

Cambridge IGCSE™

CHINESE AS A SECOND LANGUAGE**0523/01**

Paper 1 Reading and Writing

May/June 2025**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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **13** printed pages.

PUBLISHED**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 descriptions 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 guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or content point
	Incorrect
	Omission
	Meaning unclear or illegible
	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: used if the candidate extends their answer, without contradicting or invalidating the response.
	To show the end of word count
	Repetition

Annotation	Meaning
INVL	Invalidate: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
SEEN	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
On-page Comment	Wrong question number given by candidate
Off-page Comment	Used to make a holistic comment about the script

MARKING DEADLINES

Batch 1: 40% of your scripts to be marked by xx July 2025.

Batch 2: all scripts to be marked by xx July 2025.

ORGANISING YOUR WORK

You should aim as far as possible to mark some scripts every day. This is particularly important during the first week as it allows you to build on the understanding of the mark scheme developed at the coordination meeting and through the standardisation process, and helps you internalise the mark scheme. In the first 5 days after you have been approved, aim to mark between 5 and 10 scripts per day (and not more than 10). Afterwards, aim to mark a maximum of 20–25 scripts per day, bearing in mind the number of scripts you have to mark and the final deadlines

THE GRACE PERIOD

1. When you mark and submit a script, it moves to your Closed list, but (apart from Seeding scripts), you have a Grace period of 5 DAYS in which you can change the marks and/or annotations on it. Scripts you can still change have 'Pending' at the far right-hand end.
2. If as a result of any of the Standardisation/checking procedures above, you are asked to change a mark, or from any other message from the PE or your TL, or you suddenly realise yourself that you have been marking a question wrongly, you are expected to go back and change any relevant scripts that are still within the Grace period. (This is much easier and quicker to do in RM Assessor than on paper.)
3. It is possible to ask Cambridge International to change a mark on a script that is beyond the Grace period, but before doing so you must consult your TL.

Please remember that schools can request copies of their scripts and will see your annotations. Therefore please ensure you use them only when appropriate and can be justified by the mark scheme. Never write judgemental comments, or anything that may be considered derogatory by the centre or candidate.

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.

Question	Answer	Marks	Guidance
Exercise 1 Questions 1–7 练习一 第1至7题			
1	硕士	1	Accept 旧金山艺术大学插画系硕士
2	复兴传统手工艺	1	
3	米兰手工艺术展铜奖	1	
4	将(传统)手工雕刻与立体打印机配合使用	1	
5	(一件商品可以)兼顾艺术性与实用性	1	
6	整理木雕工艺的文献资料 建立教学实习基地	2	
7	淘宝	1	

Question	Answer	Marks	Guidance
Exercise 2 Questions 8–16 练习二 第8至16题			
8	(越来越多的)社区小店 租约到期后难以续约	2	Accept: 社区小店能更精准地满足消费者的需求
9	提供堂食	1	
10	差异化商品/有畅销的独家商品	1	
11	提高运营效率 更好地与顾客交互	2	
12	加长数据存储时间/改进数据存储时间	1	
13	有效地管理食物库存 (联手新创公司)将丢弃的食物制成肥料产品	2	
14	让逛超市成为交流情感、放松休闲的活动/与情感交流、放松休闲等联系在一起	1	
15	创造长期客户价值 改变人们对超市的认知	2	

Question	Answer	Marks	Guidance
Exercise 3 Questions 16–25 练习三 第17至26题			
16	D	1	
17	A	1	
18	B	1	
19	C	1	
20	C	1	
21	A	1	
22	B	1	
23	D	1	
24	C	1	
25	D	1	

Question	Answer	Marks	Guidance
Exercise 4 Question 26 练习四 第26题 Content: 1 mark is awarded for each bullet point (see below). Language: a generic mark scheme (see below) is used for the making of the language element of this task.			
29	Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language. Content: Award 1 mark for covering each bullet point, up to a maximum 3 marks: <ul style="list-style-type: none"> • introduce the main content of the magazine • describe the difficulties encountered when editing the magazine • reflect on what could have been improved 	8	

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Question	Answer	Marks	Guidance
Language (style and accuracy)			
5 marks	<ul style="list-style-type: none"> • Uses a wide range of language, including complex structures, effectively. • High level of accuracy, very good control of language. • Consistently appropriate style and register. Uses well constructed and linked paragraphs. 		
4 marks	<ul style="list-style-type: none"> • Uses a range of structures appropriately. Attempts to use more ambitious language. • Mostly accurate with a good control of language. Any errors do not impede meaning. • Appropriate style and register. Uses reasonably well constructed paragraphs with some linking words. 		
3 marks	<ul style="list-style-type: none"> • Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. • Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. • Some attempt to use appropriate style and register and to organise writing into paragraphs. 		
2 marks	<ul style="list-style-type: none"> • Uses simple structures and vocabulary. • Some degree of control. Meaning is sometimes in doubt. • Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. 		
1 mark	<ul style="list-style-type: none"> • Uses very simple structures and vocabulary. • Lack of control of simple structures makes meaning mostly difficult to understand. • Inappropriate style and register. No use of paragraphs. 		
0 marks	No response worthy of credit.		

Question	Answer	Marks	Guidance																		
Exercise 5 Question 27 练习四 第27题																					
The extended writing task: both content and language are marked against generic mark schemes (see below).																					
30	Award up to 10 marks for Content and up to 12 marks for the style and accuracy of Language.	22																			
<table><tr><th colspan="3">Content: relevance and development of ideas</th></tr><tr><td>Level 4</td><td>[8–10 marks]</td><td><ul style="list-style-type: none">Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent.Consistently appropriate style and register. Uses well- constructed and linked paragraphs.</td></tr><tr><td>Level 3</td><td>[5–7 marks]</td><td><ul style="list-style-type: none">Fulfils the task, with appropriate register and a good sense of purpose and audience.Ideas are well developed at appropriate length. Well organised and coherent.Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</td></tr><tr><td>Level 2</td><td>[3–4 marks]</td><td><ul style="list-style-type: none">Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent.Some attempt to use appropriate style and register and to organise writing into paragraphs.</td></tr><tr><td>Level 1</td><td>[1–2 marks]</td><td><ul style="list-style-type: none">Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</td></tr><tr><td>Level 0</td><td>[0 marks]</td><td>No response worthy of credit.</td></tr></table>				Content: relevance and development of ideas			Level 4	[8–10 marks]	<ul style="list-style-type: none">Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent.Consistently appropriate style and register. Uses well- constructed and linked paragraphs.	Level 3	[5–7 marks]	<ul style="list-style-type: none">Fulfils the task, with appropriate register and a good sense of purpose and audience.Ideas are well developed at appropriate length. Well organised and coherent.Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.	Level 2	[3–4 marks]	<ul style="list-style-type: none">Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent.Some attempt to use appropriate style and register and to organise writing into paragraphs.	Level 1	[1–2 marks]	<ul style="list-style-type: none">Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.	Level 0	[0 marks]	No response worthy of credit.
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Level 1	[1–2 marks]	<ul style="list-style-type: none">Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.																			
Level 0	[0 marks]	No response worthy of credit.																			

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