



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CHINESE AS A SECOND LANGUAGE

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Paper 1 Reading and Writing

May/June 2017

MARK SCHEME

Maximum Mark: 70

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.

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1 General Marking Principles

The following marking principles underpin the detailed instructions provided in the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

1.1 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

1.2 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r} 5 \quad \text{number of correct ticks} \\ -2 \quad \text{minus number of extra ticks} \\ = 3 \end{array}$$
- (d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

1.3 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2
Both correct answers on line 1 and line 2 wrong = 1
(or vice-versa)

1.4 Reading tasks: answers requiring the use of Chinese (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives, unless Mark Scheme specifies otherwise

1.5 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Chinese if the word given means something else in Chinese.****1.6** Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (c) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.7 No response and '0' marks

There is a NR (NO Response) option in RM Assessor.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.8 Extra material: Section 1, Exercise 3

In **Section 1, Exercise 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 1, Exercise 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme:	<p>the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes:</p> <p>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded</p> <p>(ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused</p>

(c)	Extra material which constitutes an alternative answer specifically refused in the Mark Scheme:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

Question	Answer	Marks	Guidance
练习一 第1至5题			
1	A B E G	4	
2	C	1	
3	B	1	
4	C	1	
5	A	1	

Question	Answer	Marks	Guidance
练习二 第6至14题			
6	雷电的征服者	1	Reject: 雷电的征服
7	自由职业者	1	
8	德国汉诺威/汉诺威	1	Reject: 德国
9	北京电影学院	1	Reject: 电影学院
10	对亚洲文化感兴趣 说汉语的人比说日语的人多（得多）/说汉语的人非常多	2	
11	《最遥远的路》	1	
12	他花了近三十年时间徒步走遍了中国	1	Reject: 他花了三十年时间徒步走遍了中国
13	敦煌	1	
14	因为作者对家庭中人与人的关系的重视	1	Reject: 整本书都是在写家庭中人与人的关系，这对雷克的影响非常大。

Question	Answer	Marks	Guidance
练习三 第15至21题			
15	虚度光阴	1	
16	规划 选择 合作	3	Reject: 先规划一下：搭什么，在哪里搭。
17	行动力	1	
18	思维路径 目标	2	Reject: 规定动作追求的是“完成”，自选动作要的是“好玩儿”。
19	性格开朗 跟随自己的内在感觉	2	Reject: 具有那种没来由的愉悦感 Reject: 去做自己真正想做的事
20	付出更多汗水 承担更大的风险	2	
21	把玩耍和学习对立起来	1	

Question	Answer	Marks	Guidance
<p>Exercise 4</p> <p>Award the answer a mark for Content (out of 9) and a mark for Language (out of 6) in accordance with the General Criteria table that follows.</p> <ul style="list-style-type: none"> • Content covers <i>relevance</i> (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the <i>development of ideas</i> (i.e. the detail/explanation provided and how enjoyable it is to read). • Language covers <i>style</i> (i.e. complexity of vocabulary and sentence structure) and <i>accuracy</i> (of grammar, punctuation and use of paragraphs). The candidate selects to complete one version of the paper (either simplified or traditional characters), but may deploy either form of writing and even mix the two forms in any way they wish except for within one single character. • When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above. • When deciding on a mark for content, look at both <i>relevance</i> and <i>development of ideas</i>. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands. • When deciding on a mark for language, look at both the <i>style</i> and the <i>accuracy</i> of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands. • The use of paragraphs should not be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band. • If the essay is considerably shorter than the stated word length but <u>does</u> fulfil the task, it should be put in mark band 4–5 for content. • If the essay is considerably shorter than the stated word length and <u>does not</u> fulfil the task, it should be put in mark band 2–3 for content or lower. • If the essay is partly relevant and therefore in mark band 2–3, the full range of marks for Language are available. • If the essay is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent. • If candidates have not addressed one of the bullet points, the maximum content mark is 3. <p style="text-align: right;"><i>[Total for Exercise 4: 15 marks]</i></p>			

GENERAL CRITERIA FOR MARKING EXERCISE 4

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	6	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
6–7	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	5	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	3–4	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

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Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	2	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1 – 2 marks. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. 	0–1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Chinese writing. Paragraphs absent or inconsistent. Award 0 marks.

Question	Answer	Marks	Guidance
<p>Exercise 5</p> <p>Award the answer a mark for Content (out of 15) and a mark for Language (out of 10) in accordance with the General Criteria table that follows.</p> <ul style="list-style-type: none"> • Content covers <i>relevance</i> (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the <i>development of ideas</i> (i.e. the detail/explanation provided and how enjoyable it is to read). • Language covers <i>style</i> (i.e. complexity of vocabulary and sentence structure) and <i>accuracy</i> (of grammar, punctuation and use of paragraphs). The candidate selects to complete one version of the paper (either simplified or traditional characters), but may deploy either form of writing and even mix the two forms in any way they wish except for within one single character. • When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above. • When deciding on a mark for content, look at both <i>relevance</i> and <i>development of ideas</i>. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands. • When deciding on a mark for language, look at both the <i>style</i> and the <i>accuracy</i> of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands. • The use of paragraphs should not be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band. • If the essay is considerably shorter than the stated word length but <u>does</u> fulfil the task, it should be put in mark band 6–8 for content. • If the essay is considerably shorter than the stated word length and <u>does not</u> fulfil the task, it should be put in mark band 3–5 for content or lower. • If the essay is partly relevant and therefore in mark band 3–5, the full range of marks for Language are available. • If the essay is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent. <p style="text-align: right;">[Max. total for Exercise 5: 25 marks]</p>			

GENERAL CRITERIA FOR MARKING EXERCISE 5

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
13–15	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	9–10	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
9–12	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	7–8	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
6–8	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	5–6	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
3–5	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	3–4	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–2	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1 – 2 marks. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. 	0–2	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 – 2 marks. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Chinese writing. Paragraphs absent or inconsistent. Award 0 marks.

Please ensure that the marks you award are rooted in the descriptors of the mark scheme.