



Cambridge IGCSE™

CHINESE AS A SECOND LANGUAGE

0523/01

Paper 1 Reading and Writing

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:

1. the specific content of the mark scheme or the generic level descriptors for the question
2. the specific skills defined in the mark scheme or in the generic level descriptors for the question
3. 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**:

1. 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
2. marks are awarded when candidates clearly demonstrate what they know and can do
3. marks are not deducted for errors
4. marks are not deducted for omissions
5. 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.

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. |

For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable

| | |
|------------|---|
| (a) | Both correct answers on line 1 and line 2 blank = 2 |
| (b) | Both correct answers on line 1 and line 2 wrong = 1 |

(or vice-versa)

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 RMA3

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.

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. |

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. |
|  | Meaning unclear / indicates a problem in that section. |
|  | good language |
|  | Omission (of character, word etc) |
|  | irrelevant |
|  | Good development of point or idea |
| off page comment | Do not use |
|  | Use to show that blank pages have been seen |

Detailed Mark Scheme

| Question | Answer | Marks | Guidance |
|--|--|-------|----------|
| Exercise 1 Questions 1–7 练习一 第 1 至 7 题 | | | |
| 1 | 10(岁) | 1 | |
| 2 | 南昌八中 | 1 | |
| 3 | (南昌市)桃山区学府路 112 号 | 1 | |
| 4 | 南昌市国际象棋锦标赛男子 9 岁组第一名 江西省智力运动会国际象棋男子儿童组第二名 | 2 | |
| 5 | 阅读 (侦探小说) / 侦探小说 | 1 | |
| 6 | 大师班 | 1 | |
| 7 | 三人间 | 1 | |

| Question | Answer | Marks | Guidance |
|--|------------------------------------|-------|------------------------------|
| Exercise 2 Questions 8–18 练习二 第 8 至 18 题 | | | |
| 8 | (公立大学) 招生数目有限 | 1 | |
| 9 | 学业因素 财务问题 | 2 | 不接受“学费动辄四五万，中低收入家庭很难负担得起” |
| 10 | 有机会读大学/有机会跨越贫富差距导致的鸿沟 | 1 | |
| 11 | 负债消费越来越被大众接受 | 1 | |
| 12 | 很丢脸 | 1 | |
| 13 | 使用到公共资源 | 1 | 不接受“一般贷款不会涉及到使用公共资源，就学贷款则不同” |
| 14 | 这些钱应该用在关键/重要的地方 | 1 | 接受“这些钱应该给真正需要的学生/家庭” |
| 15 | 就读期间的利息全部由政府补贴 如果产生呆帐，最后也是由政府解决 | 2 | |
| 16 | 准时还钱 | 1 | |
| 17 | 给年轻人提供更好的就业机会 | 1 | |

| Question | Answer | Marks | Guidance |
|--|--------|-------|----------|
| Exercise 3 Questions 19–28 练习三 第 18 至 27 题 | | | |
| 18 | C | | |
| 19 | B | | |
| 20 | A | | |
| 21 | D | | |
| 22 | B | | |
| 23 | A | | |
| 24 | D | | |
| 25 | C | | |
| 26 | A | | |
| 27 | B | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | |
|---|--|-------|----------|-------------------------------|--|----------------|--|----------------|--|----------------|--|----------------|---|---------------|--|----------------|-------------------------------|
| <p>Exercise 4 Question 28 练习四 第 28 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> | | | | | | | | | | | | | | | | | |
| 28 | <p>Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language.</p> <p>Content: Award 1 mark for covering each bullet point, up to a maximum 3 marks:</p> <ul style="list-style-type: none"> • explain the reason why you quarreled • describe your feelings • talk about what you plan to do next | 8 | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="2" data-bbox="185 857 1406 922">Language (style and accuracy)</th> </tr> </thead> <tbody> <tr> <td data-bbox="185 922 336 1093">5 marks</td> <td data-bbox="336 922 1406 1093"> <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. </td> </tr> <tr> <td data-bbox="185 1093 336 1332">4 marks</td> <td data-bbox="336 1093 1406 1332"> <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. </td> </tr> <tr> <td data-bbox="185 1332 336 1608">3 marks</td> <td data-bbox="336 1332 1406 1608"> <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. </td> </tr> <tr> <td data-bbox="185 1608 336 1778">2 marks</td> <td data-bbox="336 1608 1406 1778"> <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. </td> </tr> <tr> <td data-bbox="185 1778 336 1948">1 mark</td> <td data-bbox="336 1778 1406 1948"> <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. </td> </tr> <tr> <td data-bbox="185 1948 336 2016">0 marks</td> <td data-bbox="336 1948 1406 2016">No response worthy of credit.</td> </tr> </tbody> </table> | | | | 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. |
| 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 29 练习五 29 题 | | | | | | | | | | | | | | | | | | | | | |
| The extended writing task: both content and language are marked against generic mark schemes (see below). | | | | | | | | | | | | | | | | | | | | | |
| 29 | Award up to 10 marks for Content and up to 12 marks for the style and accuracy of Language. | 22 | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="3">Content: relevance and development of ideas</th> </tr> </thead> <tbody> <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> </tbody> </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. |
| 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. | | | | | | | | | | | | | | | | | | | |

| 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. | |