FIRST LANGUAGE CHINESE

Paper 0509/11
Reading Directed Writing and Classical Chinese

There were too few candidates for a meaningful report to be produced.

Cambridge Assessment
International Education

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第一语言中文

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Paper 0509/12
阅读理解，定向写作和文言文
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关键信息

考生需在现代汉语和古代汉语方面展示出较好的阅读理解能力，而且也要在写作时展示出较好的语言能力以及组织文章结构的能力，写出具有针对性的作文。

考生应尽力回答每一个问题，不写答案就会失去得分的机会。

考生需认真仔细阅读试卷上的所有问题，确保准确理解每个问题的要求，而且要留出一定的时间重新阅读和检查答案，避免出现由于疏忽造成的一些失误。

为了答好*第一部分*的问题，考生应该：

- 仔细阅读每个问题以明确要问的内容，最好划出问题中的关键字/词/词组，例如"心情"，"态度"，"反应"，"看法"，"从原文中找出"和"综合全文"等等，这样会有助于专注于问题的具体要求；
- 掌握如何识别字/词/词组/句子的隐含意思以及字面的明确意思；
- 能够解释、分析和评估看法、观点和事实；
- 能够分析并讨论作者是如何通过语言来影响读者的，包括如何通过隐喻及描述性语言等技巧来达到效果的；
- 注意每个题的分值，确保答案包括每个得分点。
- 争取写出短小、简明和准确的答案，并且答案中不应包含任何可能使正确答案失效的额外信息。

为了答好*第二部分*的问题，考生应该：

- 在写作前列一个提纲，确保作文结构合理；
- 仔细阅读题目，明确要求中的每一个问题；
- 从第二篇和第三篇的短文中选择相关的事实、看法和观点，并进行分析、评估及扩展；
- 根据两篇短文的内容进行写作，而不是写个人的经历或轶事；
- 考虑写作的目的以及面向的读者，并使用正确的语气和格式；
- 在论证时，论点明确，论证合理，并借助恰当的关联词连接观点；
- 使用复杂句式以及准确多样的词汇。

为了答好*第三部分*的问题，考生应该：

- 能够把文言文词语准确地翻译成现代汉语词语；
- 了解文言文中常见虚词的基本用法；

- 仔细阅读每个问题以明确要问的内容；
- 能够总结出文言文给现代的读者带来的启发。

对考生表现的基本反馈信息

大多数考生表现出对文章的较好的理解，并尽力回答了所有的问题。考生们对考题的形式和要求比较熟悉和了解。总的来说，今年考生在回答**问题一**和**问题二**中的表现比在回答**问题三**中的表现好。

考生对需要引用文中信息或者根据词句的表面意思作答的问题，都答得很好。而那些需要更深入分析理解或推论的问题，对很多有能力的考生来说有时也是一个挑战。对于需要用简短的语言回答的问题，最好的答案是那些简明扼要地回答问题所需的准确信息的答案。

在**问题一**中，大部分考生表现出良好的阅读理解能力，并且在根据词句表面意思以及直接引用文中信息作答的问题上都得了高分。一些考生对文章和问题有完整充分的理解，表现出极强的分析和总结能力，并能够清晰准确地表达；还有一部分考生没有正确地理解题意。考生们应该注意并熟悉问题中的一些关键词，比如"态度"、"心理"、"心情"、"哪些方面"等等，这样会有助于对问题的理解。

另外，在**问题一**中，要求考生解释为什么作者在文中选择使用特定的词或词组，或者使用这些词汇对读者有什么影响的问题，被认为是最难的。一些考生对短文中的隐喻或者描述性的词句有极强的理解能力；而另一些考生在这方面表现得有点欠缺。这也就是说一些考生在解释为什么带下划线的词语/词组在文章中很重要、或者为什么作者选择了那个特定的词语方面没有拿到每道题应该得到的分数。

问题二是定向写作，总体来说，考生的表现是令人满意的。大部分考生展示了良好的写作能力，并能够根据写作的目的及面向的读者完成写作。一些考生能够根据题目的要求，从两篇短文中选取相关的答题点进行写作。能力强的考生能够对从短文中筛选的信息进行分析、评估，合理地组织作文的结构，使用准确的语言进行写作。较差的回答往往有以下特点：要么是对段落中所表达的观点进行简单的总结，而没有对其进行充分的发展或分析；要么是没有使用段落中的观点和看法，而是用自己的个人经验或知识作答。所以，考生应该仔细地阅读问题要求，确保写作时包含问题中要求的所有的点，并对从短文中筛选的内容加以分析和评估，有效地完成自己的写作。我们也建议考生在写作前花少量的时间制定提纲以确保作文有条理及有连贯性。

在**问题三**中，考生的表现各异：实力较强的考生展示出较高的古典汉语知识水平，较弱的考生看起来是很难正确理解原文，最弱的考生根本没有尝试去回答问题。建议考生在准备这门课程时，应该有更多的机会阅读广泛的古典文本，这样他们在处理未见过的文本中的单词和句子的含义时就会更加自信。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

问题一

(a) 这个问题，大多数考生回答得很好，能够回答出显示老曹对其工作态度的两点。我们提醒考生要注意分值，以确保他们的回答足够充分，从而得到满分。

(b) 大多数考生对这一问题理解得很好，他们能够分析出老曹对新锦旗的反应表现出了他怎样的心理。

(c) 这是另一道考生回答得非常好的问题。大多数考生都能成功地认识到晓冬最初对其爷爷的到来的冷漠态度。

(d) 本题考查考生分析和理解上下文中隐含意义的能力。考生需要比较晓冬和老曹看电视的音量，然后分析出作者这样写的目的。大多数考生回答得很好，他们准确地指出了，晓冬把音量调得很高以掩盖他和爷爷之间的尴尬，或者指出这表明他以自己为中心，忽视爷爷的感受；老曹把电视音量调小到几乎无声，以尊重他孙子的感受，或者指出这表明他害怕打扰孙子。有些考生在回答中只提到了晓冬的表现，所以只能得 1 分。

(e) 这个问题需要高水平的理解和解释能力。考生在这个问题上表现得还不错，他们大多数都能回答出老曹对门突然打开的希望和恐惧的原因。

(f) 这道题考生一般都很难将爷爷在餐桌上表现出的三种情绪都包含在答案中。分析和解释能力强的考生表现不错，他们通过文中的一句话"哪承想"解释了老曹的惊讶；文中他不好意思地问明天换换，可以看出他很难为情/自责；文中"眼里茫茫然一片"的描述让他感到迷茫/失落。大多数考生能够确定"迷茫或失落"的情绪，从而获得 1 分。

(g) 这道综合性阅读理解题考查考生的分析和总结能力，通过考生的答题情况证明了这类问题对许多考生来说是有难度的。大多数人只得了 3 分中的 2 分。只有能力最强的考生通过分析和总结在哪些方面可以看出来老曹在儿子家像个客人而获得满分。我们鼓励考生从文中找出正确的例子，然后用自己的语言进行概括总结。

(h) 本题考查考生理解作者如何使用语言来达到效果并影响读者的能力。考生需要解释划线的词/词组在上下文中的意思或者是作者想通过这些词/词组说明什么。大部分问题是两分，也就是说要列出两点来回答问题。

(I) 许多考生通过回答老曹在接到儿子的电话后立即去了他儿子的家，成功地获得了 1 分。最准确的回答还解释了老曹对儿子家的事情很上心/很在意/很重视。

(II) 大多数考生通过解释晓冬和他爷爷在假装电视节目很好看而获得了第一分。最有能力的考生还解释了晓冬和他的爷爷试图掩盖无话可说的尴尬。

(III) 这是一道回答得很好的问题。大多数考生能够指出门被关得很重/很响，表明了晓冬对老曹的不满/不耐烦。

(iv) 大部分考生都非常准确地回答了这个问题，表现出了出色的理解能力。

(v) 在回答这道题上，考生的表现很不同，说明考生的理解能力和语言能力也是参差不齐的。大多数考生能够将"听着滴滴答答的时钟"解释为客厅非常安静，只有少数具有高水平分析和推理能力的考生能够指出"说明老曹感到孤独或不安"，从而得到第二分。

第二部分

问题二

考生需要根据短文二和短文三中的信息为校报写一篇关于 "我们的饮食方式 "的文章。文章需要使用短文二和短文三中的观点，并对其进行分析，评价和扩展，以涵盖问题的三个方面。为了达到最高分数段，考生需要确保回答了问题中提到的每一点，用文章中的细节来支持观点，写出一篇组织良好、结构严谨的文章。考生应注意这篇文章是要发表在校报上的的，应以适当的语气和风格来写，用适当的词汇来完成。

阅读

总体来说，考生表现得比较好。

考生表现出对两篇短文很好的理解，且能够使用文中的观点来回答要求中的三个问题。一些考生能够在阅读中达到最高的三个分数档，充分地意识到要完成要求中的每个问题，解释分析了现代饮食和饮食方式的变化，以及导致这些变化的原因，并指出了该怎样从本质上改变人们的饮食方式。

最好的答案能够达到 12/13 分，展示出极强的阅读理解能力，以及从两篇短文中选取相关的事实和观点，并对其进行分析、评估和扩展的能力。

对于一些较弱的考生来说，没能在阅读上得高分，可以通过更仔细地阅读问题和要求来提高。这些考生的文章通常是写个人的经历或观点而不是从两篇短文中筛选和总结信息。

写作

大部分考生能够写出结构清晰的文章，同时通过使用关联词语和准确的词汇让文章更有逻辑性及通顺流畅。一些文章能够在要求的字数内完成，文章过长往往会导致重点不突出，所以不鼓励写过长的文章。

作文得高分的考生通常是能够用自己的语言精心地组织文章的结构，根据面向的读者，以准确恰当的语言有针对性地完成写作。

那些过度依赖并大量抄写短文材料而不进行观点重组或不组织措辞的文章常常不能展示考生对短文的充分理解，而且不能使写出的作文令人信服，因此不能在写作中得到高分；一些较弱的作文往往是缺少必要的关联词或者有很多错别字；还有，考生要更好地意识到写作的目的，更有针对性，写作风格要更恰当。

第三部分

问题三

整体上来说，考生对于文言文的理解还是达到了一个合理的水平的，对这部分的一些问题总体上应对得不错。当然考生的表现是很不一样的。一些考生能够用现代词语很好地解释文言文的词汇，表现得很自信。一些考生则觉得有难度。如果考生能够在学习的过程中多接触一些文言文，增强这方面的阅读理解能力，那么在面对考试中遇到没有学过的文言文时，会更自如。

(a) 这道题要求考生指出作者对童真的态度。大多数考生对这个问题都有较好的理解，并准确地回答了问题。

(b) 这道题要求考生解释"从时间角度来看，作者从哪三个阶段阐述了人们失去童心的原因"。大多数考生都能从文中找出正确的信息，但需要注意问题中的关键词"从时间角度来看"，根据问题的要求正确地指出时间上的三个阶段才能得分。我们强烈建议考生在答题前仔细阅读题目。

(c) (I)和(II)：这两道题考查考生对虚词"之"所指内容的理解，考生表现各异。一些考生对这两个句子中的"之"有良好的理解；有些考生只正确地回答了第一个"之"的意思而得 1 分。

(d) 本题考查考生的分析理解能力，分析作者通过引用古代圣人的例子想要说明的问题。在回答这个问题上，考生的表现各不相同。一些有能力的考生能够指出，作者用古代圣人的例子来说明多读书、懂义理也能保持童真。

(e) 一些考生准确地指出了哪个划线的虚词表示原因，显示出对虚词"以"的很好的理解。

(f) 这道题需要考生用现代汉语解释划线的文言文词语的意思。通过学生的答案可以看出，对许多考生来说，这道题是有难度的。拿高分的考生对文言文中的一些基本词汇很熟悉。有些考生在解释划线的词语的时候，写出了很多不同的答案，这些答案有时候是互相矛盾的，这种情况是不能得分的。还有，我们鼓励一些不自信的考生，要尝试写出答案，避免不回答问题。

(I) 大量的考生发现把"遽"翻译成现代汉语是有难度的。

(II) 大多数考生都给出了正确答案"更加"或"越来越"；也有少数考生将其解释为"增加"，不能得分。

(III) 这道题总体来说回答得很好，大多数考生都准确地解释了"皆"的含义。那些把它解释为"都是"的考生不能得分。

(IV) 一些考生对这个词的解释还不错，他们把"固"翻译成了"本来"、"原本"；一些常见错误是把"固"翻译成了"固然"。

Cambridge Assessment
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FIRST LANGUAGE CHINESE

Paper 0509/12

Reading, Directed Writing and Classical Chinese

Key messages

Candidates need to demonstrate a good level of reading comprehension in both modern and classical Chinese. They also need to show their linguistic competence when writing, to produce well-organised, effective responses.

Candidates should aim to attempt every question; leaving blank spaces offers no chance of scoring a mark.

In all parts of the paper candidates need to ensure that they spend time reading the questions carefully and making sure they understand exactly what is being asked. They are also advised to spend time proofreading their responses to check for any mistakes or technical errors.

In order to do well in *Section 1*, candidates should:

* read each question carefully to identify exactly what is being asked, highlighting the keywords/phrases in each question such as 'feeling', 'attitude', 'reflection', 'views', 'from the original text' and 'based on the whole passage' etc. This will help candidates focus on the specific requirements of the question.
* understand how to recognise implied meaning, as well as explicit meaning to answer questions.
* interpret, analyse and evaluate ideas and opinions as well as facts.
* be able to discuss and analyse how authors achieve effects or use language to influence the reader, including specific techniques such as metaphor and descriptive language.
* pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks.
* aim to write short, concise and precise answers and eliminate any extra material which could invalidate an otherwise correct answer.

In order to do well in *Section 2*, candidates should:

* make a plan before writing the essay to help ensure it is well-structured.
* read the task carefully to ensure that all elements of the task have been understood.
* select relevant facts, ideas and opinions from passages 2 and 3, developing, evaluating or analysing the chosen content.
* respond using ideas rooted in the passages, rather than personal experience or anecdotes.
* consider the audience and purpose of the piece and write in an appropriate register.
* structure arguments logically and link ideas with appropriate connectives.
* use complex sentences and varied and precise vocabulary.

In order to do well in *Section 3*, candidates should:

* be able to translate classical language into modern words.
* know the basic function words in classical texts.
* read each question carefully to identify exactly what is being asked.
* be able to conclude what insight the classical texts bring to a modern audience.

General comments

Most candidates demonstrated a sound level of understanding of the texts and attempted all the questions. They appeared to be familiar with the format of the paper and understood the requirements of the questions.

In general, candidates this year performed better in **Question 1** and **Question 2** than they did in **Question 3**.

Questions requiring candidates to cite information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or those which required them to deduce information from clues given in the texts sometimes challenged even the most able candidates. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question.

In **Question 1**, most candidates performed well and showed good comprehension skills. They were able to score highly in the questions which tested explicit meaning, or straightforward ideas and opinions. The strongest candidates showed thorough understanding of the questions and texts and great skills of analysis and summary, with many using clear and well-chosen language. In some cases, there was also evidence of questions being misunderstood. Some candidates would have benefited from greater familiarity with keywords used in the questions such as '态度', '心理', '心情', '哪些方面'.

The questions which asked candidates to explain why the author had chosen to use particular words or phrases in the passage or what effect using those items of vocabulary had on the reader were found to be the most difficult in **Question 1**. Whilst some candidates could competently discuss the use of metaphor or the function of descriptive language and the effects these have on the reader, others seemed less secure in this area. This meant that in many cases not all of the available marks could be awarded.

In **Question 2**, the Direct Writing task, the general standard of this year's performance was positive and satisfactory. Most candidates showed good writing skills, paying attention to the audience and purpose stated in the question in order to produce a response using an appropriate tone and register. Many candidates were able to identify relevant points from both passages to answer all parts of the questions. The strongest responses successfully developed and evaluated the chosen points in a way that clearly fulfilled all elements of the task and presented a well-organised article. Weaker responses were often characterised by the following: either the production of a straightforward summary of the ideas expressed in the passages without going on to develop or analyse them fully, or a response which did not use ideas and opinions rooted in the passages but instead used their own personal experience or knowledge. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded by not completing all the necessary elements. Candidates should also be advised to devote a small amount of time to planning before they start to write in order to ensure their responses are organised and coherent.

Candidates' performance varied in **Question 3**. Stronger candidates demonstrated a high level of knowledge of classical Chinese. Weaker candidates appeared to struggle to correctly comprehend the original text, with the weakest making no attempt to answer the questions at all. It is recommended that candidates should have more opportunities to read a wide range of classical texts while preparing for this course, so that they become more confident in dealing with the meaning of words and sentences in the unseen texts.

Comments on specific questions

Section 1

Question 1

(a) Most candidates responded well and were able to identify the two points showing Lao Cao's attitude towards his job. Candidates are reminded to pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks.

(b) This question was very well handled by the majority of candidates who were able to analyse what kind of feeling Lao Cao's reaction to the new pennant revealed about him.

(c) This was another very well answered question. The majority of candidates could successfully recognise Xiaodong's initial indifferent attitude about the arrival of his grandfather.

(d) This question assessed candidates' ability to analyse and understand implicit meaning in context. Candidates were required to compare the volume of Xiaodong's and Lao Cao's TV viewing and analyse the purpose of the author in these descriptions. It was answered well by most candidates, who successfully noted that Xiaodong turned the volume up to be very loud to hide the

awkwardness between him and his grandfather or to show that he was not interested in his grandfather's feelings. Lao Cao turned the TV down to be almost silent to respect his grandson's feelings or to show he was afraid of disturbing his grandson. Some candidates only mentioned how Xiaodong behaved in their answer and so limited themselves to 1 mark.

(e) This question required a high level of comprehension and interpretation skills. Candidates performed very well in this question with most answering both Lao Cao's hope and fear that the door would suddenly open.

(f) Candidates generally struggled to include all three emotions shown by the grandfather at the dinner table. Candidates with strong analytical and interpretive skills performed well and explained, using the line from the text 'I did not expect that', that the grandfather Lao Cao was surprised. They could tell he was embarrassed when the text said 'he sardonically asked tomorrow for a change' and that he felt confused or lost from the description in the text 'his eyes were blank'. Most candidates were able to identify the emotions 'confused or lost' to gain one mark.

(g) This global reading comprehension question tested candidates' ability to analyse and summarise, which proved to be challenging to many candidates with most scoring 2 out of 3 marks. Only the most capable candidates achieved full marks by identifying and summarising in what aspects Lao Cao was like a guest in his son's house. Candidates were encouraged to identify the right examples from the text and then use their own words to summarise.

(h) This question tested candidates' ability to understand how the author used language to achieve effects and influence readers. Candidates needed to interpret what the underlined words/phrases meant in the context or what the author wanted to illustrate in using them. Most questions were worth 2 marks, and so two distinct points were needed to answer those questions.

   (i) Many candidates managed to gain 1 mark by answering Lao Cao went to his son's house straightaway after receiving his son's call. The best responses also interpreted the implied meaning that Lao Cao took great care of his son's family.

   (ii) Most candidates gained the first mark by explaining that Xiaodong and his grandfather were pretending the TV programme was good. The most able candidates also explained that Xiaodong and his grandfather tried to cover up the embarrassment of not having anything to say.

   (iii) This was a well answered question. Most candidates were able to respond that the door was shut very hard, indicating Xiaodong was not happy with Lao Cao.

   (iv) The majority of candidates answered this question with great success, showing excellent comprehension skills.

   (v) A varied performance was seen in this question, suggesting that candidates had mixed levels of comprehension and language competence. Most candidates were able to interpret '听着滴滴答答的时钟' meaning the living room was very quiet. Only a small number of capable candidates with a high level of analysis and inference skills managed to score the second mark of 'showing Lao Cao was feeling lonely or unsettled'.

Section 2

Question 2

Candidates were required to write an article for the school newspaper about 'The Way We Eat' based on the information given from the two passages. The article needed to use the ideas from passages 2 and 3 and develop them relevantly to cover the three areas of the question. In order to reach the highest marking bands, candidates needed to ensure they had addressed all aspects of the question, supporting their ideas with details from the passages and producing a well organised and carefully structured article. Candidates should take note that this article would be shown on the school newspaper and write in an appropriate tone and style for the purpose, using suitable vocabulary.

Reading

In general, candidates performed well in this question.

Candidates demonstrated a good understanding of the passages and were able to use the ideas in the texts to cover the three areas outlined in the question. Many candidates were awarded marks for reading in the top three levels, showing awareness of the need to fulfil all elements of the task. They referred to the changes in modern diets and ways of eating, the reasons for those changes and how to fundamentally change the way people eat currently.

The strongest responses which obtained 12/13 marks showed excellent comprehension skills and an ability to select a wide range of facts, ideas and opinions from both passages, developing and evaluating them to complete the task.

Some responses presented a clear progression of ideas relating to the three areas of the question, but had a tendency to elaborate excessively on a small number of points from the texts, rather than offering a broader range of supporting evidence. In general, the first two elements of the task were answered more successfully. In completing the answer of the third bullet point of the task, some responses did not provide enough relevant ideas to fulfil the task.

Some weaker responses did not score well for reading and could have been improved with more careful reading of the question and instructions. Such responses often developed their claims based on their own experience or personal views rather than using content from the passages.

Writing

Most candidates were able to provide a well-organised response, using connectives effectively to create a fluent piece and using precise language throughout their writing. Many responses were written within the guidelines given for length. Overly long responses are not encouraged as these tend to result in less focused writing.

The top marks in writing were awarded to candidates who used their own language to carefully structure their answers with consistently well chosen and precise vocabulary and who wrote in an appropriate tone for the audience.

Responses which relied on considerable lifting of materials from the texts without reorganising the ideas or paraphrasing the language often resulted in an ineffective or unconvincing answer and therefore did not score highly for writing. Some weaker responses were characterised by an absence of good and powerful connectives or contained incorrectly written characters; others needed a better awareness of audience and purpose to ensure the writing was of an appropriate style.

Section 3

Question 3

Overall, candidates demonstrated a reasonable level of understanding of the classical passage, coping generally well with some questions in this section. A range of performance was seen in which some candidates confidently understood the classical Chinese and were able to supply answers in modern Chinese with equivalent meaning; others appeared to struggle to correctly comprehend the original text. It would undoubtedly be beneficial for candidates to be exposed to a range of classical texts while learning, so that they feel comfortable dealing with unseen texts in the assessment.

(a) This question required candidates to identify the author's attitude towards childlike innocence. Most candidates showed good understanding of the text and answered the question successfully.

(b) Candidates were required to explain 'In terms of time, in which three stages the author illustrates the reasons why people lose their childlike innocence'. Most candidates were able to identify the right parts of the text for the answers, but needed to pay attention to the key words 'in terms of time' in the question to gain the marks. Candidates are strongly encouraged to read the questions carefully before answering.

(c) **(i)** and **(ii)**: a variety of performance was seen among the responses to these two questions testing candidates' understanding of what the functional word '之' refer to. Many candidates showed good understanding of 之 in both sentences; some only gained 1 mark by answering the first 之 correctly.

(d) This question tested candidates' comprehension skills to analyse what the author wanted to illustrate by citing the example of ancient saints. The candidates' performance on this question was varied. Some capable candidates were able to point out that the author used examples of ancient saints to exemplify that reading more books and understanding righteousness could also preserve the childlike innocence.

(e) Many candidates were successful in identifying which underlined word indicated the reason, showing good understanding of the functional word '以'.

(f) This question required candidates to explain the meaning of the underlined words in modern Chinese and it proved to be challenging to many. The highest scoring candidates showed familiarity with commonly used vocabulary in classical Chinese. Weaker responses often contained several alternative answers, sometimes contradicting each other, which could gain no credit. Candidates with less confidence are encouraged to make an attempt to answer the questions.

   (i) A large number of candidates found it challenging to translate '遽' into modern Chinese.

   (ii) The majority of candidates responded very well with the correct answer '更加' or '越来越'. In a few instances, candidates interpreted it as '增加', which could not gain a mark.

   (iii) This question was generally well handled and most candidates were successful in explaining the meaning of 皆. Candidates who interpreted it as 都是 could not gain a mark.

   (iv) Some candidates responded to this word reasonably well by translating '固' to '本来', '原本', some common mistakes for this word were translating '固' to '固然.

第一语言中文

Paper 0509/13

阅读理解，定向写作和文言文

关键信息

考生需在现代汉语和古代汉语方面展示出较好的阅读理解能力，而且也要在写作时展示出较好的语言能力以及组织文章结构的能力，写出具有针对性的作文。

考生应尽力回答每一个问题，不写答案就会失去得分的机会。

考生需认真仔细阅读试卷上的所有问题，确保准确理解每个问题的要求，而且要留出一定的时间重新阅读和检查答案，避免出现由于疏忽造成的一些失误。

为了答好**第一部分**的问题，考生应该：

- 仔细阅读每个问题以明确要问的内容，最好划出问题中的关键字/词/词组，例如"心情"，"态度"，"反应"，"看法"，"从原文中找出"和"综合全文"等等，这样会有助于专注于问题的具体要求；
- 掌握如何识别字/词/词组/句子的隐含意思以及字面的明确意思；
- 能够解释、分析和评估看法、观点和事实；
- 能够分析并讨论作者是如何通过语言来影响读者的，包括如何通过隐喻及描述性语言等技巧来达到效果的；
- 注意每个题的分值，确保答案包括每个得分点。
- 争取写出短小、简明和准确的答案，并且答案中不应包含任何可能使正确答案失效的额外信息。

为了答好**第二部分**的问题，考生应该：

- 在写作前列一个提纲，确保作文结构合理；
- 仔细阅读题目，明确要求中的每一个问题；
- 从第二篇和第三篇的短文中选择相关的事实、看法和观点，并进行分析、评估及扩展；
- 根据两篇短文的内容进行写作，而不是写个人的经历或轶事；
- 考虑写作的目的以及面向的读者，并使用正确的语气和格式；
- 在论证时，论点明确，论证合理，并借助恰当的关联词连接观点；
- 使用复杂句式以及准确多样的词汇。

为了答好**第三部分**的问题，考生应该：

- 能够把文言文词语准确地翻译成现代汉语词语；
- 了解文言文中常见虚词的基本用法；

- 仔细阅读每个问题以明确要问的内容；
- 能够总结出文言文给现代的读者带来的启发。

对考生表现的基本反馈信息

大多数考生表现出对文章的较好的理解，并尽力回答了所有的问题。考生们对考题的形式和要求比较熟悉和了解。总的来说，今年考生在回答**问题一**和**问题二**中的表现比在回答问题三中的表现好。

考生对需要引用文中信息或者根据词句的表面意思作答的问题，都答得很好。而那些需要更深入分析理解或推论的问题，对很多有能力的考生来说有时也是一个挑战。对于需要用简短的语言回答的问题，最好的答案是那些简明扼要地回答问题所需的准确信息的答案。

在**问题一**中，大部分考生表现出了良好的阅读理解能力，并且在根据词句表面意思以及直接引用文中信息作答的问题上都得了高分。一些考生对文章和问题有充分完整的理解，表现出了极强的分析和总结能力，并能够清晰准确地表达；还有一部分考生没有正确地理解题意。考生们应该注意并熟悉问题中的一些关键词，比如"感情"、"反应"、"心情"、"品格"等等，这样会有助于对问题的理解。

另外，在**问题一**中，要求考生解释为什么作者在文中选择使用特定的词或词组，或者使用这些词汇对读者有什么影响的问题，被认为是最难的。一些考生对短文中的隐喻或者描述性的词句有极强的理解能力；而另一些考生在这方面表现得有点欠缺。这也就是说一些考生在解释为什么带下划线的词语/词组在文章中很重要、或者为什么作者选择了那个特定的词语方面没有拿到每道题应该得到的分数。

问题二是定向写作，总体来说，考生的表现是令人满意的。大部分考生展示了良好的写作能力，并能够根据写作的目的及面向的读者完成写作。一些考生能够根据题目的要求，从两篇短文中选取相关的答题点进行写作。能力强的考生能够对从短文中筛选的信息进行分析、评估，合理地组织作文的结构，使用准确的语言进行写作。较差的回答往往有以下的特点：要么是对段落中所表达的观点进行简单的总结，而没有对其进行充分的发展或分析；要么是没有使用段落中的观点和看法，而是用自己的个人经验或知识作答。所以，考生应该仔细地阅读问题要求，确保写作时包含问题中要求的所有的点，并对从短文中筛选的内容加以分析和评估，有效地完成自己的写作。我们也建议考生在写作前花少量的时间制定提纲以确保作文有条理及有连贯性。

在**问题三**中，考生的表现各异：实力较强的考生展示出较高的古典汉语知识水平，较弱的考生看起来是很难正确理解原文，最弱的考生根本没有尝试去回答问题。建议考生在准备这门课程时，应该有更多的机会去阅读广泛的古典文本，这样他们在处理未见过的文本中的单词和句子的含义时就会更加自信。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

问题一

(a) 这个问题，大多数考生回答得很好，能够指出父亲对工作的感情是喜爱/热爱的。少数考生将注意力集中在父亲对待工作的态度或心态上，而不是感情上，所以不能得分。因此建议考生对问题中常用的关键词，如"看法"、"态度"、"感情"、"心情"等，要有更清楚的理解。

(b) 这个问题需要考生展示出高水平的理解和解释能力，一些考生在这方面表现良好，大多数考生使用了关键词"贪"来概括汤姆。像"想把提包占为己有"或"怕欧维抢他看到的东西"这样的答案，也可以接受。

(c) 大多数考生对这个问题掌握得很好，其中许多人都能找出汤姆的两个反应"震惊"和"愤怒"。有些考生只写出了"愤怒"，得了一分。所以应提醒考生检查分值，因为在一些情况下，考生只提供了一个答案，所以不能得满分。

(d) 这道题，考生也回答得非常好。大多数考生都得了满分。这个问题需要考生从原文中找出原话，而不是改写关键词，有些考生改写了关键词，例如，一动不动，眼睛不眨，很遗憾没有得分。

(e) 本题要求考生通过分析父亲的一系列行为，概括出他是如何表现出父爱的。考生需要分析出当父亲说"你决定"时，表明了他对欧维的尊重/信任；当父亲"点点头"时，表明了对欧维的支持/肯定。一些考生觉得这道题有难度。许多考生能够从文章中找到反映父爱的句子，并抄写原文中对父亲行为的描述；但只有能力强的考生才能继续分析并概括出来这些行为所体现的父爱。还有一些考生能够指出父亲对欧维的做法的尊重，但没有讨论欧维做出决定后父亲给予他的支持。

(f) 这道题考查的是考生分析和理解上下文中隐含意义的能力。大多数考生回答得很好，他们成功地指出了欧维对父亲的沉默的想法。有些考生因为只描述了父亲的行为"不提汤姆拿走提包"，而没有继续谈论欧维的想法而没有得分。还有一些考生误用了"好奇"去解释欧维的想法，而不是正确的答案"不理解/疑惑/感到奇怪"，没有得分。

(g) 这道问题大部分考生回答得很好，他们能够分析出欧维在向父亲忏悔时感到害怕/恐慌；但并不是所有的考生都能同时指出欧维感到羞愧这一点。

(h) 这道综合性阅读理解题考查了考生的分析和总结能力，证明了这类问题对许多考生来说是有难度的。大多数考生只得到了 1 或 2 分，而没有得到满分 3 分。只有能力最强的考生通过用自己的语言总结出父亲的三个独特的道德品格而得了满分。很多考生试图列举文章中所体现出来的父亲的所有的品质，而没有抓住问题中的关键词"与众不同"来总结父亲展现出的与其他人不同的品格。

(i) 本题考查考生理解作者如何使用语言来达到效果并影响读者的能力。考生需要解释划线的词/词组在上下文中的意思或者是作者想通过这些词/词组说明什么。大部分问题是两分，也就是说要列出两点来回答问题。

(I) 许多考生通过回答欧维感到不舒服而得了 1 分。较好的回答还解释了欧维对汤姆的行为感到厌恶的隐含意思。一些较差的回答分析了汤姆的行为方式，而不是欧维对汤姆的行为有什么感觉。

(II) 这道题考生答得不错。大多数考生通过成功地解释 "箭步" 表示快的速度，以及说明了汤姆对钱包的渴望而得了两分。有些考生只回答出第一点，只能得到 1 分。

(III) 考生在这道题上的表现很不一样，说明了他们的理解力和语言能力也是参差不齐的。大多数考生能够准确地解释"嚷嚷"，而少数考生把"嚷嚷"和"嚷嚷"混为一谈。只有少数具有高水平分析和推理能力的考生能够解释出"显示汤姆的不满/愤怒"这层意思，得了第二分。

(IV) 这道题被证明是最有难度的问题之一。只有能力最强的考生才能得到满分；一些考生能够从划线句子中推断出汤姆一直在盯着欧维，但很少有考生能够从欧维的角度回答问题，说明欧维在汤姆凶恶的目光下的感受。

(V) 这是一道答得很好的问题。大多数考生都能回答出欧维变得勇敢或自信了，最好的回答还指出了欧维从不是很坚定到很坚定的变化。

第二部分

问题二

考生需要根据短文二和短文三中关于在家工作的信息给他/她的叔叔写一封邮件。这封邮件需要使用短文二和短文三中的观点，并对其进行分析，评价和扩展，以涵盖问题的两个方面。为了达到最高分数段，考生需要确保回答了问题中提到的每一点，用文章中的细节来支持观点，写出一封组织良好、结构严谨的电子邮件。考生应注意这封邮件是发给他/她的叔叔的，应以适当的语气和风格来写，用适当的词汇来完成文章。

阅读

总体来说，考生表现得比较好。

考生表现出对两篇短文很好的理解，且能够使用文中的观点来回答要求中的两个问题。大部分考生能够在阅读中达到最高的三个分数档，充分地意识到要完成要求中的每个问题，解释出居家办公对员工来说有哪些利与弊，以及对雇主来说应如何应对工作场所多元化的趋势。

最好的答案能够达到 13/14/15 分，展示出极强的阅读理解能力，以及从两篇短文中选取相关的事实和观点，并对其进行分析、评估和扩展的能力。

这道题要求学生既要回答第一个问题，即对于员工来说，居家办公的利与弊；也要回答出第二个问题，即对于雇主来说，该如何应对工作场所多元化的趋势。一些文章能够清晰地表达出对要求中的两个问题进行说明的情况，但是过度集中地解释一个问题中的很少的几个要点，而没有涉及到足够的要点来支撑所要回答的问题。从整体上来看，考生针对第一个问题的阐述比较成功，尽管也出现了少数考生因没有认真审题，分析了在办公室工作而不是居家工作的优点和缺点，而没有在阅读中得到相应的分数。也有一些考生还加入了关于在家工作

对雇主不利的额外信息，而问题中并没有要求这样做，所以是不必要的。在完成第二个问题的时候，有些答案需要提供更多相关的想法和信息。只有能力强的考生能够提供在家工作的缺点的解决方案，为自己赢得了高分。一些考生审题不够仔细，或者只是简单地说明不允许在家工作，因此没能拿到高分。

对于一些较弱的考生来说，没能在阅读上得高分，可以通过更仔细地阅读问题和要求来提高。这些考生的文章通常是写个人的经历或观点而不是从两篇短文中筛选和总结信息。

写作

大部分考生能够写出结构清晰的文章，同时通过使用关联词语和准确的词汇让文章更有逻辑性及通顺流畅。大部分文章都在要求的字数内完成，文章过长往往会导致重点不突出，所以不鼓励写过长的文章。

作文得高分的考生通常是能够用自己的语言精心地组织文章的结构，根据面向的读者，以准确恰当的语言有针对性地完成写作。

那些过度依赖并大量抄写短文材料而不进行观点重组或不组织措辞的文章常常不能展示考生对短文的充分理解，而且不能让写出的作文令人信服，因此不能在写作中得到高分；一些较弱的作文往往是缺少必要的关联词或者有很多错别字；还有，考生要更好地意识到写作的目的，更有针对性，写作风格要更恰当。

第三部分

问题三

整体上来说，考生对于文言文的理解还是达到了一个合理的水平的，对这部分的一些问题总体上应对得不错。当然考生的表现是很不一样的。一些考生能够用现代词语很好地解释文言文的词汇，表现得很自信。一些考生则觉得有难度。如果考生能够在学习的过程中多接触一些文言文，增强这方面的阅读理解能力，那么在面对考试中遇到没有学过的文言文时，会更自如。

(a) 答题的情况证明，这道两分题对一些考生来说是很有挑战性的。能力较强的考生准确地回答了这个问题，或者用自己的语言来回答，或者正确地引用了"均以业为食者也" 和"其食之隆杀，惟视其身之勤惰，亦无以异也"；而一些考生只回答了一个方面，得一分。答案中常见的错误是将"食"字误解为"食物"。

(b) 这个问题要求考生用自己的语言来解释为什么作者认为"择业莫若渔"。答题情况证明，对很多考生来说，这道题也是有难度的。优秀的考生对第一段有很好的理解，并正确地解释了原因；一些较弱的考生要么误解了问题，用"择业莫若渔"的翻译来回答，要么找不到正确的原因，回答"打鱼让人快乐"，这样的答案不能得分。

(c)　这道题考生需要解释舜和尚父以捕鱼为生的原因。对这个问题的回答，考生的表现很不同，也说明考生的理解力和语言能力的参差不齐。一些有能力的考生用自己的语言准确地回答了问题，而一些考生从原文中找出相关的句子"前世淡薄之士托而逃焉者"，但只是简单地照抄了句子，而没有与舜和尚父联系起来。

(d)　这道题考生需要解释为什么作者认为严陵是历史上唯一的这种人，并在答案中包括一生、打鱼、享受/快乐/不厌倦，以获得满分。这道题考生的答案也很不同。有能力的考生能够从原文中找出相关的句子"终其身乐之不厌"，或将其准确地翻译成现代汉语作答。一些考生提供了部分答案，没有得到分数。由于缺乏正确的理解，能力较差的考生在回答这个问题上表现得很吃力。

(e) (I)　许多考生都成功地指出了这个问题所指的是谁。一些常见的错误答案，如"盖乐"、"夫"、"夫佣"等，说明一些考生对文言文中的虚词的使用没有牢固的理解。

(II)　这道问题大部分考生回答得很好。

(f)　这道题需要考生用现代汉语解释划线的文言文词语的意思。通过学生的答案可以看出，对许多考生来说，这道题是有难度的。拿高分的考生对文言文中的一些基本词汇很熟悉。有些考生在解释划线的词语的时候，写出了很多不同的答案，这些答案有时候是互相矛盾的，这种情况是不能得分的。还有，我们鼓励一些不自信的考生，要尝试写出答案，避免不回答问题。

(I)　大多数考生都写出了正确答案"唯独"或"只有"。有少数考生将其解释为"单独"而不能得分。

(II)　这道题总体上回答得很好，大多数考生都准确地解释了"故"的含义。那些将其解释为"故事/身故"的考生无法得分。

(III)　考生对这个词的解释一般都很准确，他们把"焉"翻译成了"怎么"、"如何"或"哪里"。一些常见翻译错误是把"怎么会"、"怎么能"或"怎样"等词汇与"怎么"混淆了。

(IV)　很多考生发现将"岂"翻译成现代汉语是有难度的。一些考生回答成"怎么"，没有得分。

(V)　大多数考生都能准确地回答这个问题，表现出对"亦"字的理解。常见的错误是将"亦"误译为"都"或"也是"。

FIRST LANGUAGE CHINESE

> **Paper 0509/13**
> **Reading, Directed Writing and**
> **Classical Chinese**

Key messages

Candidates need to demonstrate a good level of reading comprehension in both modern and classical Chinese. They also need to show their linguistic competence when writing, producing well-organised, effective responses.

Candidates should aim to attempt every question; leaving blank spaces offers no chance of scoring a mark.

In all parts of the paper candidates need to ensure that they spend time reading the questions carefully and making sure they understand exactly what is being asked. They are also advised to spend time proofreading their responses to check for any mistakes or technical errors.

In order to do well in *Section 1*, candidates should:

- read each question carefully to identify exactly what is being asked, highlighting the keywords/phrases in each question such as 'feeling', 'attitude', 'reflection', 'views', 'from the original text' and 'based on the whole passage' etc. This will help candidates focus on the specific requirements of the question.
- understand how to recognise implied meaning, as well as explicit meaning to answer questions.
- interpret, analyse and evaluate ideas and opinions as well as facts.
- be able to discuss and analyse how authors achieve effects or use language to influence the reader, including specific techniques such as metaphor and descriptive language.
- pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks.
- aim to write short, concise and precise answers and eliminate any extra material which could invalidate an otherwise correct answer.

In order to do well in *Section 2*, candidates should:

- make a plan before writing the essay to help ensure it is well-structured.
- read the task carefully to ensure that all elements of the task have been understood.
- select relevant facts, ideas and opinions from passages 2 and 3, developing, evaluating or analysing the chosen content.
- respond using ideas rooted in the passages, rather than personal experience or anecdotes.
- consider the audience and purpose of the piece and write in an appropriate register.
- structure arguments logically and link ideas with appropriate connectives.
- use complex sentences and varied and precise vocabulary.

In order to do well in *Section 3*, candidates should:

- be able to translate classical language into modern words.
- know the basic function words in classical texts.
- read each question carefully to identify exactly what is being asked.
- be able to conclude what insight the classical texts bring to a modern audience.

General comments

Most candidates demonstrated a good level of understanding of the texts and attempted all the questions. They appeared to be familiar with the format of the paper and understood the requirements of the questions.

In general, candidates this year performed better in **Question 1** and **Question 2** than they did in **Question 3**.

Questions requiring candidates to cite information or find explicit answers from the passages were generally done well, while questions needing deeper analysis or those which required them to deduce information from clues given in the texts sometimes challenged even the most able candidates. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question.

In **Question 1**, most candidates performed well and showed good comprehension skills. They were able to score highly in the questions which tested explicit meaning, or straightforward ideas and opinions. The strongest candidates showed thorough understanding of the questions and texts and great skills of analysis and summary, with many using clear and well-chosen language. In some cases, there was also evidence of questions being misunderstood. Some candidates would have benefited from greater familiarity with keywords used in the questions such as '感情', '反应', '心情', '品格'.

The questions which asked candidates to explain why the author had chosen to use particular words or phrases in the passage or what effect using those items of vocabulary had on the reader were found to be the most difficult in **Question 1**. Whilst some candidates could competently discuss the use of metaphor or the function of descriptive language and the effects these have on the reader, others seemed less secure in this area. This meant that in many cases not all of the available marks could be awarded.

In **Question 2**, the Direct Writing task, the general standard of this year's performance was positive and satisfactory. Most candidates showed good writing skills, paying attention to the audience and purpose stated in the question in order to produce a response using an appropriate tone and register. Many candidates were able to identify relevant points from both passages to answer all parts of the questions. The strongest responses successfully developed and evaluated the chosen points in a way that clearly fulfilled all elements of the task and presented a well-organised article. Weaker responses were often characterised by the following: either the production of a straightforward summary of the ideas expressed in the passages without going on to develop or analyse them fully, or a response which did not use ideas and opinions rooted in the passages but instead used their own personal experience or knowledge. Candidates need to ensure that they read the task carefully, as some limited the marks that could be awarded by not completing all the necessary elements. Candidates should also be advised to devote a small amount of time to planning before they start to write in order to ensure their responses are organised and coherent.

Candidates' performance varied in **Question 3**. Stronger candidates demonstrated a high level of knowledge of classical Chinese. Weaker candidates appeared to struggle to correctly comprehend the original text, with the weakest making no attempt to answer the questions at all. It is recommended that candidates should have more opportunities to read a wide range of classical texts while preparing for this course, so that they become more confident in dealing with the meaning of words and sentences in the unseen texts.

Comments on specific questions

Section 1

Question 1

(a) Most candidates responded well and were able to identify that the father's 感情 toward his job as being 喜爱/热爱. A few candidates focussed on the father's 态度 or 心情 rather than 感情, and no marks were given for this. In some cases, candidates needed a clearer understanding of the keywords commonly used in questions, such as '看法', '态度', '感情', '心情', etc.

(b) This question required a high level of comprehension and interpretation skills, and many candidates performed well here, with most using the appropriate keyword '贪' to summarise 汤姆's character. Answers like '想把提包占为己有' or '怕欧维抢他看到的东西' were also credited.

(c) This question was well-handled by the majority of candidates, many of whom were able to identify 汤姆's two reactions as '震惊' and '愤怒'. Some candidates gave the reaction as '愤怒', which was also awarded the mark. Candidates should be reminded to check the mark allocation as in a small number of cases candidates only supplied 1 reaction rather than 2, and so could not achieve the full mark.

(d) This was another very well answered question with the majority of candidates achieving full marks. In this question, candidates needed to identify language from the original text rather than rephrasing the keywords. For instance, 一动不动，眼睛不眨.

(e) This question required candidates to analyse a sequence of the father's actions to determine how he demonstrated paternal love. Candidates needed to identify that when the father said '你决定', this showed his love of 尊重/信任; when the father '点点头' this demonstrated a love of 支持/肯定. Candidates found this to be a challenging question. Many candidates were able to find the lines from the text that reflected paternal love and could copy the descriptions of the father's actions from the original text, but only the strongest responses went on to analyse and conclude the underlying love shown by these actions. Some candidates were able to identify the point of '尊重', but needed to then discuss the support shown by the father after 欧维 had made his decision.

(f) This question assessed candidates' ability to analyse and understand implicit meaning in context. It was answered well by most candidates who successfully specified 欧维's thoughts towards the father's silence. Some candidates were not credited because they only described the father's action '不提汤姆拿走提包', without going on to talk about 欧维's thoughts. There were also examples where candidates misused '好奇' instead of the correct answer '不理解/疑惑/感到奇怪'.

(g) The majority of candidates responded well to this question by answering that 欧维 felt afraid and panicked '害怕' when he confessed to his father; not all candidates could also identify that he felt ashamed '羞愧'.

(h) This global reading comprehension question tested candidates' ability to analyse and summarise, which proved to be challenging to many candidates with most scoring 1 or 2 marks out of a possible 3. Only the most capable candidates achieved full marks by identifying and summarising in their own words the father's 3 distinctive moral characteristics. A large number of candidates attempted to list father's qualities as shown in the text; to be successful, they needed to focus their answers around the key word '与众不同' given in the question, in order to summarise how the father's characteristics were different from others.

(i) This question tested candidates' ability to understand how the author used language to achieve effects and influence readers. Candidates needed to interpret what the underlined words/phrases meant in the context or what the author wanted to illustrate in using them. Most questions are worth 2 marks, which means that two points were needed to answer those questions.

   (i) Many candidates managed to gain 1 mark by answering that 欧维 felt physically uncomfortable. Stronger responses also interpreted the implied meaning that 欧维 felt disgusted with 汤姆's behaviour. Some weaker responses analysed how 汤姆 behaved rather than how 欧维 felt about 汤姆's behaviour.

   (ii) This was a well-handled question. Most candidates achieved both marks by successfully explaining that '箭步' indicated fast speed and also showing 汤姆's desire for the wallet. Some candidates only attempted to answer the first point and could only achieve 1 mark.

   (iii) A varied performance was seen in this question, suggesting that candidates had mixed levels of comprehension and language competence. Most candidates were able to interpret '嚷嚷' accurately while a small number of candidates mixed up '嚷嚷' with '囔囔'. Only a small number of capable candidates with a high level of analysis and inference skills managed to score the second mark of 'showing 汤姆's discontent/anger'.

   (iv) This question proved to be one of the most challenging questions in this section; only the most able candidates received full marks. Some candidates were able to deduce from the underlined phrase that 汤姆 had been staring at 欧维, but very few were able to answer the question from 欧维's perspective, implying how 欧维 felt beneath Tom's ferocious glare.

(v) This was a well answered question. Most candidates were able to respond that 欧维 had grown brave or confident. The best responses also indicated the change of 欧维 from not very determined to very firm.

Section 2

Question 2

Candidates were required to write an email to his/her uncle based on the information given from the two passages about work from home. The email needed to use the ideas from passages 2 and 3 and develop them relevantly to cover the two areas of the question. In order to reach the highest marking bands, candidates needed to ensure they had addressed all aspects of the question, supporting their ideas with details from the passages and producing a well organised and carefully structured email. Candidates should take note that this email would be sent to his/her uncle and write in an appropriate tone and style for the purpose, using suitable vocabulary.

Reading

In general, candidates performed well in this question.

Candidates demonstrated a good understanding of the passages and were able to use the ideas in the texts to cover the two areas outlined in the question. Most candidates were awarded marks for reading in the top three levels, showing awareness of the need to fulfil all elements of the task and referring to the pros and cons of working from home for employees, and for employers and how to respond to the trend of workplace diversification.

The strongest responses which obtained 13/14/15 marks showed excellent comprehension skills and an ability to select a wide range of facts, ideas and opinions from both passages, developing and evaluating them to complete the task.

Some responses presented a clear progression of ideas relating to the two areas of the question, but had a tendency to elaborate excessively on a small number of points from the texts, rather than offering a broader range of supporting evidence. In general, the first element of the task was answered more successfully, even though in a few cases, candidates analysed the advantages and disadvantages of working in the office instead of working at home. Some candidates also included extra information on the disadvantages of working from home for employers, which was not asked for in the question and proved to be unnecessary. In completing the answer to the second bullet point of the task, some responses needed to provide more relevant ideas to fulfil the task. Only the strongest candidates were able to provide solutions to the drawbacks of working from home, gaining themselves high marks. Some candidates skipped this area or simply stated that working from home was not permitted, which could therefore not be placed in the higher marking bands for reading.

Some weaker responses did not score well for reading and could have been improved with more careful reading of the question and instructions. Such responses often developed their claims based on their own experience or personal views rather than using content from the passages.

Writing

The majority of candidates were able to provide a well-organised response, using connectives effectively to create a fluent piece and using precise language throughout their writing. Most responses were written within the guidelines given for length. Overly long responses are not encouraged as these tend to result in less focused writing.

The top marks in writing were awarded to candidates who used their own language to carefully structure their answers with consistently well chosen and precise vocabulary and who wrote in an appropriate tone for the audience.

Responses which relied on considerable lifting of materials from the texts without reorganising the ideas or paraphrasing the language often resulted in an ineffective or unconvincing answer and therefore did not score highly for writing. Some weaker responses were characterised by an absence of good and powerful connectives or contained incorrectly written characters; others needed a better awareness of audience and purpose to ensure the writing was of an appropriate style.

Section 3

Question 3

Overall, candidates demonstrated a reasonable level of understanding of the classical passage, coping generally well with some questions in this section. A range of performance was seen in which some candidates confidently understood the classical Chinese and were able to supply answers in modern Chinese with equivalent semantic meaning; others appeared to struggle to correctly comprehend the original text. It would undoubtedly be beneficial for candidates to be exposed to a range of classical texts while learning, so that they feel comfortable dealing with unseen texts in the assessment.

(a)   This two-mark question proven to be challenging for some candidates. Stronger candidates answered this question accurately either in their own words or by correctly quoting '均以业为食者也' and '其食之隆杀，惟视其身之勤惰，亦无以异也', while some candidates were able to gain one mark. A common mistake seen in answers was misunderstanding the word '食' as '食物'.

(b)   This question required candidates to use their own words to explain why the author believed fishing should be considered as the best occupation. It proved to be challenging to many. Strong candidates showed good understanding of the first paragraph and explained the reason correctly; some weaker candidates either misunderstood the question and responded with the translation of '择业莫若渔' or could not find the right reason and answered '打鱼让人快乐', which could not be credited.

(c)   Candidates were required to explain the reason why 舜 and 尚父 made a living by fishing. Responses to this question generated a varied performance, indicating that candidates had mixed levels of comprehension and language competence. Some capable candidates accurately answered the question in their own words, while some candidates were able to identify relevant sentences 前世淡薄之士托而逃焉者 from the text but simply copied the sentence without linking it with 舜 and 尚父.

(d)   Candidates needed to explain the reason why the author thought 严陵 was *the only one of this kind of person in history* and include 一生，打鱼，享受/快乐/不厌倦 in their answers to achieve full marks. A mixed performance was seen among the responses. Capable candidates were able to identify the relevant sentence 终其身乐之不厌 from the text or translate it correctly into modern Chinese. Some candidates provided a partial answer, which could not be awarded a mark. The less able candidates stumbled on this question due to the lack of genuine comprehension.

(e) (i)   Many candidates were successful in identifying the subject of this sentence. Some common mistakes like '盖乐'，'夫'，'夫佣' showed that some candidates did not have a secure understanding the use of classical Chinese function words.

   (ii)   The majority of candidates answered this question with ease.

(f)   This question required candidates to explain the meaning of the underlined words in modern Chinese and it proved to be challenging to many. The highest scoring candidates showed familiarity with commonly used vocabulary in classical Chinese. Weaker responses often contained several alternative answers, sometimes contradicting each other, which could gain no credit. Candidates with less confidence are encouraged to make an attempt to answer the questions.

   (i)   The majority of candidates responded very well with the correct answer '唯独' or '只有'. In a few instances, candidates interpreted it as '单独', which could not gain a mark.

   (ii)   This question was generally well handled and most candidates were successful in explaining the meaning of 故. Candidates who interpreted it as 故事/身故 could not gain a mark.

   (iii)   Candidates responded to this word generally well by translating '焉' to '怎么', '如何' or '哪里', some common translation mistakes for this word happened due to the confusion of variables of words such as '怎么会'，'怎么能' or '怎样'.

(iv) A large number of candidates found it challenging to translate 岂 into modern Chinese. Many answered 怎么, which was not credited a mark.

(v) This question was handled well by most candidates, showing good understanding of the word '亦'. The common errors were mistranslated '亦' to '都' or '也是'.

FIRST LANGUAGE CHINESE

Paper 0509/21
Writing

There were too few candidates for a meaningful report to be produced.

FIRST LANGUAGE CHINESE

Paper 0509/22
Writing

主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕着问题展开，目标明确，重点突出；
- 表现出原创性思维；
- 清晰而形象地表达出所思、所感与所想象的内容；
- 避免俗套，在适当情况下表达真实的个人感受；
- 恰当地运用多种复杂句式和表达方式；
- 准确有效地使用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文(an argumentative essay)中，需要对问题明确地表明或赞同或反对的观点，并援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在讨论文(a discursive essay)中，需要在多角度分析讨论的基础上，对问题提出一个无偏颇的中立看法，并分别援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在描写文(a descriptive essay)中，需要以适当的细节描写，有效地描述出生动的画面或形象。
- 在记叙文(a narrative essay)中，需要讲述一个完整的、包含必要冲突和高潮的故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生表现不错，能在第一部分完成一篇议论文或讨论文，在第二部分完成一篇描写文或记叙文。绝大部分考生能在规定时间内，完成两篇 400 字到 600 字的文章。考生分数分布在各个分数段中。

风格和准确性

在风格方面，很多文章能够有效地运用适当的表达形式和复杂的句子结构，写出语句流畅、表意清楚的文章。得分较低的文章通常有用词重复，过分口语化等特点；这些文章需要词汇和表达形式更加丰富，确保语言风格与文体相适应。

在准确性方面：许多考生表现出较强的语言能力和语法运用能力。他们能正确使用复杂句式，采用适当的语体风格完成写作任务。得分较高的作文通常用词准确，能正确使用成语、俗语、诗词和文言文来传达文章内容。然而，很多考卷中相当普遍地存在着句式杂糅、复杂句出错、长句子成分残缺等情况；有些句式明显受到英语语法的影响，比如，用"和"连接两个中文句子。

许多考生的汉字书写正确工整，但一些考生的书写能力有待提高。建议考生更加仔细地检查，避免同音字/词、近音字/词导致的错误。大部分考生能正确使用标点符号，但仍有部分考卷出现全段使用逗号、只在结尾使用一个句号的情况；也有的文章因标点符号错误或缺少必要的标点符号，而导

致阅读和理解困难，影响了分数。总体来说，大部分考生在书写、标点和词汇方面都需要进一步加强；考生应该尽量把字写得工整，容易辨识，字号大小合适，保证考官能够看清楚。

尽管考生可以使用简体字**或**繁体字答卷，但应该尽量避免在一篇文章中繁体简体混用的情况；同时，也应该尽量避免在作文中使用拼音。

内容与结构

在第一部分问题中，绝大部分考生都能意识到议论文与讨论文的区别。讨论文题目（第三题和第四题）下给出的要点提示，可以让考生——尤其是能力较差的考生——更加清晰而富有逻辑地组织全文。为了在讨论文中取得理想成绩，教师应该训练学生用批判性眼光看待问题的能力，能对问题从两个方面展开讨论。考生要仔细阅读题目，尤其是题目给出的要点提示，要确保每一点都在作文中提到。

为了写好第一部分的作文，建议考生在更大范围内积累更有说服力的论据素材；同时，如果时间允许的话，考生可以在正式写作前写一个简要提纲，这可以让文章结构的逻辑性更强，避免偏题、跑题。写作提纲对第一部分作文尤其重要，因为它可以确保议论文专注于对问题或赞同或反对的观点，也可以让讨论文对问题保持一个不偏不倚的中立看法。

在第二部分问题中，有些考生需要分清描写文和记叙文这两种文体的区别。为了避免出现文体混淆的情况，教师应该加强考生的文体意识，并进行相关文体的技巧训练。写好描写文的关键之一是将重点放在描写场景或人物上，而不是在讲故事上。优秀的描写文通常画面感强，形象鲜明而生动，全文结构紧凑；这些文章也包含着大量经过仔细斟酌的细节描写，运用了各种描写手法，对读者富有吸引力。成功的记叙文通常运用倒叙、插叙、补叙等不同手法，精心设计情节，铺垫并达到高潮，文章结构精巧而完整；同时，文章也包含着细腻生动的肖像、环境、心理、动作等描写，来为叙述故事服务。

为了在第二部分取得好成绩，建议考生一定认真审读题目，抓住题目中的关键词汇，比如第六题中的"你藏身的地方和你记忆中的感受"，第八题中的"想再经历一次的"，然后围绕着关键词展开写作。另外，教师应该训练学生设计情节的能力，尤其是如何设计高潮、如何营造张力和冲突。考生应该在动笔之前想清楚情节，即如何安排开端、发展、高潮、结局。

关于各题的评论

第一部分：议论文和讨论文

第一题：（议论文）
"人不要做追随者，要争做领先者。"你同意吗？写一篇具有说服力的文章，说明你为什么同意或不同意这个观点。

考生对"人是否要争做领先者"这个问题见仁见智。无论采取同意还是不同意的观点，写得较好的文章都呈现出逻辑性强、有说服力的特点，议论紧密围绕着论点展开，有很强的说服读者的意识。他们能运用理论论据、事实论据、引用等多种论证方法来支持论点。有些优秀的文章还能列举反方观点并予以驳斥，这更增强了文章的说服力。有些写得较差的文章用较大篇幅列举了一些事实论据或个人经验事例，但缺乏有深度的议论。有些文章在议论中缺乏一致性，前后矛盾，从而导致分数较低。

第二题：（议论文）
"只要学习成绩好就行，其他什么都不重要。"你同意吗？写一篇具有说服力的文章，说明你为什么同意或者不同意这个说法。

该题在议论文的两个题目中是比较受欢迎的一个。大多数考生不同意"只要学习成绩好就行，其他什么都不重要"的说法，只有一小部分持赞同意见。写得较好的文章认为，学习成绩只是个人学习和发展过程中的一个方面；想要发展成为一个健全的人，身体、心理和道德方面的发展同样重要。有些考生谈论了中学生中常见的"高分低能"的情况，来让自己的论点更有说服力。得分较高的文章都能以适当的证据，例如事实论据或个人经验等，来夯实自己的论点，并且能做到结构清晰，逻辑性强。比如，有的考生在第一段明确地表明自己同意或不同意的立场，下面各段紧紧围绕着这个观点，从正面、反面等展开论述，很有说服力。然而，有的考生把文章重点写成了"什么是生命中最重要的"，使得文章在某种程度上偏题。

第三题：（讨论文）
当地一年一度的"美食节"活动又要开始了，学校号召大家就此写一篇文章。文章必须包括以下几点：
- **"美食节"活动的概况；**
- **举办该活动的利与弊；**
- **让"美食节"更加完善的建议。**

大多数考生在文章第一段介绍了今年"美食节"的活动情况，例如时间、地点、组织者、主要活动和特别节目等。他们也客观地提到了美食节的**利处**（例如，促进当地经济发展，为小商小贩提供商机，提高就业率，丰富当地文化，吸引旅游者等）与**弊处**（例如，无食物经营许可证，随处乱扔垃圾导致卫生问题，造成交通阻塞，不健康的饮食习惯等）。写得比较好的文章主要针对今年活动中的不足和弊端，提出了将来的美食节如何办得更好的建议，这使得文章的各个要点环环相扣，前后呼应，全文浑然一体。这些文章还多能将活动与社区、文化建设等层面联系起来，做到不偏不倚地公正地分析，也体现出一定程度的社会意识。得分不高的文章也许只论及了利或弊的一个方面，而没有提到另一方面，没有完成题目要求。同时，有些考生需要注意议论文的文体特点，避免过于细节地描述美食节的场面或个人体验，而忽视了深度分析。

第四题：（讨论文）
在旅行中，越来越多的游客会选择住在当地人家而不是星级酒店。请你就这种现象写一篇博客。博客必须包括以下几点：
- **旅行的目的；**
- **住在当地人家的好处和坏处；**
- **这样的改变会对当地人的生活带来什么影响。**

该题因为与日常生活联系密切而引起了一些考生的兴趣。他们立足于旅行是为了了解当地文化和风土人情等目的，反映出人们旅行选择住在当地人家的趋势。大多数考生提到了住在当地人家的**好处**（比如，更加个性化的后勤服务，更加舒适放松的居住环境等）与**坏处**（比如，安全隐患，价格偏高，交通不便等）。写得较好的文章能够基于上文提到的好处和坏处，来谈论选择住民宿对当地人生活的影响，这使得文章各个要点相互呼应，段落之间逻辑性很强。有些得分较低的文章需要提供相关的数据或事例，来支持自己的论点，以避免空泛。有些考生应该避免过多细节地陈述自己地旅行经历而对问题缺乏深入的分析。

第二部分：描写文和记叙文

第五题：（描写文）
上个星期五，老师带领全班同学参观了当地的一家商业公司。描写你看到的办公室的场景和工作氛围。

这个题目下出现了一些佳作。大多数考生运用大量细节，很好地呈现出某家商业公司的场景，例如办公室环境、工作场面等，来凸显公司中忙碌而活跃的气氛。写得较好的文章能够利用移步换景等技巧来组织行文，并很自然地将个人感受通过精心选取地不同的描写事物传达出来，比如，竞争的压力、令人振奋的商界氛围等。写得较差的文章通常在描写办公室场景和工作氛围方面不很成功。他们可能在正式描写公司之前，花了很多笔墨来介绍当天的天气、他为什么、什么时候以及怎么到达了这家公司等信息，这通常会影响或限制了文章真正所要描写的内容，转移了写作重点。有的考生将这个题目写成了记叙文，讲述了一个与参观商业公司有关的故事，或者如何在一家商业公司度过了一天；这些都偏离了描写文的写作要求。

第六题：（描写文）
一天，你想起小时候和好朋友玩"捉迷藏"的游戏。描写你藏身的地方和你记忆中的感受。

很多考生能够以适当的写作技巧，来描写一个他们在儿时"捉迷藏"游戏中藏身的地方。例如，如果这个地方在乡村的室外，那么他们描述了周围的环境、自然景观以及藏身地的细节。写得较好的文章通常能以多种描写手法，来烘托他们对藏身地的感受，比如，兴奋、放松或恐惧。能力较强的考生能生动地营造出特定的气氛来，行文中包括大量感官细节、动作描写、语言描写等，文章结构清晰；他们还能运用时空跨越、营造气氛或张力等手法，来描写这个"记忆中的"场景。写得较差的文章通常只是平淡地描写了一个地方以及自己的游戏感受，描写手法和修辞手法等运用得不太成功，句子结构简单；最为重要的是缺少细节描写，这些导致文章缺乏吸引力，读起来索然无味。有些考生将本题目写成了记叙文，将重点放在讲述一个与捉迷藏游戏有关的故事上。

第七题：（记叙文）
以"我在网络世界中的虚拟生活"为情境，写一个故事。

选择这个题目的考生大多讲述了一个与网络虚拟世界有关的、或真实或想象的故事。有的考生通过故事揭示出他们如何混淆了现实与网络的界限，他们无法在现实生活中恰当地定位自己，从而与亲情或友情隔绝开来。写得较好的文章大多运用插叙、倒叙、补叙等手法，来讲述一个富有想象力的故事，情节与场景令人信服，高潮设计合理。有的考生也通过故事表达了他们对现代生活和技术发展对日常生活的影响的哲学思考。然而，有的考生看似混淆了"虚拟生活"与"网络游戏"，将重点放在如何操作网络游戏上。得分不高的作文大多平铺直叙，故事平淡，缺乏写作技巧，人物性格不够丰满，缺乏情节描写，没有高潮或高潮塑造不成功。还有的考生将这篇记叙文写成了讨论文，来讨论网络的优点和缺点，缺少故事情节的设计和发展。

第八题：（记叙文）
叙述一件你想再经历一次的事情。

该题目是第二部分中最受欢迎的题目。得分高的作文通常结构完整，紧紧围绕着"想再经历一次的"这个关键词，来讲述一个情节设计合理、高潮塑造成功的故事，读来富有趣味。这类文章多能成功运用多种恰当的记叙手法，通过细节来刻画人物、铺垫情节，有说服力地让读者相信他为什么想再次经历一次这件事情。相反，得分不高的作文通常故事平淡，记叙过程平铺直叙，缺乏细节描写和人物塑造，没有故事高潮。有的考生没有围绕着"想再经历一次的"这个中心词，而是写成了诸如"难以忘怀的一件事"等主题；还有的干脆讲述了一个与题目没有任何关系的故事，造成了作文偏题或跑题的情况。

FIRST LANGUAGE CHINESE

Paper 0509/22
Writing

Key messages

To score well in either section, candidates need to:
* have an accurate understanding of the question in order to produce a focused and relevant response;
* demonstrate original thinking;
* demonstrate that they can use a wide range of sophisticated structures and expressions appropriately;
* express what is thought, felt or imagined clearly and effectively;
* avoid clichés and articulate genuine personal experience, when appropriate;
* make accurate and effective use of paragraphs, grammatical structures and punctuation.

Candidates should also strive to achieve the following in each essay genre:
* in an argumentative piece candidates need to present a clearly stated view with supporting ideas and evidence in the form of facts or examples. These should be structured in a logical and progressive manner with sufficient maturity and complexity;
* in a discursive piece candidates need to present a balanced view with opinions from more than one perspective. The arguments should be developed with supporting evidence from all sides and structured in a logical and progressive manner with sufficient maturity and complexity;
* in a descriptive piece candidates need to describe a vivid scene in an effective manner and with sufficient detail;
* in a narrative piece candidates need to tell a story (real or imagined) which includes complexity, tension and climax.

General comments

The majority of candidates performed well in this year's examination. Many candidates were able to present a complex argument or a balanced view on their chosen question in *Section 1*. They also coped well with the narrative or descriptive essays displaying effective images/scenes or a complete story in *Section 2*. Many candidates demonstrated an assured use of language throughout, with different levels of fluency and sophistication. Nearly all candidates were able to produce a complete essay between 400 and 600 characters within the allotted time. A full range of performances were seen across all four types of writing.

Style and Accuracy

Style: Many candidates were able to produce a sophisticated piece of writing, with an excellent range of expressions, complex sentence structures and very good organisation of ideas. They were able to write fluently, using a good range of structures and expressions. Weaker answers were characterised by repetitive language and using colloquial expressions excessively. Such answers needed to include greater variety in vocabulary and expressions appropriate for formal writing. Candidates could improve by being more careful and precise in their use of expressions to ensure that they are used in an appropriate manner.

Accuracy: Many candidates demonstrated a high level of linguistic competence and a good grasp of Chinese grammar. Their use of sentence structures was assured, as was their use of expressions appropriate in tone and register. The stronger candidates demonstrated consistently effective and sophisticated language, using ambitious vocabulary, idioms, poems and texts from Chinese classics as well as well-structured complex sentences showing their viewpoints clearly. However, it was quite common for many candidates to incorrectly mix together elements of several different sentence structures, especially for long complex sentences. Furthermore, some candidates' use of Chinese sentence structures showed interference from English grammar, for example, using 和 (and) to link independent clauses in Chinese.

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Many candidates were able to showcase a wide range of vocabulary using a variety of characters, although some needed to ensure that they wrote the correct characters to express the intended meaning. Such errors could be reduced with more careful checking of work and a better understanding of characters that share the same pronunciation but have different meanings (homophones/homonyms). Candidates are reminded that whilst both simplified and traditional characters are acceptable in this paper, it is good practice to be consistent and try to avoid mixing the two systems within the same piece of writing; they also should try to avoid using *Pinyin* in their essays.

Most candidates demonstrated confident use of punctuation. However, in some cases, some candidates used too many commas, with full stops only appearing at the end of each paragraph; a lack of punctuation made the texts much more difficult to read.

In general, for most candidates, the use of characters, punctuation and vocabulary needs to be more accurate, and it is vital for them to write clear and legible characters of a reasonable size to ensure the examiner can read their scripts and fully credit them for what has been written. Candidates should try to avoid use of basic and plain language expressions; instead, appropriate and carefully chosen vocabulary, phrases and sentence structures would improve language quality and achieve a higher level in *Style and Accuracy*.

Content and Structure

In **Section 1**, most candidates appeared to be aware of the difference between an argumentative structure that focuses on one side of a given topic and a well-balanced, two-sided discursive structure. With the help of the bullet points listed under discursive questions, candidates were able to structure their essays in a clear and logical way, even for weaker candidates.

To achieve a better performance in discursive writing, teachers need to train candidates to look at a discussion critically, offering both sides of the debate. Also, teachers should prepare candidates to read the question carefully, particularly the bullet points listed for the question, as some candidates did not fully address all the points. It was also very important to encourage candidates to prepare more convincing supporting facts from a wider range of materials for both types of tasks.

Candidates should also be reminded to understand thoroughly the chosen questions before starting writing. Planning a brief outline within the allotted time would help candidates achieve a logical structure and avoid writing irrelevant material. A writing plan was more essential for the argumentative and discursive writing, because it could keep the writing focussed on a clear agreeing or disagreeing perspective to the argument for the former, and presenting a balanced view from more than one perspective for the latter.

In **Section 2**, Candidates needed to perceive the difference between descriptive writing and narrative writing. This could be improved by focusing on the type of essay chosen and practising the writing skills relevant to the title. One of the main points of good descriptive writing was to focus on description instead of storytelling. A strong response always presented relevant well-defined, well-developed images and ensured a secure and coherent structure. The writings included lots of carefully chosen sensory details and used various descriptive devices to ensure the images and pictures were vivid and realistic to readers. With the help of various narrative devices, such as flashbacks, time lapses, etc, the successful narrative essays presented a complex and sophisticated structure and a well-managed climax; the well-balanced stories were consistently engaging and readable, and lots of detailed and appropriate descriptions were naturally involved to serve the narrative purpose.

To achieve a better performance in *Section 2* tasks, it was very important to scrutinise carefully the key words in the questions, such as '你藏身的地方和你记忆中的感受' in **Question 6** and '想再经历一次的事情' in **Question 8**, which could help keep the writing relevant to the main point of the question. Teachers should train candidates' plot development skills, particularly on how to manage climax and build up tension. The candidates should have an idea of a storyline before starting writing, which contains the necessary elements of a short story, such as exposition, rising tension, climax, resolution, etc.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1: '人不要做追随者，要争做领先者。' 你同意吗？写一篇具有说服力的文章，说明你为什么同意或不同意这个观点。

The candidates' perspectives on whether a person should strive to be a leader instead of a follower were diverse. Both the stronger candidates who agreed and disagreed with the argument always used highly logical and persuasive arguments to fulfil the writing task with a high degree of focus and awareness of the audience. They provided various relevant evidence and explanations, such as reasoning, evidence, citation, etc., to support their opinions. There were some excellent responses where opposing viewpoints are described and refuted to convince the reader that the argument being presented is correct. Less successful pieces listed a selection of examples/personal experience but lacked more in-depth arguments. Some candidates needed to keep consistency in their arguments.

Question 2: '只要学习成绩好就行，其他什么都不重要。' 你同意吗？写一篇具有说服力的文章，说明你为什么同意或者不同意这个说法。

This is the more popular one of the argumentative questions. Most candidates disagreed with the argument that nothing else matters as long as your grades are good; only a small percentage of candidates held a different view. The stronger candidates argued that academic performance is only one aspect of personal development, and there are other aspects concerning physical, mental and moral developments to develop to be a sound person. Some of them also mentioned a type of person with high grade but low ability due to lacking practical ability to convince that their opinion is correct. With persuasive evidence, reasoning and personal experience, successful responses commonly organized in a clear and logical way, and formed a good argumentative structure, for example, via clearly exhibiting their agreeing or disagreeing viewpoints in the first paragraph to portray the following arguments in a clear direction. However, some candidates drifted the writing focus to what the most important things in life are, making the writing less relevant to this specific title.

Question 3: 当地一年一度的 '美食节' 活动又要开始了，学校号召大家就此写一篇文章。文章必须包括以下几点：
- '美食节' 活动的概况；
- 举办该活动的利与弊；
- 让 '美食节' 更加完善的建议。

Most candidates introduced the details of this year's Food Festival at the beginning of the text, such as dates, location, organization, main activities and/or special events, etc. and talked about the event neutrally, mentioning both the **pros** (such as, improving local economic development, providing opportunities for small businesses and increasing employment opportunities, enriching local culture and attracting tourists) and **cons** (such as no license of the food, disposal of rubbish on streets to cause health and hygiene issues, causing traffic jams, unhealthy eating habits). The stronger candidates suggested how future events could be improved, mainly in terms of the negative effects of this year's event, which made every stage of the writing more coherent, and all paragraphs linked in a logical way. The successful responses normally presented the links between the event with community, culture and identity and were fully aware of a balanced discussion. Less successful essays only discussed one side of the issue without mentioning the opposing views. Candidates should also be aware of the style of discursive writing and avoid narrating their experiences of a Food Festival and sacrificing in-depth discussion.

Question 4: 在旅行中， 越来越多的游客会选择住在当地人家而不是星级酒店。 请你就这种现象写一篇博客。 博客必须包括以下几点：
- 旅行的目的；
- 住在当地人家的好处和坏处；
- 这样的改变会对当地人的生活带来什么影响。

Some candidates showed interest in this question due to its closeness to their daily experiences. They talked about the upward trend of tourists living in homestay rentals instead of hotels based on the purposes of travel. The successful responses mentioned the advantages (such as more personalized hospitality, more comfortable and relaxing environment) and disadvantages (such as potential safety issues, higher prices, traffic issues, etc.) of living in a homestay rental during travel. More able candidates talked about the impacts of the trend on locals based on the pros and cons of living in homestays mentioned above, which made every stage of the writing more coherent, and all paragraphs linked in a logical way. Some candidates needed to provide relevant data or examples to support their discussions. Candidates should also be aware of the style of discursive writing and avoid narrating their travel experiences and sacrificing in-depth discussion.

Session 2 – Descriptive and Narrative

Question 5: 上个星期五， 老师带领全班同学参观了当地的一家商业公司。 描写你看到的办公室的场景和工作氛围。

This question yielded plenty of interesting and highly readable essays. Many responses presented well-defined images of a business company with various sensory details in terms of office environment, working scenes, etc. to emphasis the busy and lively atmosphere in the company. More able candidates further used descriptive devices such as movements of the writer to organize the structure, and their personal feelings then naturally landed on various matters, such as the pressure of competition, the excitement of the business world. Weaker candidates failed to focus on describing the office scenes and the working environment. They gave a long prelude on weather, when, why and how they went to the business company, before getting to the point. This type of writing left very limited space to develop the content requested by the question, making the writing lack direction and intent. Some candidates wrote it as a narrative essay, mainly telling a story about visiting a business company, which moved away from the descriptive component of this question.

Question 6: 一天， 你想起小时候和好朋友玩 '捉迷藏' 的游戏。 描写你藏身的地方和你记忆中的感受。

Many responses showed enough descriptive skills to describe the place where they hid for a hide-and-seek game, such as surroundings, natural landscape if in the countryside and what the hiding place looked like internally. The stronger candidates vividly described their feelings about this place in various ways, e.g., excitement, relaxation, or fear. The good essays always had a vivid sense of atmosphere, sensory detail, a clear writing structure, and they used a wide selection of descriptive devices, such as the creation of a short time span and tension to portray snapshots of their memories. However, some weaker candidates described the place and their feelings in a very straightforward and plain manner, and the simple sentences and a lack of detail resulted in the essays being less engaging and more difficult to inspire the reader's interest. Some candidates delivered this task as a narrative writing instead of a descriptive one, using too many words on whom they were playing with and why they played the game.

Question 7: 以 '我在网络世界中的虚拟生活' 为情境，写一个故事。

Some candidates chose this question to write a story about virtual life on the internet. They narrated an imagined virtual life on the internet, or told a real or imagined story; some revealed how they confused the boundary between reality and the internet; they could not evaluate themselves appropriately in real life and isolated themselves from family love and friendship, etc. Using appropriate narrative devices, such as flashback, time lapses, etc., successful pieces told the stories with imaginative and convincing settings as well as well-managed climaxes. Some candidates also expressed their philosophical outlook on modern-day life and the impact of technological development on daily life via stories, which naturally added another layer of content and made the texts more meaningful. However, some candidates seemed to confuse the topic of 'virtual life' with 'an online game'. These essays tended to provide simpler narratives which consisted of straightforward happenings and disengaging events due to a lack of narrative devices, lack of character portrayal and setting description, and/or failing to lead up to a climax. Other candidates wrote the narrative essay in a more argumentative style, discussing the advantages and disadvantages of the network. They rarely developed a story as directed by the title.

Question 8: 叙述一件你想再经历一次的事情。

This question was very popular in *Section 2*. Successful pieces always had an effective structure which candidates managed to adhere to and thus presented engaging and fascinating storylines about an event they wanted to experience again. The stronger pieces were aware of applying narrative devices to build up a well-managed climax and using a well-designed narrative device to create convincing characters and settings to persuade the reader why he/she wanted to experience it again. On the contrary, in addition to telling plain and disengaging stories in a straightforward manner, some less successful responses replaced the main words of this topic 'want to experience it again' with a different focus, such as an unforgettable experience; some even told a story holding no relevance to the title at all, which moved the focus away from the question at hand.

FIRST LANGUAGE CHINESE

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Writing</td></tr>
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主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕问题展开，目标明确，重点突出；
- 表现出原创性思维；
- 清晰而形象地表达出所思、所感与所想象的内容；
- 避免俗套，在适当情况下表达真实的个人感受；
- 恰当地运用多种复杂句式和表达方式；
- 准确有效地使用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文(an argumentative essay)中，需要对问题明确地表明或赞同或反对的观点，并援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在讨论文(a discursive essay)中，需要在多角度分析讨论的基础上，对问题提出一个无偏颇的中立看法，并分别援引论据予以支持；结构上符合逻辑，层层推进，体现出一定的思想深度。
- 在描写文(a descriptive essay)中，需要以适当的细节描写，有效地描述出生动的画面或形象。
- 在记叙文(a narrative essay)中，需要讲述一个完整的、包含必要冲突和高潮的故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生表现不错，能在第一部分完成一篇议论文或讨论文，在第二部分完成一篇描写文或记叙文。绝大部分考生能在规定时间内，完成两篇400字到600字的文章。考生分数分布在各个分数段中。

风格和准确性

在风格方面，很多文章能够有效地运用适当的表达形式和复杂的句子结构，写出行文流畅、表意清楚、结构清晰的文章。得分较低的文章通常有用词重复，过分口语化等特点；这些文章需要词汇和表达形式更加丰富，确保语言风格与文体相适应。

在准确性方面：许多考生表现出较强的语言能力和语法运用能力。他们能正确使用复杂句式，采用适当的语体风格完成写作任务。得分较高的作文通常用词准确，能正确使用成语、俗语、诗词和文言文来传达文章内容。然而，很多考卷中相当普遍地存在着句式杂糅、复杂句出错、长句子成分残缺等情况；有些句式明显受到英语语法的影响，比如，用"和"连接两个中文句子。

许多考生的汉字书写正确工整，但一些考生的书写能力有待提高。建议考生更加仔细地检查，避免同音字/词、近音字/词导致的错误。大部分考生能正确使用标点符号，但仍有部分考卷全段使用逗号、只在结尾使用一个句号；也有的文章因标点符号错误或缺少必要的标点符号，而导致阅读和理解困难，影响了分数。总体来说，大部分考生在书写、标点和词汇方面都需要进一步加强；考生应该尽量把字写得工整，容易辨识，字号大小合适，保证考官能够看清楚。

尽管考生可以使用简体字**或**繁体字答卷，但应该尽量避免在一篇文章中繁体简体混用的情况；同时，也应该尽量避免在作文中使用拼音。

内容与结构

在第一部分问题中，绝大部分考生都能意识到议论文与讨论文的区别。讨论文题目（第三题和第四题）下给出的要点提示，可以让考生——尤其是能力较差的考生——更加清晰而富有逻辑地组织全文。为了在讨论文中取得理想成绩，考生应该培养用批判性眼光看待问题的能力，能对问题从两个方面展开讨论。考生要仔细阅读题目，尤其是题目给出的要点提示，要确保每一点都在作文中提到。

为了写好第一部分的作文，建议考生在更大范围内积累更有说服力的论据素材；同时，如果时间允许的话，考生可以在正式写作前写一个简要提纲，这可以让文章结构的逻辑性更强，避免偏题、跑题。写作提纲对第一部分作文尤其重要，因为它可以确保议论文专注于对问题或赞同或反对的观点，也可以让讨论文对问题保持一个不偏不倚的中立看法。

在第二部分问题中，有些考生混淆了描写文和记叙文这两种文体的区别，这在一定程度上影响了分数。例如，有的考生选择了第八题"叙述一件让你心烦的事情"，但把重点放在描写这件事如何让他们心烦，而不是叙述一个有开端、发展、高潮和结局的完整故事。相反，有的考生选择了第六题，本应该描写商店橱窗里的展示和作者的感受，但文章却写成了在购物中心的购物经历。

为了避免这种情况，考生应该加强文体意识，并进行相关文体的技巧训练。写好描写文的关键之一是将重点放在描写场景或人物上，而不是在讲故事上。优秀的描写文通常画面感强，形象鲜明而生动，全文结构紧凑；这些文章也包含着大量经过斟酌的感官细节描写，运用了各种描写手法，对读者富有吸引力。成功的记叙文通常运用倒叙、插叙、补叙等不同手法，精心设计情节，铺垫高潮，使文章结构精巧而完整；同时，文章也包含着细腻的肖像、环境、心理、动作等描写，来为叙述故事服务。

为了在第二部分取得好成绩，建议考生一定认真审读题目，抓住题目中的关键词汇，比如第六题中的"橱窗里的展示和你的感受"，第八题中的"心烦"，围绕着关键词展开写作。教师应该训练学生设计情节的能力，尤其是如何设计高潮、如何营造张力和冲突。考生应该在动笔之前，想清楚情节，即如何安排开端、发展、高潮、结局。

关于各题的评论

第一部分

第一题：（议论文）
"挫折对一个人的成长有帮助。" 你同意吗？写一篇具有说服力的文章，说明你为什么同意或不同意这个观点。

该题是第一部分中最受欢迎的题目。大多数选择该题的考生同意挫折对人的自我发展和成长有积极作用，只有少数考生持相反观点。写得较好的考生能围绕论点集中论述，论据充分，体现出很强的逻辑性，文章较有说服力；能够运用多种论证方法，例如理论论证、事实论证、引用等，来证明挫折让人从错误中积累经验以避免重蹈覆辙，挫折可以坚定人的意志，挫折可以让人更好地面对未来等。有些优秀的文章还能列举反方观点予以驳斥，以增强文章的说服力。

有些考生混淆了"成长"与"成功"、"挫折"与"失败"等概念，在某种程度上导致偏题或跑题。有的考生用较大篇幅列举了一些事实论据或个人经验事例，但缺乏有深度的议论。有些文章在议论中缺乏一致性，前后矛盾，从而导致分数较低。

第二题：（议论文）
"穿校服不利于学生展示自我。"你同意吗？写一篇具有说服力的文章，说明你为什么同意或者不同意这个说法。

考生在"穿校服是否有利于展示自我"这个问题上见仁见智。许多考生不同意"穿校服不利于学生展示自我"，他们认为校服具有独特而多样的作用，比如，穿校服可以防止学生在服饰上攀比，能让学生产生归属感等；同时，他们还提到学生可以通过其他方式来展示自我，比如发展课外兴趣、才艺展示或学习成绩等，而非仅仅依靠外表衣装。而同意"穿校服限制学生展示自我"的考生，围绕着"展示自我"讨论了穿校服缺乏独特性、学生无法用以表达个人喜好等。

无论采取哪种观点，比较成功的文章都能够通过事实论证、个人体验或理论论证等方式，来加强文章的说服力；文章结构清晰严谨，比如首段明确提出"同意"或"不同意"的观点，下面各段分别展开论述，层层推进，方向明确，富有逻辑性。然而，有的考生将文章重点放在了"穿校服的利与弊"上，而忽视了"展示自我"这一点，在一定程度上导致文章不切题。

第三题：（讨论文）
当地政府决定取缔路边摊点，请给当地报社写一篇文章，表达你对这个决定的看法。文章必须包括以下几点：
- **路边摊点存在的利与弊**
- **取缔后会给当地人带来什么影响**
- **取缔后对当地环境会有什么影响**

该题目是讨论文两个题目中比较受欢迎的一个。大多数考生都能够中立地讨论路边摊点的**优点**（比如，方便当地居民生活，价格便宜，打造当地文化特色，创造就业机会）和**缺点**（比如，无照经营，随意丢弃垃圾造成卫生和环境问题，造成交通阻塞）。比较成功的文章通常能将路边摊点与社区、文化或特色等联系起来讨论，体现出一定的文化关怀和社会意识。有关取缔摊点后对当地人的影响，表现较好的文章能够立足于居民健康和生活舒适度，从积极和消极两个方面来讨论影响，并谈到对保护当地环境的正面影响。有的考生还谈到了政府这一决定本身的利与弊，建议政府在路边摊问题上权衡利弊后做出决定。

表现较差的文章只是谈及了利或弊的一个方面，而没有讨论另一方面；有的考生忽视了题目中"给当地报社写一篇文章"的要求，在语体风格方面有些瑕疵。

第四题：（讨论文）
你的学校以"交通安全的重要性"为主题开展作文比赛，请围绕这一主题写一篇文章。文章必须包括以下几点：
- **青少年对交通安全的普遍态度**
- **当地交通的优势和缺陷**
- **如何加强青少年的交通安全意识**

该题目因与日常生活密切相关而引起了部分考生的兴趣。大多数选择该题目的考生，都谈到当代青少年对交通安全问题普遍持有满不在乎的态度。在谈及当地交通的优势和缺陷时，表现较好的文章能紧紧扣住"交通安全重要性"这一问题展开讨论；而有的文章花了较大篇幅讨论当地交通的发展状况或存在的问题，却因偏离了"交通安全"而导致某种程度上跑题。

在如何加强青少年交通安全意识方面，写得较好的文章在能够从学校、社区、政府和学生自身等几个角度出发，结合上文提到的当地交通的优缺点，来谈论具体的措施，使得全文环环相扣，前后连贯，段落之间体现出较强的逻辑性。

某些得分较低的试卷说明，有些考生需要举出更有说服力的事实或例证来支持论述；还要抓住讨论文的特点，避免过多地讲述个人的交通经历却忽视了有深度的论述。

第二部分

第五题：（描写文）
为一个从没见过你的人描写一下你自己。

选择此题的考生不多，但仍有一些佳作出现。大多数考生从自己的外貌、个性、兴趣等方面进行自我描摹，能力强的学生进一步描写了自己的行为特点、优点或缺点等，读来饶有趣味；还有的学生以一种幽默风趣的风格行文，全方位展示自我特征，很吸引读者。较好的文章通常能有意识地使用恰当的描写手法，提供大量精彩的细节，营造生动的气氛，行文结构清晰。

表现较差的考生通常偏于简单平淡，缺乏描写技巧，多使用简单句，例如："我有一双大眼睛和高鼻梁"；"我喜欢玩足球，也喜欢玩篮球"。由此可见，过于简单的描写，缺乏细节，容易导致描写失于画面感，文章缺乏吸引力。有的考生将描写文写成了记叙文，叙述了生活中的一两个故事。

第六题：（描写文）
上个星期天，你去新开的购物中心逛街了。描写商店橱窗里的展示和你的感受。

大多数考生能够运用一些描写技巧来展示购物中心的橱窗以及自己看到时的感受。比较好的文章运用了大量的感官细节，比如视觉、触觉、味觉等，来描写引起他注意的几个橱窗，画面生动而细腻；他们的个人感受通过所描写的物品自然地流露出来，比如，感叹设计之精巧、物价之昂贵、引起某种童年记忆、表明对时尚的理解等。有的考生着力描写了一个橱窗，细腻刻画了橱窗中的物品以及自己的感受，同样很吸引读者。

有些得分低的考生未将写作重点放在描写橱窗和感受上，从而偏离了题目的方向和重点。他们在描写橱窗之前，花了很多笔墨描写当天的天气、讲述他们为什么、什么时候以及怎么到达购物中心，这些信息不仅与题目无关，而且留给描写橱窗的篇幅就非常有限了。有的考生将本题写成了一篇记叙文，讲述了他的一次购物经历，或如何在某个购物中心度过一天，这些都偏离了描写文的写作要求。有的考生只描写了橱窗，或只写了自己的购物逛街的感受，没有完成题目要求。

第七题：（记叙文）
以 "我简直不敢相信我中了千万元的彩票……"为开头，写一个故事。

这是第二部分中比较受欢迎的一个题目。大多数考生都能够完整地讲述一个中了千万元彩票的故事。写得较好的文章大多运用插叙、倒叙、补叙等手法，来讲述一个比较吸引人的故事，适当运用想象力，情节与场景令人信服；他们能通过中奖前后情节的铺垫，逐步将故事推向高潮，比如，最后发现中奖只是美梦一场、体验了财富生活后决定将这笔钱捐给更需要的人。有的考生也通过这个故事表达了自己的人生观，比如，财富是隔绝真爱与友情的灾难，这使得文章的内涵更加发人深省。

得分较低的文章只是记叙了中奖后的感受，或者他们如何花掉这笔钱的过程。这类文章的多偏于平铺直叙，如同记流水账，情节缺乏吸引力，人物刻画和场景不很成功，故事缺乏高潮。

第八题：（记叙文）
叙述一件让你心烦的事情。

该题是第二部分中最受欢迎的一题。写得较好的考生通常线索清晰、记叙要素完整地讲述了一件让自己感到心烦的事情，故事富有吸引力，比如考试失利、新冠疫情与封城、与家人朋友的矛盾等；这些文章运用了多种记叙和描写手法，精心设计高潮，人物和场景刻画成功。

得分较低的文章大多平铺直叙地讲述了一个平淡的故事，读起来索然无味。另外，还有的考生将这个题目写成了"一个令人讨厌的人"，或者把重点放在了描写自己对某件心烦事的心理感受，这在一种程度上导致了文章缺乏情节和高潮。有的考生将题目中的"令人心烦"理解成了"令人悲伤/失望/气愤……"等，有的甚至写了一篇与题目完全不相关的文章，造成了作文跑题。

FIRST LANGUAGE CHINESE

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Paper 0509/23
Writing
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Key messages

To score well in either section, candidates need to:
*   have an accurate understanding of the question in order to produce a focused and relevant response;
*   demonstrate original thinking;
*   demonstrate that they can use a wide range of sophisticated structures and expressions appropriately;
*   express what is thought, felt or imagined clearly and effectively;
*   avoid clichés and articulate genuine personal experience, when appropriate;
*   make accurate and effective use of paragraphs, grammatical structures and punctuation.

Candidates should also strive to achieve the following in each essay genre:
*   in an argumentative piece, candidates need to present a clearly stated view with supporting ideas and evidence in the form of facts or examples. These should be structured in a logical and progressive manner with sufficient maturity and complexity;
*   in a discursive piece candidates need to present a balanced view with opinions from more than one perspective. The arguments should be developed with supporting evidence from all sides and structured in a logical and progressive manner with sufficient maturity and complexity;
*   in a descriptive piece candidates need to describe a vivid scene in an effective manner and with sufficient detail;
*   in a narrative piece candidates need to tell a story (real or imagined) which includes complexity, tension and climax.

General comments

The majority of candidates performed well in this year's examination. Many candidates were able to present a complex argument or a balanced view on their chosen question in *Section 1*. They also coped well with the narrative or descriptive essays displaying effective images/scenes or a complete story in *Section 2*. Many candidates demonstrated an assured use of language throughout, with different levels of fluency and sophistication. Nearly all candidates were able to produce a complete essay between 400 and 600 characters within the allotted time. A full range of performances were seen across all four types of writing.

Style and Accuracy

Style: Many candidates were able to produce a sophisticated piece of writing, with an excellent range of expressions, complex sentence structures and very good organisation of ideas. They were able to write fluently, using a good range of structures and expressions. Weaker answers were characterised by repetitive language and using colloquial expressions excessively. Such answers needed to include greater variety in vocabulary and expressions appropriate for formal writing. Candidates could improve by being more careful and precise in their use of expressions to ensure that they are used in an appropriate manner.

Accuracy: Many candidates demonstrated a high level of linguistic competence and a good grasp of Chinese grammar. Their use of sentence structures was assured, as was their use of expressions appropriate in tone and register. The stronger candidates demonstrated consistently effective and sophisticated language, using ambitious vocabulary, idioms, poems and texts from Chinese classics as well as well-structured complex sentences showing their viewpoints clearly. However, it was quite common for many candidates to incorrectly mix together elements of several different sentence structures, especially for long complex sentences. Furthermore, some candidates' use of Chinese sentence structures showed interference from English grammar, for example, using 和 (and) to link independent clauses in Chinese.

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Many candidates were able to showcase a wide range of vocabulary using a variety of characters, although some needed to ensure that they wrote the correct characters to express the intended meaning. Such errors could be reduced with more careful checking of work and a better understanding of characters that share the same pronunciation but have different meanings (homophones/homonyms). Candidates are reminded that whilst both simplified and traditional characters are acceptable in this paper, it is good practice to be consistent and try to avoid mixing the two systems within the same piece of writing; they also should try to avoid using *Pinyin* in their essays.

Most candidates demonstrated confident use of punctuation. However, in some cases, some candidates used too many commas, with full stops only appearing at the end of each paragraph; a lack of punctuation made the texts much more difficult to read.

In general, for most candidates, the use of characters, punctuation and vocabulary needs to be more accurate, and it is vital for them to write clear and legible characters of a reasonable size to ensure the examiner can read their scripts and fully credit them for what has been written. Candidates should try to avoid use of basic and plain language expressions; instead, appropriate and carefully chosen vocabulary, phrases and sentence structures would improve language quality and achieve a higher level in *Style and Accuracy*.

Content and Structure

In *Section 1*, most candidates appeared to be aware of the difference between an argumentative structure that focuses on one side of a given topic and a well-balanced, two-sided discursive structure. With the help of the bullet points listed under discursive questions, candidates were able to structure their essays in a clear and logical way, even for weaker candidates.

To achieve a better performance in discursive writing, candidates should look at a discussion critically, offering both sides of the debate. Candidates need to read the question carefully, particularly the bullet points listed for the question, and ensure they fully address all the points. It was also very important to encourage candidates to prepare more convincing supporting facts from a wider range of materials for both types of tasks.

Planning a brief outline within the allotted time would help candidates achieve a logical structure and avoid writing irrelevant material. A writing plan was more essential for the argumentative and discursive writing because it could keep the writing focussed on a clear agreeing or disagreeing perspective to the argument for the former and presenting a balanced view from more than one perspective for the latter.

In this paper, the *Section 2* seemed more difficult for some candidates, there seemed to be a tended to confuse the two types of writing. For example, some candidates chose **Question 8** that asked them to tell a story that annoyed them. Many of them ended up writing a piece describing how annoyed they felt by an incident instead of telling a story about what happened with a beginning and an ending as well as a climax. Conversely, some candidates chose to write a descriptive essay about a newly opened shopping centre but ended up telling what happened while they paid a visit to the centre.

This could be improved by focusing on the type of essay chosen and practising the writing skills relevant to the title. One of the main points of good descriptive writing was to focus on description instead of storytelling. A strong response always presented relevant well-defined, well-developed images and ensured a secure and coherent structure. The writings included lots of carefully chosen sensory details and used various descriptive devices to ensure the images and pictures were vivid and realistic to readers. With the help of various narrative devices, such as flashbacks, time lapses, etc, the successful narrative essays presented a complex and sophisticated structure and a well-managed climax; the well-balanced stories were consistently engaging and readable, and lots of detailed and appropriate descriptions were naturally involved to serve the narrative purpose.

To achieve a better performance in **Section 2** tasks, it was very important to scrutinise carefully the key words in the questions, such as '橱窗里的展示和你的感受' in **Question 6** and '让你心烦的事情' in **Question 8**, which could help keep the writing relevant to the main point of the question. Teachers should train candidates' plot development skills, particularly on how to manage climax and build up tension. The candidates should have an idea of a storyline before starting writing, which contains the necessary elements of a short story, such as exposition, rising tension, climax, resolution, etc.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1: (Argumentative)
'挫折对一个人的成长有帮助.' 你同意吗？写一篇具有说服力的文章，说明你为什么同意或不同意这个观点.

This was one of the most popular questions in **Section 1**. Most candidates agreed with the argument that setbacks positively influence people's self-development and growth; only a small percentage of candidates held a different view. The strong candidates could use highly logical and persuasive arguments to fulfil the writing task with a high degree of focus and awareness of the audience. They could provide various focused evidence and explanations, such as reasoning, evidence, citation, etc., to support that setbacks can teach people to learn from their mistakes, to take wise actions to avoid making similar mistakes, and to value the benefits of setbacks strengthening will and adopting the experience for future references. There were some excellent responses where opposing viewpoints are described and refuted to convince that the argument being presented is correct.

Weaker candidates confused the concepts of 成长 (growth) versus 成功 (success) and 挫折 (setback) versus 失败 (failure), therefore weakened link to the question somewhat. They tended to list a selection of examples/personal experience but lacked more in-depth arguments. Some candidates needed to keep consistency in their arguments.

Question 2: (Argumentative)
'穿校服不利于学生展示自我.' 你同意吗？写一篇具有说服力的文章，说明你为什么同意或者不同意这个说法.

The candidates' perspectives on whether wearing school uniform affects self-expression were diverse. Many candidates disagreed with the view that 'wearing a school uniform is not conducive to self-expression.' They argued that school uniform represents candidates at a school; it is unique and has various functions. Stronger responses defended that school uniform prevents candidates competing on appearance, and gives candidates a sense of belonging, etc. They also mentioned candidates can demonstrate their individual qualities via other ways, such as extra-curricular hobbies, talent shows or academic performance, rather than simply relying on clothing. The candidates who agree that school uniforms restrict self-expression argued about the drawbacks of school uniforms, such as lack of originality and/or personalisation, etc. With persuasive evidence and reasoning and personal experience, successful responses commonly organized in a clear and logical way, and formed a good argumentative structure, for example, via clearly exhibiting their agreeing or disagreeing viewpoints in the first paragraph to portray the following arguments in a clear direction. However, some candidates drifted the focus to the benefits of wearing uniform, or the pros and cons of wearing school uniforms, making the writing less relevant to this specific title.

Question 3: (Discursive)
当地政府决定取缔路边摊点请给当地报社写一篇文章，表达你对这个决定的看法。文章必须包括以下几点：
- 路边摊点存在的利与弊
- 取缔后会给当地人带来什么影响
- 取缔后对当地环境会有什么影响

This was the more popular one of the discursive questions. Most candidates talked about roadside stalls neutrally and mentioned both the **pros** (such as, convenient for locals, cheap price, adding to local culture to attract tourists, increasing employment opportunities) and **cons** (such as, no license of the stalls, disposal of rubbish on streets to cause health and hygiene issues, causing traffic jams) of roadside stalls. The successful responses normally presented the links between the stalls with community, culture and identity. Concerning the impacts on locals after banning roadside stalls, the stronger candidates argued the positive and negative effects in terms of residents' health and convenience of living, and broadly discussed the positive effects on the local environment. Some candidates included conclusions of the pros and cons of

governments' decision itself and suggestions of how the authorities could balance the pros and cons of roadside stalls. Less successful essays only discussed one side of the issue without mentioning the other side of the discussion. Some weaker candidates also needed to pay more attention to the appropriate register as the question required a response befitting that of a newspaper article.

Question 4: (Discursive)
你的学校以'交通安全的重要性'为主题开展作文比赛. 请围绕这一主题写一篇文章. 文章必须包括以下几点:
● 青少年对交通安全的普遍态度
● 当地交通的优势和缺陷
● 如何加强青少年的交通安全意识

Some candidates showed interest in this question due to its closeness to their daily experiences. Most candidates talked about the prevailing cavalier attitude of young people toward traffic safety. The stronger candidates mentioned the strengths and weaknesses of the local transportation. Some of them extensively talked about the development of the city's transportation system and drifted the focus away from the importance of traffic safety, which resulted in some ideas not being linked to the title. More able candidates talked about specific strategies to enhance traffic safety awareness among young people in terms of school, community, government and themselves based on the pros and cons of local traffic mentioned above, which made every stage of the writing more coherent and all paragraphs linked in a logical way.

In order to score high in this question candidates needed to provide relevant facts or examples to support their discussions. Candidates should also be aware of the style of discursive writing and avoid narrating their traffic experiences and sacrificing in-depth discussion.

Session 2 – Descriptive and Narrative

Question 5: (Descriptive)
为一个从没见过你的人描写一下你自己.

This question was a less popular choice in **Section 2**, but still yielded plenty of interesting and highly readable essays. Most candidates presented well-defined self-images in terms of their appearance, personality, hobbies, etc. More able candidates further described their behaviour, merits or shortcomings in an engaging way or added a touch of humour into their writing, which strongly attracted the readers and built up a comprehensive insight of themselves.

Strong responses always had a vivid sense of atmosphere, great detail, and a clear writing structure, and they used a wide selection of descriptive devices, such as the creation of a short time span, the creation of tension, to portray images.

Weaker candidates described themselves in a very straightforward and plain manner, using simple sentences such as '我有一双大眼睛和高鼻梁'; '我喜欢玩足球，也喜欢玩篮球'. In this sense, excessively simple descriptions and a lack of detail resulted in the essays being less engaging and more difficult to inspire the reader's interest. Some candidates delivered this task as a narrative writing instead of a descriptive one, for example by narrating one or two life stories.

Question 6: (Descriptive)
上个星期天, 你去新开的购物中心逛街了. 描写商店橱窗里的展示和你的感受.

Most candidates showed enough descriptive skills to describe the displays in the windows of a new shopping centre and expressed their feelings in that moment. The stronger candidates described the items in the windows with various sensory details in terms of colour, design, patterns, sound and smell, etc., and created vivid images of the windows. Their personal feelings then naturally landed on various matters, such as, appreciating the design, surprised by the price, bringing back a past memory, or demonstrating their knowledge of fashion. Some candidates focused on one window, providing a full description of the products inside and how they appealed to him/her, which was also engaging for the reader. However, some candidates only described the window displays OR their feelings about shopping in a shopping centre when both should have been included.

Weaker candidates need to focus on describing the window displays. They gave a long prelude on weather, when, why and how they went to the shopping centre before getting to the point; some mainly described the scenes and settings of the shopping centre itself instead of the window displays. This type of writing left very limited space to develop the content requested by the question, making the writing lack direction and intent.

Some candidates wrote it as a narrative essay, mainly narrating their shopping experiences or how spending a Sunday in a shopping centre, which moved away from the descriptive requirements to answer this question.

Question 7: (Narrative)
以'我简直不敢相信我中了千万元的彩票…' 为开头, 写一个故事.

This was one of the most popular questions in *Section 2*. With '我简直不敢相信我中了千万元彩票…' as the beginning, most candidates managed to set up a balanced storyline and told a complete story about winning the $10 million lottery. Using appropriate narrative devices, such as flashback, time lapses, etc., successful pieces told the stories with imaginative and convincing settings and well-managed climaxes, including the events before and after winning the lottery, e.g. winning the lottery turned out to be a dream; after experiencing several events with the lottery, he/she eventually decided to donate the money to someone in greater need. Some candidates also expressed their philosophical outlook on life via the story, regarding the fortune as a disaster that distanced them from friendship and love, which naturally added another layer of the content and made the text more meaningful.

Weaker responses simply described how they felt after winning the lottery and/or their plans to spend the money. These essays tended to provide simple narratives which consisted of straightforward happenings and disengaging events due to a lack of narrative devices, no portraying character and setting, and/or failing to lead up to a climax.

Question 8: (Narrative)
叙述一件让你心烦的事情.

This question attracted the most responses in *Section 2*. Successful pieces always had an effective structure which candidates managed to adhere to and thus presented engaging and fascinating storylines about an annoying incident that happened to them, e.g. exam failures, Covid pandemic and lockdown, and relationship between friends and family members. The stronger pieces were aware of applying narrative devices to build up a well-managed climax and using a well-designed narrative device to create convincing characters and settings.

Weaker responses tended to tell plain and disengaging stories in a straightforward manner. Additionally, they misdirected the responses by narrating an annoying person, or describing personal feelings about an annoying incident, which made the writing lack setting and climax somewhat. Meanwhile, some candidates replaced the annoyance with a different focus, such as sadness, disappointment, or anger; some even told a story irrelevant to annoyance at all, all of which moved away from the question and made the content less or not relevant.