



Cambridge IGCSE™

FIRST LANGUAGE CHINESE

0509/11

Paper 1 Reading

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **9** 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.

Question	Answer	Marks
1	<p>Comprehension and Use of Language (23 marks)</p> <p>Candidates will be assessed on their ability to:</p> <p>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</p>	
1(a)	<ul style="list-style-type: none"> • 二胡声荒腔走板/走调了。 • 方言听上去不熟悉/很陌生。 	2
1(b)	<ul style="list-style-type: none"> • 艰辛的/贫穷的/困苦的（如果举出具体的例子，如没有衣服穿，给1分） • 流浪的/居无定所/无家可归 	2
1(c)	<ul style="list-style-type: none"> • 冷漠/冷淡/漠不关心/置身事外/没有同情心 	1
1(d)	<ul style="list-style-type: none"> • 他怜悯/同情那两个外乡人。 • 他想帮助外乡人的心情十分急切/迫切。 	2
1(e)	<ul style="list-style-type: none"> • 他把所有的/全部的晚饭都给了外乡人。/给了晚饭以后他们自己没有晚饭吃了。 • 给了（五块）钱。 	2
1(f)	<ul style="list-style-type: none"> • 第三段：急了/着急/不理解 • 犹豫/不情愿 • 第六段：悲伤/难过 • 愧疚 <p>[Any three of the above]</p>	3
1(g)(i)	<ul style="list-style-type: none"> • 对外乡人来说，“不可言述的痛”是没有尽头的困顿/困顿的日子还要继续； 	1
1(g)(ii)	<ul style="list-style-type: none"> • 对施善者来说，“不可言述的痛”是对别人的苦难束手无策的难过/对所能给予的帮助微不足道感到的难过。 	1
1(h)	<ul style="list-style-type: none"> • 作者想通过“藏”表现男人（面对生活磨难时）的难堪/想保留一点儿自尊。 	1
1(i)(i)	<ul style="list-style-type: none"> • “我”感到吃惊/震动/心痛。 • “我”对外乡人的遭遇感到（深深的）同情。 	2

Question	Answer	Marks
1(i)(ii)	<ul style="list-style-type: none">“我”喘不过气来。外乡人的遭遇令人觉得<u>沉重/压抑</u>。	2
1(i)(iii)	<ul style="list-style-type: none">“我”的感受强烈到<u>无法自控</u>。“我”<u>无法改变现状/与命运相抗衡</u>。	2
1(i)(iv)	<ul style="list-style-type: none">这段回忆总是让“我”感到深深的悲伤。这件事给“我”的影响很深远。	2

Question	Answer	Marks
2	<p>Question 2 Directed Writing (25 marks)</p> <p>Note: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passages.</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.</p> <p>The mark for Reading is awarded based on Table A.</p> <p>The mark for Writing is awarded based on Table B.</p>	25

Question	Answer	Marks
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 an article to a school newspaper. 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>(* is to be shown after those which appear in more than one list; + is to be shown as implicit response or to extend some of the meaning from the texts, / and // is to be shown in between equivalent answers which delivers the same meaning; () is to be shown as detailed examples which could be considered equivalent to the point or to include answers with +)</p> <p>Annotate A1 for references to advantages of having an extraverted personality at working places. Annotate A2 for references to advantages of having an introverted personality at working places. Annotate A3 for references to reasons for why working places need two different personality types.</p>	
	Responses <i>might</i> use the following ideas:	
	<p>A1 说明性格外向在职场中的优势</p> <ul style="list-style-type: none"> • 善于建立关系/善于交友/人缘好/善于和陌生人交流。 • 保持乐观。 • 充满热情。 • 反应敏捷。 • 擅于表达自己。 • 开朗大方。 <p>Rej. 在工作上游刃有余/ 更能获得上司的赏识/更快得到升迁。</p>	
	<p>A2 说明性格内向在职场中的优势</p> <ul style="list-style-type: none"> • 更好地集中注意力。 • 能深度思考。 • 能未雨绸缪。 • 心思细腻。 • 更能照顾别人的感受。 • 更有耐心。 • 合作起来，让别人觉得踏实放心。 <p>Rej. 喜欢独自在安静的环境中工作/ 勤能补拙/ 在熟悉的环境里可以放得很开。</p>	

Question	Answer	Marks
2	<p>A3 职场为什么需要两种不同性格的人</p> <ul style="list-style-type: none"> • 职场需要不同的人才/ 需要纳百川。 • +不同性格的人在职场中可以互补/ 外向者可以带动内向者发挥出潜力/ 内向者向外向者学习公共演讲。 • 不同性格的人能发挥自身的优势。 • 需要两者共同合作。 • +职场需要两种不同的人保持平衡。 	

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
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
	<p>Section 3: Classical Chinese (12 marks)</p> <p>Candidates will be assessed on their ability to:</p> <p>R1 identify and interpret explicit information and attitudes R2 identify and interpret implicit information and attitudes</p>	
3(a)(i)	峭石危立/望之若剑戟黑虎之林	1
3(a)(ii)	果木繁	1
3(b)	高大	1
3(c)	摆得下几桌筵席	1
3(d)(i)	(僧人的) 笑声预示着前面有难走的地方/遇到了绝险处。	1
3(d)(ii)	作者渡过了险境/克服了难关, 心里轻松了下来。	1
3(e)	只有敢于冒险/拼命, 才能看到不一样的/独特的风景。	1
3(f)	iii 山石碍右臂, 左履虚不见底	1
3(g)(i)	尖/陡峭	1
3(g)(ii)	停留	1
3(g)(iii)	弯曲/迂回	1
3(g)(iv)	宽	1