

**MARK SCHEME for the May/June 2012 question paper**  
**for the guidance of teachers**

**0509 FIRST LANGUAGE CHINESE**

**0509/11**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0509</b>	<b>11</b>

### Question 1

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

#### Reading

- (a) 开启思维能力  
思维活跃  
广纳新知  
利用自己的才智（为自己的人生目标服务） [4]
- (b) 勤奋  
敬业（的精神）  
性格 [3]
- (c) 只有知识是不够的  
实践经验/实践/智慧也很重要 [2]
- (d) 具备思考问题的能力  
把握自己的方向  
能够（灵活）处理人于人之间的关系  
有面对困难不退却的勇气 [4]
- (e) 更容易取得成就  
成功的人大多数都受过高等教育  
考虑问题更明确清晰  
能找到自己的道路/发展方向 [4]
- (f) 课堂，课外（活动），（社会）实践 [3]

[语言的精确：5]

[总分：25]

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0509</b>	<b>11</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 开启思维能力／培养学习和思考问题的能力
- 2 思维活跃
- 3 广纳新知／提高知识水平
- 4 培养解决问题的能力／使人考虑问题更清晰明确
- 5 利用自己的才智
- 6 更容易找到自己的道路和发展方向
- 7 学会灵活处理人与人之间的的问题
- 8 培养面对困难不退却的勇气
- 9 有知识的人更能取得成就／各界取得成就的人大多受过高等教育
- 10 锻炼勤奋/敬业的精神
- 11 从校外／课外抓住机会提高自己
- 12 要重视通才／全人教育，把自己培养成全人
- 13 要培养独立人格，而不是把自己造就成听话的工具
- 14 体会获得处世哲学／提高智慧／具有博大胸怀／培养性格
- 15 获取实践经验／获取书本外的知识和经验

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0509</b>	<b>11</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.