



# Cambridge IGCSE™

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**FIRST LANGUAGE CHINESE**

**0509/13**

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 **10** 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 ' <b>no</b> 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.
	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)	被（父母）遗弃 [1] 靠残羹剩饭来维持生活[1] 居无定所/游走不定[1]	3	生活不稳定 1 mark Reject: 毫无目的, 东转转西转转
1(b)	失望/绝望 [1] 悲伤/痛苦[1] 不满/愤怒/无奈/不甘[1] Any 2	2	Reject: 迷茫 Reject: 厌倦/受够了
1(c)	表达真实情绪的自由 [1] 行动上的自由/不能做它想做的 [1] 对好/坏（黑白）选择的自由/ 表达喜恶的自由 [1]	3	不能做自己 1 mark Reject: 表达想法的自由 Reject: 抄原文
1(d)	不管多难受, 他都能忍受 [1] 被训练得很好/狗学院的教育很成功/学会服从[1] 想追寻更好的生活/想有一个家/找到一个主人[1] Any 2	2	Reject: 不伸张（是反应, 非说明）
1(e)	（攒骨头/学费）去狗学院 [1] 去狗学院学习（技能）[1] 通过讨好的方法, 进了宠物店 [1] 在宠物店努力表现（给自己找到了家）[1] 离家出走/放弃“幸福”的生活 [1] 成为警犬, 找到生活的意义[1] Any 4	4	讨好宠物店老板 1 mark Reject: 被宠物店老板选中
1(f)(i)	一动不动/静止的样子 [1] 说明小黑没有活力 [1]	2	Reject: 迷茫
1(f)(ii)	讨好宠物店老板/不停地示好/吸引注意力 [1] 希望被选中/想进宠物店/想有一个家 [1]	2	
1(f)(iii)	有了立足之地/有了地位 [1] 得到了主人的认可(喜爱)/生活变得安稳 [1]	2	有了归宿 1 mark

Question	Answer	Marks	Guidance
1(f)(iv)	说明小黑坚定的心理/离开的决心/毫不留恋[1]	1	Reject: 不在乎/不牵挂/不后悔
1(f)(v)	筋骨坚硬/身体强壮有力 [1] 表现了小黑可以昂首挺胸/有尊严/（顽强）自信地生活了 [1]	2	Reject: 头和腰板直了

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 R4: analyse and evaluate facts, ideas and opinions R5: select information for specific purposes. [15 marks]</p> <p>AO2 Writing W1: communicate clearly, effectively and imaginatively W2: synthesise information, sequence facts and 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]</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. 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 article in the school newsletter. 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 what kind of personality is more creative;</p> <p>Annotate  for references to why autonomous people are more creative;</p> <p>Annotate  for references of how to stay creative.</p>		

Question	Answer	Marks	Guidance
2	<p>Responses might use the following ideas:</p> <p>A1 (✓ 1) 什么<u>性格</u>的人更有创造力?</p> <ul style="list-style-type: none"> <li>1 独立</li> <li>2 +善解人意</li> <li>3 坦率</li> <li>4 +不做作/真实</li> <li>5 勇敢</li> <li>6 +乐观</li> </ul>		<p>2 Reject: 有同理心/理解他人</p> <p>3 Reject: 做真正的自己 率真 2 marks (3 &amp; 4)</p>
	<p>A2 (✓ 2) 为什么自主的人更有创造力?</p> <ul style="list-style-type: none"> <li>1 自主的人能够理解别人，而理解别人是创造力的基础。</li> <li>2 自主的人不迷信权威/敢于提出异议。</li> <li>3 (自主的人热爱生活，) 热爱生活才有创造力。</li> <li>4 自主的人不压抑自己。</li> <li>5 自主的人对所做的事情感兴趣，能有创新的热情。</li> </ul>		
	<p>A3 (✓ 3) 如何保持创造力?</p> <ul style="list-style-type: none"> <li>1 + 做一个自主的人</li> <li>2 静下心来(思考)/能独处/独立思考/听听自己内心的声音</li> <li>3 不过于追求高分/不要死记硬背/找到学习的乐趣</li> <li>4 不过于依赖老师(权威)/学习有自主性/有探索的能力</li> <li>5 +在生活中找机会</li> <li>6 +发挥想象力</li> <li>7 不放弃(追求)</li> </ul>		

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> <b>Use the following table to give a mark out of 10 for Writing.</b>			
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> Candidates will be assessed on their ability to:  R1 identify and interpret explicit information and attitudes R2 identify and interpret implicit information and attitudes			
3(a)	助人为乐/(独)好周人急	1	舍己助人 1 mark Reject: 然独好 周人急 Reject: 整句抄
3(b)	得病了/得疾	1	得疾, 无他子弟 1 mark 不幸被疾 1 mark
3(c)	请医生看病 [1] 为他煮粥/饭 or 熬药/炼药 [1] 询问他的疾苦 [1] 为他擦洗 [1]	4	Reject: 带他去看医生 Reject: 煮糜 关心他的疾苦 1 mark, Reject: 问药苦不苦 为他洗澡 1 mark
3(d)(i)	B	1	
3(d)(ii)	A	1	
3(d)(iii)	C	1	
3(e)(i)	借	1	Reject: 给/提供
3(e)(ii)	亲自	1	
3(f)	不贪财(好利)/不陷入到贪财好利的流俗中。	1	Reject: 抄原文