



Cambridge IGCSE™

FIRST LANGUAGE CHINESE

0509/13

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"> • 窗外呼呼的风/ 风很大 • 室内昏黄的灯光/ 灯光昏暗 	2
1(b)	<ul style="list-style-type: none"> • 做工 • 剪裁 	2
1(c)	<ul style="list-style-type: none"> • 表明了父亲的失望。 • 表明父亲对六儿的理解/怜悯。 • 表明父亲对无法彻底帮助六儿家改变命运的难过。 <p>[Any 2 of 3]</p>	2
1(d)	<ul style="list-style-type: none"> • 说明六儿花费了很多心思来做这件旗袍。 • 突出六儿精湛的手艺。 • 说明了六儿和“我”的关系（熟悉/重视“我”）。 	3
1(e)	<ul style="list-style-type: none"> • 他被称为“裁缝大师”。 • 他住在方正新建的四合院里, (有朱门)。 • 他有门房了。 	3
1(f)	<ul style="list-style-type: none"> • “耗子”代表的是六儿当年对“我”和“我”父亲的冷漠/厌恶。 • 水绿的旗袍代表的是现在六儿对往事的和解。 	2
1(g)	<ul style="list-style-type: none"> • “我”陷入沉思 /回忆 	1
1(h)(i)	<ul style="list-style-type: none"> • “我”面对着旗袍。 • 旗袍像有生命的人一样。 	2
1(h)(ii)	<ul style="list-style-type: none"> • 他愣住了。 • 他很意外/吃惊。 	2
1(h)(iii)	<ul style="list-style-type: none"> • 表达了六儿抑制不住的高兴心情。 • 表达了六儿放下了从前的隔阂。 	2

Question	Answer	Marks
1(h)(iv)	<ul style="list-style-type: none">• “我”和六儿聊天的时间长。• “我”和六儿的感情很深。	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 穿校服对学生的好处</p> <ul style="list-style-type: none"> • 让学生找到归属感。 • 有助于减少互相攀比/ 保护家庭困难的同学的自尊心。 • 创造安全的校园环境, (有助于学生的安全)。 • 间接地促进了学生的学习。 • +降低逃课率。 • 节省穿衣打扮的时间/穿起来方便。 	
	<p>A2 学生们和家长们对校服的诉求</p> <ul style="list-style-type: none"> • 剪裁合身/ 不要过于宽大。 • 穿着舒适/ + 提高面料质量。 • + 减少在校服上的花费。 • 设计丰富一些。 • 能够显示(青少年的)的个性和活力。 	
	<p>A3 校服在校园文化中能起到的作用</p> <ul style="list-style-type: none"> • 培养集体荣誉感/归属感。 • + 创造平等的环境。 • + 体现时代特点。 • 让学生有自豪感/责任感 (如果让学生参与到校服设计中来)。 • * 体现学生的精神面貌/个性和活力。 • + 体现学校的特点。 	

Question	Answer	Marks
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)	闭门扫轨/朋旧少过	1
3(b)	用手指一行行地比划。	1
	嘴里发出声音。	1
3(c)(i)	喂奶	1
3(c)(ii)	停止	1
3(c)(iii)	做笔记	1
3(c)(iv)	曾经	1
3(d)	形容一想到就记下来/做笔记速度之快/ 做笔记时文思泉涌。	1
3(e)	揣摩书中的神韵/韵味。	1
3(f)(i)	我	1
3(f)(ii)	小女儿	1
3(f)(iii)	人们	1