



Cambridge IGCSE™

FIRST LANGUAGE CHINESE

0509/13

Paper 1 Reading, Directed Writing and Classical Chinese

May/June 2022

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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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
	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)	他很 <u>喜欢/热爱</u> 他的工作	1	Accept: 热忱 Reject: 描写态度/心情的词语 (认真/努力/享受/乐在其中/开心/热情)
1(b)	他十分 <u>贪婪</u>	1	Accept: 占(沾)便宜/贪心/贪财/把东西占为己有/怕别人(欧维)抢走他看到的东西 Reject: 捡便宜
1(c)	震惊 [1] 愤怒 [1]	2	Accept: 生气 give 1 mark for an action which shows anger: 举起了拳头/呼吸变得急促/嗓子隆隆作响
1(d)	(站在那儿)纹丝不动 [1] 眼睛一眨不眨 [1]	2	必须从原文出来 Accept: 眼睛一眨也/都不眨 Reject: 坐着纹丝不动 incorrect information
1(e)	尊重/信任 [1] 支持/肯定 [1]	2	Accept: 认同/认可 Reject: 保护/撑腰 父亲的做法 i.e. 父亲让欧维自己做了选择/赞同
1(f)	他不理解父亲为什么那么做/他觉得父亲很奇怪 [1]	1	Reject: 好奇
1(g)	他感到羞愧 [1] <u>害怕</u> 父亲会嫌弃他 [1]	2	Accept: 后悔/愧疚/内疚/自责/对自己失望 Accept: 害怕/心虚/紧张/不安/担心父亲会责怪他
1(h)	理性/理智/不用武力(解决问题)[1] 体谅别人[1] 不说别人的闲话[1]	3	归纳品格的答案可以 Accept: 和平解决问题/不举拳头 Reject: 冷静; 不因小事动拳脚 Accept: 同情/理心; 善良 Reject: 宽容/善解人意 Accept: 不对别人指指点点/正直

Question	Answer	Marks	Guidance
1(i)(i)	感到很不舒服 [1] 对汤姆(的所作所为)感到厌恶 [1]	2	Reject: 不良的感觉/不安 Reject: 害怕汤姆
1(i)(ii)	动作很快 [1] 表现了汤姆急迫地或很想要得到那个钱包 [1]	2	Accept: 跑/走得很快 Reject: 着急/急忙/急促 Accept: 着急想要钱包/见钱眼开 Reject: 贪得无厌 汤姆快速地上前想要得到钱包 2 marks
1(i)(iii)	声音很大 [1] 表现了汤姆的不满 [1]	2	Accept: 吵着说 Accept: 不甘心/有点生气/恼火 Reject: 愤怒
1(i)(iv)	(欧维感到)汤姆(一直)盯着他看 [1] 欧维感到巨大的压力/欧维感受到汤姆的愤怒 [1]	2	Accept: 目光没离开欧维/汤姆眼神集中/汤姆狠狠地/牢牢地瞪着 Reject: 瞪着/狠狠地看向(没有过程) Accept: 欧维感受到汤姆凶狠的目光
1(i)(v)	欧维更坚定了/更勇敢了	1	Accept: 不再害怕/下定了决心/鼓起了勇气/给自己鼓气/自信/有底气 Reject: 自豪/有气场/做出了决定

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  1  2  3</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 an email to their uncle. 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  1 for references to the advantages of working from home for employees.</p> <p>Annotate  2 for references to the disadvantages of working from home for employees.</p> <p>Annotate  3 for references to what should employers do to cope with the trend of flexible working.</p>		

Question	Answer	Marks	Guidance
2	Responses <i>might</i> use the following ideas: A1 (✓1) 对员工来说, 居家办公有哪些好处; 1 工作效率更高/更好地完成任务 2 工作满意度更高/少换工作 3 不用忍受拥挤的通勤 4 工作时间灵活 5 穿着随心所欲		1 Reject: 工作更有斗志/多打...电话/更好的业绩 2 Reject: 辞职率低 3 Reject: 节省时间 4 Accept: 灵活性很大
	A2 (✓2) 对员工来说, 居家办公有哪些坏处; 1 缺乏雇主的支持 2 缺乏与他人的沟通 3 不利于职业发展/从事关键或紧急工作的可能性确实更小 4 不利于团队合作 5 + 工作和生活中没有明确的界限/晚上被电话打扰 6 + 难以培养良好的工作习惯/对自律要求很高 7 + 缺少激发创造力的机会/缺少经验分享的机会		Accept: 2 缺少与他人分享生活的机会 3 很难得到高的职位/员工的贡献难以统计 4 把那些喜欢团队合作的人送到了孤岛上 (Reject: 员工的凝聚力/忠诚度不高) 5 工作时间更长 6 容易懒散 7 失去工作间隙分享前车之鉴(经验)的欢声笑语
	A3 (✓3) 对雇主来说, 该如何应对工作场所多元化的趋势。 1 + 提高员工的工作满意度 2 + 允许员工选择多元的工作场所 3 + 改变传统的管理观念/提高管理的灵活性/提高领导力/允许居家办公的员工从事关键性工作 4 + 改善监督个人对团队贡献的机制/规定员工必须定期地完成工作来增加工作效率 5 + 了解员工(是否喜欢团队工作、是否自律)/与员工多沟通 6 + 加强自己的公司文化/培养员工的凝聚力和忠诚度 7 + 加强员工培训		Accept: 1 支持员工 2 员工可定期居家办公 3 对员工更加信任, 一视同仁/平衡居家办公人数/不能强迫员工居家办公 2+5 允许新员工和喜爱团队工作的人居家办公 2 marks 5 获取员工的意见 6 加强团队交流与合作

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)	以业为食/靠职业/工作/手艺/劳力谋生 [1] 食之隆杀，惟视其身之勤惰，（亦无以异也。)/需要勤劳肯干才有收获 [1]	2	Accept: 靠工作/手艺/劳力谋生 Reject: ...获得食物 Accept: 生活质量都基于自身勤劳与否
3(b)	不受雇于人/有自由（想劳作就劳作，想休息就休息） [1]	1	Reject: 自在
3(c)	因为他们看淡功名利禄/逃避尘世/不想做官（不想“食人之禄”）/是前世淡薄之士	1	Reject: 前世淡薄之士托而逃焉者；前半生是淡薄之士
3(d)	因为他“终其身乐之不厌”/因为严陵做到了一生都享受打鱼的快乐(或不厌倦)	1	Accept: 一生对做这件事很快乐或不厌倦 Reject: 至于终其身乐之不厌
3(e)(i)	被雇用的人	1	Accept: 佣人 Accept: 佣樵, 佣牧和佣耕
3(e)(ii)	前世淡薄之士/舜和尚父	1	Reject: If candidates only write 舜 or 尚父, no marks.
3(f)(i)	只	1	Accept: 唯独/唯一/单单/仅/只有
3(f)(ii)	原因	1	Accept: 缘故
3(f)(iii)	怎么	1	Accept: 如何/哪里 Reject: 怎样/怎么能
3(f)(iv)	难道	1	Accept: 是否
3(f)(v)	也	1	