



# Cambridge IGCSE™

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**FIRST LANGUAGE CHINESE**

**0509/12**

Paper 1 Reading, Directed Writing and Classical Chinese

**May/June 2022**

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

Annotation	Meaning
	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.
  	Q2: When candidates include elements relating to the different bullet points
	Candidate has used good, relevant detail
	Omission (of character, word etc)
	irrelevant
	Good development of point or idea
	Evaluation used well
	repetition
	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)	他为自己的工作感到自豪/他觉得自己的工作很重要 [1] 他对自己的工作十分认真 [1]	2	Accept: 尊重自己的职业/自信/对自己的工作满意/享受 Reject: 严谨/期待
1(b)	他心虚/ 很不好意思/ 不自信	1	Accept: 惭愧
1(c)	他不在乎/ 不礼貌	1	Accept: 冷漠/冷淡/不关心/不重视/不欢迎
1(d)	晓冬用大音量掩饰和爷爷间的尴尬/ 以自己为中心, 忽视爷爷的感受 [1] 老曹把电视调到几乎静音是为了照顾孙子的感受/ 怕 (打扰) 孙子 [1]	2	Accept: 避免跟爷爷说话/自私 尊重孙子的意见/对孙子的容忍
1(e)	他希望能看到孙子/孙子能出来跟自己说话/ 希望孙子能对自己敞开心门 [1] 他害怕自己的那点声响吵到孙子/害怕孙子的不满/抱怨 [1]	2	Reject: 害怕孙子对他很冷漠。
1(f)	老曹感到意外 (“哪承想”) [1] 难为情/自责 (“讪讪地: ‘明天换换?’ ”) [1] 迷茫/ 失落/不知所措 (“眼里茫茫然一片”) [1]	3	Accept: Lao Cao felt positive at the beginning 比如: 心情很好/很期待. 惭愧/羞愧 茫然/失望/无奈 Reject: 心寒 Notes: Hits from the passage are noted in the brackets.
1(g)	Any 3 of: 跟儿子家来往不多[1] 他一直很拘谨/局促/不自在/小心翼翼 [1] 他对大部分的东西都不熟悉[1] 他不敢表达自己的想法 [1] 他和孙子建立不起感情 [1]	3	Accept: 具体的例子 好不容易找着儿子家。 (老曹两手握着水杯), 老老实实地坐着。 老曹努力学习着城里厨房的一切/ 这个家他唯一熟悉的就是电视了 怕孙子不高兴/对孙子敬畏

Question	Answer	Marks	Guidance
1(h)(i)	走得很快/走得很急/ 目标明确 (直接/径直) [1] 老曹对儿子家的事情很上心/很在意/很重视 [1]	2	Accept: 心急/想快点到 乐意/关心  Reject: 激动/思念
1(h)(ii)	电视其实没什么好看的/他们在假装电视很好看 [1] 掩饰 (无话可说的) 尴尬 [1]	2	Accept: 避免交谈/二人无话可谈
1(h)(iii)	门关得很重/很响[1] 孙子对老曹很不满 /不耐烦[1]	2	Accept: 孙子没有礼貌/很不尊重老曹  Reject: 不欢迎老曹。
1(h)(iv)	老曹感到冷漠、冷淡/ (在儿子家) 不受欢迎	1	Accept: 难过/失落/悲凉  Reject: He felt a bit cold.
1(h)(v)	客厅里很安静 [1] 老曹感到孤单/ 不安/ 煎熬 [1]	2	Reject: 无聊/空虚

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><b>AO1 Reading</b> R4: analyse and evaluate facts, ideas and opinions R5: select information for specific purposes. [15 marks]</p> <p><b>AO2 Writing</b> 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. 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> 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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3</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 article to a school magazine. 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><b>Annotate</b> <input checked="" type="checkbox"/> 1 for references to the changes of modern diet and the way we eat <b>Annotate</b> <input checked="" type="checkbox"/> 2 for references to the reasons for these changes <b>Annotate</b> <input checked="" type="checkbox"/> 3 for references to how to improve the way we eat</p>			

Question	Answer	Marks	Guidance
2	<p>Responses <i>might</i> use the following ideas:</p> <p>A1 (✓1) 现代饮食和饮食方式的变化</p> <ol style="list-style-type: none"> <li>1. 不能按时按点吃饭/一日三餐 or 没有时间好好吃饭/好好做饭</li> <li>2. 零食成了三餐的主角</li> <li>3. 添加剂/甜味剂太多</li> <li>4. 在线点餐/点外卖</li> <li>5. 盯着视频进餐/进餐失去了社交意义</li> <li>6. +更关注健康饮食/吃更多营养品</li> </ol>		
	<p>A2 (✓2) 这些变化的原因</p> <ol style="list-style-type: none"> <li>1. 快节奏的现代生活/太忙</li> <li>2. 人们孤单的生活状态</li> <li>3. 商家们试图满足消费者需求/为了讨好消费者/消费者对甜食的依赖和喜欢</li> <li>4. 受商家言过其实的宣传影响/打着健康营养的名号</li> <li>5. 受大力鼓吹的健康生活理念的影响/人们更追求健康</li> </ol>		
	<p>A3 (✓3) 怎样从本质上改变人们的饮食方式</p> <ol style="list-style-type: none"> <li>1. +放慢生活的脚步/一日三餐自己做/享受做饭</li> <li>2. 政府的支持/对商家使用食品添加剂和甜味剂加以控制</li> <li>3. +增强个人的判断力 (高价的食物不一定更有营养, 调动感官与食物互动, 不过于依赖营养品)</li> <li>4. 注重饮食的社交意义/增强食品文化意识 (意识到饮食文化的归属感)</li> <li>5. +健康积极的生活状态/精神上的健全</li> <li>6. + (学校) 要加强食品教育</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>			
<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)	童心不可以丢失/遗失 Or (夫心之初), 曷可失也。	1	Accept: 童心可贵
3(b)	小时候/启蒙时期 [1] 长大后 [1] 时间久了以后 [1]	3	Accepted: 方其始也/其长也/其久也 Reject: a large chunk of lifting
3(c)(i)	美名	1	
3(c)(ii)	恶名/丑名/不美之名	1	
3(d)	多读书识义理也能够保住童心	1	
3(e)	D	1	
3(f)(i)	突然	1	
3(f)(ii)	越来越/愈/更加	1	Reject: 增加/增长
3(f)(iii)	都/全部/全都	1	Reject: 都是
3(f)(iv)	本来/原本	1	Reject: 固然