



Cambridge IGCSE™

FIRST LANGUAGE CHINESE

0509/12

Paper 1 Reading, Directed Writing and Classical Chinese

May/June 2021

MARK SCHEME

Maximum Mark: 60

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.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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
	good language
	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
Question 1 Comprehension and Use of Language (23 marks)			
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)	非常重视/为自己的工作骄傲/认真/尊重他的生意 [1]	1	Reject 把自己弄得干干净净的/ 不让别人看低自己/ 尽力/展现自尊
1(b)(i)	不住地摇头 [1] 忿忿不平/感到气愤 [1]	2	不开心
1(b)(ii)	他不认同/不理解/不满意妈妈的做法 [1] 对菜农怀有怜悯之心 [1]	2	Accept: 不喜欢妈妈的做法 Reject: 无奈, 不开心
1(c)	爸爸看重颜色 [1] 妈妈看重质量/新鲜的菜 [1]	2	Reject: 外表、价格
1(d)	他很喜欢蔬菜/他觉得蔬菜很有价值 (很伟大/是恩人)/感恩 [1]	1	照抄原文也给分
1(e)	他对菜贩的兴趣/理解/关心/平等相待/尊重 [1]	1	Reject: 跟他年轻时的务农经历有关 (是原因) 蹲下/天南海北地聊天 (是表现) 感恩/同情
1(f)	证明姨妈的担心是不必要的/证明自己没有看错人/认为菜农值得信任 [1]	1	Reject: 开心、放心
1(g)	Any 4 points from 自尊自重/认真/心胸宽广 (卖菜的小伙子) [1] 怜悯之心 (我爸) [1] 大方慷慨/乐于助人/平易近人/热心 (姨父) [1] 讲信用/诚信 (借车的菜农) [1] 知恩图报 (借车的菜农) [1]	4	Reject: 任劳任怨/质朴 诚实, 耐心, 不占便宜 例子不算
1(h)(i)	说话声音小/不清晰 [1] (对自己的报价) 感到不好意思/怕给的价格太高/ 对给出的价格不自信 [1]	2	半天 BOD
1(h)(ii)	停留的时间很长 [1] 有购买的意向 [1]	2	

Question	Answer	Marks	Guidance
1(h)(iii)	对姨妈的责备没有反应/什么也干扰不了他 [1]	1	
1(h)(iv)	紧张/害怕 [1] 不确定姨父会不会把车借给他 [1]	2	Reject: 不好意思
1(h)(v)	脚步迈得很大/速度快 [1] 很着急 [1]	2	急忙/匆忙 - 因为着急 而行动加快 - 2 marks

Question	Answer	Marks	Guidance
2	<p>Question 2 Directed Writing (25 marks)</p> <p>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.</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. The mark for Reading is awarded based on Table A. The mark for Writing is awarded based on Table B.</p>		
<p>Notes on task 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 ideas from the passage (see below) and develop them relevantly, supporting what they write with details from the passage and judging the appropriate register for the genre which is <i>an article for the school magazine</i>. 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 do people like spending money'</p> <p>Annotate  for references to 'What are the negative effects of blind consumption';</p> <p>Annotate  for references to 'How could young people gain real happiness'.</p>			

Question	Answer	Marks	Guidance
2	<p>A1(✓1) 人们为什么喜欢消费?</p> <ol style="list-style-type: none"> 1. 缓解工作压力 2. 弥补内心安全感 3. 补偿自己失去的休息/娱乐时间 4. 增加自信/ 缩短与梦想形象的距离 5. 获得快乐 		
	<p>A2 (✓2) 盲目的消费有什么负面影响?</p> <ol style="list-style-type: none"> 1. 浪费财富/时间 2. 事后懊悔不已 3. 买来的物品不实用/闲置物品/积累不实用的物品 4. +无助于心智成熟/让人觉得不成熟 5. 获得的满足很短暂/ 无法获得长期的幸福/幸福感只是一时的 		
	<p>A3 (✓3) 年轻人怎样获得真正的快乐?</p> <ol style="list-style-type: none"> 1. 增加生活的兴趣 2. 提高个人能力/素质/积累知识 3. 积累人生体验和丰富感受上/ +注重精神层面的富足 4. 不逃避现实 5. 知道自己的目标/不被欲望驱使/不漫无目的地选择 6. +适当消费 		<p>Reject: 内心满足 对个人素质进行投资</p>

Question	Answer	Marks	Guidance
Table A, Reading:			
Use the following table to give a mark out of 15 for Reading.			
Level 5	13–15	<ul style="list-style-type: none"> • The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfils all elements of the task. • The candidate selects a wide range of facts, ideas and opinions from both passages. 	
Level 4	10–12	<ul style="list-style-type: none"> • There is some development, analysis and evaluation and a clear focus on all elements of the task. • The candidate selects relevant facts, ideas and opinions from both passages. 	
Level 3	7–9	<ul style="list-style-type: none"> • 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. • The candidate identifies enough relevant facts, ideas and opinions from both passages to fulfil the task. 	
Level 2	4–6	<ul style="list-style-type: none"> • The response shows very limited development of ideas. Significant aspects of the task may not have been approached. • The candidate identifies some relevant points from one or both passages but they are not always relevant. 	
Level 1	1–3	<ul style="list-style-type: none"> • The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. • The candidate identifies very few relevant points from either passage. 	
Level 0	0	<ul style="list-style-type: none"> • No creditable content. 	

Question	Answer	Marks	Guidance
Table B, Writing:			
Use the following table to give a mark out of 10 for Writing.			
Level 5	9–10	<ul style="list-style-type: none"> • The response is highly effective and convincing • Well organised and carefully structured for the benefit of the reader • Vocabulary consistently well chosen and precise • Consistently appropriate tone/style for audience and purpose • Character usage, punctuation and grammar almost always accurate 	
Level 4	7–8	<ul style="list-style-type: none"> • The response is effective • Secure overall structure with some helpful organisation of ideas and Information • Vocabulary is mostly well chosen, with some precision • Mostly appropriate tone/style for audience and purpose • Character usage, punctuation and grammar generally accurate 	
Level 3	5–6	<ul style="list-style-type: none"> • The response can be understood, although it is not always convincing • Ideas are generally well sequenced • Vocabulary may be plain but is adequate • Some awareness of an appropriate tone/style for audience and purpose • Frequent errors of characters, punctuation and grammar, which are minor and do not prevent communication 	
Level 2	3–4	<ul style="list-style-type: none"> • The response is sometimes unclear and/or generally unconvincing • Sequence of ideas is sometimes confusing • Vocabulary is simple and not always appropriate • Little awareness of appropriate tone/style • Frequent errors of characters, punctuation and grammar hinder communication • There is a structural weakness and there may be some copying from the passage 	
Level 1	1–2	<ul style="list-style-type: none"> • The response is difficult to understand and lacks coherence • Little or no evidence of attempt to sequence ideas • Vocabulary limited and/or inappropriate • No awareness of appropriate tone/style • Persistent errors of characters, punctuation and grammar prevent communication • There may be frequent copying from the original 	
Level 0	0	<ul style="list-style-type: none"> • No creditable content. 	

Question	Answer	Marks	Guidance
Section 3: Classical Chinese (12 marks) 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)	很高 [1] 眼神很犀利/眼睛有神 [1]	2	Reject: 身高七尺
3(b)(i)	两位书生	1	
3(b)(ii)	邓弼	1	
3(c)	看轻他/相视如涕唾 [1] 觉得他学识渊博/觉得了不起/很棒 [1]	2	Accept: 视如涕唾 [1] 相顾惨沮, 不敢再有问 [1]
3(d)	邓弼认为那时的文人 没有浩然之气/ 文弱 [1] 只会舞弄文墨 [1] 小瞧了天下豪杰 [1] Any 2 of 3	2	
3(e)(i)	听说	1	
3(e)(ii)	两个书生/他们	1	
3(e)(iii)	问	1	
3(e)(iv)	披散/披	1	