

Cambridge IGCSE™

CHINESE AS A SECOND LANGUAGE**0523/01**

Paper 1 Reading and Writing

May/June 2024

MARK SCHEME

Maximum Mark: 60

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.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **12** printed pages.

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 descriptions 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.

ANNOTATING SCRIPTS

Annotation	Meaning
	Credit for good content point
	Use if the entire answer is incorrect, and the candidate is awarded 0 marks
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then ' no benefit of the doubt' is given.
	Harmless addition: use if the candidate extends their answer, without contradicting or invalidating the response.
	If the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Meaning unclear / indicates a problem in that section.
	good language
	Omission (of character, word etc.)
	irrelevant
	Good development of point or idea

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Question	Answer	Marks	Guidance
Exercise 1 Questions 1–7 练习一 第1至7题			
1	捷克	1	Accept: 捷克人
2	(体操) 运动员	1	
3	高中	1	Accept: 高中刚毕业
4	普通	1	
5	旅游 (签)	1	
6	央视 (节目《开讲啦》)	1	Accept: 央视节目组
7	去北京参与访谈的录制 去西安游览	2	Accept: 参与央视节目的录制 Reject: 游览

Question	Answer	Marks	Guidance
Exercise 2 Questions 8–18 练习二 8至18题			
8	建造国际空间站	1	
9	惊讶/意外（空间站绕行地球的速度之快）	1	Reject: 惊喜/记忆犹新
10	冷冻收集成液态水	1	Reject: 冰块要先被气化成水蒸气在冷冻收集成液态水；冷冻
11	把基地设计成可折叠式（从地球运送）	1	
12	（生活作息）自律 极强的自我调节能力	2	
13	微生物发酵生产蛋白质 垂直农场	2	
14	商业开发/商业参与	1	Accept: 目前他们正在推进商业开发太空舱对接空间站的计划
15	制造业	1	
16	悲观/消极/现实	1	
17	促进科技（不断）进步	1	

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

Question	Answer	Marks	Guidance
<p>Exercise 4 Question 28 练习四 第28题</p> <p>Content: 1 mark is awarded for each bullet point (see below). Language: a generic mark scheme (see below) is used for the making of the language element of this task.</p>			
26	<p>Award up to 3 marks for Content and up to 5 marks for the style and accuracy of Language.</p> <p>Content: Award 1 mark for covering each bullet point, up to a maximum 3 marks:</p> <ul style="list-style-type: none"> • introduce the institution that organised the exhibition; • explain your reasons for participating in the exhibition; • describe a design that impressed you the most. 	8	

Question	Answer	Marks	Guidance
Language (style and accuracy)			
5 marks	<ul style="list-style-type: none"> • Uses a wide range of language, including complex structures, effectively. • High level of accuracy, very good control of language. • Consistently appropriate style and register. Uses well-constructed and linked paragraphs. 		
4 marks	<ul style="list-style-type: none"> • Uses a range of structures appropriately. Attempts to use more ambitious language. • Mostly accurate with a good control of language. Any errors do not impede meaning. • Appropriate style and register. Uses reasonably well constructed paragraphs with some linking words. 		
3 marks	<ul style="list-style-type: none"> • Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. • Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. • Some attempt to use appropriate style and register and to organise writing into paragraphs. 		
2 marks	<ul style="list-style-type: none"> • Uses simple structures and vocabulary. • Some degree of control. Meaning is sometimes in doubt. • Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. 		
1 mark	<ul style="list-style-type: none"> • Uses very simple structures and vocabulary. • Lack of control of simple structures makes meaning mostly difficult to understand. • Inappropriate style and register. No use of paragraphs. 		
0 marks	No response worthy of credit.		

Question	Answer	Marks	Guidance																		
Exercise 5 Question 29 练习四 第29题 The extended writing task: both content and language are marked against generic mark schemes (see below).																					
27	Award up to 10 marks for Content and up to 12 marks for the style and accuracy of Language.	22																			
<table border="1"> <thead> <tr> <th colspan="3" data-bbox="165 485 2011 550">Content: relevance and development of ideas</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 550 322 724">Level 4</td> <td data-bbox="322 550 533 724">[8–10 marks]</td> <td data-bbox="533 550 2011 724"> <ul style="list-style-type: none"> Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register. Uses well- constructed and linked paragraphs. </td> </tr> <tr> <td data-bbox="165 724 322 863">Level 3</td> <td data-bbox="322 724 533 863">[5–7 marks]</td> <td data-bbox="533 724 2011 863"> <ul style="list-style-type: none"> Fulfils the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Uses reasonably well- constructed paragraphs with some linking words. </td> </tr> <tr> <td data-bbox="165 863 322 1035">Level 2</td> <td data-bbox="322 863 533 1035">[3–4 marks]</td> <td data-bbox="533 863 2011 1035"> <ul style="list-style-type: none"> Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Some attempt to use appropriate style and register and to organise writing into paragraphs. </td> </tr> <tr> <td data-bbox="165 1035 322 1243">Level 1</td> <td data-bbox="322 1035 533 1243">[1–2 marks]</td> <td data-bbox="533 1035 2011 1243"> <ul style="list-style-type: none"> Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. </td> </tr> <tr> <td data-bbox="165 1243 322 1319">Level 0</td> <td data-bbox="322 1243 533 1319">[0 marks]</td> <td data-bbox="533 1243 2011 1319">No response worthy of credit.</td> </tr> </tbody> </table>				Content: relevance and development of ideas			Level 4	[8–10 marks]	<ul style="list-style-type: none"> Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register. Uses well- constructed and linked paragraphs. 	Level 3	[5–7 marks]	<ul style="list-style-type: none"> Fulfils the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Uses reasonably well- constructed paragraphs with some linking words. 	Level 2	[3–4 marks]	<ul style="list-style-type: none"> Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Some attempt to use appropriate style and register and to organise writing into paragraphs. 	Level 1	[1–2 marks]	<ul style="list-style-type: none"> Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. 	Level 0	[0 marks]	No response worthy of credit.
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Level 1	[1–2 marks]	<ul style="list-style-type: none"> Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. 																			
Level 0	[0 marks]	No response worthy of credit.																			

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