



Cambridge IGCSE™

FIRST LANGUAGE CHINESE

0509/12

Paper 1 Reading, Directed Writing and Classical Chinese 12

October/November 2020

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 October/November 2020 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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




















GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
	Unclear
	Omission
	Related content point included in Directed Writing task (see detailed mark scheme)
	Related content point included in Directed Writing task (see detailed mark scheme)
	Related content point included in Directed Writing task (see detailed mark scheme)
	Benefit of doubt given
	No benefit of doubt given
	Detail used
	Point developed well
	Good use of evaluation
	Harmless addition
	Irrelevant
	Invalid
	Good language
	Repetition
	Incorrect character / expression
	Blank page seen by examiner

Detailed mark scheme

Question	Answer	Marks	Guidance
1(a)	关节隐隐作痛却说得很严重。	1	Reject: 哀叹连连/脚断了
1(b)	原先很着急 [1] 现在很淡定 / 不以为意 [1]	2	Reject: 紧张/担心 Reject: 淡淡地看一眼/冷漠/冷眼一看
1(c)	(赶紧) 跑过去 [1] 解释 [1] 示范 [1]	3	Reject: 过去看
1(d)	她起初紧张/焦急 [1] 后来半信半疑 [1] 最后恍然大悟 [1]	3	
1(e)	默契/ 互相理解	1	Reject: 亲密/很好/好友
1(f)	因为祖孙俩把他们的夸张/诗用得恰到好处	1	Reject: 诗仙异禀
1(g)	不理解 [1] 不耐烦 [1] 认同/喜欢/开心 [1]	3	Reject: 暖心/莞尔一笑
1(h)	他感到很骄傲/自豪/自信	1	
1(i)(i)	“我”听了太多次了。 [1] “我”感到麻木了 / 不耐烦了。 [1]	2	
1(i)(ii)	“我”感到 <u>无奈</u> 。 [1] “我” <u>不得</u> 不跟母亲解释。 [1]	2	
1(i)(iii)	形容非常担心的样子 [1] 怕儿子的回答会让阿母更担忧 / 生气 / 不开心 or 不知道儿子会怎么回答 (好像怎么回答都不是) [1]	2	
1(i)(iv)	老人家心情 <u>变好了</u> / <u>突然</u> 高兴起来。 [1] 老人家被小孙子的回答逗笑了 [1]	2	Reject: 阿母不再伤心
<p>If keywords are written incorrectly, causing ambiguity in the meaning or changing the meaning, the mark will not be awarded for that answer. BOD: no need to use the tick as well NBOD: no need to use the cross as well</p>			

Question	Answer	Marks	Guidance
2	<p>Directed Writing</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>		

Question	Answer	Marks	Guidance
2	<p>Notes on task</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 a report to your teacher to explain issues connected to the ‘slash youth’ generation. 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 A1 for references to motivation Annotate A2 for references to character traits Annotate A3 for references to effects that worry older people</p>	25	
	Responses <i>might</i> use the following ideas:		

Question	Answer	Marks	Guidance
2	<p>A1 促使年轻人成为“斜杠青年”的因素？</p> <ul style="list-style-type: none"> • 对他们自己选择的职业不满意 • 感觉他们有更多的东西贡献给世界(社会) /为世界作更多的贡献 • 找到新的挑战 • 收入 /把兴趣爱好发展为<u>赚钱</u>的机会 • 渴望发挥能力 / 追求多样兴趣。 		
	<p>A2 斜杠青年迈向成功所需要的个人特质</p> <ul style="list-style-type: none"> • 客观地认清自己/审视自己 • 热情/上进/保持斗志 • 自律/自我控制 • 耐性 • 时间管理能力/抗压能力 • 有多样的兴趣/有才华 		
	<p>A3 长辈对想成为“斜杠青年”的年轻人有什么担心？</p> <ul style="list-style-type: none"> • 追求太多梦想 • 试图培养他们根本不具备的才能 /陷入痴心妄想的境地/只不过是场梦 • 压力太大 • 缺乏休息或休闲/生活不自由/疲于奔命 • 万一失败会坠入丧失斗志的痛苦深渊 		
	<p>Annotate A1, A2 & A3 next to the relevant paragraph.</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
3(a)	(稀)少 难得	[1] [1]	2
3(b)	B 爵		1
3(c)	有功的人		1
3(d)	用自己的/ <u>最高等级</u> 的爵/酒具给将士 喝酒		1
3(e)	因为王以爵赏嬖人之舐痔者/因为王 用爵奖励谄媚的小人		1
3(f)	C 李牧击却 <u>之</u>		1
3(g)(i)	全部/都		1
3(g)(ii)	所以		1
3(g)(iii)	以前		1
3(g)(iv)	给…… (酒) 喝		1
3(h)	奖赏时要谨慎/得当		1