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**FIRST LANGUAGE CHINESE**

**0509/13**

Paper 1 Reading

**May/June 2018**

MARK SCHEME

Maximum Mark: 50

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**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.

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**PUBLISHED****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	Guidance
<p><b>Question 1</b> 20 marks for Content 5 marks for Accuracy of Language</p> <p>In own words: <b>Note:</b> Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p> <p>If a candidate makes an error in a character which is needed to answer the question (underlined in the mark scheme), the mark cannot be awarded.</p>			
1(a)	<ul style="list-style-type: none"> <li>– 一路拥挤而漫长/路途远/路上拥挤 (1)</li> <li>– (不会)累/(不会)疲惫 (1)</li> <li>– (不)方便/(不)自在/怕麻烦 (1)</li> </ul> <p>Any 2</p>	<b>2</b>	
1(b)	<ul style="list-style-type: none"> <li>– 准备的是她认为特别的東西/(最)好的東西/舍不得的东西 (1)</li> <li>– 准备了我喜欢的东西/了解我的喜好/喜欢吃的(海鲜鱼干) (1)</li> <li>– 为我的健康 or 身体考虑/东西有利于健康/冷暖的关心/怕我着凉 (1)</li> <li>– 亲手做的 (1)</li> <li>– 对我的关心是方方面面的/时时刻刻/经常记挂 or 担心/她认为我需要的 (1)</li> </ul> <p>Any 4 of 5</p>	<b>4</b>	<p><b>Reject:</b> specific examples from the text. “存了很久的特产礼盒”、“从小吃到大的海鲜鱼干”、“看广告买来的明目护肝的草药”、“亲手织的毛线裤”、“密密匝匝封好打包”——照抄原文不给分</p> <p><b>Reject:</b> 在乎我的感受; 吃的, 穿的</p>
1(c)	<ul style="list-style-type: none"> <li>– “塞”说明了包裹很满/包裹很结实/东西很多/母亲满满的(很多的)爱; (1)</li> <li>– “穿越星际”说明了时间长/空间距离远/生活的艰难 (1)</li> </ul>	<b>2</b>	<p><b>Reject:</b> 只说表现了爱、没有“满满的/很多的”这层意思不给分</p> <p><b>Reject:</b> 用力推</p>
1(d)	<ul style="list-style-type: none"> <li>– 被母亲发现/看到“我”没有好好使用母亲给的衣物 (1)</li> <li>– 母亲的感受(笑着自嘲/母亲觉得自己白打了/伤心/失望/无奈等等) (1)</li> </ul>	<b>2</b>	<p><b>Reject:</b> 没有好好使用母亲给的衣物; “带着笑脸”不给分。</p>

Question	Answer	Marks	Guidance
1(e)	<ul style="list-style-type: none"> <li>- 要点1: 以前觉得“我”处处 or 时时刻刻需要照顾/现在渐渐放宽了心 (1)</li> <li>- 例子1: 以前塞得要去穿越星际一样”/现在不再鼓鼓囊囊/精简帆布袋。(1)</li> <li>- 要点2: 以前准备她认为我需要的/更考虑到“我”的喜好 or 考虑“我”的感受/通过“我”对袋子的反应来挑选袋子的内容 (1)</li> <li>- 例子2:</li> <li>- 以前给“我”很多“我”不穿的衣物/“我”不喜欢吃的红枣和蔬菜瓜果/不用的毛拖鞋/现在炖一锅“我”喜欢的鸡汤 or 喜欢的东西。(1)</li> </ul>	<b>4</b>	<p>什么东西都放, give 1 mark as an example. 精简周到, give 2 marks; 精简 is the example; 周到 is the attitude.</p> <p><b>Only if</b> the examples do not immediately match with the point, no marks awarded.</p> <p>Reject: “喜欢的东西”作为例子。</p>
1(f)	<ul style="list-style-type: none"> <li>- (“我”意识到) 母亲正在老去/老了(1)</li> </ul>	<b>1</b>	Reject: 年纪不小了。
1(g)	<ul style="list-style-type: none"> <li>- 把头(深深地)埋到袋子里(1)</li> <li>- (使劲地)闻了闻(1)</li> <li>- (高兴地)抱在了怀里 (1)</li> </ul>	<b>3</b>	
1(h)	<ul style="list-style-type: none"> <li>- 第一次的笑是自嘲的笑/苦笑/失望的笑/无奈的笑/痛苦的笑//不想让孩子感到内疚的笑/笑自己准备的东西过时了, 孩子没用上。(1)</li> <li>- 第二次的笑是满意的笑/开心的笑/真心的笑/欣慰的笑/发自内心的笑/知道孩子喜欢自己准备的东西 (1)</li> </ul>	<b>2</b>	<p>Reject: 勉强的笑, 牵强的笑, 假笑, 虚伪的笑, 不满意的笑, 装的, 演的, 假的, 强颜欢笑;</p> <p>Reject: 真笑</p>

Question	Answer	Marks	Guidance
Give up to 5 marks for Accuracy (a holistic mark for Question 1).			
<b>Writing: Accuracy of Language</b>			
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.		
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.		
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.		
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.		
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.		

Question	Answer	Marks	Guidance
<p><b>Question 2</b></p> <p>15 marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language No marks will be awarded for anything the candidate writes beyond the upper word limit.</p> <p>15 points are required, but more than 15 are given below to outline possible points candidates could be expected to make. Each point scores one mark, with a maximum of 15 to be awarded for content. Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.</p> <p>10 marks are available for Writing (see tables).</p>			
2	<p><b>为什么拒绝</b></p> <ol style="list-style-type: none"> <li>1 让人觉得累/不自在/麻烦（不方便）/没有考虑‘我’的感受</li> <li>2 不符合自己的心意/不需要（帮助）</li> <li>3 为了保护自己/ 出于信任危机</li> <li>4 不想有亏欠感/让人觉得有负担/造成不对等关系</li> <li>5 自尊心强/觉得接受别人的帮助就等于承认自己能力有缺失</li> </ol> <p><b>如何对待别人的好意</b></p> <ol style="list-style-type: none"> <li>6 打开心扉/ 不恶意揣测对方的用意/信任他人</li> <li>7 放下自尊/承认自己的不完美</li> <li>8 （欣然/ 坦然）接受他人的好意/ 成全他人的真诚/不要浪费（糟蹋）别人给予的东西</li> <li>9 对别人的关照表示感激/ 露出笑容</li> <li>10 把善意传递下去/ 让善意流动起来/坦然接受帮助的人更愿意付出</li> </ol>	15	

Question	Answer	Marks	Guidance
2	<p>如何施善</p> <p>11 观察对方的反应</p> <p>12 需要一点儿智慧/方法/讲究/深思熟虑</p> <p>13 不以己度人/考虑到对方的感受/尊重对方的想法</p> <p>14 打消他人的顾虑/让接受帮助的人愉悦 or 没有负担</p> <p>15 不强加给别人/不要太过于热心</p> <p>16 在自己力所能及的范围内做一些事</p>		



Question	Answer	Marks	Guidance
<b>Writing: Style and Organisation</b>			
5 (Excellent)	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose		
4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage		
3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus		
2 (Weak)	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow		
1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance		

Question	Answer	Marks	Guidance
<b>Writing: Accuracy of Language</b>			
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.		
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.		
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.		
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.		
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.		