



# Cambridge IGCSE™

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CHINESE AS A SECOND LANGUAGE

0523/01

Paper 1 Reading and Writing

May/June 2020

MARK SCHEME

Maximum Mark: 60

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**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.

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This document consists of **8** 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.

This component tests the following Assessment Objectives:

### AO1: Reading

R1 identify and select relevant information

R2 understand ideas, opinions and attitudes

R3 show understanding of the connections between ideas, opinions and attitudes

R4 understand what is implied but not directly stated, e.g. writer's purpose, intention and feelings

### AO2: Writing

W1 communicate information/ideas/opinions clearly, accurately and effectively

W2 organise ideas into coherent paragraphs using a range of appropriate linking devices

W3 use a range of grammatical structures and vocabulary accurately and effectively

W4 show control of punctuation and character formation

W5 use appropriate register and style/format for the given purpose and audience

### Overview of exercises on Paper 1

Exercise	Task type	Reading objectives tested	Marks for Reading objectives	Writing objectives tested	Marks for Writing objectives	Total available marks
1	Information transfer	R1, R2, R3	7	W1	1	8
2	Short answer questions	R1, R2, R3, R4	12			12
3	Multiple matching	R1, R2, R3	10			10
4	Writing (1)			W1, W2, W3, W4, W5	8	8
5	Writing (2)			W1, W2, W3, W4, W5	22	22
<b>TOTAL MARKS</b>						60

## Detailed Mark Scheme

Question	Answer	Marks
<b>Exercise 1 Questions 1–8</b> 练习一 第1至8题		
1	1997年7月4号	1
2	仙台市青叶区上野街6号	1
3	仙台育英中学	1
4	御茶之水女子大学	1
5	汉语水平考试五级	1
6	汉语语言文学	1
7	(在汉语语言文学领域) 名师辈出	1
8	网站	1

Question	Answer	Marks
<b>Exercise 2 Questions 9–17</b> 练习二 第9至17题		
9	从过去每年推出4个季度的时装到现在15个, 甚至更多。	1
10	酷/时尚 便宜/廉价	2
11	土壤污染 影响农民健康	2
12	生产快销时装所产生的碳排放量比传统产品多400%	1
13	用旧衣换取优惠券	1
14	回收衣物的实际利用率太低	1
15	鼓励消费	1
16	生产耐穿的衣服	1
17	时装企业选购有机棉花 消费者转变消费理念 / 消费者注重品质而非数量	2

Question	Answer	Marks
<b>Exercise 3 Questions 18–27</b> 练习三 第18 至27题		
18	C	1
19	B	1
20	A	1
21	D	1
22	C	1
23	B	1
24	A	1
25	C	1
26	D	1
27	D	1

Question	Answer	Marks
<p><b>Exercise 4 Question 28</b> 练习四 第28题</p> <p>Content: 1 mark is awarded for each bullet point (see below).</p> <p>Language: a generic mark scheme (see below) is used for the making of the language element of this task.</p>		
28	<p>Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language.</p> <p><b>Content:</b> Award 1 mark for covering each bullet point, up to a maximum 3 marks:</p> <ul style="list-style-type: none"> <li>• 解释你很久没回家乡的原因</li> <li>• 描述家乡令你印象最深的变化</li> <li>• 介绍你回家乡做了什么</li> </ul>	<b>8</b>
<p><b>Language (style and accuracy)</b></p>		
5 marks	<ul style="list-style-type: none"> <li>• Uses a wide range of language, including complex structures, effectively.</li> <li>• High level of accuracy, very good control of language.</li> <li>• Consistently appropriate style and register. Uses well constructed and linked paragraphs.</li> </ul>	
4 marks	<ul style="list-style-type: none"> <li>• Uses a range of structures appropriately. Attempts to use more ambitious language.</li> <li>• Mostly accurate with a good control of language. Any errors do not impede meaning.</li> <li>• Appropriate style and register. Uses reasonably well constructed paragraphs with some linking words.</li> </ul>	
3 marks	<ul style="list-style-type: none"> <li>• Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control.</li> <li>• Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.</li> <li>• Some attempt to use appropriate style and register and to organise writing into paragraphs.</li> </ul>	
2 marks	<ul style="list-style-type: none"> <li>• Uses simple structures and vocabulary.</li> <li>• Some degree of control. Meaning is sometimes in doubt.</li> <li>• Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li> </ul>	
1 mark	<ul style="list-style-type: none"> <li>• Uses very simple structures and vocabulary.</li> <li>• Lack of control of simple structures makes meaning mostly difficult to understand.</li> <li>• Inappropriate style and register. No use of paragraphs.</li> </ul>	
0 marks	No response worthy of credit.	

Question	Answer	Marks
<b>Exercise 5 Question 29</b> 练习五 第29题  <b>The extended writing task: both content and language are marked against generic mark schemes (see below).</b>		
29	Award up to 10 marks for Content and up to 12 marks for the style and accuracy of Language.	<b>22</b>
<b>Content: relevance and development of ideas</b>		
<b>Level 4</b>	<b>8–10 marks</b>	<ul style="list-style-type: none"> <li>Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</li> <li>Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent.</li> <li>Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</li> </ul>
<b>Level 3</b>	<b>5–7 marks</b>	<ul style="list-style-type: none"> <li>Fulfils the task, with appropriate register and a good sense of purpose and audience.</li> <li>Ideas are well developed at appropriate length. Well organised and coherent.</li> <li>Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</li> </ul>
<b>Level 2</b>	<b>3–4 marks</b>	<ul style="list-style-type: none"> <li>Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li> <li>Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent.</li> <li>Some attempt to use appropriate style and register and to organise writing into paragraphs.</li> </ul>
<b>Level 1</b>	<b>1–2 marks</b>	<ul style="list-style-type: none"> <li>Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li> <li>There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence.</li> <li>Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li> </ul>
<b>Level 0</b>	<b>0 marks</b>	No response worthy of credit.

Question	Answer	Marks
<b>Language: style and accuracy</b>		
<b>Level 4</b>	<b>10–12 marks</b>	<ul style="list-style-type: none"> <li>• Uses a range of language, including complex structures and less common words and phrases, effectively.</li> <li>• High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</li> </ul>
<b>Level 3</b>	<b>7–9 marks</b>	<ul style="list-style-type: none"> <li>• Uses a range of structures and words and phrases, generally appropriately.</li> <li>• Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</li> </ul>
<b>Level 2</b>	<b>4–6 marks</b>	<ul style="list-style-type: none"> <li>• Uses mainly simple structures and vocabulary.</li> <li>• Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.</li> </ul>
<b>Level 1</b>	<b>1–3 marks</b>	<ul style="list-style-type: none"> <li>• Uses simple structures and vocabulary.</li> <li>• Some lack of control of simple structures. Meaning is often obscured.</li> </ul>
<b>Level 0</b>	<b>0 marks</b>	No response worthy of credit.