



# Cambridge IGCSE™

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CHINESE AS A SECOND LANGUAGE

0523/01

Paper 1 Reading and Writing

October/November 2020

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.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** 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.

Annotation of scripts in RMA<sup>3</sup>:

Annotation	Meaning
	Correct point
	Incorrect point
	Unclear
	Omission
	Benefit of doubt given
	No benefit of doubt given
	Point developed well
	Harmless addition
	Irrelevant
	Invalid
	Good language
	Blank page seen by examiner

### General Marking Principles

It is not possible to list all acceptable alternatives in the Detailed Mark Scheme. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in the Mark Scheme.

#### 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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

#### 4.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

<b>(c)</b>	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.
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Unless the Mark Scheme specifies otherwise, **do not accept incorrect Chinese if the word given means something else in Chinese.**

No response and '0' marks

There is a NR (No Response) option in **RMA**<sup>3</sup>.

**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.

This component tests the following Assessment Objectives:

**AO1: Reading**

R1 identify and select relevant information

R2 understand ideas, opinions and attitudes

R3 show understanding of the connections between ideas, opinions and attitudes

R4 understand what is implied but not directly stated, e.g. writer's purpose, intention and feelings

**AO2: Writing**

W1 communicate information/ideas/opinions clearly, accurately and effectively

W2 organise ideas into coherent paragraphs using a range of appropriate linking devices

W3 use a range of grammatical structures and vocabulary accurately and effectively

W4 show control of punctuation and character formation

W5 use appropriate register and style/format for the given purpose and audience

## Detailed Mark Scheme

Question	Answer	Marks
<b>Exercise 1 Questions 1–7</b> 练习一 第 1 至 7 题		
1	(英国) 诺森比亚大学	1
2	商业管理	1
3	看足球赛 远足	2
4	与团队成员合作	1
5	在广告公司打工	1
6	教授们总是正面评价学生学业成就	1
7	工作	1

Question	Answer	Marks
<b>Exercise 2 Questions 8–15</b> 练习二 第 8 至 15 题		
8	跟亲戚借的	1
9	提高文化修养	1
	培养自己的思辨能力	1
10	赚了生活费	1
	给了他全方位的锻炼	1
11	他的工资不是很多/他的工资不如半工半读挣得多	1
	(没有了毕业证,) 大学这几年白念了	1
12	阻止他辞职/不让他创业	1
13	使村里人的生活得到改善	1
14	收购了当地的农产品加工公司	1
	注册了网店	1
15	说服村民按照合约利用土地	1

Question	Answer	Marks
<b>Exercise 3 Questions 16–25</b> 习三 第16 至25题		
16	B	1
17	D	1
18	C	1
19	B	1
20	A	1
21	D	1
22	A	1
23	C	1
24	B	1
25	D	1

Question	Answer	Marks												
<p><b>Exercise 4 Question 26</b> 练习四 第 26 题</p> <p>Content: 1 mark is awarded for each bullet point (see below).</p> <p>Language: a generic mark scheme (see below) is used for the making of the language element of this task.</p>														
26	<p>Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language.</p> <p><b>Content:</b> Award 1 mark for covering each bullet point, up to a maximum 3 marks:</p> <ul style="list-style-type: none"> <li>• Explain the reason why you bought this mobile phone</li> <li>• Say how you saved enough money</li> <li>• Say what your parents' views were on you purchasing a new mobile phone</li> </ul>	<b>8</b>												
<p><b>Language (style and accuracy)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; text-align: center;"><b>5 marks</b></td> <td> <ul style="list-style-type: none"> <li>• Uses a wide range of language, including complex structures, effectively.</li> <li>• High level of accuracy, very good control of language.</li> <li>• Consistently appropriate style and register. Uses well constructed and linked paragraphs.</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>4 marks</b></td> <td> <ul style="list-style-type: none"> <li>• Uses a range of structures appropriately. Attempts to use more ambitious language.</li> <li>• Mostly accurate with a good control of language. Any errors do not impede meaning.</li> <li>• Appropriate style and register. Uses reasonably well constructed paragraphs with some linking words.</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>3 marks</b></td> <td> <ul style="list-style-type: none"> <li>• Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control.</li> <li>• Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.</li> <li>• Some attempt to use appropriate style and register and to organise writing into paragraphs.</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>2 marks</b></td> <td> <ul style="list-style-type: none"> <li>• Uses simple structures and vocabulary.</li> <li>• Some degree of control. Meaning is sometimes in doubt.</li> <li>• Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>1 mark</b></td> <td> <ul style="list-style-type: none"> <li>• Uses very simple structures and vocabulary.</li> <li>• Lack of control of simple structures makes meaning mostly difficult to understand.</li> <li>• Inappropriate style and register. No use of paragraphs.</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>0 marks</b></td> <td>No response worthy of credit.</td> </tr> </tbody> </table>			<b>5 marks</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of language, including complex structures, effectively.</li> <li>• High level of accuracy, very good control of language.</li> <li>• Consistently appropriate style and register. Uses well constructed and linked paragraphs.</li> </ul>	<b>4 marks</b>	<ul style="list-style-type: none"> <li>• Uses a range of structures appropriately. Attempts to use more ambitious language.</li> <li>• Mostly accurate with a good control of language. Any errors do not impede meaning.</li> <li>• Appropriate style and register. Uses reasonably well constructed paragraphs with some linking words.</li> </ul>	<b>3 marks</b>	<ul style="list-style-type: none"> <li>• Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control.</li> <li>• Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.</li> <li>• Some attempt to use appropriate style and register and to organise writing into paragraphs.</li> </ul>	<b>2 marks</b>	<ul style="list-style-type: none"> <li>• Uses simple structures and vocabulary.</li> <li>• Some degree of control. Meaning is sometimes in doubt.</li> <li>• Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li> </ul>	<b>1 mark</b>	<ul style="list-style-type: none"> <li>• Uses very simple structures and vocabulary.</li> <li>• Lack of control of simple structures makes meaning mostly difficult to understand.</li> <li>• Inappropriate style and register. No use of paragraphs.</li> </ul>	<b>0 marks</b>	No response worthy of credit.
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Question	Answer	Marks
<b>Exercise 5 Question 27</b> <b>1 练习五 第27题</b>  <b>The extended writing task: both content and language are marked against generic mark schemes (see below).</b>		
27	Award up to 10 marks for Content and up to 12 marks for the style and accuracy of Language.	<b>22</b>
<b>Content: relevance and development of ideas</b>		
<b>Level 4</b>	<b>[8–10 marks]</b>	<ul style="list-style-type: none"> <li>• Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</li> <li>• Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent.</li> <li>• Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</li> </ul>
<b>Level 3</b>	<b>[5–7 marks]</b>	<ul style="list-style-type: none"> <li>• Fulfils the task, with appropriate register and a good sense of purpose and audience.</li> <li>• Ideas are well developed at appropriate length. Well organised and coherent.</li> <li>• Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</li> </ul>
<b>Level 2</b>	<b>[3–4 marks]</b>	<ul style="list-style-type: none"> <li>• Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li> <li>• Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent.</li> <li>• Some attempt to use appropriate style and register and to organise writing into paragraphs.</li> </ul>
<b>Level 1</b>	<b>[1–2 marks]</b>	<ul style="list-style-type: none"> <li>• Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li> <li>• There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.</li> <li>• Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li> </ul>
<b>Level 0</b>	<b>[0 marks]</b>	No response worthy of credit.



Question	Answer		Marks
<b>Language: style and accuracy</b>			
<b>Level 4</b>	<b>[10–12 marks]</b>	<ul style="list-style-type: none"> <li>• Uses a range of language, including complex structures and less common words and phrases, effectively.</li> <li>• High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</li> </ul>	
<b>Level 3</b>	<b>[7–9 marks]</b>	<ul style="list-style-type: none"> <li>• Uses a range of structures and words and phrases, generally appropriately.</li> <li>• Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</li> </ul>	
<b>Level 2</b>	<b>[4–6 marks]</b>	<ul style="list-style-type: none"> <li>• Uses mainly simple structures and vocabulary.</li> <li>• Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.</li> </ul>	
<b>Level 1</b>	<b>[1–3 marks]</b>	<ul style="list-style-type: none"> <li>• Uses simple structures and vocabulary.</li> <li>• Some lack of control of simple structures. Meaning is often obscured.</li> </ul>	
<b>Level 0</b>	<b>[0 marks]</b>	No response worthy of credit.	