, exhibiting a satisfactory range of expressions, complex sentence structures, and very good organisation of ideas. They wrote fluently, employing a wide range of structures and expressions. Weaker answers were characterised by repetitive language and excessive use of colloquial expressions. Such answers needed to include greater variety in vocabulary and expressions suitable for formal writing. Candidates could improve by being more careful and precise in their use of expressions to ensure they are appropriate.

Accuracy: Many candidates produced essays which were highly accurate and demonstrated a good grasp of Chinese grammar. They were able to use well-constructed sentences and write in an appropriate tone and register. Higher scoring candidates consistently demonstrated effective and sophisticated language, incorporating ambitious vocabulary and idioms, as well as well-structured complex sentences that clearly conveyed their viewpoints. Candidates need to be careful when producing longer, more complex sentences not to mix elements of different sentence structures, as errors were frequently made in such cases. Furthermore, some candidates' use of Chinese sentence structures showed interference from English grammar, for example, using 和 (and) to link independent clauses in Chinese.

Many candidates were able to showcase a wide range of vocabulary using a variety of characters. Errors were still frequently observed this year in the use of characters, with some candidates producing the wrong characters for the intended meaning. Such errors could be reduced with more careful checking of work and a better understanding of characters that share the same pronunciation but have different meanings (homophones/homonyms). Candidates are reminded that while both simplified and traditional characters are acceptable in this paper, it is good practice to be consistent and to avoid mixing the two systems within the same piece of writing; they should also avoid using *Pinyin* in their essays.

Most candidates demonstrated a confident use of punctuation. Some candidates could improve in this area by using commas and full stops more effectively. Some essays only used a full stop at the end of each paragraph, relying heavily on the use of commas, which made the compositions difficult to read.

In general, improvements could still be made in the use of characters, punctuation, and vocabulary. Candidates should take care to write clear and legible characters of a reasonable size to ensure the examiner can read and fully credit what has been written. Candidates should try to avoid the use of basic and plain language expressions; instead, employing appropriate and carefully chosen vocabulary, phrases, and sentence structures would improve the language quality and achieve a higher level in ***Style and Accuracy***.

Content and Structure

In **Section 1**, most candidates appeared to be aware of the difference between an argumentative structure that focuses on one side of a given topic and a well-balanced, two-sided discursive structure. With the help of the bullet points listed under discursive questions, candidates were able to structure their essays in a clear and logical way, even for weaker candidates.

To achieve better performance in discursive writing, candidates should critically examine the topic, offering both sides of the debate. Candidates need to read the question carefully, particularly the bullet points listed for the question, and ensure they fully address all the points in a logical way. Candidates should be encouraged to provide a wide range of convincing supporting facts for both argumentative and discursive tasks.

Planning a brief outline within the allotted time would help candidates achieve a logical structure and avoid writing irrelevant material. Having a plan for argumentative and discursive writing is particularly important as it helps candidates to keep their writing focused on either a persuasive one-sided argument or a balanced account, as needed.

In this paper, **Section 2** was found to be more difficult for some candidates, as there was a tendency to confuse the two types of writing: descriptive tasks and narrative tasks. For example, **Question 5** required candidates to describe the scene at a school sports day and their feelings, but some candidates focused on narrating the events of the sport day in detail with a beginning and an ending, making the writing more narrative than descriptive. Conversely, some candidates chose to write a narrative story about their first time riding a roller coaster in **Question 8** but devoted a large part of the composition to descriptions of their feelings.

This could be improved by focusing on the type of essay chosen and practicing the writing skills relevant to the title. One of the main points of good descriptive writing is to focus on description rather than storytelling. A strong descriptive essay always presents relevant, well-defined, and well-developed images, ensuring a secure and coherent structure. The writing should include carefully chosen sensory details and utilise various descriptive devices to ensure the images and pictures are vivid and realistic to readers. In successful narrative essays, various narrative devices, such as flashbacks and time lapses, contribute to a complex and sophisticated structure with a well-managed climax. Well-balanced stories are consistently engaging and readable, with plenty of detailed and appropriate descriptions naturally integrated to serve the narrative purpose.

To achieve a better performance in **Section 2** tasks, it is very important to carefully scrutinise the key words in the questions, such as ‘盛夏海边的景色’ and ‘在海边的心情’ in **Question 6**, and ‘第一次坐过山车’ in **Question 8**. This will help keep the writing relevant to the question. Improvements in candidates’ plot development skills would help their narrative writing, particularly focusing on how to manage the climax and build up tension. Candidates should have an idea of a storyline before starting to write, which should contain the necessary elements of a short story, such as exposition, rising tension, climax, resolution, etc.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1

“随着电商的兴起，街上的实体店风光不再。”你同意吗？写一篇具有说服力的文章，谈谈你为什么赞同或者不赞同这个说法。

This was one of the most popular questions in **Section 1**. Many candidates who chose this question argued against the statement ‘随着电商的兴起，街上的实体店风光不再’. Stronger candidates effectively cited relevant facts and examples to support their claims, such as the advantages of the human touch (人情味) of retailers on the high street and the convenience of having staff on-hand to assist in shops. Convincing essays were also produced on the other side of the argument, supporting ‘随着电商的兴起，街上的实体店风光不再’ in terms of pleasant communication with online sellers, huge discounts, and the increasing expenses of running high-street shops, etc. Weaker responses were generally less focused.

In general, most candidates who chose this question were able to fulfil the task with a good sense of purpose and audience. They clearly presented a strong position and supported their viewpoints effectively. Successful responses developed each stage of the argument well and utilised a range of relevant facts and ideas to explain why straight after graduation from university was or was not the best time to start a business. Some candidates included a good selection of facts or personal experiences; in order to use these more effectively to support their arguments a more in-depth exploration of the points was sometimes needed. The most successful essays managed to maintain consistency in their arguments and link their ideas in a logical manner.

Question 2

“少壮不努力，老大徒伤悲。”你同意吗？写一篇具有说服力的文章，谈谈你为什么同意或者不同意这个观点。

A smaller number of candidates chose to answer this question. Most candidates who selected this question agreed with the statement of ‘an idle youth, a needy age’ and claimed that one’s youth should be cherished. They often used their own personal experiences, celebrity deeds, or traditional sayings to convince readers. Some excellent responses managed to describe and refute opposing viewpoints to create a compelling case that the argument being presented was correct. It was evident that some candidates did not fully understand the meaning of ‘少壮不努力，老大徒伤悲’ which resulted in weak, unfocussed, or irrelevant arguments. For example, instead of discussing the whole meaning of the phrase, a small number of candidates only focused on ‘不努力’ and argued that young people must work hard to be successful, taking the essay off on a tangent about the importance of working hard. Some weaker responses were written in a more narrative style with a focus on the quick passage of time.

Many candidates formed a good structure by stating in the first paragraph whether they agreed or disagreed with the notion and then presenting their arguments in a clear way. The most successful responses presented persuasive and coherent pieces with a wide range of relevant facts and ideas. They demonstrated a good knowledge of Chinese poetry and analysed their citations properly to support their opinions. The highest-scoring pieces were always expressed through a variety of well-constructed and complex sentences with well-chosen vocabulary, appropriate register and tone throughout.



Question 3

最近你的学校辅导员在学校晨会上发表了演讲，演讲的主题是现在的青少年比上一代 更需要培养自立能力。会后，学校让学生就此写一篇文章。文章必须包括以下几点：

- 独立能力给青少年带来的好处和坏处；
- 你给家长的建议；
- 青少年如何培养独立能力。

Most candidates who chose this topic were able to cover all three bullet points with a sound structure and provide relevant supporting facts to strengthen their discussions. Strong responses demonstrated a good understanding of the task by clearly analysing the advantages of independence (such as taking care of themselves in daily life, thinking on their own, overcoming difficulties and solving problems alone, etc.), and presenting the disadvantages (for example, some teenagers with poor self-control may indulge themselves in bad habits; making poor decisions based on their own judgment; not achieving their parents' expectations or the best results etc.) in a balanced and objective way. They also provided reasonable suggestions to parents and teenagers about how to cultivate independence.

Less successful responses usually developed the discussion in a straightforward way and listed ideas in simple sentences without using a variety of complex structures. Some responses only discussed one side of the issue without mentioning the other side of the discussion. To achieve a better performance in this question, candidates need to address all of the bullet points in a logical way and provide relevant supporting facts and discussions to strengthen their ideas.

Question 4

近些年，学校发现一些青少年在网站上收集大量的资料直接当作业交给老师。请就此 现象写一篇博客，文章必须包括以下几点：

- 造成这个现象增长的原因；
- 用网络学习的利弊；
- 有效的学习途径。

This was the most popular question in **Section 1**. Many candidates showed interest in this question due to its closeness to their educational experiences. The majority of candidates who chose this question fulfilled the task with a good sense of purpose and covered all the required bullet points. Strong candidates were able to present possible reasons contributing to the increase of this phenomenon, such as the convenience of using the internet, e-learning becoming an integral part of school learning, candidates struggling with too much homework every day, etc. They presented a balanced and objective examination of online learning by discussing the advantages (such as breaking the limitations of time and space of traditional learning; easily gaining essential or additional information and knowledge relating to school learning in an interesting way; benefiting greatly from research-based learning) and disadvantages (such as candidates with low self-discipline plagiarising information and wasting learning time, lacking communication with other candidates, etc.). They also suggested effective ways of learning in the current situation.

In the scripts with higher scores, all stages of the discussion were developed and linked in a logical way, and the sentences were well-sequenced within paragraphs. They used appropriate register and tone with a good range of idiomatic expressions to analyse and summarise their points. They were able to avoid repetitive and straightforward discussions and applied relevant facts and ideas to support their opinions. Candidates should also be aware of the style of discursive writing and avoid narrating their educational experiences too much, as it may sacrifice in-depth discussion.

Session 2 – Descriptive and Narrative

Question 5

你想起一场你参加过的学校运动会。描写操场上的气氛和你在比赛时的感受。

The overall quality of responses was satisfactory, and most candidates were able to present several scenes and images of the sports day and describe their feelings accordingly. Strong responses usually included fully developed descriptions of feelings written using a variety of well-constructed and complex sentences. Such compositions successfully described the cheerful and exciting atmosphere on the playground, including details such as the way the venue was decorated, the large number of participants, and fluttering brightly coloured flags, etc. The sense of excitement was also captured through the emotional reactions and facial expressions of the audience and participants (teachers, classmates, and athletes). These descriptions also successfully depicted what was heard or felt by the participants, and their feelings were naturally conveyed via a series of sensory details. Descriptive devices, such as the movements of the writer and the creation of a short time span, were used effectively to fully engage the reader.

Less successful responses described both feelings and scenery in a straightforward and plain manner. Using excessively simple descriptions resulted in the essays being less engaging; more detail was needed to inspire the reader's interest. Some weaker responses were also sometimes unbalanced, focusing too heavily on the feelings of the writer without including details to describe the scene. Some candidates developed this topic as a narrative task and focused on telling a story about the school sports day, such as their preparation for the competition, instead of describing the scenes and feelings during the event.

Question 6

描写盛夏海边的景色和你在海边的心情。

There were some very good responses to this question which effectively created the atmosphere of the seaside by presenting a series of well-developed images, using ambitious vocabulary and complicated sentence structures to describe the stunning scenes. Such compositions provided sufficient sensory details to reflect their feelings. Some descriptive devices, such as the movements of the writer were applied to enhance the descriptions and change the perspective of the view from near to far or from the horizontal line where the sky and the sea meets, to young people sunbathing and enjoying various jet-ski sports, etc. Vivid images of the environment and descriptions of excitement were created to engage the reader.

Once again, there were examples of responses adopting a more narrative than descriptive approach, with some candidates focusing on what they did at the seaside rather than describing the scene and their feelings. This approach sometimes took the form of a list of the events and places they visited during the day in a simple story with a beginning and ending. It is important that candidates focus on what is asked in the question to ensure that their responses are relevant and appropriate to the genre. Some weaker responses included a long prelude on the weather or when, and how they arrived at the seaside. Another common issue was that candidates wrote at length describing their feelings and included only limited descriptions of the scenes, or vice versa, creating an unbalanced piece.

Question 7

以“昨晚，我做了一个梦……”为开头写一个故事。

This question attracted the most responses in **Section 2**. Many candidates who chose this question told meaningful stories in which individuals became better people after waking up. Higher-scoring responses effectively created imaginative and engaging stories based on their life experiences. They demonstrated excellent competence in the use of well-constructed sentences, precise language and confident writing skills, providing sufficient details to enrich their stories. In successful responses, the balance of different sections was carefully managed, and the characterisation and setting were fully convincing with the support of detailed depictions. These stories usually had a well-crafted conflict and climax and a sensible ending that revealed deeply involved emotions.

To achieve a better performance, some candidates need to improve their awareness of the climax in their story and learn how to manage a climax in a narrative task. Weak responses tended to be presented in a straightforward and plain manner with a beginning and ending but did not succeed in engaging the reader. In

some compositions, the overall structure was unbalanced due to particular sections being too long or too short. Some candidates put too much focus on describing their feelings rather than telling a sound story.

Question 8

叙述你第一次坐过山车的经历。

Only a small number of candidates chose to answer this question in **Section 2**. The majority of candidates who chose this question clearly recounted their first experience of riding a roller-coaster. Successful pieces usually had an effective structure which aided the presentation of an engaging and fascinating storyline. Stronger candidates effectively applied techniques such as flashbacks, interludes, and descriptions of the environment to create authentic and heart-warming stories, sharing enjoyable experiences of the ride and profoundly unforgettable life insights. Besides narrating the actual course of the ride, some candidates also created an elaborate plot, giving the activity new ideas and building up the climax of the story.

Some weak responses narrated their experiences in a quite straightforward way, without the necessary stages of beginning, development, climax, and ending of a narrative task. For example, some responses simply described a day spent riding a roller-coaster from setting off to returning home, which made the writing less interesting to read. Improvements could be made by practising the skill of building up conflict and climax or employing narrative devices to make the story more creative and engaging.

中文第一语言

Paper 0509/23

写作

主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕问题展开，目标明确，重点突出；
- 表现出原创性思维；
- 清晰而形象地表达出所思、所感与所想象的内容；
- 避免俗套，适当表达真实的个人感受；
- 恰当地运用多种复杂句式和表达方式；
- 准确有效地使用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文(an argumentative essay)中，需要对问题明确地表明或赞同或反对的观点，并援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在讨论文(a discursive essay)中，需要在多角度分析讨论的基础上，对问题提出一个无偏颇的中立看法，并分别援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在描写文(a descriptive essay)中，需要以适当的细节描写，有效地描述出生动的画面或形象。
- 在记叙文(a narrative essay)中，需要讲述一个完整的、包含必要冲突和高潮的故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生的表现令人满意。他们能在第一部分完成一篇议论文或讨论文，在第二部分完成一篇描写文或记叙文。绝大部分考生能在规定时间内，完成两篇400字到600字的文章。考生分数分布在各个分数段中。

风格和准确性

在风格方面，很多文章能够有效地运用适当的表达形式和复杂的句子结构，写出行文流畅、表意清楚、结构清晰的文章。得分较低的文章通常有用词重复，过分口语化等特点；这些文章需要词汇和表达形式更加丰富，确保语言风格与文体相适应。

在准确性方面：许多考生表现出较强的语言能力和语法运用能力。他们能正确使用复杂句式，采用适当的语体风格完成写作任务。得分较高的作文通常用词准确，能正确使用成语、俗语、诗词和文言文来传达文章内容。然而，很多考卷中相当普遍地存在着句式杂糅、复杂句出错、长句子成分残缺等情况；有些句式明显受到英语语法的影响，比如，用“和”连接两个中文句子。

许多考生的汉字书写正确工整，有些考生出现写错别字的现象。建议考生更加仔细地检查书写，更加透彻理解字词含义，避免同音字/词、近音字/词导致的错误。尽管考生可以使用简体字或繁体字答卷，但应该尽量避免在一篇文章中繁体简体混用的情况；同时，应该尽量避免在行文中使用拼音。

大部分考生能正确使用标点符号，但仍有部分考卷全段使用逗号，只在结尾使用一个句号；也有的文章因标点符号错误或缺少必要的标点符号而导致阅读和理解困难，影响了分数。

总体来说，大部分考生在汉字书写、标点和词汇方面仍需要进一步加强；考生应该尽量把字写得工整，容易辨识，字号大小合适，保证考官能够看清楚。为了在风格与准确性方面有更好表现，考生应尽量避免用简单、平淡的语言来表达，而应仔细斟酌所使用的词汇、表达方式和句式，来提高语言质量。

内容与结构

在第一部分问题中，绝大部分考生都能意识到议论文与讨论文的区别。讨论文题目（第三题和第四题）下给出的要点提示，可以让考生更加清晰而富有逻辑地组织全文。为了在讨论文中取得理想成绩，考生应该培养批判性看待问题的能力，能对问题从两个方面展开讨论。考生要仔细阅读题目，尤其是题目中给出的要点提示，要确保每一点都在作文中提到。

为了写好第一部分的作文，建议考生在更大范围内积累更有说服力的论据材料；同时，如果时间允许的话，考生可以在正式写作前写一个简要提纲，这可以让文章结构的逻辑性更强，避免偏题、跑题。写作提纲对第一部分作文尤其重要，因为它可以确保议论文专注于对问题或赞同或反对的观点，也可以让讨论文对问题保持一个不偏不倚的中立看法。

在第二部分的问题中，有些考生混淆了描写文和记叙文这两种文体的区别，这在一定程度上影响了分数。例如，第六题要求考生描写一个毕业典礼的场景和当时的心情，但有的考生将重点放在了讲述在毕业典礼上或典礼当天发生的各种事件上，从而使文章的记叙成分多于描写成分。相反，第七题本应讲述一个意外回归和重聚的故事，但有的考生却将过多的笔墨用于描写心情和感受等，而忽视了去讲述一个具有开端、发展、高潮和结局的故事。

为了避免这种情况，考生应该加强文体意识，并进行相关文体的技巧训练。写好描写文的关键之一是将重点放在描写场景或人物上，而不是在讲述故事上。优秀的描写文通常画面感强，形象鲜明而生动，全文结构紧凑；这些文章也包含着大量经过仔细斟酌的感官细节描写，运用了各种描写手法，对读者富有吸引力。成功的记叙文通常运用倒叙、插叙、补叙等不同手法，精心设计情节，铺垫高潮，使文章结构精巧而完整；同时，记叙文也应包含细腻的肖像、环境、心理、动作等描写，这些描写为叙述故事服务。

为了在第二部分取得好成绩，建议考生一定认真审读题目，抓住题目中的关键词，比如第五题中的“上热气球之前的心情”和“在飞行中会看到的景色”，第八题中的“第一次露营”，考生应该紧紧围绕着题目中关键词展开写作。教师应该训练学生设计情节的能力，尤其是如何设计高潮、如何营造张力和冲突。考生应该在动笔之前设计好故事情节，即如何安排开端、发展、高潮和结局。

关于各题的评论

第一部分——议论文与讨论文

第一题

有人说“大学毕业是创业的最好时机”，你同意吗？写一篇具有说服力的文章，说说你觉得大学毕业生要或者不要马上创业。

该题是第一部分中较受欢迎的题目之一。大多数选择该题的考生认为，大学毕业不是创业的最好时机。写得较好的考生能紧密围绕论点展开议论，从应届毕业生缺乏商业经验、缺乏启动资金、缺乏必要的人脉和社会资源等方面，来说明刚毕业不是最好的创业时机，行文体现出很强的逻辑性。相反，有些考生也以令人信服的论证，证明了大学毕业是最好的创业时机。有些优秀的文章还能列举反方观点并予以驳斥，以增强文章的说服力。水平较差的考生可能会偏离论点；他们或者论述创业的条件，或者列举应届毕业生的不利处境，但却没有将这两个方面有效地结合起来。

一般来讲，选择该题的大多数考生能够达到写作目的明确，实现议论目标。写得较好的文章通常观点明确，论据能有效支撑论点，论证结构体现出较强的逻辑性。然而，有些考生罗列出一些事实或个人经验作为论据，却没有展开富有深度的议论，从而导致分数较低。教师应该指导学生在更大范围内积累更多富有说服力的论据，以应对议论文写作。同时，有些文章在议论中缺乏一致性，前后矛盾，逻辑性方面有待提高。

第二题

“天下没有不散的宴席。”你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

大多数选择该题目的考生同意“天下没有不散的宴席”的说法，他们通常能联系自己的生活体验，比如从小学或中学毕业后与朋友分别，来证明自己的论点。考生也提到了很多导致友谊和情感淡化的原因，比如地理距离、不同的人生选择或者死亡。同时，也有一些考生不同意“天下没有不散的宴席”的说法，他们从“只要心在一起就不会散”或“科技能够解决距离问题”等方面展开议论，富有说服力，能够有效说服读者。然而，有些考生误解了“宴席”的概念，或者没有透彻理解这句俗语的内涵，导致文章议论偏颇，在议论的相关性方面失分。有些文章重点讲述了自己的个人经历或者别离故事，从而抒发感想，使文章看起来更像散文。有些文章偏离了论点，将其写成了有关友谊或亲情的文章。

无论采取哪种观点，许多考生都能在首段明确地表达出“同意”或“不同意”的看法，下面各段围绕论点展开论述，层层推进，方向明确，富有逻辑性。得分较高的考生都做到论据充分，富有说服力；有些考生引用古诗词作为论据，体现出在古典文学方面的深厚知识，并能对相关引用进行深入分析来支撑自己的论点。得分较高的文章通常句式严谨且多样化，词汇丰富而准确，全文语体风格适当。

第三题

近年来，“亲子游”很流行。请给亲子网站写一篇关于这种家庭活动方式的文章，文章必须包括以下几点：

- “亲子游”流行的原因；
- “亲子游”的利弊；
- 家长和孩子怎样做才能更享受“亲子游”。

选择该题目的大多数考生都能从三个论述要点出发表明自己的看法，以相关论据加以证明，从而形成一篇结构完整的议论文。得分较高的学生能够客观而中立地分析“亲子游”流行的原因，讨论这种旅游方式的优点（例如，增进父母与孩子间的感情，在旅行中教授孩子知识等）和缺点（例如，由于代沟导致的某些冲突）；他们也就如何更好地享受“亲子游”提出建议，比如共同制定旅游计划、平等交流、照顾彼此的需求和感受等。

得分较低的文章多是论述偏于枯燥，多用简单句罗列出观点和论据，在句式的多样化和复杂性方面有待提高。有些文章只谈及“亲子游”地利或弊的一个方面，而没有讨论另一方面；有的考生将“游”理解为“游戏”而非“旅游”，导致偏题。为了取得好分数，考生在回答该题时要全面谈及题干中提到的三个要点，并以相关的论据和议论来夯实论点。考生还应注意题目中“给亲子网站写一篇文章”的要求，做到语体风格适当且全文一致。

第四题

你的学校正在考虑设立国际部，上课一律用英文，而且聘请外教在国际部教书。校长邀请你就此写一篇文章谈谈你的看法，文章必须包括：

- 全英文授课的好处和坏处；
- 什么样的学生更适合就读于国际部；
- 国际部对校园文化会带来哪些影响。

这是第一部分中最受欢迎的题目。该题目因与有些考生的教育经历密切相关而引起了部分考生的兴趣。选择该题目的大多数考生都做到了写作目的明确，论述了题目中提到的三个要点。表现较好的文章能以客观而中立的态度，讨论全英文授课的好处（例如，提高英语水平、开阔学生视野、理解西方文化、提前适应未来的留学生活等）和坏处（例如，英语基础较差的学生无法理解外教授课、学生会忽视中文学习等）。他们能从学生家庭经济状况、性格特征等方面出发，建议哪些学生更适合就读国际部；他们还进一步讨论了国际部可能给校园文化带来的影响。有些学生在讨论第一个要点时，将重点放在了建立国际部的利与弊，而不是全英文授课的利与弊，这导致了某种程度上的偏题。

从风格和准确性方面来看，得分较高的文章能够做到议论文的各个部分环环相扣，前后连贯，段落之间体现出较强的逻辑性；语体风格适当，词汇丰富，表达准确。这些文章能够有效避免内容和语言上的重复，避免枯燥的论述，考生大多能够运用相关事实与论据来支撑论点。考生还应注意议论文的文体特点，避免过多地讲述自己的教育经历却忽视了富有深度的论述。

第二部分——描写文和记叙文

第五题

假设你第一次乘坐热气球，描写你上热气球之前的心情和在飞行中会看到的景色。

选择该题目的大多数考生都能选择一个或几个与乘坐热气球有关的场景加以描述，并有一定程度上的细节描写。得分较高的文章更是能用多样化的句式，描述出自己心情或情绪的变化，比如登上热气球之前的心情和从气球上返回地面后的心情的对比。他们能通过对诸多感官细节的描写，成功地反映出在热气球上看到的一系列景色。移步换景、时空转换等描写技巧的运用，有效地提升了文章的可读性。文章通常运用大量的复杂句式、词汇表达以及恰当的形容词，来描述作者所见到的美丽景致；有些考生还熟练地使用了热气球飞行的一些专有词汇，比如吊舱、热气球基地等。

得分不高的考生通常是由于描写偏于简单和平淡。由此可见，在描写文中，过于简单的描写，缺乏细节，容易导致描写失于画面感，文章缺乏吸引力。还有些考生过多地描述自己心情，而在景色描写方面表现单薄，比如，他们反复描写自己如何感到害怕却又想看、想看却又感到害怕的情绪变化，影响了行文的整体进度和描写的重点。有些考生将描写文写成了记叙文，讲述了一个乘坐热气体的故事，而不是描写飞行中看到的景色。

第六题

描写一个毕业典礼的场景和你的心情。

该题是第二部分中最受欢迎的题目。选择该题目的大多数考生能够令人满意地描述出一个毕业典礼中的数个场景，比如毕业表演、告别演讲、照集体照等。比较好的文章能有效而生动地营造出毕业典礼的氛围，描绘出一系列富有动感的场景。这些文章通常蕴含大量的细节描写，比如校园和礼堂的装饰、老师与学生的面部表情、学生对于告别演讲的反应等，这些细节描写自然地表现出作者的情绪和心情。营造氛围、时空转换等描写技巧地运用，有效地为读者刻画了毕业典礼的特定环境、气氛等方面的生动画面。

当然，该题目下也有些文章中的记叙成分多于描写成分，使得文章更像记叙文而不是描写文。这些考生将重点放在讲述毕业典礼上发生的事情，而不是描写典礼的场景和氛围。另外，有些考生只是从头至尾简单地罗列出毕业典礼日发生的所有事情。为了提高分数，考生应该将注意力放在题目所要求的关键词上。有些考生在描写毕业典礼之前，花了很多笔墨描写当天的天气、或者他们什么时候以及怎么到达学校等，这些冗余的信息一定程度上影响了描写的重点。另一个比较常见的问题是，有的考生重点描述了自己在毕业典礼上的心情却疏于描写场景，或者只描写了场景却没有表现心情。这些都没有完成题目的要求。

第七题

以“我简直不敢相信它又回来了……”为情境，写一个故事。

许多选择这个题目的考生讲述的都是自己的宠物走失/失去又意外回归的故事，表达了自己与宠物之间的深厚感情。考生对题目中的“它”有不同的解读，有些人将其理解为某种抽象的事物，例如自信、压力、自尊心、友谊、某种信念或者某物的重生。得分较高的作文通常能够合情合理地讲述一个意外重逢的故事，富有吸引力。这些文章通常表现出很高的语言水平，句式多样化，词汇和表达准确达意，作者能够通过丰富的细节描写来充实故事。尤其重要的是，这些文章的各个部分显得协调匀称，考生能通过情节的铺垫和发展，自然地故事推向高潮，并在结局揭示出故事所蕴含的深刻情感或道理。故事场景和人物塑造令人信服。

得分较低的考生大多是平铺直叙讲述了一个与回归有关的故事，虽然故事有头有尾，但缺乏吸引力，故事缺乏高潮。为了取得好成绩，有些考生需要加强营造故事高潮的意识，学习如何在记叙文中营造高潮。有些文章由于某些部分过长或过短而造成整体结构的不协调。有的考生将笔墨过多地放在描述自己对走失宠物的感受上，在讲述一个完整故事方面有待加强。

第八题

叙述你的第一次露营经历。

选择该题目的考生大多能够清楚地叙述出他们的一次露营经历。写得较好的考生通常故事线索清晰、记叙要素完整地讲述了自己的第一次露营经历，他们选择某些富有意义的场面或宿营地作为故事场景，伴之以一系列有趣的活动或故事，从而反映出与自然、朋友或亲人亲密接触的快乐。他们能有效地运用了倒叙、插叙、环境描写等叙述手法，来讲述一些可信而暖心的故事，分享露营的快乐，揭示深刻的人生道理。除了记叙搭建帐篷、烧烤、观星等传统的露营活动之外，他们还在文章中设计了许多有趣的情节，精巧地营造出故事的高潮。

得分较低的文章大多平铺直叙地讲述了一个平淡的露营过程，没有记叙文必要的情节发展、高潮等部分。例如，有的文章如同流水账一样记录了一次露营从出发到回家的全部过程，在趣味性上有待提高。这些考生如果能在叙述手法、在营造冲突和高潮方面得到更多的指导和培训，他们的成绩将会得以提升。

FIRST LANGUAGE CHINESE

Paper 0509/23
Writing 23

Key messages

To score well in either section, candidates need to:

- have an accurate understanding of the question in order to produce a focused and relevant response.
- demonstrate original thinking.
- demonstrate the ability to use a wide range of sophisticated structures and expressions appropriately.
- express what is thought, felt or imagined clearly and effectively.
- avoid clichés and articulate genuine personal experiences when appropriate.
- make accurate and effective use of paragraphs, grammatical structures, and punctuation.

Candidates should also strive to achieve the following in each essay genre:

- In an argumentative piece, candidates need to present a clearly stated view with supporting ideas and evidence in the form of facts or examples. These should be structured in a logical and progressive manner with sufficient maturity and complexity.
- In a discursive piece, candidates need to present a balanced view with opinions from more than one perspective. The arguments should be developed with supporting evidence from all sides and structured in a logical and progressive manner with sufficient maturity and complexity.
- In a descriptive piece, candidates need to describe a vivid scene in an effective manner and with sufficient detail.
- In a narrative piece, candidates need to tell a story (real or imagined) which includes complexity, tension and climax.

General comments

The majority of candidates performed well in this year's examination. Many candidates were able to present a complex argument or a balanced view on their chosen question in **Section 1**. They also coped well with the narrative or descriptive essays displaying effective images/scenes or a complete story in **Section 2**. Many candidates demonstrated an assured use of language throughout, with different levels of fluency and sophistication. Nearly all candidates were able to produce a complete essay of between 400 and 600 characters within the allotted time. A full range of performances were seen across all four types of writing.

Style and Accuracy

Style: Many candidates were able to produce sophisticated pieces of writing, exhibiting a satisfactory range of expressions, complex sentence structures, and very good organisation of ideas. They wrote fluently, employing a wide range of structures and expressions. Weaker answers were characterised by repetitive language and excessive use of colloquial expressions. Such answers needed to include greater variety in vocabulary and expressions suitable for formal writing. Candidates could improve by being more careful and precise in their use of expressions to ensure they are appropriate.

Accuracy: Many candidates produced essays which were highly accurate and demonstrated a good grasp of Chinese grammar. They were able to use well-constructed sentences and write in an appropriate tone and register. Higher scoring candidates consistently demonstrated effective and sophisticated language, incorporating ambitious vocabulary and idioms, as well as well-structured complex sentences that clearly conveyed their viewpoints. Candidates need to be careful when producing longer, more complex sentences not to mix elements of different sentence structures, as errors were frequently made in such cases. Furthermore, some candidates' use of Chinese sentence structures showed interference from English grammar, for example, using 和 (and) to link independent clauses in Chinese.

Many candidates were able to showcase a wide range of vocabulary using a variety of characters. Errors were still frequently observed this year in the use of characters, with some candidates producing the wrong characters for the intended meaning. Such errors could be reduced with more careful checking of work and a better understanding of characters that share the same pronunciation but have different meanings (homophones/homonyms). Candidates are reminded that while both simplified and traditional characters are acceptable in this paper, it is good practice to be consistent and to avoid mixing the two systems within the same piece of writing; they should also avoid using *Pinyin* in their essays.

Most candidates demonstrated a confident use of punctuation. Some candidates could improve in this area by using commas and full stops more effectively. Some essays only used a full stop at the end of each paragraph, relying heavily on the use of commas, which made the compositions difficult to read.

In general, improvements could still be made in the use of characters, punctuation, and vocabulary. Candidates should take care to write clear and legible characters of a reasonable size to ensure the examiner can read and fully credit what has been written. Candidates should try to avoid the use of basic and plain language expressions; instead, employing appropriate and carefully chosen vocabulary, phrases, and sentence structures would improve the language quality and achieve a higher level in **Style and Accuracy**.

Content and Structure

In **Section 1**, most candidates appeared to be aware of the difference between an argumentative structure that focuses on one side of a given topic and a well-balanced, two-sided discursive structure. With the help of the bullet points listed under discursive questions, candidates were able to structure their essays in a clear and logical way.

To achieve better performance in discursive writing, candidates should critically examine the topic, offering both sides of the debate. Candidates need to read the question carefully, particularly the bullet points listed for the question, and ensure they fully address all the points in a logical way. Candidates should be encouraged to provide a wide range of convincing supporting facts for both argumentative and discursive tasks.

Planning a brief outline within the allotted time would help candidates achieve a logical structure and avoid writing irrelevant material. Having a plan for argumentative and discursive writing is particularly important as it helps candidates to keep their writing focused on either a persuasive one-sided argument or a balanced account, as needed.

In this paper, **Section 2** was found to be more difficult for some candidates, as there was a tendency to confuse the two types of writing: descriptive tasks and narrative tasks. For example, **Question 6** required candidates to describe the scene and their feelings at a graduation ceremony, but some candidates focused on the events of graduation and narrated the events of the day in detail with a beginning and an ending, making the writing more narrative than descriptive. Conversely, some candidates chose to write a narrative story about an unexpected reunion in **Question 7** but devoted a large part of the composition to descriptions of their feelings.

This could be improved by focusing on the type of essay chosen and practicing the writing skills relevant to the title. One of the main points of good descriptive writing is to focus on description rather than storytelling. A strong descriptive essay always presents relevant, well-defined, and well-developed images, ensuring a secure and coherent structure. The writing should include carefully chosen sensory details and utilise various descriptive devices to ensure the images and pictures are vivid and realistic to readers. In successful narrative essays, various narrative devices, such as flashbacks and time lapses, contribute to a complex and sophisticated structure with a well-managed climax. Well-balanced stories are consistently engaging and readable, with plenty of detailed and appropriate descriptions naturally integrated to serve the narrative purpose.

To achieve a better performance in **Section 2** tasks, it is very important to carefully scrutinise the key words in the questions, such as ‘上热气球之前的心情’ and ‘在飞行中会看到的景色’ in **Question 5**, and ‘第一次露营’ in **Question 8**. This will help keep the writing relevant to the question. Improvements in candidates’ plot development skills would help their narrative writing, particularly focusing on how to manage the climax and build up tension. Candidates should have an idea of a storyline before starting to write, which should contain the necessary elements of a short story, such as exposition, rising tension, climax, resolution, etc.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1

有人说“大学毕业是创业的最好时机”，你同意吗？写一篇具有说服力的文章，说说你觉得大学毕业生要或者不要马上创业。

This was one of the most popular questions in **Section 1**. Most candidates who chose this question argued that directly after graduation might not be the best time to start a business. The most successful essays listed the reasons why it would be difficult for new graduates to succeed in business, including a lack of experience in running a business, a lack of start-up funding, and a lack of connections or resources. There were also some convincing essays that supported the notion of starting a business right after graduation. Some excellent responses managed to describe and refute opposing viewpoints to create a compelling case that the argument being presented was correct. Weaker responses were characterised by a less focused approach, either listing the conditions of running a business or stating the disadvantages of being a new graduate without connecting the two factors together.

In general, most candidates who chose this question were able to fulfil the task with a good sense of purpose and audience. They clearly presented a strong position and supported their viewpoints effectively. Successful responses developed each stage of the argument well and utilised a range of relevant facts and ideas to explain why straight after graduation from university was or was not the best time to start a business. Some candidates included a good selection of facts or personal experiences; in order to use these more effectively to support their arguments a more in-depth exploration of the points was sometimes needed. The most successful essays managed to maintain consistency in their arguments and link their ideas in a logical manner.

Question 2

“天下没有不散的宴席。”你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

Most candidates who chose this question agreed with the notion that all things must come to an end. They often related this idea to their personal experiences, such as graduating from school and parting with their friends. Many candidates also mentioned various reasons for drifting apart, such as distance or different life choices. There were also some convincing essays that disagreed with the notion of ‘天下没有不散的宴席,’ using arguments such as ‘只要心在一起就不会散,’ ‘科技能够解决距离问题’ to convince the reader.

In some cases, it was evident that candidates had misunderstood the concept of ‘宴席’ or did not fully understand the meaning of ‘天下没有不散的宴席,’ which resulted in weak or irrelevant arguments. Weaker responses were either written in a more narrative style, with a focus on expressing their personal experiences or parting stories, or lost focus on the argumentative topic and veered into an essay about friendship or family love.

Many candidates formed a good structure by stating in the first paragraph whether they agreed or disagreed with the notion and then presenting their arguments in a clear way. The most successful responses presented persuasive and coherent pieces with a wide range of relevant facts and ideas. They demonstrated a good knowledge of Chinese poetry and classic literature and analysed their citations properly to support their opinions. The highest-scoring pieces were always expressed through a variety of well-constructed and complex sentences with well-chosen vocabulary, appropriate register and tone throughout.



Question 3

近些年，“亲子游”很流行。请给某亲子网站写一篇关于这种家庭活动方式的文章，文章必须包括以下几点：

- “亲子游”流行的原因；
- “亲子游”的利弊；
- 家长和孩子怎样做才能更享受“亲子游”。

Most candidates who chose this topic were able to cover all three bullet points with a sound structure and provide relevant supporting facts to strengthen their discussions. Strong responses demonstrated a good understanding of the task by clearly stating the reasons for the popularity of parent-child family trips, analysing their advantages (such as improving the relationship between parents and children, teaching children knowledge during the trip, etc.), and presenting the disadvantages (for example, conflicts due to generation gap) in a balanced and objective way. They also suggested how parents and children could enjoy a trip together, such as making travel plans together, communicating equally, and taking care of each other's needs and feelings.

Less successful responses usually developed the discussion in a straightforward way and listed ideas in simple sentences without using a variety of complex structures. Some responses only discussed one side of the issue without mentioning the other side of the discussion. Additionally, some candidates misunderstood “游” as a game instead of a trip. To achieve a better performance in this question, candidates need to address all of the bullet points in a logical way and provide relevant supporting facts and discussions to strengthen their ideas. They should also pay more attention to the appropriate register and tone as the question requires a response befitting that of a parenting website.

Question 4

你的学校正在考虑设立国际部，上课一律用英文，而且还聘请外教在国际部教书。校长邀请你就此写一篇文章谈谈你的看法。文章必须包括以下几点：

- 全英文授课的好处和坏处；
- 什么样的学生更适合就读于国际部；
- 国际部对校园文化会带来哪些影响。

This was the most popular question in **Section 1**. Many candidates showed interest in this question due to its closeness to their educational experiences. The majority of candidates who chose this question fulfilled the task with a good sense of purpose and covered all the required bullet points. Strong candidates were able to present a balanced and objective examination of the issue of all lessons being delivered in English in the International Department. They showed a full awareness of both sides of this teaching style by discussing the advantages (such as improving English skills, broadening candidates' vision, understanding Western culture, and adapting to studying abroad in advance) and disadvantages (such as candidates with poor English being unable to understand foreign teachers' lectures, candidates neglecting Chinese learning, etc.). They also suggested the types of candidates who would be more suitable for the International Department in terms of the financial conditions of a family and the personalities of candidates, etc. They further talked about the impact the International Department might have on the campus culture. In a small number of cases, candidates focused on the pros and cons of *establishing* the International Department instead of discussing the issue of delivering lessons in English, which deviated from the first bullet point of the question.

In scripts with higher scores, all stages of the discussion were developed and linked in a logical way, and the sentences were well-sequenced within paragraphs. They used appropriate register and tone with a good range of idiomatic expressions to analyse and summarise their points. They were able to avoid repetitive and straightforward discussions and applied relevant facts and ideas to support their opinions. Candidates should also be aware of the style of discursive writing and avoid narrating their educational experiences too much, as it may sacrifice in-depth discussion.

Session 2 – Descriptive and Narrative

Question 5

假设你第一次乘坐热气球，描写你上热气球之前的心情和在飞行中会看到的景色。

The overall quality of the responses was satisfactory, and most candidates presented several relevant images with some details. Strong responses were able to present well-developed feelings with a variety of well-constructed and complex sentences, from before setting off on the ride to after the balloon returned. They successfully described a series of scenes with sensory details, creating a strong sense of atmosphere of the ride. Descriptive devices such as the movements of the writer and the creation of a short time span were used effectively to fully engage the reader. They used sophisticated expressions and appropriate adjectives to describe the scene, and some candidates even applied more technical terms for a hot air balloon, such as 吊舱、热气球基地, in their writing.

Less successful responses described both feelings and scenery in a straightforward and plain manner. Using excessively simple descriptions resulted in the essays being less engaging; more detail was needed to inspire the reader's interest. Some weaker responses were also sometimes unbalanced, focusing too heavily on the feelings of the writer without including details to describe the views. For example, they would mention feeling nervous but wanting to see the views and then repeating the same thing in reverse, wanting to see the views but being nervous, going back and forth, which affected the pace of the essay. Some candidates developed this topic as a narrative task and focused on telling a story about a hot air balloon ride instead of describing the feelings and scenes during the ride.

Question 6

描写一个毕业典礼的场景和你的心情。

This question attracted the most responses in **Section 2**. Most candidates showed satisfactory skills in describing the occasion of a graduation ceremony and were able to depict what happened during the ceremony, such as performances, farewell speeches, and taking group photos. The best responses effectively conveyed the vivid atmosphere of the ceremony by presenting a series of well-developed scenes. They provided sufficient sensory details to naturally reflect their feelings about the ceremony, such as the way the campus or venue was decorated, the facial expressions of teachers and candidates, and candidates' reactions to farewell speeches. Some descriptive devices, such as the creation of tension and the use of a short time span, were effectively employed to give the reader clear images of the circumstances, events, and excitement of the ceremony.

Once again, there were examples of responses adopting a more narrative than descriptive approach, with candidates focussing on relaying what had occurred during the ceremony instead of describing the scene and atmosphere. This approach was sometimes manifested in a list of the events and places they visited during the day, expressed in a simple story with a beginning and ending. It is important that candidates focus on what is asked in the question to ensure that their responses are relevant and appropriate to the genre. Some weaker responses included a long prelude on the weather or when, and how they got to school before getting to the main points. Another common issue was that candidates wrote at length describing their feelings and included only limited descriptions of the scenes, or vice versa, creating an unbalanced piece.

Question 7

以“我简直不敢相信它又回来了……”为情境，写一个故事。

Many candidates who chose this question narrated a story about losing and finding their pet, expressing the moving connection and friendship between them and the pet. It was acceptable that candidates had different interpretations of ‘它’ in the question; some responses referred it to abstract things like confidence, tension, self-esteem, friendship, a certain faith and belief, or the rebirth of something. The higher-scoring responses effectively created engaging stories about an unexpected reunion. They demonstrated excellent competence in the use of well-constructed and precise language and writing skills, providing sufficient details to enrich the stories. In successful responses, the balance of different sections was carefully managed, and the characterisation and setting were fully convincing with the support of detailed depictions. These stories always had a well-crafted conflict and climax and a sensible ending that revealed deeply involved emotions.

To achieve a better performance, some candidates need to improve their awareness of the climax in their story and learn how to manage a climax in a narrative task. Weak responses tended to be presented in a straightforward and plain manner with a beginning and ending but did not succeed in engaging the reader. In some compositions, the overall structure was unbalanced due to particular sections being too long or too short. Some candidates put too much focus on describing their feelings about the missing pet rather than telling a sound story.

Question 8

叙述你的第一次露营经历。

The majority of the candidates who chose this question clearly narrated their camping experience. Successful pieces had an effective structure which candidates managed to adhere to and thus presented engaging and fascinating storylines about their first camping experience. They chose meaningful scenes or campsites as the narrative settings, accompanied by a series of interesting activities or stories, reflecting the happiness of a close connection with nature, friends, or family members. They effectively applied techniques such as flashbacks, interludes, and environmental descriptions to create authentic and heart-warming stories, sharing enjoyable camping experiences and profoundly unforgettable life insights. Besides the traditional camping activities such as tents, barbecues, and stargazing, they also created some elaborate plots, giving the activity new ideas and building up the climax of the story.

Some weaker responses narrated their experiences in a quite straightforward way, without the necessary stages of beginning, development, climax, and ending of a narrative task. For example, some responses simply described a camping day from setting off to returning home, listing the events from the beginning to the end of the activity, which made the writing less interesting to read. Improvements could be made by practising the skill of building up conflict and climax or employing narrative devices to make the story more creative and engaging.

