



# Cambridge IGCSE®

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**FIRST LANGUAGE CHINESE**

**0509/01**

Paper 1 Reading, Directed Writing and Classical Chinese

**For examination from 2020**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **8** pages. Blank pages are indicated.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Question 1 Comprehension and Use of Language (23 marks)**

This question tests the following Reading objectives:

R1 identify and interpret explicit information and attitudes

R2 identify and interpret implicit information and attitudes

R3 demonstrate understanding of how writers use language and structure to achieve effects and influence readers

| Question  | Answer                                                                                                                                      | Marks | Guidance           |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------|
| 1(a)      | 神秘/ 让人摸不着脾气 [1]<br><br>(眼神) 冰冷/冷漠/没有感情 [1]                                                                                                  | 2     | Reject: 纠结, 悲伤     |
| 1(b)      | 爸爸年纪太大/爸爸被误认为是爷爷 [1]<br>爸爸没有车/打着赤脚/穷/不体面 [1]                                                                                                | 2     | Reject: 她不想被取笑或讥笑。 |
| 1(c)      | <ul style="list-style-type: none"> <li>室友谈到她故乡的时候神态变得柔和 [1]</li> <li>那个地方听上去很美/室友对那儿的描述 [1]</li> </ul>                                      | 2     |                    |
| 1(d)      | 兴奋/开心                                                                                                                                       | 1     | Reject: 感动/迫不及待    |
| 1(e)      | 下列四点中的任何三点 <ul style="list-style-type: none"> <li>靠土地和天候过活的脸 [1]</li> <li>深沟的皱纹、老人斑 [1]</li> <li>曾经在战场冲锋陷阵 [1]</li> <li>流落街头 [1]</li> </ul> | 3     | Reject: 打过铁/补过鞋    |
| 1(f)      | 从小被父母遗弃。[1]<br>养父家境不如别人/ 养父不如同学父母体面。(别人的父母驾车来接, 她养父光脚卷着裤管来接) [1]                                                                            | 2     | Reject: 感到尴尬;      |
| 1(g)      | 鹰的巢在山里 [1]; 室友的家在养父这儿 [1]<br>若是只提到上述任何单方面就只能得一分。                                                                                            | 2     |                    |
| 1(h)      | 心里突然沉重/担心/沮丧                                                                                                                                | 1     |                    |
| 1(i)      | 请根据文章, 解释下面句子的意思, 并结合上下文说说作者想要表现什么。                                                                                                         |       |                    |
| 1(i)(i)   | 室友的怨恨像胎记无法去除。[1]<br>表明她的怨恨极深, 摆脱不掉。[1]                                                                                                      | 2     |                    |
| 1(i)(ii)  | 室友被父母抛弃 [1]<br>室友对父母而言无足轻重, 没有价值/父母根本不在乎室友 [1]                                                                                              | 2     |                    |
| 1(i)(iii) | 在室友和养父的对话中, 室友被动地回答问题/室友和养父交流不深入。[1]<br>室友在养父的身边觉得很放松, 随意。[1]                                                                               | 2     |                    |
| 1(i)(iv)  | 室友对自己小时候的悲惨经历不能完全释怀。[1]<br>室友不愿让别人看到内心的伤痛, 所以表现得很孤傲。[1]                                                                                     | 2     |                    |

**Question 2 Directed Writing (25 marks)**

**Note:** All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passage.

This question tests the following Reading and Writing objectives:

**AO1 Reading**

R4: analyse and evaluate facts, ideas and opinions

R5: select information for specific purposes.

[15 marks]

**AO2 Writing**

W1: communicate clearly, effectively and imaginatively

W2: synthesise information, sequence facts and develop ideas and opinions

W3: use a range of appropriate vocabulary

W4: use tone, style and register appropriate to audience and context

W5: write characters correctly and make accurate use of characters, punctuation and grammar.

[10 marks]

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

The mark for Reading is awarded based on Table A.

The mark for Writing is awarded based on Table B.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks | Guidance |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 2        | <p><b>Notes on task</b></p> <p>Candidates should select <b>ideas</b> from the passage (see below) and <b>develop</b> them relevantly, supporting what they write with <b>details</b> from the passage and judging the appropriate register for the genre which is an email to a pop group to persuade them to stay together. Look for a clear response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.</p> <p>Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.</p> <p>(* is to be shown after those which appear in more than one list; + is to be shown as implicit response or to extend some of the meaning from the texts, / and // is to be shown in between equivalent answers which delivers the same meaning; ( ) is to be shown as detailed examples which could be considered equivalent to the point or to include answers with +)</p> <p><b>Annotate A1</b> for references to how the band influences the lives of young people<br/> <b>Annotate A2</b> for references to the advantages of being a fan<br/> <b>Annotate A3</b> for references to the social responsibilities of a celebrity</p> <p>Responses <i>might</i> use the following ideas:</p> <p><b>A1 描述这个乐团如何对青少年的日常生活造成影响</b></p> <ul style="list-style-type: none"> <li>青少年欣赏这个乐团的内在气质/青少年实质性地（非表面性地）欣赏这个乐团的人格特征（比如乐团的性格、为人、举止、风度等）</li> <li>这个乐团的形象和表现给青少年带来乐趣（表现在乐团的容貌、身材、发型、服饰、动作等方面）</li> <li>青少年以客观理性来看待这个乐团的價值。</li> <li>这个乐团已成为青少年心目中成功的象征和榜样。</li> <li>這個樂團是青少年心目中完美的象征</li> </ul> | 25    |          |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks | Guidance |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
|          | <p><b>A2 说明成为偶像团体的粉丝有哪些好处</b></p> <ul style="list-style-type: none"> <li>• 给人带来美的感官享受和模仿。</li> <li>• 会推动一个人去把偶像所代表的精神内化为自我成长的动力/ 把偶像当作一个奋斗的目标和榜样/ 学偶像的长处，从而补足自己的短处。</li> <li>• 偶像崇拜在某种程度上可算是一种纾压的方法（有时反而能帮人〔在情绪上〕度过难关+）。</li> <li>• 保持健康 / 良好状态 / 美貌+。</li> </ul> <p><b>A3 论述公众人物的社会责任</b></p> <ul style="list-style-type: none"> <li>• 身为偶像，在生活上会有所警惕/觉悟//以身作则，做大众/粉丝的好榜样</li> <li>• 偶像在很多事情上会 / 必须三思而后行</li> <li>• 偶像名人负有从事慈善的道德责任，把所得的利益 / 金钱回馈给让他们成名的社会大众，比方说慈善工作，拜访或捐钱给孤儿院/有需要的人。</li> <li>• 给粉丝/他人带来快乐/传递正能量。</li> <li>• 偶像作为公众人物，得意识到现实生活的透明度会较高（与此同时，隐私权仍然得受尊重+）</li> </ul> |       |          |

**Table A, Reading:**

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

|         |       |                                                                                                                                                                                                                                                                                                                                                           |
|---------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 5 | 13–15 | <ul style="list-style-type: none"> <li>The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfils all elements of the task.</li> <li>The candidate selects a wide range of facts, ideas and opinions from both passages.</li> </ul>                                                                                   |
| Level 4 | 10–12 | <ul style="list-style-type: none"> <li>There is some development, analysis and evaluation and a clear focus on all elements of the task.</li> <li>The candidate selects relevant facts, ideas and opinions from both passages.</li> </ul>                                                                                                                 |
| Level 3 | 7–9   | <ul style="list-style-type: none"> <li>Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions.</li> <li>The candidate identifies enough relevant facts, ideas and opinions from both passages to fulfil the task.</li> </ul> |
| Level 2 | 4–6   | <ul style="list-style-type: none"> <li>The response shows very limited development of ideas. Significant aspects of the task may not have been approached.</li> <li>The candidate identifies some relevant points from one or both passages but they are not always relevant.</li> </ul>                                                                  |
| Level 1 | 1–3   | <ul style="list-style-type: none"> <li>The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation.</li> <li>The candidate identifies very few relevant points from either passage.</li> </ul>                                                                                   |
| Level 0 | 0     | <ul style="list-style-type: none"> <li>No creditable content.</li> </ul>                                                                                                                                                                                                                                                                                  |

**Table B, Writing:**

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

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

**Question 3: Classical Chinese (12 marks)**

Candidates will be assessed on their ability to:

R1 identify and interpret explicit information and attitudes

R2 identify and interpret implicit information and attitudes

| Question  | Answer                                            | Marks | Guidance |
|-----------|---------------------------------------------------|-------|----------|
| 3(a)      | 金声而玉应<br>良桐（琴是由非常好的梧桐木做的）<br>any one of the above | 1     |          |
| 3(b)      | 把琴变得古老                                            | 1     |          |
| 3(c)(i)   | 适：到/ 去                                            | 1     |          |
| 3(c)(ii)  | 易：交换/ 交易                                          | 1     |          |
| 3(c)(iii) | 皆：都/ 全部                                           | 1     |          |
| 3(d)(i)   | 乐官                                                | 1     |          |
| 3(d)(ii)  | 工之侨                                               | 1     |          |
| 3(e)      | 第一次献琴，被（国工）嫌弃年代不够老，被退还。                           | 1     |          |
|           | 第二次献琴，得到（乐官）的（一致）赞赏/ 说它是世界上少有的珍宝。                 | 1     |          |
| 3(f)      | 工之侨觉得世上所有的事情都和这把琴一样，人们只关注事物的表面/外表而非内在，/让人感到悲哀。    | 1     |          |
| 3(g)      | (i)                                               | 1     |          |
| 3(h)      | (ii)                                              | 1     |          |

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