



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**CHINESE AS A SECOND LANGUAGE**

**0523/01**

Paper 1 (Reading and Writing)

**For Examination from 2015**

SPECIMEN MARK SCHEME

**2 hours**

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**MAXIMUM MARK: 70**

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This document consists of **11** printed pages and **1** blank page.



## 1 General Marking Principles

**1.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.

### 1.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 1.3 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded. For example, the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but there are 2 'extra' ticks (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3

number of correct ticks:	5
minus number of extra ticks:	-2
mark awarded:	= 3

- (d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

### 1.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1, and line 2 blank = 2  
 Both correct answers on line 1, and line 2 wrong = 1  
 (or vice-versa)

**1.5 Reading tasks:** answers requiring the use of Chinese (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies, provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives unless Mark Scheme specifies otherwise.

**1.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect Chinese if the word given means something else in Chinese.**

**1.7** Annotation used in the Mark Scheme/Marking:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

**1.8** No response and '0' marks

There is a NR (No Response) option in scoris.

Award NR (No Response):

- If there is nothing written at all in the answer space, or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know'), or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

## 1.9 Extra material: Section 1, Exercise 3

In **Section 1, Exercise 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 1, Exercise 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, the following general rules apply:

<b>(a)</b>	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
<b>(b)</b>	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme</b> :	the Examiner needs to decide, by consulting the text and the Team Leader if necessary, whether the alternative answer constitutes:  (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded  or  (ii) an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
<b>(c)</b>	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme</b> :	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(d)</b>	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(e)</b>	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

## 2 Detailed Mark Scheme

### Exercise 1, Questions 1–8

#### 练习一 第1至8题

ACCEPT	
1 d	[1]
2 f	[1]
3 h	[1]
4 g	[1]
5 a	[1]
6 i	[1]
7 生产一吨 纸 需要 很多水。	[1]
8 哥哥 决定 以 种树 支持 环保。	[1]

[Total 8]

## Exercise 2, Questions 9–18

## 练习二 第9至18题

Accept		Refuse	
9(i) 出生年月日(1993年4月17日) + 9(ii) 出生地（上海）缺一项则完全无分，年月日必须完整。		[1]	
10(i) 国籍（加拿大） + 10(ii) 母语（英语）。缺一项则完全无分。		[1]	
11 现住址（上海市闸北区新城路480号5楼3室）。 6项内容缺一不可。		[1]	
12 初中的校名及所在城市（蒙特利尔 + 卫斯理学校[Wesley]）。 两项缺一不可，但不需要写国名和英文的Wesley。		[1]	
13 (i) 初中在校年数 (3年) + 13 (ii) 初中教学语言（英语）。缺一项则完全无分。		[1]	
14 (i) 要注意的食物、药物（花生） + 14(ii) 健康状况（身体好）。缺一项则完全无分。		[1]	
15(i) 与本人的关系（叔叔） + 15(ii) 住址（同“现住址”）。 如完全抄写“现住址”的内容也可。		[1]	
16(i) 与本人的关系（婶婶/婶母/婶） + 16(ii) 联系方式（13679506673）。 如完全抄写“现住址”的内容也可。		[1]	
17 选择本校的原因（远近闻名 + 学费不太贵）。 缺一项则完全无分。		[1]	
18 简述高中毕业后的打算（考上海交大 + 材料工程专业）。 缺一项则完全无分。		[1]	
			[Total: 10]

## Exercise 3 Questions 19–26

## 练习三 第19至26题

Accept	Refuse	
<b>19</b> （主要原因是）心理压力。	[1]	
<b>20</b> 中间群体 + 认为自己最可能上二类...。 只答高三学生无分。	[2]	
<b>21</b> 自己 + 父母：缺一项则无分。	[1]	
<b>22</b> 男生自我期待较高（男生比女生高出6个百分点 – 可有可无）。	[1]	
<b>23 (i)</b> 成绩好坏 <b>23 (ii)</b> 怕考试发挥不好。 具体百分比可有可无。	[1] [1]	
<b>24</b> 不利于正常的学习、生活和身心健康 + 影响高考成绩。 ‘形成自我暗示’可有可无。	[2]	
<b>25 (i)</b> 无业 ... 人员因家庭经济情况感到压力 <b>25 (ii)</b> 专业..人员及 企业家担心孩子的情绪和心理状态	[1] [1]	
<b>26</b> 男生的压力比女生大。	[1]	<b>[Total: 12]</b>

#### Exercise 4

Award the answer a mark for **Content** (out of 9) and a mark for **Language** (out of 6) in accordance with the General Criteria table that follows.

- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, punctuation and use of paragraphs). The candidate selects to complete one version of the paper (either simplified or traditional characters), but may deploy either form of writing and even mix the two forms in any way they wish except for within one single character.
- When deciding on a mark for Content or Language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.
- When deciding on a mark for **Content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.
- When deciding on a mark for **Language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **shorter than the stated word length but does fulfil the task**, it should be put in mark band 4–5 for content.
- If the essay is considerably **shorter than the stated word length and does not fulfil the task**, it should be put in mark band 2–3 for content or lower.
- If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for Language are available.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.

**[Total for Exercise 4: 15 marks]**



## GENERAL CRITERIA FOR MARKING EXERCISE 4

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9	<b>Highly effective:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is sustained.</li> </ul>	6	<b>Fluent:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<b>Effective:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	5	<b>Precise:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
4–5	<b>Satisfactory:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	3–4	<b>Safe:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
2–3	<b>Partly relevant:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2	<b>Errors intrude:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</li> </ul>
0–1	<b>Little relevance:</b> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0–1	<b>Hard to understand:</b> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/ word usage/ punctuation throughout, which make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 mark.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Chinese writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>

## Exercise 5

Award the answer a mark for **Content** (out of 15) and a mark for **Language** (out of 10) in accordance with the General Criteria table that follows.

- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, punctuation and use of paragraphs). The candidate selects to complete one version of the paper (either simplified or traditional characters), but may deploy either form of writing and even mix the two forms in any way they wish except for within one single character.
- When deciding on a mark for Content or Language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.
- When deciding on a mark for **Content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.
- When deciding on a mark for **Language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **shorter than the stated word length but does fulfil the task**, it should be put in mark band 6–8 for content.
- If the essay is considerably **shorter than the stated word length and does not fulfil the task**, it should be put in mark band 3–5 for content or lower.
- If the essay is **partly relevant** and therefore in mark band 3–5, the full range of marks for Language are available.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.

**[Max. total for Exercise 5: 25 marks]**

## GENERAL CRITERIA FOR MARKING EXERCISE 5

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
13–15	<b>Highly effective:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is sustained.</li> </ul>	9–10	<b>Fluent:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</li> </ul>
9–12	<b>Effective:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	7–8	<b>Precise:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
6–8	<b>Satisfactory:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	5–6	<b>Safe:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
3–5	<b>Partly relevant:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	3–4	<b>Errors intrude:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</li> </ul>
0–2	<b>Little relevance:</b> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0–2	<b>Hard to understand:</b> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Chinese writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>

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