



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE CHINESE

0509/13

Paper 1 Reading

May/June 2016

MARK SCHEME

Maximum Mark: 50

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

| | | | |
|---------------|--|-----------------|--------------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – May/June 2016 | 0509 | 13 |

Section 1: 25 marks (20 + 5)

- 20 marks will be available for Reading: these will be awarded according to the detailed mark scheme below.
- 5 marks will be available for Writing (see table below)

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.

| Question | Answer | Marks | Reject |
|----------------|---|------------|---|
| 1 (a) | (最) <u>古老</u> (一分) 对人 <u>感情</u> 影响更强烈 (一分) | [2] | |
| (b) (i) | 对人的性格/行为/品德 (品性、 <u>道德</u>) / <u>素质</u> 有影响 品格 (品德和性格) 可以给两分 以上任何两点都给分 (两分) | [2] | 好的/正面的影响; 感情; 感觉; 思想; 习惯; 列出具体的性格不给分 |
| (ii) | “宫” 温良宽大; “商” 方廉好义; “角” 包容仁爱; “徵” 慷慨大方; “羽” 恭俭好礼 (任选两个正确解释或者用自己的话解释) | [2] | 不从第一段中选例子不给分 |
| (c) | 调剂生活 / 放松/缓解压力 (一分) 解除痛苦/排除忧伤 (一分) 辅助治病 (一分) 增强免疫力 (一分) | [4] | 让身体强壮不给分 |
| (d) | <u>比喻</u> / <u>比较</u> / <u>类比</u> / <u>比方</u> / <u>比作</u> / <u>举例</u> / <u>音乐就像健康</u> / 把音乐 比喻成健康 (一分) 具体解释 (一分) (类似于“没有音乐的生活就像一个没有健康的人”可以 给一分) (完全抄原文不给分) | [2] | 是生活中的一部分不给分; 把音乐比喻成活力不给分; |

| | | | |
|---------------|--|-----------------|--------------|
| Page 3 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – May/June 2016 | 0509 | 13 |

| | | | |
|----------------|--|------------|--|
| (e) | <u>减少枯燥感/给劳动带来快乐</u> | [1] | 减轻精神负担不给分 |
| (f) | 劳动号子/劳动时唱的歌 (一分) 校歌 (一分) 国歌 (一分) | [3] | 嗨唷不给分 器乐曲不给分 |
| (g) (i) | <u>抵御外侮</u> (富国强兵不给分) | [1] | 反映当时中国知识分子的思想/心态不给分 <u>抵御外侮</u> 不给分 (wrong character in the key word) |
| (ii) | 激发了中国人 <u>抵抗外来侵略的爱国狂潮</u> | [1] | |
| (h) | 生活离不开音乐/音乐给生活带来色彩 (一分) 音乐 <u>反映生活/音乐表达情感</u> (一分) (完全抄原文不给分) | [2] | 音乐的声音就是文化的声音不给分; 跟文化相关的语句不给分 |
| | | | [Total:20] |

Award up to 5 marks for Accuracy (a holistic mark for Question 1)

| | |
|----------------------|---|
| 5 (Excellent) | Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors. |
| 4 (Good) | Clear, appropriate language. Appropriate vocabulary. Few technical errors. |
| 3 (Adequate) | Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. |
| 2 (Weak) | Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors. |
| 1 (Poor) | Thin, inappropriate use of language. Confused and obscure. Many errors. |

| | | | |
|--------|---------------------------------|----------|-------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – May/June 2016 | 0509 | 13 |

Section 2: 25 marks (15+5+5)

15 marks are available for Content points, as indicated below.

5 marks are available for Style & Organisation. See levels mark scheme, page 5.

5 marks are available for Accuracy of Language. See levels mark scheme, page 5.

Length

Candidates are instructed to write a summary of 250 characters structured around the focus points given on the question paper. Part of the skill of this task is to write succinctly, and candidates who keep to the constraints of the character limit should be rewarded.

| | |
|----------|--|
| 2 | <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <ol style="list-style-type: none"> 1 音乐震撼人们的感情（表达感情） / 影响人们的思想情绪 2 音乐影响人的性格/品德/行为/素质 3 音乐调剂生活 / 使人放松 / 平心静气地思考/减轻压力（精神负担） / 释放情绪 4 音乐帮人排忧解难/摆脱焦虑 5 音乐（辅助）治病/音乐疗法 6 音乐增强免疫力 7 音乐减少劳动时的枯燥感 8 音乐树立集体观念 / 建立归属感 9 音乐激发爱国情绪 10 生活离不开音乐（类似的答案均可） / 音乐的声音是文化的声音 11 音乐要在生活中得到表现 / 反映现实世界 / 刻画出现实世界 12 音乐有助于儿童的发展（智力发展） / 提高注意 13 音乐能帮助睡眠 14 音乐能锻炼大脑（处理信息） / 影响脑电波 15 音乐能帮助发展语言能力 16 音乐能提高社交能力/增加与人交流（沟通）的欲望 |
|----------|--|

| | | | |
|---------------|--|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | Cambridge IGCSE – May/June 2016 | 0509 | 13 |

Style and Organisation

| | |
|----------------------|---|
| 5 (Excellent) | Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose |
| 4 (Good) | Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage |
| 3 (Adequate) | Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus |
| 2 (Weak) | Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow |
| 1 (Poor) | Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance |

Accuracy of Language

| | |
|----------------------|---|
| 5 (Excellent) | Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors. |
| 4 (Good) | Clear, appropriate language. Appropriate vocabulary. Few technical errors. |
| 3 (Adequate) | Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. |
| 2 (Weak) | Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors. |
| 1 (Poor) | Thin, inappropriate use of language. Confused and obscure. Many errors. |