

第一语言中文

Paper 0509/12

阅读理解, 定向写作和文言文

关键信息

考生需要展示出良好的现代汉语和古代汉语的阅读理解能力。在回答问题时, 还需要展示出语言能力, 提供组织良好、有效的回答。

考生应尽量回答每个问题, 留下空白不会有得分的机会。

为了取得好成绩, 考生应该:

- 确保仔细阅读每个问题, 充分理解问题到底问了什么。对问题的错误理解会导致答案不完整或不正确, 进而对总体得分产生负面影响。花时间仔细阅读问题一的每个问题至关重要。注意到问题中诸如“感受”、“变化”、“相反”、“观点”、“根据原文”和“基于全文”等关键词和短语, 这样有助于考生把注意力集中在每个问题的具体要求上。
- 提高语言的准确性。通过常规练习以及寻求老师对书面作业的反馈信息, 为使用准确和适当的词汇和语法而努力。
- 在完成问题二时要考虑面对的读者, 调整语气、风格和内容以适应面对的读者的需求, 这样会提高写作的效果和吸引力。
- 始终分配一些时间对答案进行校对, 以找出任何错误或问题。
- 使用正确的标点符号, 确保答案清晰准确。
- 增加对古文的接触, 以增强解释词句意思的信心。这种接触最终将提高考生在问题三上的整体语言能力和理解能力。

对考生表现的基本反馈信息

考生在问题一现代文阅读理解中表现出了较强的理解能力, 准确解读了短文并提取了关键信息。需要考生解释作者如何运用语言来达到效果和影响读者的问题则更具挑战性。

考生在问题二中普遍能写出连贯且结构良好的文章。这突显了考生对语言的强大的掌握能力以及有效传达他们的想法的熟练程度。

在问题三中, 考生对文言文的理解水平有所不同。要求解释特定词语意思的问题仍然具有挑战性。

大多数考生对短文的理解比较扎实并能尝试回答所有的问题。许多考生熟悉试卷格式和问题要求。总体而言, 考生在问题一和问题三中要求引用信息或从文章中找到明确答案的理解题上表现出色。然而, 许多考生在需要深入分析或从短文线索中推断答案的问题上遇到了挑战。在问题二中, 大多数考生熟练地完成了写作。问题三对文言文的理解方面对一些考生来说还是一个挑战。

在需要用简短的语言回答的问题中, 最有效的答案是简洁明了、直接回应所需的信息的答案。不鼓励考生做出冗长的回答, 或在回答一个问题时提供多个可能的答案。

在问题一中, 大多数考生在回答有明确含义或表达直接观点和想法的问题上表现出色。最优秀的考生展示了对问题和短文的全面理解, 表现了出色的分析和总结能力, 而且他们会使用清晰且精心选择的语言来回答问题。有时, 有些考生对问题有错误的理解, 或者答案有时不够准确。

解释作者为何选择特定词语或短语、或这些词汇对读者的影响的问题，被证明是具有挑战性的。有更好的能力的考生能够熟练地讨论隐喻的使用或描述性语言的作用及其对读者的影响。一些考生专注于解释整个句子，而没有具体解释划线的词语。

在回答问题二时，考生的表现非常出色。大多数考生展示了较强的写作技巧，能够有效地根据问题针对的读者和写作目的来调整他们的回答，使用适当的语气和风格。许多考生熟练地从两篇短文中选择相关要点，全面回答了问题的各个要素。最优秀的考生能够巧妙地拓展和评估他们从短文中所选择的点，全面完整地完成问题的要求，并呈现出一篇组织良好的文章。

一些能力稍弱的考生仅仅总结了文章中的观点，而没有进一步展开或分析。还有一些考生依赖于个人经验或知识，而不是从短文中的观点和看法中汲取内容。

考生应仔细体会问题的要求，确保清楚地回答所有的要素。建议考生在写作前花费较短的时间进行规划，以确保他们写出结构合理且连贯的文章。

使用正确的标点符号以增强语言的清晰度和文章的清晰的结构也是非常重要的。

在问题三中，尽管一些考生在将文言文词汇翻译成现代汉语时面临挑战，但是许多考生都展示出对文言文的良好的掌握。少数能力较弱的考生没有尝试回答问题。

虽然考生对文言文的熟悉程度在增加，但仍需进一步练习以准确地将文言文词汇和短语翻译成现代汉语。为了提高水平，能力较弱的考生需要在课程中有更多机会阅读各种文言文，这将有助于提高他们的知识和信心。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

问题一

(a) 这个问题要求考生分析并归纳出“我”眼中中年篮球爱好者的两个特点。只有最优秀的考生能够成功地回答出来。一些考生只是总结了这些中年篮球爱好者的一个特点，要么是身材不好，要么是打得好/有力气。大多数考生抄写文中的句子，而没有分析问题或总结中年篮球爱好者的特点，这样的回答是不成功的。

(b) 这道题大多数考生都回答得很好，因为他们能够指出老马是篮球爱好者的两个表现（他每天下了班都打篮球，以及他收藏了很多篮球鞋和球衣），只有极少数考生未能回答出来。

(c) 这个问题要求考生通过分析短文指出老庄的性格特点。许多考生有效地分析了短文，看出了老庄的勤奋、执着和爽快。最优秀的考生还能分析出其他的特点，比如乐观、幽默或宽容。少数考生只能分析出一个性格特点。

(d) 这个问题考生回答得非常出色。大多数考生在分析老庄发信息时的心情时，表现出了极好的分析能力。

(e) 考生对这个问题的回答差异很大。大多数考生能够认识到老马和家人在一起的时候的幸福感打动了我，但能够分析出老马对女儿的爱也是打动我的原因却很困难。

(f) 这个问题评估了考生分析和解释“我”对中年篮球爱好者的看法发生改变的能力。考生的表现参差不齐。最优秀的考生成功地指出了“我”的看法变化的三个阶段：起初不喜欢他们，后来理解或接受他们，最后希望成为他们中的一员。许多考生在回答中遗漏了第一个或第二个阶段。一些考生直接从短文中抄写句子而没有进行分析和总结，因此未能成功回答问题。

(g) 这道题是考查考生理解作者如何运用语言来实现特定效果和影响读者的能力。考生需要解释划线词语或短语在上下文中的含义，并理解作者使用它们想要传达什么的意图。考生通常需要提供两个要点来完整回答这些问题。

(i) 这道题对一些考生来说有些挑战性。最优秀的考生成功地将“没脾气”解释为“我们心服口服地接受失败”。然而，一些考生错误地理解了“没脾气”，认为它的意思是“我们不能很好地发挥或我们感到失望”。

(ii) 许多考生对回答这个问题更有信心，他们将“口水直流”解释为“我对老马的羡慕”或“我想拥有那些收藏品的愿望”。只有最有能力的考生都能写出，获得了满分。

(iii) 这个问题需要考生有较高的分析和推理能力，只有能力最强的考生才能回答准确。一些考生能够从划线短语中推断出老庄觉得“我”不理解他的梦想/感受这一点。

(iv) 许多考生回答出了“我杯子里还有很多酒”这个点，能力更强的考生还能解释它的隐含意思，即“我喝得很慢”。

(v) 大多数考生正确地回答了这个问题。许多考生成功地解释了划线的短语表明老马非常开心这一点。考生应特别注意每个问题的分数分配，如果一个问题分值是两分，这通常意味着需要答出两个要点。

第二部分

问题二

考生需要就是否应该养宠物写一篇演讲稿。演讲稿需要包含并适当地拓展出自短文二和短文三中的观点，并涵盖三个指定的要素：人们为什么喜欢养宠物，如何正确对待宠物，以及在养宠物之前需要做哪些准备。为了达到最高评分档次，考生需要确保全面回答所有的问题，用短文中的细节支持他们的观点，并且写出条理清晰、结构合理的演讲稿。考生还需要记住，他们是作为班长写的演讲稿，因此应采用适当的语气和风格，使用合适的词汇来达到写作目的。

阅读

总体而言，考生在这道题上表现良好，展示了对问题要求的良好理解。许多考生对短文有很好的理解，并有效地使用和拓展了来自两个短文中的观点，并涵盖三个指定的要素。大多数考生的分数是在第二高的评分档次，一些考生还获得了满分，反映出了强大的分析和理解能力。

在讨论为什么人们喜欢养宠物时，大多数考生表现得非常出色，展示了很强的理解能力，从短文中提取了至少四个要点。这是回答得最好的问题。具备较强分析能力的考生也能准确而简明地用自己的话说出从短文中选择的至少四个要点。

大多数考生对短文进行了轻微调整来回答问题，这种做法是可以接受的，并且允许他们简要地概述三到四个要点。有些回答呈现了清晰的思路，但往往过于详细地阐述了短文中有限的几个要点，而没有提供更广泛的支持性证据。所以建议考生分别回答问题中的三个要素，而不是将它们混在一起回答。一些考生写了个人经历或观点，而不是从两个短文中选取信息来发展他们的观点。

写作

许多考生达到了最高评分档次。他们成功地用自己的话完成了写作，有效地使用了关联词，并以精确和适当的语言书写，符合读者的要求。

较弱的答案则直接引用短文内容，而没有对观点进行重新组织或对语言改写。要想取得成功，考生需要使用准确的关联词、准确地书写汉字和标点符号，并且确保写作风格和语气适合读者和写作目的。

第三部分

问题三

考生对古文的理解总体上令人满意，并能有效地回答一些问题。考生的表现各异：一些考生对古文理解得很好，并用现代汉语写出了等同意思的答案；有的能力弱的考生则完全没有尝试回答问题。在学习期间接触更多种类的古文将会使考生在考试中面对不熟悉的短文时更加自如。此外，考生也应得到训练，能将古文翻译成现代汉语，并能仔细阅读每个问题，明确问题的要求。

(a) 这个问题，许多考生回答得很好，成功地解释了为什么“好事者”要把“吴山图”赠送给魏用晦。有些考生只提到“百姓想留住他”，而没有提到“他们没能说服他留下，所以把画作为礼物送给他”，因此未能得分。

(b) 大多数考生成功地从四个选项中选择了正确答案，展示了对作者在文中使用对比手法的意图的深刻理解。少数考生对短文的理解有误，未能选出正确答案。

(c) 这一题要求考生用现代汉语解释划线词语的意思，对许多考生来说这是个挑战。最有能力的考生展现了对常用文言词汇的熟悉度。而一些考生的回答中包含了多个备选答案，这种做法是不应提倡的，因为只有第一个答案会被考官评改。对于可能不太自信的能力弱的考生，建议尝试回答问题，不要留下空白。

(i) 许多考生都正确回答出“到”这个意思。一些常见错误是将“及”翻译为“到达”，在这个语境中“到达”与“到”的意思是不同的。

(ii) 将“固”翻译成现代汉语对许多考生来说是个挑战，只有极少数考生给出了正确答案“本来/原本”。最常见的错误是将“固”翻译成“固然”。

(iii) 大多数考生能够将“去”准确地翻译成“离开”。

(iv) 这个问题对许多考生来说是具有挑战性的。能力较强的考生能够将“记”翻译成“记录”，表现出良好的理解能力。常见的错误是将“记”翻译成“记住”。

(d) (i) 这是本部分回答得最好的问题。几乎所有考生都能正确地指出虚词“之”指的是“魏用晦”。有些考生写“吴县”，也被认为是正确的答案。

(ii) 只有少数考生成功地指出了这句话中虚词“之”指代的对象。强烈建议考生熟悉古文中的基本虚词的用法。

(e) 这个问题要求考生根据整篇文章来分析“魏用晦”对“吴县”的深情的表现。这对大多数考生来说颇具挑战性。在最后一段，当“魏用晦”在离开三年后将“吴山图”展示给“我”时，他依然怀念那个地方，一些考生由此看出魏用晦对“吴县”的深情。只有最有能力的考生能够找出另外两个例子：最初的“君亦不忍于其民”；离开后“君则亦既去矣，何复眷眷于此山哉”；这两个例子也展示了他对“吴县”的深情。

FIRST LANGUAGE CHINESE

Paper 0509/12
Reading, Directed Writing and
Classical Chinese

Key messages

Candidates need to demonstrate a good level of reading comprehension in both modern and classical Chinese. They also need to show their linguistic competence when providing answers, to produce well-organised, effective responses.

Candidates should aim to attempt every question: leaving blank spaces offers no chance of scoring a mark.

In order to do well, candidates should:

- ensure they read each question carefully to fully understand what is being asked. Misinterpreting questions can result in incomplete or incorrect answers, which can negatively impact overall scores. It is crucial to spend time reading thoroughly each question in **Question 1**. Paying close attention to keywords and phrases such as 'feeling', 'change', 'reflection', 'views', 'from the original text', and 'based on the whole passage' will help candidates focus on the specific requirements of each question.
- enhance the accuracy language. Striving to use precise and appropriate vocabulary and grammar in their responses can be accomplished through regular practice and by seeking feedback on their written work.
- consider the audience when completing **Question 2**. Adapting the tone, style, and content to match the audience will enhance the effectiveness and engagement of their writing.
- always allocate time for proofreading their responses to identify any mistakes or technical errors.
- use proper punctuation to ensure their answers are clear and accurate.
- increase their exposure to a diverse array of classical texts to develop greater confidence in interpreting the meanings of words and sentences. This exposure will ultimately enhance their overall language skills for **Question 3** and comprehension abilities.

General comments

Candidates displayed a strong understanding of the modern reading comprehension **Question 1**, accurately interpreting the texts and extracting key information. Questions that required candidates to explain how the author used language to create effects and influence readers proved to be more challenging.

Candidates produced generally coherent and well-structured responses in **Question 2**. These accomplishments highlighted the candidates' strong command of the language and their proficiency in effectively conveying their ideas.

In **Question 3**, candidates' understanding of Classical Chinese varied. Questions asking to explain the meaning of particular words remained challenging.

Most candidates demonstrated a solid understanding of the texts and attempted all the questions. Many seemed acquainted with the paper's format and the question requirements. Overall, candidates performed admirably in comprehension questions asking them to cite information or find explicit answers from the passages in **Question 1** and **Question 3**. On the other hand, questions demanding deeper analysis or deduction from clues in the texts were challenging for many candidates. In **Question 2**, most candidates handled the tasks proficiently. Understanding classical Chinese was challenging to many in **Question 3**.

In exercises requiring short written answers, the most effective responses were concise and directly addressed the information required. Lengthy answers and providing multiple possible answers within a single question are generally discouraged.

In **Question 1**, most candidates were successful in questions that assessed explicit meanings or straightforward ideas and opinions. The most able candidates demonstrated a thorough grasp of both the questions and the texts, showcasing excellent abilities to analyse and summarise. They frequently employed clear and well-chosen language to respond to the questions. Questions were occasionally misunderstood, and answers were sometimes not precise enough.

Explaining why the author chose specific words or phrases, or the effect of those vocabulary on the reader, proved challenging. More able candidates could proficiently discuss the use of metaphors or the function of descriptive language and their impact on the reader. Some candidates focused on the entire sentence instead of specifically addressing the underlined words.

In **Question 2**, candidates' performance was highly commendable. Most demonstrated strong writing skills, effectively tailoring their responses to match the audience and purpose of the question, using an appropriate tone and style. Many candidates adeptly selected pertinent points from both passages to address all aspects of the questions. The most able candidates skilfully developed and evaluated their chosen points, comprehensively fulfilling all requirements of the task and presenting a well-organised article.

Some weaker candidates summarised the ideas from the passages without expanding or analysing further. Others relied on personal experiences or knowledge instead of drawing from the ideas and opinions in the passage.

Candidates should carefully review the task instructions to ensure they address all required elements clearly. They are encouraged to allocate a short period for planning before writing to ensure their responses are well-organised and coherent.

It is important to use proper punctuation to enhance the clarity and structure of written work.

In **Question 3**, many candidates demonstrated a good grasp of the classical text, although some faced challenges when translating classical words into modern Chinese. A few weaker candidates made no attempt to answer the question.

While candidates are becoming more familiar with classical texts, further practice is needed to accurately translate words and phrases into contemporary language. To improve, weaker candidates need more opportunities to read a wide range of classical texts during their course. This will help build their knowledge and confidence.

Comments on specific questions

Section A

Question 1

(a) This question required candidates to analyse and identify two characteristics of middle-aged basketball enthusiasts as perceived by 'me.' Only the most able candidates were successful. Some candidates only summarised that these middle-aged basketball players either have a poor physique or play well/have strength. Most candidates copied sentences from the text without analysing the question or summarising the characteristics of the middle-aged basketball enthusiasts, which was not a successful answer.

(b) Most candidates answered this question very well as they could identify the two points showing that Lao Ma is a basketball enthusiast (that he plays basketball every day after work and that he collects many basketball shoes and jerseys). Only a very small number of candidates were unsuccessful.

(c) This question required candidates to demonstrate their analytical skills by identifying Lao Zhuang's personality traits. Many candidates effectively analysed the text, recognizing that Lao Zhuang is diligent, determined, frank. The most able candidates also identified additional traits such as optimism, humour, or magnanimity. A small number of candidates identified only one personality trait.

(d) This question received very strong answers. Most candidates demonstrated excellent skills in analysing Lao Zhuang's mood when sending the message.

(e) Candidates' responses to this question varied widely. Most candidates managed to recognise that Lao Ma's happiness was when with his family. Identifying Lao Ma's love for his daughter proved more challenging.

(f) This question evaluated candidates' capability to analyse and explain how 'I' have changed 'my' perceptions of middle-aged basketball enthusiasts. The performance varied among candidates. The most proficient candidates successfully identified the three stages of the changing views: initially disliking them, later understanding, or accepting them, and eventually aspiring to become like them. Many candidates omitted either the first or second point in their response. A few candidates directly copied sentences from the text without analysing and summarising, resulting in being unsuccessful.

(g) This question assessed candidates' ability to understand how the author used language to achieve specific effects and influence readers. Candidates were required to interpret the meanings of the underlined words or phrases within the context and understand what the author intended to convey by using them. Candidates needed to provide two points to fully answer these questions.

(i) This question was somewhat challenging for some candidates. The most able ones successfully interpreted '没脾气' as 'we accept defeat gracefully and wholeheartedly'. However, some candidates misinterpreted '没脾气' as 'we were unable to play well or were disappointed'.

(ii) Many candidates were more confident in answering this question and interpreted '口水直流' as showing 'my envy of Lao Ma's collection' or 'my desire to own it'. Only the most capable candidates were able gain full marks.

(iii) This question required a high level of analysis and inference skills. Only the most able candidates were successful. Some candidates were able to deduce from the underlined phrase that Lao Zhuang felt that 'I' did not understand his dreams/feelings.

(iv) Many of the candidates managed to answer partially that 'I still have a lot to drink in my cup'. Stronger responses also interpreted the implied meaning that 'I' drink very slowly.

(v) Most candidates answered this question correctly. Many were partially successful and explained that the underlined phrase indicated Lao Ma was very happy. Candidates are strongly encouraged to pay attention to the mark allocation for each question. If a question is worth two marks, it usually means that two points are required to fully answer it.

Section 2

Question 2

Candidates were required to write a speech on whether people should keep pets. The speech needed to incorporate and appropriately develop ideas from passages 2 and 3, addressing the three specified areas: why people like to keep pets, how to treat pets properly, and what preparations should be made before keeping a pet. To reach the highest marking bands, candidates needed to ensure they had addressed all aspects of the question, supporting their ideas with details from the passages and producing a well organised and carefully structured speech. It was crucial for candidates to remember that the speech would be delivered by the class monitor and should be written in an appropriate tone and style, using suitable vocabulary for the purpose.

Reading

Overall, candidates performed well on this question and demonstrated a good understanding of the task requirements. Many candidates demonstrated a good understanding of the passages and effectively used and developed the ideas from both passages to address the three specified areas. Most candidates scored in the second highest marking band, with many achieving full marks, reflecting strong analytical and comprehension skills.

When discussing why people like to keep pets, most candidates performed exceptionally well, demonstrating great comprehension skills by extracting at least four points from the passages. This was the best answered question. Candidates with strong analytical abilities also accurately and concisely provided at least four points from the original texts in their own words.

Most candidates made minor adjustments to the original texts to compose their responses, which was acceptable and allowed them to briefly outline three or four points. Some responses presented a clear progression of ideas but tended to elaborate excessively on a limited number of points from the texts rather than providing a broader range of supporting evidence. Candidates are advised to answer each of the three points separately and not to combine them.

A few candidates wrote about their own personal experiences or opinions rather than selecting information from the two passages to develop their ideas.

Writing

Many candidates reached the top marking band. They successfully planned their essays in their own words, effectively used conjunctions, and wrote in precise and appropriate language, targeted to the audience.

Weaker answers relied heavily on directly lifting material from the passages, rather than reorganising the ideas or paraphrasing the language. In order to be successful, candidates needed to use good connectives, accurate written characters and punctuation, and an appropriate tone for the audience and purpose.

Section 3

Question 3

Candidates demonstrated a satisfactory understanding of the classical passage and effectively addressed some of the questions. Performance varied: some candidates understood the classical Chinese well and provided modern Chinese answers with equivalent meanings. The weakest candidates did not attempt the questions at all. Exposure to a wider range of classical texts during their studies would benefit candidates, making them more comfortable with unseen texts in assessments. Additionally, candidates should be trained to translate classical language into modern words, and carefully read each question to identify what is being asked.

- (a) This question was answered well by many candidates who successfully explained why the 'enthusiastic people' wanted to gift the 'Wu Shan Painting' to Wei Yonghui. Some candidates only mentioned that 'the local people wanted him to stay' without noting that 'they failed to persuade him to stay, so they gave him the painting as a gift' and therefore could not be credited.
- (b) Most candidates successfully chose the correct answer from the four options, demonstrating a strong understanding of what the author intended to explain by using the contrast in the text. A small number of candidates misunderstood the text.
- (c) This question required candidates to explain the meaning of the underlined words in modern Chinese, which proved challenging for many. The most able candidates displayed familiarity with commonly used classical Chinese vocabulary. Some responses often included several alternative answers, which should be discouraged as only the first answer is marked. Weaker candidates who may be less confident are encouraged to try to answer the questions and should not leave it blank.
 - (i) Many candidates responded well with the correct answer of '到'. Some common errors were translating '及' to '到达' which is different from '到' in the context.
 - (ii) Translating '固' into modern Chinese in this context proved challenging to many candidates. Only a very few managed to give the correct answer, '本来/原本'. The most common mistake was translating it into '固然'.
 - (iii) Most candidates were able to translate correctly '去' into '离开'.
 - (iv) This was a challenging question for many. Stronger candidates were able to translate '记' into '记录', showing good understanding. The common mistake was '记住'.

(d) (i) This was the best answered question in this section. Nearly all candidates correctly identified that the functional word '之' referred to '魏用晦'. Some wrote '吴县', which was considered correct.

(ii) Only a small number of candidates successfully identified the referent of the functional word '之' in this sentence. Candidates are strongly encouraged to become familiar with the usage of basic functional words in classical language.

(e) This question required candidates to analyse where in the text '魏用晦's deep affection for '吴县' is demonstrated, based on the entire passage. This proved challenging for most. Some candidates identified that in the last paragraph, when '魏用晦' presented the 'Wu Shan Painting' to 'me' after being away for three years, he still missed that place, indicating his affection for '吴县'. Only the most able candidates were able to identify two other instances: initially, '君亦不忍于其民', and after he left, '君则亦既去矣 · 何复惓惓于此山哉', both of which also demonstrate his affection for '吴县'.

第一语言中文

Paper 0509/13

阅读理解, 定向写作和文言文

关键信息

考生需要展示良好的现代汉语和古代汉语阅读理解能力, 同时, 他们还需要在作答时展示出语言能力, 提供条理清晰、有效的答案。

考生应尽量回答每一个问题: 留空白不作答, 就不会有得分的机会。

为了在将来取得好成绩, 考生应该:

- 确保仔细阅读每个问题, 充分理解问题的要求。对问题错误的理解可能导致答案不完整或不准确, 从而影响总分。花时间仔细阅读问题一中的每个问题是至关重要的。要特别注意到问题中的关键字和词语, 如“感受”、“变化”、“反映”、“看法”、“根据原文”和“综合全文”, 这样有助于考生关注每个问题的具体要求。
- 加强语言的准确性。通过平时的练习和寻求老师对书面作业的反馈信息, 在使用精确和恰当的词汇和语法方面, 尽最大努力。
- 在完成问题二时, 要考虑到读者。调整语气、风格和内容以适应所面对的读者, 这将提高写作的有效性和吸引力。
- 始终记住分配一些时间对答案进行校对, 以找出并改正任何错误或问题。
- 使用正确的标点符号, 确保答案清晰准确。
- 增加对文言文的接触, 以培养更强的解释词语和句子意思的信心。这种接触最终将提高考生在问题三中的整体语言技能和理解能力。

对考生表现的基本反馈信息

大多数考生表现出对文章扎实的理解, 并尝试回答所有问题。许多考生熟悉试卷的格式并理解题目的要求。总体而言, 今年考生在问题一和问题二上表现良好, 在问题三的回答中对文言文的理解能力的提高也是有目共睹的。

需要考生引用特定信息或从文章中找到明确答案的问题, 总体上完成得较好; 而需要更深入分析或从文章提供的线索中推断信息的问题, 有时对考生来说是有挑战性的。在需要用简短的语言回答的问题, 最好的答案是那些语言简洁且集中于回答问题所需的具体信息的答案。

在回答问题一中, 大多数考生展示了扎实的理解能力。他们能够在测试那些需要回答明确意思或直接的想法的问题上取得了高分。最优秀的考生对问题和文章有深入的理解, 表现出了出色的分析和总结能力, 并常使用清晰和精心选择的语言来回答问题。在某些情况下, 一些考生对问题理解有误, 或者没有提供准确的答案。

在问题一中, 那些要求考生解释作者为何选择特定词语或短语、或这些词汇对读者的影响的问题, 对考生来说是有难度的。最优秀的考生能熟练地讨论隐喻的使用或描述性语言的作用及其对读者的影响。不准确的回答包

括使用句子中的词语来解释划线的词语（例如，用“泡汤”解释“泡汤”，用“勉强”描述“挤出微笑”，用“晒”解释‘不饶人’）或者解释整句话而不是解释划线的词语。

在问题二定向写作中，今年考生的表现是非常值得肯定的。大多数考生展示了良好的写作技能，能够针对面对的读者以及根据写作目的使用适当的语气和文体来写作。许多考生成功地从两个短文中找出了相关点来回答问题的不同要素。最棒的文章能够有效地拓展和评估从短文中筛选出来的答题点，完成问题中的所有要素，并呈现出一篇组织良好的文章。

稍差一点的回答通常表现为对短文中所表达的观点进行简单的总结；应提醒考生这道题不是要写一个总结，而是一个通过使用短文中的相关信息来展示对短文的深刻理解，根据写作目的来回答问题，提供一篇完整的文章。

一些中等水平的文章未能涵盖问题的所有要素，或未使用基于短文中的观点和看法，而是依赖个人经验或知识来写作。考生需要确保仔细阅读问题要求，因为有些考生因为没有完成所有的要素而限制了得到的分值。同时也建议考生在开始写作前花一些时间进行规划，以确保答案有条理且连贯。

大多数考生尽管在将古文词汇翻译成现代汉语时遇到了一些困难，但是整体上对古文有较好的理解。能力较强的考生表现出较高的古汉语知识水平。一些能力较弱的考生在准确理解原文方面会遇到困难，最弱的考生甚至没有尝试回答问题。虽然考生对古文的熟悉程度在逐渐提高，但他们仍需进一步练习，能准确地将古文词汇和短语翻译成现代汉语。对于较弱的考生，建议他们在备考期间有更多机会阅读各种古文，以便在理解考试中遇到的文章中的词句意思时更加自信。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

问题一

(a) 这道题大多数考生回答得很好，他们指出了表现“我”对老人的看法的两个点：“我认为老人是在开玩笑/这可能是他的幽默感”和“我认为老人老糊涂了/头脑不清”。少数考生则回答了对老人的“怀疑”、“讥讽”或“不满”，这些表达的是“我”对老人的态度，而不是“我”对老人的看法，不符合问题要求。考生还需要记住查看分值，因为少数考生只提供了一个看法而不是两个。

(b) 这道题大多数考生回答得很准确，分析并解释了老人为什么没有把话说完。能力最强的考生能够分析出“忌讳”、“故作神秘”或“增加恐惧感”。一些考生将其解释为“同情”或“自己害怕”。有些考生误解了老人的行为，提供了如“既然不说我也能知道结果”这样的答案，这与正确答案“故作神秘”相矛盾，或解释为“怕吓到我”，这与“增加恐惧感”相矛盾。

(c) 这道题大多数考生回答得很成功。许多考生都能理解“老人坚信在任何情况下都没人能越过矮墙”的两个原因：这是地方规矩，而且不遵守会有不良后果。一些考生仅提供了例子但没有说明后果，或在“规矩”一词中使用了错误的字“距”。

(d) 这道题大多数考生回答得很好，成功地解释了“我”说服自己跟随老人绕道的原因是因为“我”不想与他争执，并且担心如果不这样做，未来的日子会很难度过。

(e) 大多数考生能够找出“我”对房间的第一印象是“破旧”和“阴暗”。有时，“阴暗”被考生遗漏掉了。在一些情况下，考生错误地回答为“小”。

(f) 这道题是评估考生理解和分析语境中隐含意义的能力。许多考生成功地分析出了“我”在晚饭后急于出去的原因：出于对跨越那堵墙会发生什么的一种好奇。一些考生将“我”的离开仅仅解释为去酒吧或看看墙，这些回答不够准确。

(g) 考生对这个问题的回答总体上表现良好。他们需要运用分析技能，具体说明作者在越过矮墙后的感受。能力较强的考生用自己的话准确描述了作者的感受。而一些考生回答得不够成功，因为他们直

接抄写了短文中的短语“犯罪般地屏息”，而“犯罪般”描述的是“屏息”这一行为，并没有回答问题。一些能力较弱的考生的回答则集中在越过矮墙的过程上，而不是分析感受。

(h) 这个问题考查了考生理解作者如何运用语言来达到效果和影响读者的能力。考生需要解释在上下文中加下划线的词语或短语的含义，或者作者使用这些词语想要表达什么。大多数问题的分值为两分，这意味着需要提供两个要点来全面回答这些问题。

(i) 只有能力最强的考生成功地指出了“我”担心计划会失败。一些考生仅引用了短文中的原词“泡汤”，但没有解释其含义。还有一些考生将加下划线的短语解读为反映“我”对老人的看法，例如“头脑不清”，但这种解释并不符合划线词语所要表达的意思。

(ii) 许多考生很好地回答了这个问题。一些考生尝试解释“挤出微笑”的字面意思，却忽略了其隐含的意思，即“不同意老人的说法”。还有一些考生使用了原文中的“勉强”一词作为答案，但这种回答是不被接受的。

(iii) 大多数考生正确回答了太阳非常大/强/热，或使用了其他替代词。最优秀的考生还解读了隐含的意思，即太阳的热度令人无法忍受。一些较弱的回答重复了题目中的词汇，如“晒”，这种回答是不被接受的。

(iv) 这道题只有最有能力的考生能回答准确。那些具备高水平的分析和推理能力的考生还指出了忠告的陈旧/内容的乏味。有些考生能够从划线短语中推断出“我”不喜欢这个忠告。许多考生分析了整个句子，并集中于分析“重复地循环着”，这并不是划线的部分，因此没有回答到问题的重点。

(v) 大多数考生成功地解释了划线词语表示“我”感到紧张，且环境很安静。少数考生仅尝试回答了一个要点，因此只能获得一分。

第二部分

问题二

考生的任务是给姑姑写一封电子邮件，因为她打算在学校附近开一家奢侈品商店，并希望了解年轻人对此的看法。邮件需要结合并适当地拓展来自第二篇和第三篇短文中的观点，涵盖问题中指定的三个要素。为了获得最高分数，考生需要根据来自短文中的信息确保全面回答问题的各个要素，支持他们的观点，写出一封组织良好、结构严谨的邮件。考生应注意，邮件是发给姑姑的，因此需要以适当的语气和风格写作，使用符合写作目的的词汇。

阅读

总体而言，考生在这个问题上表现良好，显示了对要求的良好理解。大多数考生对短文有较强的理解，并有效地运用了来自两篇短文的观点，涵盖了问题中列出的三个要素。大多数考生获得了9分或以上，而且今年有越来越多的考生获得了10至12分，而那些具有较强分析和理解能力的考生则获得了13至15分。

在回答为何奢侈品商店可能受欢迎的问题时，大多数考生表现非常出色，能够从短文中提取出至少五个要点。一些能力较弱的考生主要关注的是第二篇短文的首段的要点，没有涵盖其他段落中隐含的相关要点，这些要点并没有在短文中明确陈述出来。

在回答为什么一些父母反对年轻人购买奢侈品的问题时，具备很强分析能力的考生能够准确且简洁地用自己的话提供至少四个短文中提出的理由。大多数考生对短文进行了小幅调整以书写答案，这种做法是可以接受的，并使他们能够简要地列出三到四个要点。一些考生没有清晰地指出父母反对的理由。

在回答关于如何建议父母帮助年轻人做出理性消费选择的问题时，大多数考生能够提供至少三点建议。部分考生没有向父母提供建议，而是将建议直接给到年轻人或使用了第一人称视角“我们”。

少数考生写了自己个人的经历或看法，而不是从两篇短文中提取信息来展开观点，这与题目要求不符。

一些回答清晰地呈现出考生思路的进展，包含问题中的三个要素。然而，较不成功的回答往往过于详细地阐述了短文中的少数几个观点，而没有提供更广泛的支持证据。在某些情况下，考生需要更仔细地阅读问题，以更好地理解三个要素的要求。较弱的回答有时混淆或重叠了与三个要素相关的观点，未能明确完成问题的所有要素，因此无法进入高分区间。

写作

许多考生展示了良好的使用关联词的能力，从而写出了结构良好的文章。

最优秀的考生能够妥善规划他们的作文，有效地使用关联词，并用精准和适当的语言针对读者和写作目的完成写作。

那些大量直接引用短文内容而没有重新组织观点或改述语言的回答，通常会导致无效或不令人信服的答案，因此在写作方面得不到高分。一些较弱的回答的特点是缺乏有效和有力的关联词语，或包含了书写错误的汉字，一些长句子缺乏适当的标点也会造成问题。还有些考生需要更好地理解读者是谁和写作目的是什么，以确保写作风格适当。

第三部分

问题三

总体而言，今年的考生对古文的理解的表现令人满意，并有效地回答了一些问题。考生的表现有所不同，一些考生能够自信地理解古文，并用现代汉语提供具有等同语义的答案。而另一些考生则在准确理解原文方面显得困难。能力最弱的考生完全没有尝试回答问题。

考生在学习过程中能接触各种古文无疑对他们会有很大好处，这样他们在考试中面对未见过的文章时会感到更加自如。考生还应该进一步练习将古文翻译成现代汉语，并学习古文中的基本虚词。

- (a) 这个问题考生回答得非常出色，大多数考生对“巅”字的理解很好。一小部分考生未能答对，因为他们用原文中的“巅”字组成“巅峰”来解释“巅”的含义。
- (b) 大多数考生准确地回答了问题，要么用自己的话表达，要么正确引用了“其味皆苦”。少数考生错误地回答为“大率不能甘而善苦”。
- (c) 这是一道选择题，许多考生回答得很准确，显示出对虚词“之”的很好的理解。一个常见的错误是将“之”错误地翻译成“的”。
- (d) 大多数考生能够从短文中找出答案或将其翻译成现代汉语。一些考生错误地解释了“积热”，将其理解为“积攒热量”或未理解“已”的意思。有些考生写了“已”而不是“已”，这不是正确回答，不能得分。
- (e) 具备较强古文理解能力的考生对句子“樵歌出林，则拊石而和之”表现出了很好的理解，并能够用自己的话准确回答问题，或正确引用短文中的词语回答问题。一些考生将“和之”解释为“为先生自己的歌声伴奏”，这是不正确的。
- (f) 这个问题要求考生用自己的话解释“先生”与其他人的区别。只有能力最强的考生展示了对短文中第二段相关信息的很好的理解，并用自己的话正确解释了区别。大多数考生错误地理解了问题，基于第三段中“先生”的回答，解释了他对“苦与乐”的态度。
- (g) 这个问题要求考生用现代汉语解释下划线词语的意思。能力最强的考生展示了对常用古汉语词汇的熟悉程度。较弱的回答通常包含了几个互相矛盾的备选答案，这些回答无法得分。缺乏自信的考生应被鼓励去尝试回答这些问题。
- (i) 大多数考生对这个问题回答得很好，正确地回答了“所以/因此”。在一些情况下，考生错误地将其解释为“因为”。

(ii) 大多数考生发现将“弥”在这个语境中翻译成现代汉语有难度。只有最优秀的考生能够成功作答。常见的错误包括将“弥”翻译为“逐渐”、“慢慢”、“弥漫”或“才”。

(iii) 对这个问题的回答有一定的差异。那些古汉语能力最强的考生能够提供正确的答案。在一些情况下，考生错误地将“去”翻译为“离开”、“离去”或“远离”。

(iv) 这个问题对许多考生来说比较具有挑战性。能力较强的考生能够将“则”翻译为“那么”或“那”，显示出对“则”的良好理解。能力较弱的考生则回答为“因此”或“所以”。

(h) 这个问题要求考生用自己的话总结这篇短文是如何启发现代人的，需要较好的古文知识，以及分析和总结整篇文章的能力。大多数考生能够得出“苦”与“乐”的共存或依存关系，例如“苦中作乐”或“在苦中寻找乐趣”。常见的错误是将这种共存关系解读为顺序关系，如“先苦后甜”。诸如“乐观”或“不怕吃苦”这样的答案也是不正确的。

FIRST LANGUAGE

Paper 0509/13
Reading, Directed Writing and
Classical Chinese

Key messages

Candidates need to demonstrate a good level of reading comprehension in both modern and classical Chinese. They also need to show their linguistic competence when providing answers, to produce well-organised, effective responses.

Candidates should aim to attempt every question: leaving blank spaces offers no chance of scoring a mark.

In order to do well in future, candidates should:

- ensure they read each question carefully to fully understand what is being asked. Misinterpreting questions can result in incomplete or incorrect answers, which can negatively impact overall scores. It is crucial to spend time reading thoroughly each question in **Question 1**. Paying close attention to keywords and phrases such as 'feeling', 'change', 'reflection', 'views', 'from the original text', and 'based on the whole passage' will help candidates focus on the specific requirements of each question.
- enhance the accuracy language. Striving to use precise and appropriate vocabulary and grammar in their responses can be accomplished through regular practice and by seeking feedback on their written work.
- consider the audience when completing **Question 2**. Adapting the tone, style, and content to match the audience will enhance the effectiveness and engagement of their writing.
- always allocate time for proofreading their responses to identify any mistakes or technical errors.
- use proper punctuation to ensure their answers are clear and accurate.
- increase their exposure to a diverse array of classical texts to develop greater confidence in interpreting the meanings of words and sentences. This exposure will ultimately enhance their overall language skills for **Question 3** and comprehension abilities.

General comments

Most candidates demonstrated a solid understanding of the texts and attempted all questions. Many of them appeared to be familiar with the format of the paper and understood the requirements of the questions. In general, candidates this year performed well in **Question 1** and **Question 2**. There was also an improvement in candidates' understanding of classical Chinese, which was seen in the answers to **Question 3**.

Questions requiring candidates to refer to specific information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or those which required them to deduce information from clues given in the texts sometimes challenged candidates. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question.

In **Question 1**, most candidates showed solid comprehension skills. They were able to score highly on questions that tested explicit meanings or straightforward ideas and opinions. The strongest candidates showed a thorough understanding of the questions and texts, exhibiting excellent skills in analysis and

summary, often using clear and well-chosen language to answer questions. In some cases, questions were misunderstood, or answers did not precisely address the questions.

Questions which asked candidates to explain why the author chose specific words or phrases, or the effect of those vocabulary items on the reader, were found to be difficult in **Question 1**. The most able candidates competently discussed the use of metaphors or the function of descriptive language and their effects on the reader. Inaccurate answers included using the words from the sentences to explain the words (e.g. ‘泡汤’ to interpret ‘泡汤’, ‘勉强’ to describe ‘挤出微笑’ ‘晒’ to explain ‘不饶人’) or focussed on the whole sentence instead of explaining the underlined words.

In **Question 2**, the Direct Writing task, this year's performance was very positive. Most candidates demonstrated good writing skills, addressing the audience and purpose using an appropriate tone and register. Many candidates successfully identified relevant points from both passages to address all parts of the questions. The strongest responses effectively developed and evaluated the chosen points, fulfilling all elements of the task and presenting a well-organised article.

Weaker responses were often characterised by the production of a straightforward summary of the ideas expressed in the passages; candidates should be reminded that this is not a summary task, but an opportunity to show a deep understanding of the text by using relevant information from the passages to produce a response for the given purpose.

Other responses in the mid-range did not cover all the elements of the task or did not use ideas and opinions rooted in the passages but instead used their own personal experience or knowledge. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded by not completing all the necessary elements. Candidates should also be advised to devote a small amount of time to planning before they start to write to ensure their responses are organised and coherent.

Most candidates demonstrated a good grasp of the classical text, despite difficulties when translating classical words into modern Chinese. Stronger candidates demonstrated a high level of knowledge in classical Chinese. Some weaker candidates appeared to struggle to correctly comprehend the original text, with the weakest making no attempt to answer the questions at all. While candidates are becoming more familiar with classical texts, they will benefit from further practice in accurately translating classical words and phrases into contemporary language. For the weaker candidates, it is recommended that they should have more opportunities to read a wide range of classical texts while preparing for this course, so that they become more confident in dealing with the meaning of words and sentences in the unseen texts.

Comments on specific questions

Section A

Question 1

(a) Most candidates answered this question well: they identified the two points showing ‘my’ opinions towards the old man (‘我认为老人在开玩笑 / 说不定是他的幽默感’ and ‘我认为老人老糊涂了 / 头脑不清’). A few candidates answered ‘不信任’, ‘讥讽’ or ‘不满’ to express ‘my’ attitudes towards the old man rather than ‘my’ opinion as required in the question. Candidates need to remember to check the mark allocation as a small number of candidates provided only one point rather than two.

(b) Most candidates answered correctly, analysing and interpreting why the old man did not finish his words. The most able candidates were able to identify ‘忌讳’, ‘故作神秘’, or ‘增加恐惧感’. Some candidates interpreted it as ‘同情’ or ‘自己害怕’. Others misconstrued the old man’s behaviour as contradicting ‘故作神秘’, providing answers like ‘不说我也能知道结果’ or interpreted it as ‘怕吓到我’, which contradicts ‘增加恐惧感’.

(c) Most candidates were successful. Many understood the two reasons why the old man firmly believed that no one could cross the low wall under any circumstances: because it was a local rule and there would be bad consequences of non-compliance of the rule. Some candidates only provided the example but not the consequences or used a wrong character ‘距’ in the word ‘规矩’.

(d) Most candidates answered well and successfully understood why ‘I’ convinced myself to follow the old man to take a detour was because ‘I’ didn’t want to argue with him and worried that the days ahead would be difficult otherwise.

- (e) Most candidates were able to identify 'my' first impressions of the room as '破旧' and '阴暗'. At times, '阴暗' was omitted. In some instances, candidates incorrectly responded with '小'.
- (f) This question assessed candidates' ability to understand and analyse implicit meaning in context. Many candidates successfully analysed the reason why 'I' was in a hurry to go out after dinner: to be curious to know what will happen if 'I' cross the wall. Some candidates interpreted my leaving as merely going to the bar or having a look at the wall were not successful.
- (g) Candidates answered this question generally well. They needed to use their analytical skills to specify how the author felt after crossing over the low wall. Stronger candidates used their own words to describe the author's feelings accurately. Some candidates were not successful as they copied the phrase '犯罪般地屏息' from the text. and '犯罪般' described the act of '屏息' and did not answer the question. Some weaker responses focused on the process of crossing the low wall instead of analysing the feelings.
- (h) This question tested candidates' ability to understand how the author used language to achieve effects and influence readers. Candidates needed to interpret what the underlined words/phrases meant in the context or what the author wanted to illustrate in using them. Most questions are worth two marks, which means that two points were needed to answer those questions.
- (i) Only the most able candidates successfully explained that 'I' was afraid that the plan would fail. A few candidates quoted the original word '泡汤' in the text without explaining its meaning. Some candidates interpreted the underlined phrase as reflecting 'my' view of the old man, such as '头脑不清', which was not evident from the sentence given.
- (ii) Many candidates answered this question well. Some candidates tried to explain '挤出微笑', ignoring the implicit meaning on why 'I' have to do so i.e. '不同意老人的说法'. Some candidates used the word '勉强' from the original text as their answer, which was not rewarded.
- (iii) Most candidates correctly answered that the sun was very big/strong/hot or used other alternative words. Strongest candidates also interpreted the implied meaning that it was unbearable. Some weaker responses repeated the words in the question e.g., 晒 which could not be rewarded.
- (iv) Only the most able candidates answered correctly. Those with a high level of analysis and inference skills also showed the rule was old/the content was boring. Some candidates were able to deduce that 'I' disliked the rule from the underlined phrase. Many candidates analysed the whole sentence and focused on '重复地循环着' which was not underlined, therefore did not answer the question.
- (v) Most candidates successfully explained that the underlined phrase indicated 'I' was nervous, and the environment was quiet. A small number of candidates only attempted to answer one point and could only achieve one mark.

Section 2

Question 2

Candidates were tasked with writing an email to their aunt because she aunt wanted to open a shop near the school to sell luxuries and hoped to know young people's thoughts about this. The email had to incorporate and appropriately develop ideas from passages 2 and 3, covering the three specified areas of the question. In order to reach the highest marking bands, candidates needed to ensure they had addressed all aspects of the question, supporting their ideas with details from the passages and producing a well organised and carefully structured email. It was important for candidates to remember that the email was sent to their aunt and should be written in an appropriate tone and style, using suitable vocabulary for the purpose.

Reading

Overall, candidates performed well on this question and have shown a good understanding of the requirement. Most candidates demonstrated a strong understanding of the passages and effectively used and developed the ideas from both texts to cover the three areas outlined in the task. Most candidates

achieved 9 marks or more, with an increasing number scoring 10–12 marks this year and those with strong analytical and comprehension skills scoring 13–15 marks.

When addressing the question of why luxury stores might be popular, most candidates performed very well and were able to extract at least five points from the passages. Some weaker candidates focused mainly on the points found in the first paragraph of passage two and did not cover the relevant points embedded in other paragraphs that were not explicitly stated.

When answering why some parents oppose young people buying luxury goods, candidates with strong analytical ability could accurately and concisely provide at least four reasons from the original texts in their own words. Most candidates made a small adjustment to the original texts to compose their responses, which was acceptable and allowed them to outline three or four points briefly. Some candidates did not clearly indicate the reasons of parental opposition.

When addressing the question of advising parents on how to help young people make rational spending choices, most candidates were able to produce at least three points. Some candidates did not give advice to parents. Instead, they directed their advice to young people or used the first-person perspective '我们'.

A few candidates wrote about their own personal experiences or opinions rather than selecting information from the two passages to develop the ideas, which was not relevant.

Some responses presented a clear progression of ideas relating to the three areas of the question. Less successful responses tended to elaborate excessively on a small number of points from the texts, rather than offering a broader range of supporting evidence. In some cases, candidates needed to read the question more carefully to ensure a greater awareness of the requirements of the three areas of the question. Weaker responses sometimes mixed up or overlapped ideas relating to the three points to be covered by the question, which did not show that all elements of the task had been clearly fulfilled and thus meant they could not be placed in the higher marking bands for reading.

Writing

Many candidates demonstrated a good use of conjunction words to generate a well-structured article.

Most able candidates were able to properly plan their essays, effectively using conjunctions and a precise and appropriate language targeted to the audience.

Responses which relied on considerable lifting of materials from the texts without reorganising the ideas or paraphrasing the language often resulted in an ineffective or unconvincing answer and therefore did not score highly for writing. Some weaker responses were characterised by an absence of good and powerful connectives or contained incorrectly written characters; long sentences were also problematic if appropriate punctuation was missing. Some candidates needed a better awareness of audience and purpose to ensure the writing was of an appropriate style.

Section 3

Question 3

Overall, this year candidates demonstrated a satisfactory understanding of the classical passage and managed to handle some questions effectively. Performance varied, with some candidates confidently understanding the classical Chinese and providing answers in modern Chinese with equivalent semantic meanings. Others appeared to struggle to correctly comprehend the original text. The weakest candidates made no attempt to answer the questions.

It would undoubtedly be beneficial for candidates to be exposed to a range of classical texts while learning, so that they feel comfortable dealing with unseen texts in the assessment.

Candidates should be practise further translating classical language into modern words and learn the basic function words in classical texts.

- (a) The responses to this question were excellent; most candidates displayed a good understanding of the word '巅'. A small number of candidates was unsuccessful as they used the original character '巅' to form '巅峰' to explain the meaning of '巅'.
- (b) Most candidates answered accurately either in their own words or by correctly quoting '其味皆苦'. A few candidates incorrectly answered '大率不能甘而善苦'.

(c) This was a multiple-choice question and was answered correctly by many candidates, showing a good understanding of the functional word '之'. A common error was incorrectly translating '之' into '的'.

(d) Most candidates were able to identify the answer from the text or translate it into modern Chinese. Some candidates misunderstood '积热' as '积攒热量' or did not understand the meaning of '已'. Some wrote '己' instead of '已', which was not a valid response.

(e) Candidates with strong classical Chinese comprehension skills demonstrated excellent understanding of the sentence '樵歌出林, 则拊石而和之' and answered the question accurately either in their own words or by correctly quoting the words from the text. Some candidates explained '和之' as '为先生自己的歌声伴奏', which was incorrect.

(f) This question required candidates to use their own words to explain the difference between '先生' and other people. Only the most able candidates displayed a good understanding of the relevant text from the second paragraph and explained the difference correctly in their own words. Most candidates misunderstood the question and provided their answers based on the words from '先生' in the third paragraph, explaining his attitude towards '苦与乐'.

(g) This question required candidates to explain the meaning of the underlined words in modern Chinese. The most able candidates displayed familiarity with commonly used classical Chinese vocabulary. Weaker responses often contained several alternative answers, sometimes contradicting each other, which could gain no credit. Candidates with less confidence are encouraged to make an attempt to answer the questions.

(i) Most candidates responded well to this question with the correct answer of '所以/因此'. In some instances, candidates incorrectly interpreted it as '因为'.

(ii) Most candidates found translating '弥' into modern Chinese in this context challenging. Only the strongest candidates were successful. Some common mistakes included translating it to '逐渐' or '慢慢' or '弥漫' or '才'.

(iii) There was a range of responses to this question. Candidates with the strongest ability in Classical Chinese managed to provide the correct answer. In some cases, candidates incorrectly translated '去' into '离开' or '离去' or '远离'.

(iv) This question was challenging for many. Stronger candidates were able to translate '则' into '那么/那', showing good understanding of the word '则'. Weaker candidates answered '因此' or '所以'.

(h) This question required candidates to use their own words to summarise how this short text inspired modern people. A good knowledge of classical Chinese was necessary, as well as the ability to analyse and summarise the whole text. Most candidates could identify the coexistence or dependence relationship of '苦' and '乐', with answers such as '苦中作乐' or '在苦中寻找乐趣'. A common mistake was to interpret the coexistence as a sequential relationship, such as '先苦后甜'. Answers such as '乐观' or '不怕吃苦' were not correct.

FIRST LANGUAGE CHINESE

Paper 0509/22_Chinese
Writing

主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕问题展开，中心明确集中，内容相关；
- 表现出原创性思维；
- 清晰而形象地表达出所思、所感与所想象的内容；
- 避免俗套，适当表达真实的个人感受；
- 恰当地运用多种复杂句式和表达方式；
- 准确有效地使用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文 (an argumentative essay) 中，需要对问题明确地表明或赞同或反对的观点，并援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在讨论文 (a discursive essay) 中，需要在多角度分析讨论的基础上，对问题提出一个无偏颇的中立看法，并分别援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在描写文 (a descriptive essay) 中，需要以适当的细节描写，有效地描述出生动的画面或形象。
- 在记叙文 (a narrative essay) 中，需要讲述一个完整的、包含必要冲突和高潮的故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生表现令人满意。他们能在第一部分完成一篇议论文或讨论文，在第二部分完成一篇描写文或记叙文。考生在语言运用方面体现出不同程度的流利性和复杂性。绝大部分考生能在规定时间内，完成两篇 400 字到 600 字的文章。考生分数分布在各个分数段中。

风格和准确性

在风格方面，很多文章能够有效地运用适当的表达形式和复杂的句子结构，写出行文流畅、表意清楚、结构清晰的文章。得分较低的文章通常有用词重复、过分口语化等特点；这些文章需要词汇和表达更加丰富，确保语言风格与文体相适应。

在准确性方面，许多考生表现出较强的语言能力和语法运用能力。他们能正确使用简单句和复杂句式，采用适当的语体风格完成写作任务。得分较高的作文通常用词准确，能正确使用成语、俗语、诗词和文言文来传达内容。然而，很多考卷中也相当普遍地存在着句式杂糅、复杂句出错、长句子成分残缺等情况；有些句式明显受到英语语法的影响，比如，用“和”连接两个句子。

一些考生能做到汉字书写正确，但也有很多考生出现写错别字的现象。建议考生更加透彻地理解所使用的字词的含义，同时应该更加仔细地检查书写，避免因同音字/词、近音字/词导致的错误。尽管考生可以使用简体字或繁体字答卷，但应该尽量避免在一篇文章中繁体简体混用的情况。考生应该避免在文章中使用拼音；如果不会书写某个字词，可以考虑用同义或近义的字词代替。

大部分考生能正确使用标点符号，但仍有部分考卷出现全段使用逗号、只在结尾使用一个句号的情况；也有的文章因标点符号错误，或缺少必要的标点符号而导致阅读和理解困难。标点符号的书写应该符合规范。

总体来说，大部分考生在汉字书写、标点和语法方面仍需要进一步加强。考生应该尽量把字写得工整，容易辨识，字号大小合适，要确保考官能够看清楚，能够识别，避免因书写过于潦草或字写得太小而影响理解。为了在风格与准确性方面有更好表现，考生应尽量避免使用过于简单和平淡的语言，应仔细斟酌和选择合适的词汇、表达方式和句式来提高语言质量。

内容与结构

在第一部分的问题中，绝大部分考生能意识到议论文与讨论文的区别：议论文题目（第一题和第二题）需要考生证明为什么“同意”或“不同意”某个说法；讨论文题目（第三题和第四题）下给出的要点提示，可以帮助考生更加清晰而富有逻辑地组织全文。为了在讨论文中取得理想成绩，建议培养考生批判性看待问题的能力，应该能对问题从正反两个方面展开讨论。考生要仔细阅读题目，尤其是“必须包括”的几个要点，要确保文章以符合逻辑的方式论及每一点。

为了写好第一部分的作文，建议考生在平时多积累和使用更有说服力的论据材料。如果时间允许的话，考生可以在正式写作之前草拟一个简要提纲，这可以确保文章结构更加富于逻辑性，避免偏题、跑题。写作提纲对第一部分作文尤其重要，因为它可以确保议论文专注于对问题或赞同或反对的观点，也可以让讨论文对问题保持一个不偏不倚的中立看法。

在第二部分的问题中，有些考生混淆了描写文和记叙文这两种文体的区别，这在一定程度上影响了分数。例如，第五题要求考生描写参观废品回收站时看到的景象和自己的感受，但有的考生详细讲述了一个老师带领同学去参观废品回收站的故事，使文章的记叙成分多于描写成分。相反，第七题本应叙述一次在旅游中感受到文化差异的经历，但有的考生却将过多的笔墨用于描写自己的感受上，而忽视了去讲述一个具有开端、发展、高潮和结局的旅游经历。

为了避免这种情况，考生应该加强文体意识，有针对性地加强对描写文或记叙文的文体技巧训练。写好描写文的关键之一是将重点放在描写场景或人物上，而不是在讲述故事上。优秀的描写文通常画面感强，景物生动，人物形象鲜明而栩栩如生，全文结构紧凑；好的描写文通常包含着大量地经过精心选择和刻画的感官细节描写，运用各种描写手法，读起来令人有身临其境之感。成功的记叙文通常运用倒叙、插叙、补叙等不同手法，精心设计情节，铺垫高潮，使文章结构平衡而完整；同时，记叙文也应包含细腻的肖像、环境、心理、动作等描写，这些描写是为叙述故事服务的。为了写好记叙文，教师应该训练学生设计故事情节的能力，尤其是如何设计高潮、营造张力和冲突。考生应该在动笔之前构想好如何讲这个故事，即如何安排故事情节的开端、发展、高潮和结局。

要想在第二部分取得好成绩，认真审读题目同样至关重要，要学习抓住题目中的关键词，比如第六题中的“当时的场景”和“你的心情”，第七题中的“旅游”和“文化差异”。考生应该紧紧围绕着题目中关键词展开写作，这样才能避免偏题、跑题。

关于各题的评论

第一部分——议论文与讨论文

第一题：（议论文）

“社交媒体平台为年轻人提供了一个赚钱的最佳机会。”你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

许多考生都能够论点相对明确地完成写作任务。他们通常在第一段开门见山地表明“同意”或“不同意”题目中的说法，随后能够应用相关的论据或观点来支持自己的论点，大多数考生能以符合逻辑的方式层层推进论证，最终得出结论。

得分较高的文章都能做到论点高度集中，有效运用各种论证方法，选用了很有说服力的论据来支持自己的观点。例如，同意题目中说法的学生可能会提到社交媒体平台为每个人提供平等机会、它具有灵活性和自主性等；从另一方面看，有些考生也令人信服地论证了自己为什么不同意这个说法，比如通过社交媒体赚钱的限制和面临的挑战等，文章同样很有说服力。

有些得分较低的考生没有很好地抓住题目的重点。例如，有的考生混淆了社交媒体平台与网红经济的概念，把论述重点放到讨论网红现象上；另一些人讨论了传统的高薪工作和职业发展的优势，或者详细介绍了如何在社交媒体上赚钱，但没有围绕题目提出的核心问题展开深入分析。为了避免这类问题，考生首先应该读懂题目，透彻理解要讨论的问题，围绕着这个问题寻找有说服力的论据，展开逻辑论证。

第二题：（议论文）

很多家长认为孩子能进一个好学校比什么都重要。你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

大多数选择这个题目的考生都“不同意”孩子进入好学校是首要任务的说法。一些得分较高的考生能够运用有说服力的、且与论点相关的事事实论据和理论论述，展开令人信服的、符合逻辑的论证过程。例如，有的考生在表明自己“不同意”的观点后，从讨论“什么样的学校才是好学校”入手，论证家长优先考虑的应该是孩子的身心健康和快乐，而不是进入“唯成绩论”好学校；另外，家长还应该顾及孩子的兴趣和爱好，不应该为了进入好学校而牺牲了孩子的特长。他们在论证过程中运用了著名人物的事迹或个人经历作为例证，使文章比较有说服力。有些优秀的文章还列举出反方观点并予以驳斥，进一步证明自己论点的正确性，使文章更加具有说服力。得分较高的文章通常句式严谨且多样化，词汇丰富而准确，语体风格适当。

有些考生应该注意议论文的风格，避免在列举事实论据时过于细节化地叙述事件或例子，占用了大量篇幅，使文章的记叙成分看起来过多，他们应该将重点放在深入剖析论据上。有些得分较低的考生混淆了议论文和讨论文的区别，错误地将重点放在讨论“好学校”的优点和缺点上；他们应该将重点集中放在分析为什么“同意”或“不同意”这个说法上。为了提高分数，考生应该练习如何选择有说服力的事实论据，并学习如何将其适当地表述出来。

第三题：（讨论文）

最近，学校组织你们全班参加了一个语言展。在会展上你看到了各种翻译器的演示。老师让你就你的所见写一篇文章。文章必须包括以下几点：

- 掌握一门外语的重要性
- 使用翻译工具的利弊
- 你认为青少年怎样才能学好外语。

很多考生选择了这个题目。他们的文章涵盖了题目中给出的三个要点，大多数结构比较合理，并提供了相关的统计数据、事实论据等来支持自己的论点。得分较高的考生体现出对学习外语重要性的深入理解，进而全面分析了使用翻译工具的优点（例如出国旅行时的便利），并以全面而客观的方式呈现出翻译工具的缺点（例如有时缺乏准确性）。他们也对青少年如何学好外语提供了合理的建议，例如沉浸在外语环境中进行学习。

部分考生需要进一步加强审题能力的训练。例如，有些考生将本题中的“学习外语”缩小到“学习英语”，通篇只论述学习英语的重要性和如何学好英语，而不是将学习英语作为一个论据，这样难免出现以偏概全的现象。有些考生只讨论了翻译工具的利处或弊处的一个方面，没有完全完成写作任务。得分不高的试卷通常论证偏于简单枯燥，缺乏有说服力的例证，论述缺乏逻辑性等。为了提高分数，考生需要仔细审读题目，对几个要点的讨论要体现出逻辑性，事实论据要有说服力，理论论述要切题。

第四题：（讨论文）

有的年轻人为了远离职场或者是学习中的不良竞争，选择“躺平”，也就是说对这些行为不予理会。请就此给某青年网站写一篇文章。文章必须包括以下几点：

- 什么是良性竞争
- “躺平”的好处和坏处
- 年轻人如何快乐生活。

大多数选择这个题目的考生都质量很好地完成写作任务，都讨论了题目中要求的三个要点。写得较好的考生先是明确表明自己对良性竞争的理解，比如，以公平和道德的方式、比他人更好或更快地实现目标。在文章主体部分，他们通常先简单地解释“躺平”的涵义，然后全面而客观地审视这种生活方式的好处（例如，可以减少压力，可以专注个人兴趣和爱好等）与坏处（导致缺乏前进动力和人生抱负，限制职业发展等）。他们还就年轻人如何快乐生活提出几点建议。

得分较高的考生能够以符合逻辑的方式将议论文的各个部分连接起来，论点突出，段落内部的句子排列有序，体现出很强的逻辑性。这些文章语言风格得体，体现出考生有能力运用适当的表达方式和丰富的词汇来传达思想。他们能够避免意思重复或简单枯燥的讨论，能运用相关的事实论据或观点来支持他们的论点。有些得分较低的考生应该避免过多细节地叙述个人经历或某个具体事件，这可能导致对问题的分析和议论缺乏深度。

第二部分——描写文与记叙文

第五题：（描写文）

老师带全班同学去了一个废品回收站。描写你看到的景象和你当时的感受。

选择这个题目的考生的表现总体上令人满意。大多数考生能够做到详细地描写某个废品回收中心的几个场景，并相应地描述了他们的感受。写得较好的文章通常采取移步换景的方式，从不同位置和角度来描述周围环境，视角灵活，增加了描写的深度和广度。这些考生能够提供多角度的感官细节描写，例如听觉、视觉、味觉和触觉体验等，传达出废品回收站里忙碌、脏乱或井然有序的工作环境。在这些描述的基础上，他们表达了对于现代人浪费自然资源、人类污染环境的担忧，并表示在未来生活中避免浪费和保护环境的决心。得分最高的考生在描述场景的过程中，自然地融入自己的感受和想法，做到了情景交融，而不是将场景描写和感受描写生硬地分成截然不同的段落。这些文章还通常展示出较高水平的语言技巧，例如，使用准确的复杂句式，词汇和表达方式有效而达意，语言丰富等。

得分偏低的考生大多使用简单的词汇来描述周围环境和自己的感受。这些文章需要描写更多细节，增加画面感，让读者有兴趣读下去。另一个常见问题是，有些考生花了大量的笔墨来描写自己参观回收站的感受，但对回收站的场景描写方面却显得明显不足，或者过多场景描写而在感受方面显得单薄；这种情况导致部分考生没有完全实现写作任务：描写看到的场景和当时的感受。此外，有些考生将这篇描写文写成了记叙文，重点讲述了一个学校组织参观废品回收站的故事，而不是描述参观的场景和感受。

第六题：（描写文）

你终于见到了你的偶像，描写当时的场景和你的心情。

有些考生通过一系列精心构思的场景，生动地描述了在演唱会见到了期待已久的偶像、或在机场、火车站偶然遇见偶像的情景。这些文章应用了丰富的词汇和复杂的句式，来描述令人激动的场面和他们的兴奋之情。例如，那些写在演唱会上见到偶像的文章，详细描写了演唱会的各种细节，如宏大的场地和耀眼的装饰、大量的观众和歌迷、令人眼花缭乱的灯光等，来烘托气氛和表现见到偶像的心情；他们还通过描写其他观众的情绪反应和面部表情，来间接地烘托自己的兴奋情绪。有些文章成功地通过一系列感官描写，自然地反映出他们的情绪。有的考生运用移步换景的描写手法，反映观察者从表演场地外部进入内部、或者从远到近的视角变化；有的考生通过时空跨越的手法表达他们对偶像的热情和感受，使心情的表达富有变化。

一些得分较低的考生需要加强描写文的写作技巧训练。有些文章因为重点记叙了见到偶像的全过程而显得记叙成分多于描写成分，使得文章整体上更像记叙文而不是描写文。有的文章写成了一个带有开头和结尾的故事，列举出参加演唱会时发生的主要事件。一些考生不适当当地花了大量篇幅来讲述他们如何爱上自己的偶像，或者如何成功地购买到演唱会门票，描写重点没有放在描述场景和氛围上。因此，学生要加强审题，要专注于题目所要求的内容，这样才能写出适合该文体的作文。

第七题：（记叙文）

叙述你在旅游中感受到文化差异的一次经历。

一些选择这个题目的考生生动地讲述了自己或与家人一起，在某次国外或国内旅行中体验到文化差异的有趣故事。得分较高的考生大多能通过想象力丰富且有趣味的故事，有效地展示了文化差异引起的误解，反映出由于文化差异引发的冲突和张力，以及最终通过沟通和理解来化解矛盾。得分较高的文章都体现出较强的语言能力，文章大量运用结构严谨的复杂句式、准确的词汇和适当的表达方式，并提供了充足的细节描写来丰富故事。故事情节的开端、发展等各个部分也体现出精心的设计，通常都有引人入胜的冲突和高潮，并在文章结尾处揭示事件的涵义或自己的感受。人物和故事场景通常真实可信。

有些考生需要学习和提高营造故事高潮的技能，因为有些得分较低的文章以平铺直叙的方式呈现出一个有开头、有结尾的故事，但缺乏趣味性，未能成功地吸引读者。有些考生只是罗列出他们在某地旅行中看到的事物，而没有站在反映文化差异的角度来讲述一次旅行经历。此外，还有些考生通过第一、第二、第三的列举方式对比两个地方的文化差异，而不是讲述让他们感受到文化差异的旅行经历。这些都偏离了题目的要求。为了在记叙文中取得好成绩，建议考生在写作文前写一个故事梗概，清楚地规划出文章的开头、主体和结尾部分。

第八题：（记叙文）

以“我从未见过这么蓝的天空……”为情境，写一个故事。

选择这个题目的考生大多能讲述一个与“蓝天”有关的故事。文章能够体现出清晰的故事情节，人物和场景设置比较令人信服。写得较好的文章在结构上更加完整紧凑，首尾呼应，故事情节引人入胜。有的考生成功地运用了倒叙、插叙或环境描述等手法，创造出富有真情实感的故事。例如，他们以蓝天为线索，记叙了与已故亲人相处时发生的故事。一些考生运用富有想象力和创造性的情节，讲述了一个发生在未来情境中的故事，富有创新性。例如，在一个未来环境被人类污染或战争破坏的故事中，蓝天象征着希望或美好。得分较高的文章的各个部分精心安排，高潮部分处理得当。

Cambridge International General Certificate of Secondary Education
0509 First Language Chinese June 2024
Principal Examiner Report for Teachers

有些文章过于平铺直叙，叙事简单，故事缺乏高潮。还有些考生把重点放在描写蓝天的美丽以及他们对此的感受上，这使得文章的描写成分过多，而不是讲述一个故事。为了提高分数，建议训练和提高考生营造冲突和高潮的技巧，以及练习如何运用叙事手法使故事读起来更有趣味性。

FIRST LANGUAGE CHINESE

Paper 0509/22

Writing

Key messages

To score well in either section, candidates need to:

- have an accurate understanding of the question in order to produce a focused and relevant response;
- demonstrate original thinking;
- demonstrate the ability to use a wide range of sophisticated structures and expressions appropriately;
- express thoughts, feelings, or imagination clearly and effectively;
- avoid clichés and articulate genuine personal experiences when appropriate;
- make accurate and effective use of paragraphs, grammatical structures, and punctuation.

Candidates should also strive to achieve the following in each essay genre:

- in an argumentative piece, candidates need to present a clearly stated view with supporting ideas and evidence in the form of facts or examples. These should be structured in a logical and progressive manner with sufficient maturity and complexity.
- in a discursive piece, candidates need to present a balanced view with opinions from more than one perspective. The arguments should be developed with supporting evidence from all sides and structured in a logical and progressive manner with sufficient maturity and complexity.
- in a descriptive piece, candidates need to describe a vivid scene in an effective manner and with sufficient detail.
- in a narrative piece candidates need to tell a story (real or imagined) which includes complexity, tension and climax.

General comments

Most candidates performed well in this year's examination. Many candidates were able to present a complex argument or a balanced view on their chosen question in **Section 1**. They also coped well with the narrative or descriptive essays, displaying effective images/scenes or a complete story in **Section 2**. Many candidates demonstrated an assured use of language throughout, with different levels of fluency and sophistication. Nearly all candidates were able to produce a complete essay of between 400 and 600 characters within the allotted time. A full range of performances was seen across all four types of writing.

Style and Accuracy

Style: Many candidates were able to produce sophisticated pieces of writing, exhibiting a satisfactory range of expressions, complex sentence structures, and very good organisation of ideas. They wrote fluently, employing a wide range of structures and expressions. Weaker candidates used repetitive language and excessive use of colloquial expressions. Such answers needed to include a greater variety of vocabulary and expressions suitable for formal writing. Being more careful and precise in the use of expressions will improve the quality.

Accuracy: Many candidates produced essays which were highly accurate and demonstrated a good grasp of Chinese grammar. They were able to use well-constructed sentences and write in an appropriate tone and register. The stronger candidates consistently demonstrated effective and sophisticated language, incorporating ambitious vocabulary and idioms, as well as well-structured complex sentences that clearly conveyed their viewpoints. However, it was quite common for many candidates to incorrectly mix elements of several different sentence structures, especially for long complex sentences. Furthermore, some candidates' use of Chinese sentence structures showed interference from English grammar, for example, using 和 (and) to link independent clauses in Chinese.

Many candidates were able to showcase a wide range of vocabulary using a variety of characters, although some candidates needed to ensure they produced the correct characters to express the intended meaning. More careful checks of the work and a better understanding of homophones/homonyms will help improve the accuracy. Candidates are reminded that while both simplified and traditional characters are acceptable in this paper, it is good practice to be consistent and to avoid mixing the two systems within the same piece of writing; they should also avoid using *Pinyin* in their essays.

Most candidates demonstrated a confident use of punctuation. Some candidates could improve in this area by using commas and full stops more effectively. Some essays only used a full stop at the end of each paragraph, relying heavily on the use of commas, which made the compositions difficult to read.

In general, improvements could still be made in the use of characters, punctuation, and vocabulary. Candidates should take care to write clear and legible characters of a reasonable size to ensure the examiner can read and fully credit what has been written. Candidates should try to avoid the use of basic and plain language expressions; instead, employing appropriate and carefully chosen vocabulary, phrases, and sentence structures would improve the language quality and achieve a higher level in **Style and Accuracy**.

Content and Structure

In **Section 1**, most candidates appeared to be aware of the difference between an argumentative structure that focuses on one side of a given topic and a well-balanced, two-sided discursive structure. With the help of the bullet points listed under discursive questions, candidates were able to structure their essays in a clear and logical way.

To achieve better performance in discursive writing, candidates should critically examine the topic, offering both sides of the debate. Candidates need to read the question carefully, particularly the bullet points listed for the question, and ensure they fully address all the points in a logical way. Candidates should be encouraged to provide a wide range of convincing supporting facts for both argumentative and discursive tasks.

Planning a brief outline within the allotted time would help candidates achieve a logical structure and avoid writing irrelevant material. Having a plan for argumentative and discursive writing is particularly important as it helps candidates to keep their writing focused on either a persuasive one-sided argument or a balanced account, as needed.

In **Section 2** some candidates needed to remember the difference between the two types of writing: descriptive tasks and narrative tasks. In **Question 5**, asked to describe the surroundings of a recycling centre and their feelings in a school visit. Some candidates told detailed stories of the visit, making the writing more narrative than descriptive. Conversely, some candidates chose to write a narrative task about a travel story experiencing cultural differences in **Question 7** but devoted a large part of the writing to descriptions of their feelings.

To achieve a better performance, candidates are advised to focus on the type of essay chosen and to practice the writing skills relevant to the task.

A good descriptive writing focusses on description rather than storytelling, always presents relevant, well-defined, and well-developed images, ensuring a secure and coherent structure. The work should include carefully chosen sensory details and utilise various descriptive devices to ensure the images and pictures are vivid and realistic.

In successful narrative essays, various narrative devices, such as flashbacks and time lapses, contribute to a complex and sophisticated structure with a well-managed climax. Well-balanced stories are consistently engaging and readable, using detailed and appropriate descriptions naturally.

To achieve a better performance in **Section 2** tasks, it was very important to carefully scrutinise the key words in the questions, such as ‘当时的场景’ and ‘你的心情’ when meeting your idol in **Question 6**, and ‘旅游’ and ‘文化差异’ in **Question 7**, which could help keep the writing relevant to the question. Improvements in candidates’ plot development skills would help their narrative writing, particularly focusing on how to manage the climax and build up tension. Candidates should have an idea of a storyline before starting to write. This should contain the necessary elements of a short story, such as exposition, rising tension, climax, resolution, etc.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1

‘社交媒体平台为年轻人提供了一个赚钱的最佳机会。’ 你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

Many candidates who chose this question were able to fulfil the task with a good sense of purpose. They presented a clear position on whether they agreed or disagreed that social media platforms provide young people with the best opportunity to make money in the first paragraph. They then applied relevant facts and ideas to support their viewpoints. Most candidates developed every stage of the argument, and linked them in a logical way, leading to the conclusion.

Stronger candidates used arguments that were focused and effectively applied various argumentative techniques to present their position. Those who agreed with the statement mentioned, for example, social media platforms offering equal opportunities to everyone. Arguments disagreeing with the statement included limitations and challenges of earning money through social media.

Less successful candidates did not answer the question. Some confused the concepts of social media platforms with the economy of internet celebrities and shifted the focus to discussing internet celebrities. Others discussed the advantages of traditional well-paid jobs and career paths or provided detailed information on ways to make money on social media without analysing them in depth. To achieve better performance, these candidates should focus on the argued question, and their arguments should be supported by persuasive facts and ideas.

Question 2

很多家长认为孩子能进一个好学校比什么都重要。你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

Most candidates who chose this question disagreed that parents should prioritize getting their children into a good school above all else. Some stronger candidates started with discussing the definition of a ‘good school’. They then argued that parents should prioritize their children’s health and happiness above getting into a good school, and that the children’s interests and passions should be taken into account. These candidates presented persuasive and coherent arguments, including convincing and relevant facts, such as their own personal experiences and celebrity deeds. Best responses managed to describe and refute opposing viewpoints to create a compelling case that the argument being presented was correct. These were always presented through a variety of well-constructed and complex sentence structures, accurate vocabulary and an appropriate register and tone throughout.

Candidates should be aware of the style of argumentative writing and avoid narrating facts too much, to ensure they present in-depth arguments. Weaker candidates confused the differences between an argumentative task and a discursive task as they discussed the pros and cons of ‘good schools’ instead. Some provided too many details and information using their own or celebrities’ educational experiences as supporting facts, which led to a lack of appropriate register, tone, and depth of analysis. Candidates need to practise choosing persuasive facts and ideas and stating them accurately.

Question 3

最近，学校组织你们全班参加了一个语言展。在会展上你看到了各种翻译器的演示。老师让你就你的所见写一篇文章。文章必须包括以下几点：

- 掌握一门外语的重要性
- 使用翻译工具的利弊
- 你认为青少年怎样才能学好外语。

. Most candidates chose this question in **Section 1 and** were able to cover all three bullet points with a sound structure, providing relevant supporting facts to strengthen their discussions. Strong responses

demonstrated a good understanding of the importance of learning a foreign language. They comprehensively analysed the advantages of using translation tools (e.g. convenience for travelling abroad), and presented the disadvantages (such as to the risks of inaccuracy) in a balanced and objective way. They also provided reasonable suggestions on how to learn a foreign language effectively, for example immersion in a foreign language environment.

Some candidates narrowed the topic of learning a foreign language to learning English, instead of using English as an example. Some responses only discussed one side of the discussion. Less successful responses usually developed the discussion in a straightforward way, without supporting facts or ideas. Candidates need to read the question carefully, address all of the bullet points in a logical and coherent way and provide relevant supporting facts and discussions to strengthen their ideas.

Question 4

有的年轻人为了远离职场或者是学习中的不良竞争，选择‘躺平’，也就是说对这些行为不予理会。请就此给某青年网站写一篇文章。文章必须包括以下几点：

- 什么是良性竞争
- ‘躺平’的好处和坏处
- 年轻人如何快乐生活。

Many candidates answered this question. Most fulfilled the task well and covered all the required bullet points. Stronger candidates expressed clearly that in healthy competition, individuals strive to achieve a goal or perform better than others in a fair and ethical manner. In the main part, able candidates always began by explaining the ‘lying flat lifestyle’ first, which involves people choosing to opt-out of competition altogether and focusing on living a simple and low-stress life. They then presented a balanced and objective examination of the lifestyle by discussing its advantages (reducing stress, allowing people to focus on their hobbies and interests...) and its disadvantages (leading to a lack of motivation and ambition, limiting career growth...). They also suggested various methods for how young people can live a happy life.

Most able candidates developed all stages of the discussion and linked these logically. The sentences were well-sequenced within paragraphs. The candidates were able to use an appropriate register and tone throughout, along with a good range of expressions, to analyse and summarise their points. They were able to avoid repetitive and straightforward discussions and applied relevant facts and ideas to support their opinions. Candidates should also be aware of the style of discursive writing and avoid narrating their personal experiences too much, as it may sacrifice in-depth discussion.

Session 2 – Descriptive and Narrative

Question 5

老师带全班同学去了一个废品回收站。描写你看到的景象和你当时的感受。

The overall quality of responses was satisfactory. Most candidates presented several detailed scenes and images of a recycling centre and described their feelings accordingly. Strong responses described the surroundings from different locations and angles, with the movements of the writer, to add depth to their descriptions. They provided various sensory details of the place, such as sights, sounds, smells, tastes and tactile experiences, conveying the busy atmosphere of the centre. Through these descriptions, they expressed their concerns about natural resources being wasted and the pollution caused by humans. They committed to avoid waste and to protect the environment. Strongest candidates consistently integrated feelings and thoughts into scene descriptions rather than separating them into different paragraphs. These responses also displayed high level language skills: they used a variety of well-constructed and complex sentences, effective vocabulary and appropriate expressions to convey the surroundings of a recycling centre.

Weaker candidates described the surroundings and feelings using straightforward and simple vocabulary. They needed more details to be more engaging and to capture reader’s interest. Another common issue was that candidates wrote at length describing their feelings and included only limited descriptions of the scenes, or vice versa, creating an unbalanced piece. Additionally, some candidates developed this topic as a narrative task, focusing on telling a story about a school trip to a recycling centre instead of describing the scenes and feelings of the visit.

Question 6

你终于见到了你的偶像，描写当时的场景和你的心情。

There were some very good responses to this question. Candidates vividly described the atmosphere by presenting a series of well-developed images of meeting their idols in a concert or encountering them at an airport or a train station. These responses used ambitious vocabulary and complicated sentence structures to describe the stunning scenes and their feelings of excitement. To convey the atmosphere at the concert, they included a variety of details: the way the venue was decorated, the large number of participants, the fluttering brightly coloured lights, etc. The sense of excitement was also captured through the emotional reactions and facial expressions of the participants. The descriptions also depicted successfully what was heard or felt by the participants, and their feelings were naturally conveyed via a series of sensory details. Descriptive devices, such as the movements of the writer, were applied to reflect the change of perspective from outside to inside the venues or from a distance to a close-up. Some candidates created a short time span to express their passions and feelings about their idols to enhance the descriptions.

Once again, there were examples of responses adopting a more narrative than descriptive approach. Some candidates focussed on how they fell in love with the idol, or how they successfully bought tickets of the concert instead of describing the scene and atmosphere. This approach sometimes took the form of a list of the events of the concert in a straightforward story with a beginning and ending. It is important that candidates focus on what is asked in the question to ensure that their responses are appropriate to the genre.

Question 7

叙述你在旅游中感受到文化差异的一次经历。

Some candidates who chose this question told interesting stories in which they experienced cultural differences during an overseas or in-home trip. Stronger candidates effectively created imaginative and engaging stories, often involving misunderstandings, to portray conflicts and tensions caused by cultural differences. They applied well-constructed sentence structures, accurate vocabulary and appropriate expressions and provided sufficient details to enrich their stories. In successful responses, the balance of different sections of the story was carefully managed, and the characterisation and setting were fully convincing with the support of detailed depictions. These stories usually had a well-crafted conflict and climax and a meaningful ending that revealed strong emotions.

To achieve a better performance, some candidates need to improve their awareness of the climax in their story and learn how to manage a climax in a narrative task. Weaker candidates tended to present a story with a beginning and ending in a straightforward and plain manner but did not succeed in engaging the reader. Some candidates listed what they saw during a trip rather than telling a travel story reflecting cultural differences. Additionally, some candidates put too much focus on listing cultural differences between two places rather than narrating their personal experiences of cultural differences felt through their travels.

Question 8

以‘我从未见过这么蓝的天空……’为情境，写一个故事。

Most candidates chose this question. Answers were generally satisfactory narrated stories relating to ‘blue sky’. They used a clear progression of events to portray relatively convincing characters and settings. Successful pieces had an effective structure which candidates managed to adhere to and thus presented engaging and fascinating storylines. Stronger candidates effectively applied narrative techniques such as flashbacks, interludes, and descriptions of the environment to create authentic and heart-warming stories. For example, with the blue sky as a clue, they recalled the happy stories and sweet moments that took place with their deceased relatives. Some candidates applied imaginative and creative plots to narrate engaging stories; for instance, they used the blue sky to symbolize hope in stories set in a future scenario where the environment was destroyed by human pollution or wars. High quality pieces had carefully balanced sections, and climaxes were mindfully managed.

Some straightforwardly responses narrated stories without the necessary stages expected in a narrative task. For example, a few candidates focused on describing how beautiful the blue sky was and reflecting on their feelings about it, making the writing more descriptive than narrative. Improvements could be made by

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practising the skill of building up conflict and climax and employing narrative devices to make the story more creative and engaging.

FIRST LANGUAGE CHINESE

**Paper 0509/23 Chinese
Writing**

主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕问题展开，中心明确集中，内容相关；
- 表现出原创性思维；
- 清晰而形象地表达出所思、所感与所想象的内容；
- 避免俗套，适当表达真实的个人感受；
- 恰当地运用多种复杂句式和表达方式；
- 准确有效地使用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文(an argumentative essay)中，需要对问题明确地表明或赞同或反对的观点，并援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在讨论文(a discursive essay)中，需要在多角度分析讨论的基础上，对问题提出一个无偏颇的中立看法，并分别援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在描写文(a descriptive essay)中，需要以适当的细节描写，有效地描述出生动的画面或形象。
- 在记叙文(a narrative essay)中，需要讲述一个完整的、包含必要冲突和高潮的故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生表现令人满意。他们能在第一部分完成一篇议论文或讨论文，在第二部分完成一篇描写文或记叙文。考生在语言运用方面体现出不同程度的流利性和复杂性。绝大部分考生能在规定时间内，完成两篇400字到600字的文章。考生分数分布在各个分数段中。

风格和准确性

在风格方面，很多文章能够有效地运用适当的表达形式和复杂的句子结构，写出行文流畅、表意清楚、结构清晰的文章。得分较低的文章通常有用词重复、过分口语化等特点；这些文章需要词汇和表达更加丰富，确保语言风格与文体相适应。

在准确性方面，许多考生表现出较强的语言能力和语法运用能力。他们能正确使用简单句和复杂句式，采用适当的语体风格完成写作任务。得分较高的作文通常用词准确，能正确使用成语、俗语、诗词和文言文来传达内容。然而，很多考卷中也相当普遍地存在着句式杂糅、复杂句出错、长句子成分残缺等情况；有些句式明显受到英语语法的影响，比如，用“和”连接两个句子。

一些考生能做到汉字书写正确，但也有很多考生出现写错别字的现象。建议考生更加透彻地理解所使用的字词的含义，同时应该更加仔细地检查书写，避免因同音字/词、近音字/词导致的错误。尽管考生可以使用简体字或繁体字答卷，但应该尽量避免在一篇文章中繁体简体混用的情况。考生应该避免在文章中使用拼音；如果不会书写某个字词，可以考虑用同义或近义的字词代替。

大部分考生能正确使用标点符号，但仍有部分考卷出现全段使用逗号、只在结尾使用一个句号的情况；也有的文章因标点符号错误，或缺少必要的标点符号而导致阅读和理解困难。标点符号的书写应该符合规范。

总体来说，大部分考生在汉字书写、标点和语法方面仍需要进一步加强。考生应该尽量把字写得工整，容易辨识，字号大小合适，要确保考官能够看清楚，能够识别，避免因书写过于潦草或字写得太小而影响理解。为了在风格与准确性方面有更好表现，考生应尽量避免使用过于简单和平淡的语言，应仔细斟酌和选择合适的词汇、表达方式和句式来提高语言质量。

内容与结构

在第一部分的问题中，绝大部分考生能意识到议论文与讨论文的区别：议论文题目（第一题和第二题）需要考生证明为什么“同意”或“不同意”某个说法；讨论文题目（第三题和第四题）下给出的要点提示，可以帮助考生更加清晰而富有逻辑地组织全文。为了在讨论文中取得理想成绩，建议培养考生批判性看待问题的能力，应该能对问题从正反两个方面展开讨论。考生要仔细阅读题目，尤其是“必须包括”的几个要点，要确保文章以符合逻辑的方式论及每一点。

为了写好第一部分的作文，建议考生在平时多积累和使用更有说服力的论据材料。如果时间允许的话，考生可以在正式写作之前草拟一个简要提纲，这可以确保文章结构更加富于逻辑性，避免偏题、跑题。写作提纲对第一部分作文尤其重要，因为它可以确保议论文专注于对问题或赞同或反对的观点，也可以让讨论文对问题保持一个不偏不倚的中立看法。

在第二部分的问题中，有些考生混淆了描写文和记叙文这两种文体的区别，这在一定程度上影响了分数。例如，第六题要求考生描写来到一个陌生的地方见到的场景和心情，但有的考生详细讲述了为什么、什么时候、怎么样来到这个陌生的地方，以及接下来发生了什么，写了一个有开头和结尾的故事，使文章的记叙成分多于描写成分。相反，第八题本应记叙一个与“成为一名电影导演”相关的故事，但有的考生却将过多的笔墨用于描写自己的兴奋或恐惧的感受上，而没有讲述一个具有开端、发展、高潮和结局的故事。

为了避免这种情况，考生应该加强文体意识，有针对性地加强对描写文或记叙文的文体技巧训练。写好描写文的关键之一是将重点放在描写场景或人物上，而不是在讲述故事上。优秀的描写文通常画面感强，景物生动，人物形象鲜明而栩栩如生，全文结构紧凑；好的描写文通常包含着大量地经过精心选择和刻画的感官细节描写，运用各种描写手法，读起来令人有身临其境之感。成功的记叙文通常运用倒叙、插叙、补叙等不同手法，精心设计情节，铺垫高潮，使文章结构平衡而完整；同时，记叙文也应包含细腻的肖像、环境、心理、动作等描写，这些描写是为叙述故事服务的。为了写好记叙文，教师应该训练学生设计故事情节的能力，尤其是如何设计高潮、营造张力和冲突。考生应该在动笔之前构想好如何讲这个故事，即如何安排故事情节的开端、发展、高潮和结局。

要想在第二部分取得好成绩，认真审读题目同样至关重要。考生要学习如何抓住题目中的关键词，比如第五题中的“春天的早晨”和“郊外”等，第七题中的“一件趣事”。考生应该紧紧围绕着题目中关键词展开描写或设计情节，这样才能避免偏题、跑题。

关于各题的评论

第一部分——议论文与讨论文

第一题：（议论文）

“网红店里的东西一定是好的。你同意吗？”写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

大多数选择该题目的考生都很好地完成了写作任务，能够达到论点集中，写作目的明确。一些文章很有说服力地表示赞同“网红店里地东西一定是好的”这一说法，但大多数考生对此持反对意见。例如，他们指出，将网红店与好东西自然挂钩是一种过于简单化的看法；网红店铺在很大程度上依赖于与网络名人合作的营销策略，但这种策略并不一定能保证产品的质量或物有所值；网红店的东西并不一定质量都同样好，等等。

比较好的文章大多能成功地展开符合逻辑地论证过程，运用一系列相关的事例和观点来说明他们为什么同意或不同意这一说法。在得分较高的文章中，论据通常紧扣论点且有说服力，例如，有关网红店购物的案例分析、涉及网红店的重大事件等，考生通过深入分析这些论据来证明自己的观点。他们能够在行文过程中紧紧围绕论

点展开论述，不跑题不偏题，全文体现出很强的逻辑性。有些文章还能罗列出反方观点并予以驳斥，从而证明他们的论点是正确的，这更增强了文章的说服力。

一些不太成功的文章出现了概念混淆的问题，例如，将网红店与网络名人混淆，转而讨论网络名人等现象，这与该题目不符。有的考生重点讨论了网红店的特点，而非它所售商品的质量问题。有的考生将自己在网红店购物的个人经历作为例证，但包含了过多个人化的细节，这使他们的论证显得过于主观，缺乏说服力。有些考生重点讨论了网红店的优点和缺点，却未能就题目提出的问题给出明确的赞同或反对的立场，这是混淆了议论文和讨论文这两种文章类型。为取得更好的成绩，建议考生充分理解题目；议论要加强对针对性，并选用有说服力的事实和观点来予以支持。

第二题：（议论文）

有人认为学生应该“两耳不闻窗外事，一心只读圣贤书。”你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

总体而言，许多考生能够围绕着他们同意或不同意题目中的说法表明观点，在相关论据和观点的支撑下，写出了一篇结构完整的议论文。能力较强的考生多从年轻一代的视角来讨论这一传统说法。他们通常在第一段中开门见山地表明观点，在主体部分中除了使用有说服力的论据以外，还可能引用一些传统谚语，例如，通过“万般皆下品，唯有读书高”来支持“同意”的立场，通过“读万卷书，行万里路”来支持“不同意”的立场。有些不同意这个说法的考生，引用了历史故事和名人事迹（如周恩来、马云）来证明学生接受教育不能只局限于书本，而是要关注现实世界；读书只是个人发展的一个方面，身体、心理和道德发展同样是成为一个全面发展的人的必要条件，文章比较有说服力。

得分较高的作文大多论点集中，结构完整，行文连贯，列举事实和相关观点丰富，全文体现出很强的说服力。这些考生展示出对中国历史文化、传统谚语以及现实生活事例的深刻了解和丰富知识，他们能够深入分析这些内容来支撑自己的论点。得分最高的文章在语言方面能够使用多样化的、结构复杂的句式，词汇运用恰当而丰富，全文语体风格恰当。一些得分较低的考生存在误解题目的现象，例如，只片面地谈论了“读书”这个行为而没有揭示出这个谚语的隐喻意义，或者只讨论如何选择书籍，或者过度关注“圣贤书”的定义。还有些文章论点不明确，或者缺乏清晰的论证和事实论据，因此文章说服力较差。

第三题：（讨论文）

以前，“养生”是老年人才谈论的话题。如今，很多年轻人也常把健康挂在嘴上。请给某健康网站写一篇文章。文章必须包括以下几点：

- 养生和保健越来越被重视的原因；
- 从好坏两方面，谈谈你对一些常见“养生”行为的看法；
- 人们怎样做才能让身体更健康。

大多数选择该题的考生都能够涵盖题目中提出的三个要点，行文体现出合理的结构，提供了相关的事实论据来证明他们的论点。得分较高的作文通常表现出对题目的良好理解，先是列举了人们越来越重视养生的原因，例如，年轻一代体质下降、社交媒体的影响和推广、经济发展使人们有时间和经济能力关注健康、国家政策的影响以及对传统文化的重视等。接下来他们深入分析了一些常见养生行为的好处和坏处，并给出如何改善健康状况的可操作性建议，包括均衡饮食、平衡工作与休息时间、锻炼身体，一些考生还提到了心理健康的重要性。

大多数考生能够对第一个和第三个要点表达出合理的理解，但在第二个要点（即讨论具体养生行为的利弊）上，表现差异较大。得分较高的考生评价了一些养生行为的积极方面，例如购买保健品、练习气功、服用中药等，同时也分析了这些行为如果做得过度而可能产生的负面影响。然而，由于对具体养生行为的理解有限，有些考生很难有效地评估其利处和弊处。有些考生仅对“养生”这种现象做了利弊评论，但没有结合具体的养生“行为”进行利弊分析，这偏离了题目的要求。一些得分较低的文章可能遗漏了一个或两个要点，部分地完成了写作任务。为了提高讨论文写作水平，考生需要以合乎逻辑的文章结构涵盖题目中提到的所有要点，并选用有说服力地论据来支撑论点。同时，文章还应该注意适当的语体风格，以适应题目中“给健康网站写一篇文章”的要求。

第四题：（讨论文）

无论在学习、工作或闲暇时间，很多人都有网上学习的经历。请你写一篇博客进行讨论。文章必须包括以下几点：

- “在线学习”受欢迎的原因；
- “在线学习”的利弊；
- 你眼中最理想的学习方式是什么样的。

这是**第一部分**中最受欢迎的题目。许多考生由于这个问题与他们的教育经历相关而引发兴趣。得分较高的考生展示出对“在线学习”这一现象进行全面而客观审视的能力，行文涵盖了题目中提到的三个要点，表现出对这一问题的深刻理解。他们谈到了促使在线学习广受欢迎的多种外部因素，例如，全球性科技发展提供了技术支持、这种方法有利于同时进行多项任务、可以节省时间和金钱等，有时事感的考生尤其提到了新冠疫情的影响。

在探讨在线学习的优点和缺点时，得分较高的考生更多地从这种学习方法的内部特征角度来分析。例如，他们提到了在线学习在时间和地点上的灵活性、学生可以按照自己的节奏来学习、课程选择的广泛性、较低的学习成本、与世界各地的师生互动的可能性等，通过这些方面来突出在线学习的优势。在谈及缺点时，他们讨论了诸如实体社交互动的减少、维持自律的挑战、游戏成瘾和欺诈的风险、技术问题以及缺乏实践经验等方面。许多考生在讨论他们理想的学习方式时，谈到将在线学习和面对面学习的利处结合在一起的混合模式。

为了取得更好成绩，考生可以根据题目给出的要点合理安排文章的各个部分，运用有说服力的论据来支持观点，文章应避免枯燥乏味的讨论。在语言方面，要注意句式和词汇的复杂性与准确性，要运用适当的语体风格，考生应避免过多叙述个人的教育经历，以免叙述过多影响议论的深度。

第二部分——描写文与记叙文

第五题：（描写文）

一个春天的早晨，你去郊外踏青。描写你看到的景象和你当时的感受。

这是**第二部分**中最受欢迎的题目。考生表现总体上令人满意，大多数考生都能描述在春天的一天在室外活动中见到的几幅景象，能够提供一些细节，并运用了移步换景等描写手法来增加描述的深度和广度。大多数考生展示了良好的语言水准，使用了多样化的句型、有效的词汇和适当的表达来传达出春天的自然之美，例如宁静的河流、悦耳的鸟鸣、绚丽的花朵和晴朗的天空。得分较高的考生能够栩栩如生地描绘出春天的某个早晨富有特色的多个场景，通过精妙的细节描写，营造出引人入胜的氛围，全文富有画面感。他们还在行文过程中非常自然地将对自然景象的描写和个人感受结合起来，达到情景交融的效果。

得分不高的考生往往使用简单而平淡的语言来描述景色，表达感受，文章缺乏感染力。一些文章缺乏足够的细节和创造性的表达，使得文章读来枯燥乏味。有些文章仅仅描写作者观察到的景象和事物，而忽视了对“感受”的表达。另外，有些考生在文章的开头部分花费了过多篇幅介绍他们为什么、什么时候、怎么样进行郊外踏青等细节，冲淡了题目要求的对景物和个人感受的描写，使得文章看起来更像记叙文而非描写文。

为了在这个题目上取得更好成绩，考生可以融入更多的感官细节描写（例如，视觉、听觉、嗅觉、味觉和触觉），来营造栩栩如生且身临其境的感受。他们应该深入体会并表达出自己对所描述景象的感受和情感，以增加文章的个人色彩，突出创造性。同时，考生要牢记这是一篇描写文，不要写成记叙文。他们需要仔细审题，确保文章以描写为主，避免不必要的叙述或议论。

第六题：（描写文）

你发现你来到了一个陌生的地方。描写你当时所处的场景和心情。

大多数选择此题的考生都比较好地反映出一个陌生环境中的场景以及他们当时的感受。他们通过描绘这个地方的几幅画面或几个场景，辅助以一些相关细节，表达出自己兴奋、紧张或恐惧的真实感受。有些考生表现很好的创意写作技巧，描述了梦境中或未来场景中的一个陌生的地方，为文章增添了独特的元素。得分较高的文章

大多运用了多样化的复杂句式、丰富的词汇和恰当的表达，精心选择有特点的细节进行描写。这些文章还成功运用一些描写手法，例如时空转换、移步换景，在保证结构紧凑的情况下，行文富有变化。然而，有些考生绝大部分篇幅用于描述他们到达一个陌生地方的感受，但对场景的描述却很有限，或者相反，这就导致文章要么缺乏对这个地方的有效整体描绘，要么缺乏对个人感受的描写，没有很好地完成写作任务。同样，有些文章偏重于记叙一个故事而不是描写一个地方，这些考生主要讲述了他们为什么、何时以及如何到达一个陌生地点，以及接下来发生了什么。

为了获得更高的分数，考生需要仔细审题，抓住题目中的关键词，以确保所写的作文与题目要求和文体要求相适应。建议考生在动笔前先写一个简要提纲，确保能在一个清晰的结构下发展内容，并保持专注，不发生偏题现象。此外，考生应努力提高语言的准确性，使用正确的句子结构、恰当而精确的词汇和表达，避免在语法、字符和标点符号上出现基本错误。

第七题：（记叙文）

叙述发生在你和你的朋友之间的一件趣事。

大多数选择此题的考生很好地理解了题目要求，围绕着自己与朋友之间发生的趣事写了一篇记叙文。学生对“趣事”的理解多样，比较合理的理解大多是有趣的或令人发笑的事件或经历，例如无伤大雅的恶作剧、有趣的误会、与朋友一起的冒险、朋友聚会、快乐的学校旅行等。得分较高的考生多能有效地展示出高超的语言能力和写作技能。他们能够很好地设计故事情节：开端，发展，高潮，结局，有的还成功地运用了倒叙、插叙等写作手法以达到特殊的效果。他们通过细节化的描写或陈述，使人物形象和故事背景更加真实可信，也能提供足够的细节来丰富故事。最好的文章通常有精心设计的冲突和高潮，以及揭示故事深刻内涵的结局。

一些考生误解了题目中的关键词“趣事”，写了一个有关悲伤或失败的故事。有的考生由于缺乏创意和叙述技巧，未能有效营造故事高潮，使得文章显得乏味平淡，难以引起阅读兴趣。有的文章缺乏连贯的故事情节或故事缺乏逻辑性，让读者难以理解。一些文章在结构上由于某些部分过长或过短而显得不平衡，例如，花了过多笔墨介绍为什么发生这件事。还有的考生将重点放在了描述他们对事件的感受上，而不是讲述一个有开头有结尾的故事。

为了在记叙文中取得好成绩，建议考生在写作文前写一个故事梗概，清楚地规划出文章的开头、主体和结尾部分。考生还需要提高故事情节的高潮意识，学习如何营造高潮。考生应该学习多种叙述技巧，例如对话、生动的描述等，使文章更有趣味性。

第八题：（记叙文）

以‘就在那天我成为一名电影导演……’为情境，写一个故事。

大多数选择此题的考生能清楚地讲述一个与“成为电影导演”有关的故事，人物和故事大多令人信服。大多数故事都有清晰的事件发展过程，开头和结尾比较有趣。得分较高的考生大多能运用富有想象力和创造性的情节来讲述他们成为电影导演的过程，或者成为电影导演后发生的意外故事等。比较好的文章大多结构严谨，故事情节的各个部分精心设计，高潮处理得当，文章整体结构均衡。有些考生巧妙地运用了叙述技巧，如倒叙、补叙、环境描述等，创造出一个令人信服的故事，揭示出深刻的生活见解，如团队合作的重要性、如何面对压力和挑战等。

一些得分较低的文章总体上平铺直叙，缺乏故事情节必要的环节，尤其缺乏故事高潮。一些考生花费了大量篇幅讲述他们为什么渴望成为电影导演，而不是通过一个具体的故事来反映。少数考生偏离了题目要求，全文讲述了一部电影的内容。为了克服这些问题，建议考生加强构建情节和营造高潮的训练。为了使故事更有吸引力，考生应该尝试将他们的想法和观点通过事件和情节表现出来，而不是生硬地直接讨论或表达出来。考生应该紧紧围绕题目展开写作，避免在无关内容上花费过多篇幅。

FIRST LANGUAGE CHINESE

Paper 0509/23_English
Writing

Key messages

To score well in either section, candidates need to:

- Have an accurate understanding of the question in order to produce a focused and relevant response.
- Demonstrate original thinking.
- Demonstrate the ability to use a wide range of sophisticated structures and expressions appropriately.
- Express thoughts, feelings or imagination clearly and effectively.
- Avoid clichés and articulate genuine personal experiences when appropriate.
- Make accurate and effective use of paragraphs, grammatical structures, and punctuation.

Candidates should also strive to achieve the following in each essay genre:

- In an argumentative piece, candidates need to present a clearly stated view with supporting ideas and evidence in the form of facts or examples. These should be structured in a logical and progressive manner with sufficient maturity and complexity.
- In a discursive piece, candidates need to present a balanced view with opinions from more than one perspective. The arguments should be developed with supporting evidence from all sides and structured in a logical and progressive manner with sufficient maturity and complexity.
- In a descriptive piece, candidates need to describe a vivid scene in an effective manner and with sufficient detail.
- In a narrative piece, candidates need to tell a story (real or imagined) which includes complexity, tension and climax.

General comments

The majority of candidates performed well in this year's examination. Many candidates were able to present a complex argument or a balanced view on their chosen question in **Section 1**. They also coped well with the narrative or descriptive essays displaying effective images/scenes or a complete story in **Section 2**. Many candidates demonstrated an assured use of language throughout, with different levels of fluency and sophistication. Nearly all candidates were able to produce a complete essay of between 400 and 600 characters within the allotted time. A full range of performances were seen across all four types of writing.

Style and Accuracy

Style: Many candidates were able to produce sophisticated pieces of writing, exhibiting a satisfactory range of expressions, complex sentence structures, and very good organisation of ideas. They wrote fluently, employing a wide range of structures and expressions. Weaker answers were characterised by repetitive language and excessive use of colloquial expressions. Such answers needed to include greater variety in vocabulary and expressions suitable for formal writing. Candidates could improve by being more careful and precise in their use of expressions to ensure they are appropriate.

Accuracy: Many candidates produced essays which were highly accurate and demonstrated a good grasp of Chinese grammar. They were able to use well-constructed sentences and write in an appropriate tone and register. Higher scoring candidates consistently demonstrated effective and sophisticated language, incorporating ambitious vocabulary and idioms, as well as well-structured complex sentences that clearly conveyed their viewpoints. Candidates need to be careful when producing longer, more complex sentences not to mix elements of different sentence structures, as errors were frequently made in such cases. Furthermore, some candidates' use of Chinese sentence structures showed interference from English grammar, for example, using 和 (and) to link independent clauses in Chinese.

Many candidates were able to showcase a wide range of vocabulary using a variety of characters. Errors were still frequently observed this year in the use of characters, with some candidates producing the wrong characters for the intended meaning. Such errors could be reduced with more careful checking of work and a better understanding of characters that share the same pronunciation but have different meanings (homophones/homonyms). Candidates are reminded that while both simplified and traditional characters are acceptable in this paper, it is good practice to be consistent and to avoid mixing the two systems within the same piece of writing; they should also avoid using *Pinyin* in their essays.

Most candidates demonstrated a confident use of punctuation. Some candidates could improve in this area by using commas and full stops more effectively. Some essays only used a full stop at the end of each paragraph, relying heavily on the use of commas, which made the compositions difficult to read.

In general, improvements could still be made in the use of characters, punctuation, and vocabulary. Candidates should take care to write clear and legible characters of a reasonable size to ensure the Examiner can read and fully credit what has been written. Candidates should try to avoid the use of basic and plain language expressions; instead, employing appropriate and carefully chosen vocabulary, phrases, and sentence structures would improve the language quality and achieve a higher level in **Style and Accuracy**.

Content and Structure

In **Section 1**, most candidates appeared to be aware of the difference between an argumentative structure that focuses on one side of a given topic and a well-balanced, two-sided discursive structure. With the help of the bullet points listed under discursive questions, candidates were able to structure their essays in a clear and logical way, even for weaker candidates.

To achieve better performance in discursive writing, candidates should critically examine the topic, offering both sides of the debate. Candidates need to read the question carefully, particularly the bullet points listed for the question, and ensure they fully address all the points in a logical way. Candidates should be encouraged to provide a wide range of convincing supporting facts for both argumentative and discursive tasks.

Planning a brief outline within the allotted time would help candidates achieve a logical structure and avoid writing irrelevant material. Having a plan for argumentative and discursive writing is particularly important as it helps candidates to keep their writing focused on either a persuasive one-sided argument or a balanced account, as needed.

In this paper, **Section 2** was found to be more difficult for some candidates, as there was a tendency to confuse the two types of writing: descriptive tasks and narrative tasks. For example, **Question 6** required candidates to describe the surroundings and their feelings when getting into an unfamiliar place, but some candidates focused on narrating why, when and how to arrive, what happened next, etc., in details with a beginning and ending, making the writing more narrative than descriptive. Conversely, some candidates chose to write a narrative task about becoming a film director in **Question 8** but devoted a large part of the composition to description of their exciting feelings.

This could be improved by focusing on the type of essay chosen and practicing the writing skills relevant to the title. One of the main points of good descriptive writing is to focus on description rather than storytelling. A strong descriptive essay always presents relevant, well-defined, and well-developed images, ensuring a secure and coherent structure. The writing should include carefully chosen sensory details and utilise various descriptive devices to ensure the images and pictures are vivid and realistic to readers. In successful narrative essays, various narrative devices, such as flashbacks and time lapses, contribute to a complex and sophisticated structure with a well-managed climax. Well-balanced stories are consistently engaging and readable, with plenty of detailed and appropriate descriptions naturally integrated to serve the narrative purpose.

To achieve a better performance in **Section 2** tasks, it is very important to carefully scrutinise the key words in the questions, such as ‘春天的早晨’ and ‘郊外’ in **Question 5**, and ‘一件趣事’ in **Question 7**. This will help keep the writing relevant to the question. Improvements in candidates’ plot development skills would help their narrative writing, particularly focusing on how to manage the climax and build up tension. Candidates should have an idea of a storyline before starting to write, which should contain the necessary elements of a short story, such as exposition, rising tension, climax, resolution, etc.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1

‘网红店里的东西一定是好的。你同意吗？’ 写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

Most candidates who chose this question satisfactorily fulfilled the task with a good sense of purpose. Some convincing essays agreed with the statement that items sold in internet-famous shops must be good, but the majority argued against it. For example, they pointed out that it is an oversimplification to say a popular store is automatically good; internet-famous shops heavily rely on marketing strategies by collaborating with internet celebrities, but this approach does not necessarily guarantee the quality of products or value for money; not all items in these shops are created with equal quality, etc. Successful responses effectively developed each stage of the argument and utilized a range of relevant facts and ideas to explain why they agreed or disagreed with the statement. The higher-scoring writings always included a good selection of facts or examples, such as, case studies on shopping at internet-famous stores and significant events involving internet-famous shops, to support their arguments and explore the points in depth. They managed to maintain consistency in their arguments and link their ideas in a logical manner. Some excellent candidates described the opposing viewpoint and refuted it to convince the reader that their argument was correct.

Some less successful writings confused the concepts of internet-famous shops with internet celebrities and shifted the focus to discuss internet celebrities, despite the fact that the popular store itself may not be directly related to any famous individuals. Other candidates focused on the features of internet-famous shops rather than the items sold in them. Many candidates shared their personal experiences with online famous shops but included too many details, making their arguments more subjective and less convincing. Some candidates discussed the pros and cons of internet-famous shops, but this approach failed to present a clear position on the given statement. To achieve better results, candidates are encouraged to thoroughly understand the question; their argument should be focused and supported by persuasive facts and ideas.

Question 2

有人认为学生应该‘两耳不闻窗外事，一心只读圣贤书。’ 你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

In general, many candidates formed a good structure by clearly presenting whether they agreed or disagreed with the statement that candidates should adopt the mindset of ‘ignorance of worldly affairs, wholehearted devotion to studying sacred texts.’ Capable candidates explained this traditional proverb from the perspective of the young generation and presented their attitude of agreement or disagreement in the first paragraph, and then argued in the main body why modern candidates should or should not adhere to it. They persuasively quoted some traditional sayings, such as ‘万般皆下品，唯有读书高’ to show agreement, or ‘读万卷书，行万里路’ for disagreement. To show disagreement, some responses convincingly used historical stories and famous people’s deeds (e.g., Zhou Enlai, Jack Ma) to demonstrate how real-world awareness can enhance education. Other argued that studying from books is only one aspect of personal development, and that physical, mental and moral developments are also necessary to be a well-rounded person.

Capable candidates presented persuasive and coherent pieces with a wide range of relevant facts and ideas. They demonstrated a good knowledge of Chinese historical and modern facts and traditional sayings, and they were able to analyse them in depth. The highest-scoring pieces were always expressed through a variety of well-constructed and complex sentences with well-chosen vocabulary and an appropriate register and tone throughout. Some weaker candidates misinterpreted the proverb, focusing narrowly on the act of reading without considering its metaphorical meaning, or engaged in discussion about how to select books, or focused excessively on the definition of 圣贤书 (sacred books). Some low-scoring writings showed a vague manner, lacked clear arguments or supporting facts, and were consequently less persuasive.

Question 3

以前，‘养生’是老年人才谈论的话题。如今，很多年轻人也常把健康挂在嘴上。请给某健康网站写一篇文章。文章必须包括以下几点：

- 养生和保健越来越被重视的原因
- 从好坏两方面，谈谈你对一些常见‘养生’行为的看法
- 人们怎样做才能让身体更健康。

Most candidates who chose this topic were able to cover all three bullet points with a sound structure and provided relevant supporting facts to strengthen their arguments. Strong responses demonstrated a good understanding of the question by clearly stating the reasons for the increasing importance placed on health preservation, such as the decline in physical fitness among younger generation, media influence and promotion, economic development providing people with the time and financial capability to focus on health, and the impact of national policies and the attention given to traditional culture. They analysed the pros and cons of some common health preservation behaviours and gave practical suggestions on how to improve physical health, including a balanced diet, balancing work and rest and physical exercise; some capable candidates mentioned the importance of mental well-being and psychological health.

Most candidates showed a reasonable understanding of the first and third bullet points, but there was quite a range in performances on the second point, which required discussing the pros and cons of specific health preservation behaviours. Stronger candidates evaluated the positive aspects of some behaviours, such as the purchase of health supplements, qigong practice, traditional Chinese medicine, etc., as well as their negative aspects if overdone. However, due to a limited understanding of specific health behaviours, some candidates found it challenging to effectively evaluate the pros and cons. Some candidates only provided simple general comments on the effects of health preservation without fully incorporating specific behaviours, which deviated from the question's requirements. Some low-scoring writings missed one or two bullet points and only partially engaged with the task. To achieve better performance, candidates need to address all the bullet points in a logical way and provide relevant facts to strengthen their ideas. They should also pay more attention to the appropriate register and tone as the question requires a response suitable for a health website.

Question 4

无论在学习、工作或闲暇时间，很多人都有网上学习的经历。请你写一篇博客进行讨论。文章必须包括以下几点：

- ‘在线学习’受欢迎的原因
- ‘在线学习’的利弊
- 你眼中最理想的学习方式是什么样的。

This was the most popular question in **Section 1**. Many candidates showed interest in this question due to its relevance to their educational experiences. Strong candidates demonstrated a good understanding of this topic and covered all the required bullet points, showing the ability to present a balanced and objective examination of online learning. They discussed various external factors contributing to the popularity of online learning, such as global technical developments, the possibility of balancing learning with other responsibilities simultaneously, the time and money saved, and especially the impact of COVID-19 pandemic.

When examining the advantages and disadvantages of online learning, capable candidates focused more on the internal features of this learning method. For example, they mentioned the flexibility of learning time and location, learning at one's own pace, the availability of a wide range of courses, lower costs, and the possibility to interact with instructors and peers from around the world to highlight the benefits of online learning. Regarding the drawbacks, they discussed aspects such as the potential for decreased social interaction, the challenges of maintaining self-discipline, the risk of gaming addiction and fraud, technical issues, and the lack of hands-on learning experiences, etc. Many candidates discussed their ideal way of learning as a hybrid model, combining the best aspects of online and in-person learning.

To achieve higher scores on this question, candidates need to develop and link all stages of the discussion logically, and persuasive facts should be applied to support the main opinion. The writings should avoid repetitive and simplistic discussions and use an appropriate register and tone with well-constructed sentences and suitable vocabulary and expressions throughout. Candidates should also be aware of the

style of discursive writing and avoid over-narrating their educational experiences, as this may come at the expense of in-depth discussion.

Session 2 – Descriptive and Narrative

Question 5

个春天的早晨，你去郊外踏青。描写你看到的景象和你当时的感受。

This was the most popular question in **Section 2**. The overall quality of the responses was satisfactory, and most candidates presented several relevant images about a springtime walk in the countryside with details, employing descriptive devices such as movements of the writer to add depth to their descriptions. The majority of candidates showcased good language skills, using a variety of sentence structures, effective vocabulary and appropriate expressions to convey the nature's beauty, such as peaceful rivers, melodious bird songs, vibrant flowers and clear skies. Capable candidates excelled in vividly depicting the rejuvenation of nature on a spring morning through various scenes that embody the characteristics of the season, creating lively and striking images and atmosphere. They also naturally combined their personal feelings and reflections about the scenes with their observations of the springtime nature, expressing how the natural surroundings made them feel.

Less successful responses often described both scenery and feelings in a straightforward and plain manner. Some writings lacked sufficient details and creative expressions, making the essays less engaging to the reader. Some candidates struggled to address one of the key aspects of the question, '你的感受' (your feelings), and solely focused on what they observed. Additionally, some candidates spent too much space on preludes, such as why, when and how they went on the countryside walk, leaving limited room to develop the content requested by the question and making the writings more narrative than descriptive.

To achieve higher marks, candidates should describe more sensory details (sights, sounds, smells, tastes and tactile experiences) to create a vivid and immersive description. They should delve into their feelings and emotions about the scenes they are describing to add a personal connection to the writing. It is also important to stick to a descriptive writing rather than turning the essay into a narrative task. They need to carefully analyse the questions to ensure the response aligns with the descriptive task, avoiding unnecessary narrations or discussions.

Question 6

你发现你来到了一个陌生的地方。描写你当时所处的场景和心情。

Most candidates who chose this question showed satisfactory skills in describing the surroundings and their feelings when coming across an unfamiliar place. Many candidates fulfilled the task by portraying several pictures of this place with some details, expressing genuine feelings of excitement, nervousness or fear. Some responses demonstrated excellent creative writing skills by describing unfamiliar surroundings in a dream or future scenario, depicting changes in their feelings as the scene unfolded, and adding a unique element to their essays. Strong responses consistently applied a variety of well-constructed sentence structures, appropriate expressions and extensive vocabulary to present well-developed images of a place. These responses also excelled at using descriptive devices, such as creating a short time span, to portray snapshots of their memories upon arriving at the place while maintaining coherent structures.

However, some candidates wrote at length describing their feelings and included only limited descriptions of the scenes, or vice versa, resulting in responses that either lacked an effective overall picture of the place or missed a personal connection to the description. Once again, there were examples of responses adopting a more narrative than descriptive approach, focusing on explaining why, when and how they arrived at an unfamiliar location instead of describing the scenes and atmosphere.

To gain higher marks, candidates need to focus on what is asked in the question to ensure that their responses are relevant and appropriate to the question and the genre. Candidates are advised to plan their essays before starting to write, ensuring they develop the content in a clear structure and helping them stay focused. Additionally, candidates should work on improving the accuracy of their language by using correct sentence structures, appropriate and precise vocabulary and expressions, and avoiding basic errors in grammar, characters and punctuation.

Question 7

叙述发生在你和你的朋友之间的一件趣事。

Most candidates who chose this question understood the task well and developed their answers around an incident with friend(s), interpreting ‘趣事’ as an interesting or amusing incident or event, such as harmless pranks, funny misunderstandings, adventures with friends, gatherings with friends, school trip fun, etc. Capable candidates effectively demonstrated excellent abilities in using well-constructed and precise language and writing skills, providing sufficient details to enrich the stories. They also carefully balanced different sections of the stories, with characterisations and settings made fully convincing through detailed descriptions. These stories usually had a well-crafted conflict and climax and a sensible ending that revealed deeply involved emotions. Some of them employed advanced narrative devices such as flashbacks and sudden turns to produce effects.

Some candidates misunderstood the key term of the question ‘趣事’ and wrote stories about sadness or failure. Due to a lack of creative ideas and narrative devices, and sometimes because the climaxes were not effectively built up, some writings were too straightforward and plain to maintain the reader’s interest. Less successful responses struggled to create logical and coherent storylines, making the stories difficult to follow. In some writings, the overall structure was unbalanced due to certain sections being too long or too short, for example, too many words were spent on introducing why this incident happened. Other candidates focused too much on describing their feelings about the incidents rather than telling a coherent story.

To achieve better performance on narrative tasks, candidates are encouraged to plan a storyboard to help maintain a logical flow before writing, focusing on a clear beginning, main body and ending. Candidates also need to improve their awareness of the climax in their story and learn how to manage it effectively. They should learn to use various narrative techniques, such as dialogue and vivid description, to keep the reader engaged and make stories interesting to read.

Question 8

以‘就在那天我成为一名电影导演……’为情境，写一个故事。

The majority of the candidates who chose this question clearly told stories related to becoming a film director, portraying relatively convincing characters and settings. Most of the stories had a clear progression of events with a beginning and ending that kept reader’s interest. Capable candidates applied imaginative and creative plots to narrate their journeys to becoming a film director, or unexpected stories taking place after they became film directors. In successful pieces, there was always an effective structure to which candidates adhered well; different sections were carefully balanced, and climaxes were effectively managed. Narrative techniques such as flashbacks, interludes, and environmental descriptions were thoughtfully applied to create authentic and heartwarming stories, sharing profound life insights, such as the importance of teamwork, how to face pressure and challenges, etc.

Some less successful responses were narrated straightforwardly, and some lacked the necessary stages of beginning, development, climax, and ending required for a narrative task. Some candidates spent considerable space explaining why they aspired to be a film director rather than narrating stories through specific events. A small number of candidates strayed from the question and focused on writing the content of a movie rather than the theme of becoming a film director. Improvements could be made by practising the skills of building up conflict and climax through the use of various narrative devices. To make the stories more engaging, candidates should illustrate their thoughts and ideas through events and plots, rather than discussing them directly. Candidates should be trained to keep the focus on the theme of the question, avoiding spending too much space on unrelated content.