



Cambridge IGCSE™

FIRST LANGUAGE CHINESE

0509/13

Paper 1 Reading, Directed Writing and Classical Chinese

May/June 2021

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **10** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.




















GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:





Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

ANNOTATIONS

Annotation	Meaning
	Credit for good content point
	Use if the entire answer is incorrect, and the candidate is awarded 0 marks
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.
	Harmless addition: use if the candidate extends their answer, without contradicting or invalidating the response.
	If the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Grammatical, lexical or punctuation error
	Meaning unclear / indicates a problem in that section.
  	Q2: When candidates include elements relating to the different bullet points
	good language
	Candidate has used good, relevant detail
	Omission (of character, word etc)
	irrelevant
	Good development of point or idea
	Evaluation used well
	repetition
	Use to show that blank pages have been seen

Question	Answer	Marks	Guidance
Question 1 Comprehension and Use of Language (23 marks)			
Candidates will be assessed on their ability to:			
R1 identify and interpret explicit information and attitudes			
R2 identify and interpret implicit information and attitudes			
R3 demonstrate understanding of how writers use language and structure to achieve effects and influence readers			
1(a)	她知道“我”喜欢打棒球/她了解我的喜好 [1] 她知道“我”母亲反对我打棒球/她不希望“我”母亲发现 [1]	2	Reject: if only 喜爱/了解我 is given Reject: 从妈妈的角度答案 Reject: 知道母亲很严格
1(b)	摸了又摸 [1] 一层又一层地包好 [1]	2	Reject: 包了一层层塑料袋
1(c)(i)	非常生气 [1]	1	Reject: 失望/无奈/伤心
1(c)(ii)	因为“我”敷衍她/欺骗了她 [1]	1	字写得很难看----不给分 Accept: 因为我假装去上了课 Reject: 母亲知道我翘课
1(d)	(向妈妈)证明自己可以自立/独立 [1] 相信自己有赚钱的能力 [1]	2	要从‘我’的角度出发才可以 Reject: 妈妈希望我出人头地
1(e)	认为“我”不懂事 [1] 为“我”妈妈的付出感到惋惜 [1]	2	Accept: 房东同情母亲 Reject: 房东想让我反思/为了告诉我妈妈的用心良苦
1(f)	Any 1 point from 让“我”意识到自己的错/幼稚/愚蠢 [1] 让“我”理解母亲的爱/用心良苦 [1]	1	Accept: 愧疚/后悔(要有知道自己错了) Reject: 反思自己
1(g)	Any 3 points from 母亲在学习上对“我”要求严格 [1] 母亲希望“我”出人头地/自立 [1] 母亲在“我”离开家时, 在门外站了许久 [1] 母亲在经济上支持“我” [1]	3	具体的事例也接受
1(h)(i)	声音非常大 [1] 非常生气 [1]	2	Reject: 情绪激动
1(h)(ii)	“我”很难过/不忍心 [1] 忍住情绪, 不表露出来 [1]	2	Accept: 不舍 Accept: 忍痛离开 Reject: 下定决心要离开

Question	Answer	Marks	Guidance
1(h)(iii)	“我”并没有真正开始反省/假装反省 [1]	1	Reject: 只是露出一一点反省的样子
1(h)(iv)	声音很小 [1] “我”有一些害怕 [1]	2	Accept: 说话很含糊/吞吞吐吐
1(h)(v)	房东的话留下了印记/印象很深[1] “我”感到心痛/难受 [1]	2	Accept: 房东的话给“我”的冲击很大 Accept: <u>彻底</u> 了解/点醒 Accept: 我感到难过 Reject: 引申意思 example 觉醒/醒悟

Question	Answer	Marks	Guidance
2	<p>Directed Writing (25 marks)</p> <p>Note: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passage.</p> <p>This question tests the following Reading and Writing objectives:</p> <p>AO1 Reading R4: analyse and evaluate facts, ideas and opinions R5: select information for specific purposes. [15 marks]</p> <p>AO2 Writing W1: communicate clearly, effectively and imaginatively W2: synthesise information, sequence facts and ideas and opinions W3: use a range of appropriate vocabulary W4: use tone, style and register appropriate to audience and context W5: write characters correctly and make accurate use of characters, punctuation and grammar. [10 marks]</p> <p>Candidates should draw their content from Passages 2 and 3. The list below is indicative and is not exhaustive. Other relevant points from the passages may be included. The mark for Reading is awarded based on Table A. The mark for Writing is awarded based on Table B.</p>		
<p>Notes on task</p> <p>Examiners only need to tick up to 5 points for each aspect of the task, as this will show that the candidate has fully covered that part.</p> <p>Annotation: If using BOD, please also annotate with </p> <p>Candidates should select ideas from the passage (see below) and develop them relevantly, supporting what they write with details from the passage and judging the appropriate register for the genre which is <i>an article for the school magazine</i>. Look for a clear response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.</p> <p>Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.</p> <p>Annotate  for references to 'What some schools hope to achieve by providing safety protocols';</p> <p>Annotate  for references to 'Arguments against lengthy safety protocols';</p> <p>Annotate  for references to 'What a reasonable safety consciousness should be like.'</p>			

Question	Answer	Marks	Guidance
2	<p>Responses <i>might</i> use the following ideas:</p> <p>A1(✓1) 一些学校提供安全须知的目的</p> <ol style="list-style-type: none"> 1 减少学生受伤 2 提高学生(对自身/他人)的安全意识 / 更了解自己或同伴面临的潜在危险 / 让学生重视安全 3 促进团队合作 4 证明学校已经竭尽所能防止意外的发生 5 降低赔偿费用 6 避免法律纠纷 		Reject: 互相提醒
	<p>A2(✓2) 反对冗长的安全须知的理由</p> <ol style="list-style-type: none"> 1 不希望孩子失去了对室外活动的兴趣 / 担心阻碍青少年体验公共场所和自然环境多样性 2 让我们相信一些原本安全的事情比我们知道的要危险/小题大做 / 安全守则包括吃面包要小口吃/喝水这小事都记录下来 3 分散学生对实际工作/学习的注意力 4 浪费时间和人力 5 怕过度强调安全动摇学生对学校的信任 6 让人忽略重要的安全隐患/不将真正的安全隐患当真 		<p>Reject: 不该成为阻碍青少年体验公共场所和自然环境多样性的绊脚石 (没有回答问题)</p> <p>Reject: 3. 分散学生的注意力</p>
	<p>A3(✓3) 合理的安全意识应该是怎么样的</p> <ol style="list-style-type: none"> 1 知道安全的<u>重要性</u>/安全的<u>重要性</u>毋庸置疑 2 认识到儿童成长的环境不需要绝对的安全/一点小意外没关系 3 + 从小事故中吸取经验教训 (预防大事故的发生) 4 不能小题大做 / 以平常心看待日常生活中存在的安全隐患 5 将真正的安全隐患和正常生活区分开 / + 把注意力集中到真正重要的事情上 		<p>Accept: 2 克服成长中的小风险是必经之路。</p> <p>Accept: 4 不过分夸张</p>

Question	Answer	Marks	Guidance
Table A, Reading:			
Use the following table to give a mark out of 15 for Reading.			
Level 5	13–15	<ul style="list-style-type: none"> • The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfils all elements of the task. • The candidate selects a wide range of facts, ideas and opinions from both passages. 	
Level 4	10–12	<ul style="list-style-type: none"> • There is some development, analysis and evaluation and a clear focus on all elements of the task. • The candidate selects relevant facts, ideas and opinions from both passages. 	
Level 3	7–9	<ul style="list-style-type: none"> • Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions. • The candidate identifies enough relevant facts, ideas and opinions from both passages to fulfil the task. 	
Level 2	4–6	<ul style="list-style-type: none"> • The response shows very limited development of ideas. Significant aspects of the task may not have been approached. • The candidate identifies some relevant points from one or both passages but they are not always relevant. 	
Level 1	1–3	<ul style="list-style-type: none"> • The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. • The candidate identifies very few relevant points from either passage. 	
Level 0	0	<ul style="list-style-type: none"> • No creditable content. 	

Question	Answer	Marks	Guidance
Table B, Writing:			
Use the following table to give a mark out of 10 for Writing.			
Level 5	9–10	<ul style="list-style-type: none"> • The response is highly effective and convincing • Well organised and carefully structured for the benefit of the reader • Vocabulary consistently well chosen and precise • Consistently appropriate tone/style for audience and purpose • Character usage, punctuation and grammar almost always accurate 	
Level 4	7–8	<ul style="list-style-type: none"> • The response is effective • Secure overall structure with some helpful organisation of ideas and Information • Vocabulary is mostly well chosen, with some precision • Mostly appropriate tone/style for audience and purpose • Character usage, punctuation and grammar generally accurate 	
Level 3	5–6	<ul style="list-style-type: none"> • The response can be understood, although it is not always convincing • Ideas are generally well sequenced • Vocabulary may be plain but is adequate • Some awareness of an appropriate tone/style for audience and purpose • Frequent errors of characters, punctuation and grammar, which are minor and do not prevent communication 	
Level 2	3–4	<ul style="list-style-type: none"> • The response is sometimes unclear and/or generally unconvincing • Sequence of ideas is sometimes confusing • Vocabulary is simple and not always appropriate • Little awareness of appropriate tone/style • Frequent errors of characters, punctuation and grammar hinder communication • There is a structural weakness and there may be some copying from the passage 	
Level 1	1–2	<ul style="list-style-type: none"> • The response is difficult to understand and lacks coherence • Little or no evidence of attempt to sequence ideas • Vocabulary limited and/or inappropriate • No awareness of appropriate tone/style • Persistent errors of characters, punctuation and grammar prevent communication • There may be frequent copying from the original 	
Level 0	0	<ul style="list-style-type: none"> • No creditable content. 	

Question	Answer	Marks	Guidance
Section 3: Classical Chinese (12 marks) Candidates will be assessed on their ability to: R1 identify and interpret explicit information and attitudes R2 identify and interpret implicit information and attitudes			
3(a)	嗜学 / “我” 十分好学 [1] 家贫 / 家里贫困 / 没有钱买书 [1]	2	Accept: 喜欢读书
3(b)	砚台里的墨都结冰了 [1] 手指不能弯曲伸直 [1]	2	Reject: 抄原文
3(c)	录毕走送之，不敢稍逾约 / 计日以还 / “我” 总是按时还书。 [1]	1	Reject: if only 不敢稍逾约 is given
3(d)(i)	有时 [1]	1	
3(d)(ii)	更加 / 越来越 / 越 [1]	1	Reject: 愈来愈
3(d)(iii)	等 / 等到 [1]	1	
3(d)(iv)	最终 / 终于 / 终 [1]	1	Reject: 结果
3(e)	Any 2 out of 3 points 因为马君则的口碑不错 / 有道德、有才能 / 流辈甚称其贤 [1] 因为马君则是“我”的同乡 // 生以乡人子谒 余 [1] “我”想勉励他刻苦学习 [1]	2	Accept: 鼓励乡人 2 marks
3(f)	C	1	