

**MARK SCHEME for the May/June 2013 series**

**0509 FIRST LANGUAGE CHINESE**

**0509/12**

Paper 1 (Reading), maximum raw mark 50

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0509</b>	<b>12</b>

### Question 1

- 20 marks will be available for Reading: these will be awarded according to the detailed mark scheme below.
- 5 marks will be available for Writing (see table below).

#### Reading

- (a) 他们彼此大声地吼叫，以自己的吼声去压倒对方，  
也有人爱翻出以前的旧账来算，  
并讲一些话来刺激彼此。 [3]
- (b) 别急着反击 / 清楚地表达自己的想法，  
问一下对方为什么 / 澄清对方的想法。 [2]
- (c) 任何正确的解释。一定要有争吵、各持已见的意识。 [2]
- (d) 问题纠缠不清，  
伤害彼此感情。 [2]
- (e) 激怒对方，  
对于解决问题一点帮助都没有。 [2]
- (f) 就事论事，  
讲出你们的期待，  
并多问自己以后遇到同样的事情要怎么办。 [3]
- (g) 这样才能做到心平气和地沟通。 [1]
- (h) (i) 用自己的话表述一下你是怎么理解的，  
问问你的理解是否正确。 [2]
- (ii) 平静下来，  
也更有可能会倾听你的意见，  
达到有效的沟通。(任何两点) [2]
- (i) 在方法对的情况下 / 在有建设性和原则性的情况下。 [1]

[语言的精确: 5]  
[总分: 25]

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0509</b>	<b>12</b>

### **Writing: Accuracy of Language**

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

### **Question 2**

- 15 marks are available for Reading: each relevant point extracted by the candidate from the texts is ticked (see below). A mark is awarded for each tick up to a maximum of 15 marks.
- 10 marks are available for Writing (see tables below).

### **Reading**

- 1 吵架没有建设性 / 吵架没有原则性 / 有负面影响 / 使事情恶化
- 2 吵架的结果是致使以后还要吵架 (导火线)
- 3 吵架不能解决问题 / 吵架使问题纠缠不清
- 4 吵架容易伤害感情
- 5 要澄清对方的想法 / 交换意见 / 互相理解
- 6 表达自己的想法 / 把要求提出来 / 把要求明白摆在桌子上
- 7 看自己的要求合理不合理, 能否提出较合理的要求 / 用协商的方式
- 8 不要翻旧账 / 就事论事
- 9 将来如何处理类似问题 / 希望双方如何改变 / 把争论的重心转移到解决问题
- 10 不中断对方 / 心平气和地沟通 / 保持冷静
- 11 不要让好言的讨论变成恶言的争吵 / 将争吵变成讨论
- 12 要以关切和了解的态度看待对方
- 13 要有幽默感, 松弛紧张的气氛
- 14 自己要负责任, 不要埋怨别人
- 15 要互相倾听 / 互相尊重
- 16 父母也可以利用吃饭的机会教孩子如何更好地沟通

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2013</b>	<b>0509</b>	<b>12</b>

**Writing: Style and Organisation**

<b>5 (Excellent)</b>	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.
<b>4 (Good)</b>	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage.
<b>3 (Adequate)</b>	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus.
<b>2 (Weak)</b>	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.
<b>1 (Poor)</b>	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance.

**Writing: Accuracy of Language**

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