



# Cambridge IGCSE™

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**FIRST LANGUAGE CHINESE**

**0509/12**

Paper 1 Reading, Directed Writing and Classical Chinese

**May/June 2023**

MARK SCHEME

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **12** printed pages.

**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.

**ANNOTATIONS**

| <b>Annotation</b>   | <b>Meaning</b>   |
|---|--|
|    | Credit for good content point  |
|    | Use if the entire answer is incorrect, and the candidate is awarded 0 marks  |
|    | If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.                          |
|    | If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.                   |
|    | Harmless addition: use if the candidate extends their answer, without contradicting or invalidating the response.                  |
|    | If the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response. |
|    | Grammatical, lexical or punctuation error  |
|    | Meaning unclear / indicates a problem in that section.   |
| <br><br> | Q2: When candidates include elements relating to the different bullet points   |
|    | good language  |
|    | Candidate has used good, relevant detail   |
|    | Omission (of character, word etc.)   |
|    | irrelevant   |
|    | Good development of point or idea  |
|    | Evaluation used well   |
|    | repetition   |

|   |   |
|---|---|
| off page comment  | Do not use                                  |
|  | Use to show that blank pages have been seen |

| Question  | Answer  | Marks | Guidance                    |
|---|---|-------|-----------------------------|
| <b>Question 1 Comprehension and Use of Language (23 marks)</b>  |   |       |                             |
| Candidates will be assessed on their ability to:  |   |       |                             |
| 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 |   |       |                             |
| 1(a)  | 美术活动“我”从未缺席过 [1]<br>我们家书店的信誉好 [1]<br>“我”的外形突出 (让人过目不忘) [1]<br>Any 2                         | 2     | Reject: “我”是第二代             |
| 1(b)  | ‘我’ (当天的)心情/情绪/不爽   | 1     | Reject: 表情;                 |
| 1(c)  | 没有特色/会到哪儿都一样/跟别人的一样<br>OR 别人会拿去 [乱] 盖   | 1     |                             |
| 1(d)  | 从: 提议、提了一下 [1]<br>到: 不遗余力策划/鼓励/执行 [1]   | 2     | Reject: 出版、印刷               |
| 1(e)  | 我父亲希望龙妹以后拿画笔/希望她将来成为画家 [1]<br>希望龙妹不会像她父亲一样/不要苦守在店里卖书 [1]                                    | 2     | Reject:<br>希望她继承/不继承祖业      |
| 1(f)  | 淡然一笑: (对‘我’出版画册一事) 不大在意/不经心/无所谓 [1]<br>笑得合不拢嘴: (因为旺儿而) <u>高兴/开心</u> 得不得了; or 感到骄傲/自豪/满意 [1] | 2     | Reject: 不置可否/不认同            |
| 1(g)  | 上了报/成了媒体焦点/媒体大众的关注/出名了 [1]<br>买书的客人多了/赚更多钱了 (利) [1]   | 2     | Reject: 记者的相机、收银机           |
| 1(h)  | 手工/工艺: 坚持亲自手绘 OR 不用机器刻章 [1]<br>开店/店面: 开实体店面, 不开网店 [1]                                       | 2     | Accept: 给具体实例               |
| 1(i)(i)   | 说明‘我’不想/防止别人盗用、乱盖   | 1     | Reject: 提前做好准备/想得周到/有防范未然意识 |
| 1(i)(ii)  | 形容自画像到处都是 [1]<br>表示发出的订单很多、业务繁忙 [1]   | 2     | Accept: 自画像很多               |
| 1(i)(iii)   | 自画像册/印刷成册/出版了/完成了 [1]<br>出版的过程不容易 [1]   | 2     | Reject: 折腾/经历打磨             |

| Question | Answer  | Marks | Guidance    |
|----------|---|-------|-------------|
| 1(i)(iv) | 企业家（商人）察觉到/找到/发现有赚钱/生意的机会 [1]<br>这些生意人/企业的反应很快/敏感 [1] | 2     | Reject: 闻到  |
| 1(i)(v)  | 形容变化大/猛 [1]<br>很多实体店都已转成网店 [1]                        | 2     | Reject: 急/快 |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| 2        | <p><b>Question 2 Directed Writing (25 marks)</b></p> <p><b>Note:</b> 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.</p> <p>This question tests the following Reading and Writing objectives:</p> <p>AO1 Reading<br/>R4: analyse and evaluate facts, ideas and opinions<br/>R5: select information for specific purposes.<br/>[15 marks]</p> <p>AO2 Writing<br/>W1: communicate clearly, effectively and imaginatively<br/>W2: synthesise information, sequence facts and ideas and opinions<br/>W3: use a range of appropriate vocabulary<br/>W4: use tone, style and register appropriate to audience and context<br/>W5: write characters correctly and make accurate use of characters, punctuation and grammar.<br/>[10 marks]</p> <p>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.</p> <p>The mark for Reading is awarded based on Table A.<br/>The mark for Writing is awarded based on Table B.</p> <p><b>Notes on task</b></p> <p>Examiners only need to tick up to 5 points for each aspect of the task, as this will show that the candidate has fully covered that part.</p> <p>Annotation: If using BOD, please also annotate with   </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 essay to convince the school to invite an expert to speak about AI. 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>Annotate  for references to why students need to understand AI.</p> <p>Annotate  for references to worries about the development of AI.</p> <p>Annotate  for references to those aspects which deserve more attention in order to better meet the era of AI.</p> |       |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| 2        | <p>Responses might use the following ideas:</p> <p>A1 (✓ 1) 为什么学生需要更多地了解人工智能;</p> <ol style="list-style-type: none"> <li>1 因为人工智能已深入我们的日常生活 (能帮人分担家务、安排生活、做决定; 比人类驾驶更加安全; 有效阻止犯罪 (人脸识别); 医疗方面达到最高治愈率)</li> <li>2 人工智能已在世界竞赛中战胜人脑 (比如围棋)</li> <li>3 人工智能还在继续发展其无限的可能性</li> <li>4 *以防将来工作被它取代</li> <li>5 人工智能可以帮人类获得更多时间和自由 /做我们喜爱做的事</li> <li>6 帮人实现梦想</li> <li>7 为人类创造巨大的价值</li> </ol> |       |          |
|          | <p>A2 (✓ 2) 人们对于人工智能的发展有哪些担忧?</p> <ol style="list-style-type: none"> <li>1 过分依赖或迷信人工智能/摒弃人脑的判断力 (懒得动脑)</li> <li>2 虚拟世界的以假乱真、积非成是的现象</li> <li>3 沉迷线上游戏/孩子玩手机而偷懒、不学习</li> <li>4 传送分散、碎片式的知识; 改变学习的习惯 (有别于以往系统式的学习)</li> <li>5 *将取代许多人类的工作/很多人将因此失业</li> <li>6 恶人会利用人工智能造成破坏事件</li> </ol>   |       |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| 2        | <p>A3 (✓ 3) 为了更好地迎接人工智能时代，我们到底应该重视什么？</p> <ol style="list-style-type: none"><li>1 需要以开放积极的态度迎接人工智能</li><li>2 重视服务业（服务业不容忽视）</li><li>3 重视下一代的技能职能培训</li><li>4 鼓励传统业界与人工智能合作</li><li>5 (用爱、道德)合理地选择及使用人工智能</li></ol> |       |          |

| Question   | Answer | Marks   | Guidance |
|--|--------|---|----------|
| <b>Table A, Reading:</b>   |        |   |          |
| <b>Use the following table to give a mark out of 15 for Reading.</b> |        |   |          |
| 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>  |          |

| Question  | Answer | Marks  | Guidance |
|---|--------|--|----------|
| <b>Table B, Writing:</b><br>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   | Answer   | Marks | Guidance            |
|--|--|-------|---------------------|
| <b>Section 3: Classical Chinese (12 marks)</b><br>Candidates will be assessed on their ability to:<br><br>R1 identify and interpret explicit information and attitudes<br>R2 identify and interpret implicit information and attitudes |  |       |                     |
| 3(a)   | “寿物”（使食物的寿命得以保持和延长）/不易腐烂 [1]<br>“生物”（使食物本身得到生长和发育） [1]                           | 2     | Accept: 抄原文         |
| 3(b)   | 人们写作诗文水平(的高低/深浅)不同   | 1     | Accept: 突出高人写作诗文的能力 |
| 3(c)   | A  | 1     | 解之者不能说              |
| 3(d)   | (i) 曝露 [在…之下] /出现/显露   | 1     | Reject: 遇到          |
|  | (ii) 季 / 季节  | 1     | Reject: 时节、时令       |
|  | (iii) 这 / 此  | 1     | Accept: 这个, 这样      |
|  | (iv) 什么/何  | 1     |                     |
|  | (v) 原本 / 本来 (就)  | 1     | Reject: 固然          |
| 3(e)   | 空灵 / 超逸灵活  | 1     |                     |
| 3(f)   | 看的人不能理解 [1]<br>理解了又不能评说 [1]<br>向那些不懂/不知道的人评说, 他们仍不理解/ 能理解高人的诗文的人太少了 [1]<br>Any 2 | 2     | Accept: 抄原文         |