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Cambridge
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Cambridge Assessment International Education
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FIRST LANGUAGE CHINESE

0509/11

Paper 1 Reading

May/June 2019

INSERT

2 hours



READ THESE INSTRUCTIONS FIRST

This Insert contains the reading passages for use with the question paper. The passages on this Insert are printed twice, once in traditional and once in simplified characters. If you wish to read them in traditional characters, turn to page 2; if you wish to read them in simplified characters, turn to page 4.

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請先閱讀以下說明

這份插頁上是回答試卷中的問題時需要閱讀的短文。插頁上的短文有繁體和簡體兩種版本。若要繁體字版，請翻到第二頁，若要簡體字版，請翻到第四頁。

可以在插頁上寫筆記，也可以在插頁空白處寫大綱。
考官不會閱讀或者評判插頁。

请先阅读以下说明

这份插页上是回答试卷中的问题时需要阅读的短文。插页上的短文有繁体和简体两种版本。若要繁体字版，请翻到第二页；若要简体字版，请翻到第四页。

可以在插页上写笔记，也可以在插页空白处写大纲。
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This document consists of **5** printed pages and **3** blank pages.

PASSAGES IN TRADITIONAL CHARACTERS

第一部分

請閱讀短文一，然後在試卷上回答第一題。

短文一

在中國大西南的崇山峻嶺間，蜿蜒著一條完全由人和騾馬踩踏而成的古道，它從中國雲南進入西藏，一直延伸到尼泊爾、印度，直抵西非紅海海岸。它的起點是盛產茶葉的地方，主線的沿途還會延伸出無數支線來運送茶葉，支線上散落著很多少數民族，古道像一張巨大的網把滇藏川大三角區域的民族緊密地連接在一起，促進了相互間的商貿往來。

在馬幫古道上除了運輸茶葉以外，後來還有絲綢、蜀布、鹽等生活物品。由於地理情況十分複雜，山道險峻曲折，貨物的運輸只能靠騾馬、犛牛馱和人背的方式，千百年來，成群結隊的馬幫從這裡走過，因此形成了以運輸貨物為主的商貿古道。

這條逐漸消失的古道，沿途一些地方至今還保存著很好的生態環境和豐富多樣的民族語言，展開了一幅幅富有地域特色的生活畫卷，體現出了文化遺產保護的價值。2005年，有一隊120匹馬的馬幫，從滇南古鎮普洱浩浩蕩蕩地出發，歷時5個月，行程八千里來到北京。在日行萬里不再是夢想的今天，這支行走緩慢的隊伍顯得不合時宜，但它所傳達出來的馬幫對自身歷史的敬意，也許對我們的文化遺產保護工作更有價值。

如今，現代交通路線已經延伸到許多地方，大量的物資以鐵路、公路等方式運送到大西南一些偏遠地區，對於當地的百姓，交通的發達無疑是一件喜事，有誰願意過出門就要攀岩、過河就要滑索道的生活？我們沒有理由在乘坐現代交通工具雲遊四方的時候，去要求大西南地區的人們保持刀耕火種的生活。現代生活方式的滲透提高了馬幫古道的知名度，帶動了旅遊業，增加了人們的收入，並且讓這一地區的人們快速地與時代接軌。住在這一帶的人們已經不再像他們的祖輩那樣閉塞，終於享受到了現代文明所帶來的便捷生活。同時，傳統的風土人情仍保留著。當地人說，“我們很高興古道還在，我們仍像祖輩一樣靠古道生活，我們有責任把我們的文化傳承下去。”

第二部分

請閱讀短文二，然後在試卷上回答第二題。

短文二

文化遺產概括地說，是指具有歷史學、科學、藝術或文化價值的人類傑作，如故宮、長城等。中國的文化遺產正面臨著旅遊業的超載、錯位開發的嚴重威脅，有的甚至面臨存亡的抉擇。世界上所指的旅遊威脅，通常是指“人滿為患”，比人滿為患更為嚴重的是“屋滿為患”，即遺產地的人工化、商業化和城市化，如泰山岱頂、八達嶺長城、張家界鑼鼓塔等，逐步改變了遺產的真實性和完整性。九十年代以來，集團的掠奪性開發、法人的破壞性建設、權力部門的出讓所有權，已成為遺產遭破壞的主要原因。他們把遺產用地當作一般土地低價出租或轉讓給開發商、外商、合資企業，把國家遺產的“門票經營權”劃撥給股份制企業，並“捆綁上市”，有的國家風景名勝區居然被旅遊公司接管。這越來越嚴重地違背了國務院規定的“風景名勝資源屬國家所有，必須依法加以保護。各地區各部門不得以任何名義和方式出讓或變相出讓風景名勝資源及其景區土地”的原則。現在風景區和遺產地，普遍存在建設、文物、林業、環保以及宗教等多門管理，而具體決策權又在地方政府，造成政出多門，相互干擾，難以做出全面的科學決策。歷史經驗表明，遺產必須由國家直接管理，遺產保護的立法更是當務之急。

文化遺產是祖國壯麗河山的縮影，是國土景觀的精華，是中華民族精神文化和國家文明形象的標誌和驕傲。浩浩中華大地保存的自然文化遺產，不僅是農業文明時代的祭祀、宗教、遊覽、創作體驗的需要，更是工業文明和生態文明時代的科研、教育、遊覽、啟智和創作體驗的需要。隨著城市化程度的提高，回歸自然，體驗自然以求心靈之滿足，更成為人類永恆的追求。文化遺產不僅促進精神文明建設，而且帶動了所在地區的旅遊、經濟、社會和環境效益的發展，所以保護文化遺產是全民族的責任。

PASSAGES IN SIMPLIFIED CHARACTERS

第一部分

请阅读短文一，然后在试卷上回答第一题。

短文一

在中国大西南的崇山峻岭间，蜿蜒着一条完全由人和骡马踩踏而成的古道，它从中国云南进入西藏，一直延伸到尼泊尔、印度，直抵西非红海海岸。它的起点是盛产茶叶的地方，主线的沿途还会延伸出无数支线来运送茶叶，支线上散落着很多少数民族，古道像一张巨大的网把滇藏川大三角区域的民族紧密地连接在一起，促进了相互间的商贸往来。

在马帮古道上除了运输茶叶以外，后来还有丝绸、蜀布、盐等生活物品。由于地理情况十分复杂，山道险峻曲折，货物的运输只能靠骡马、牦牛驮和人背的方式，千百年来，成群结队的马帮从这里走过，因此形成了以运输货物为主的商贸古道。

这条逐渐消失的古道，沿途一些地方至今还保存着很好的生态环境和丰富多样的民族语言，展开了一幅幅富有地域特色的生活画卷，体现出了文化遗产保护的价值。2005年，有一队120匹马的马帮，从滇南古镇普洱浩浩荡荡地出发，历时5个月，行程八千里来到北京。在日行万里不再是梦想的今天，这支行走缓慢的队伍显得不合时宜，但它所传达出来的马帮对自身历史的敬意，也许对我们的文化遗产保护工作更有价值。

如今，现代交通路线已经延伸到许多地方，大量的物资以铁路、公路等方式运送到大西南一些偏远地区，对于当地的百姓，交通的发达无疑是一件喜事，有谁愿意过出门就要攀岩、过河就要滑索道的生活？我们没有理由在乘坐现代交通工具云游四方的时候，去要求大西南地区的人们保持刀耕火种的生活。现代生活方式的渗透提高了马帮古道的知名度，带动了旅游业，增加了人们的收入，并且让这一地区的人们快速地与时代接轨。住在这一带的人们已经不再像他们的祖辈那样闭塞，终于享受到了现代文明所带来的便捷生活。同时，传统的风土人情仍保留着。当地人说，“我们很高兴古道还在，我们仍像祖辈一样靠古道生活，我们有责任把我们的文化传承下去。”

第二部分

请阅读短文二，然后在试卷上回答第二题。

短文二

文化遗产概括地说，是指具有历史学、科学、艺术或文化价值的人类杰作，如故宫、长城等。中国的文化遗产正面临着旅游业的超载、错位开发的严重威胁，有的甚至面临存亡的抉择。世界上所指的旅游威胁，通常是指“人满为患”，比人满为患更为严重的是“屋满为患”，即遗产地的人工化、商业化和城市化，如泰山岱顶、八达岭长城、张家界锣鼓塔等，逐步改变了遗产的真实性和完整性。九十年代以来，集团的掠夺性开发、法人的破坏性建设、权力部门的出让所有权，已成为遗产遭破坏的主要原因。他们把遗产用地当作一般土地低价出租或转让给开发商、外商、合资企业，把国家遗产的“门票经营权”划拨给股份制企业，并“捆绑上市”，有的国家风景名胜区居然被旅游公司接管。这越来越严重地违背了国务院规定的“风景名胜资源属国家所有，必须依法加以保护。各地区各部门不得以任何名义和方式出让或变相出让风景名胜资源及其景区土地”的原则。现在风景区和遗产地，普遍存在建设、文物、林业、环保以及宗教等多门管理，而具体决策权又在地方政府，造成政出多门，相互干扰，难以做出全面的科学决策。历史经验表明，遗产必须由国家直接管理，遗产保护的立法更是当务之急。

文化遗产是祖国壮丽河山的缩影，是国土景观的精华，是中华民族精神文化和国家文明形象的标志和骄傲。浩浩中华大地保存的自然文化遗产，不仅是农业文明时代的祭祀、宗教、游览、创作体验的需要，更是工业文明和生态文明时代的科研、教育、游览、启智和创作体验的需要。随着城市化程度的提高，回归自然，体验自然以求心灵之满足，更成为人类永恒的追求。文化遗产不仅促进精神文明建设，而且带动了所在地区的旅游、经济、社会和环境效益的发展，所以保护文化遗产是全民族的责任。

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NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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FIRST LANGUAGE CHINESE

0509/11

Paper 1 Reading

May/June 2019

2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in the spaces provided.

The questions on this question paper are printed twice, once in traditional and once in simplified characters.

If you wish to read them in traditional characters, turn to page 2; if you wish to read them in simplified characters, turn to page 6.

You may write your answers in either traditional or simplified characters.

Dictionaries are **not** permitted.

The Insert contains the reading passages. The Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [] at the end of each question or part question.

請先閱讀以下說明

請把考試中心編號、考生號和姓名寫在本頁上方的空格中。

請用深藍色或者黑色筆答卷。

請不要用訂書釘、曲別針、膠水或者塗改液。

請**不要**在任何條形碼上塗寫字跡。

試卷上的問題，有繁體和簡體兩種版本。若要繁體字版，請翻到第二頁。

请先阅读以下说明

请把考试中心编号、考生号和姓名写在本页上方的空格中。

请用深蓝色或者黑色笔答卷。

请不要用订书钉、曲别针、胶水或者涂改液。

请**不要**在任何条形码上涂写字迹。

试卷上的问题，有繁体和简体两种版本。若要简体字版，请翻到第六页。

This document consists of **9** printed pages, **3** blank pages and **1** Insert.



QUESTIONS IN TRADITIONAL CHARACTERS

請回答所有問題，把答案寫在試卷上。
可以用繁體字或者簡體字回答問題。
在考試中不允許使用字典。
插頁上的是閱讀短文。考官不會閱讀或者評判插頁。
每一題或者每一小題的分數在其後面的括號[]裡。

第一部分

請閱讀插頁上的短文一，然後在試卷上回答以下問題。總分25分，其中內容佔20分，語言的準確性佔5分。

問題 1

(a) 重讀第一段，指出馬幫古道的開始和終止的地方。

.....
..... [2]

(b) 重讀第一段，

(i) 馬幫古道上為什麼會有很多支線？

.....
..... [2]

(ii) 為什麼說古道像一張巨大的網？

.....
.....
..... [3]

(c) 重讀第二段，請概括一下馬幫古道形成的原因。

.....
.....
.....
..... [4]

(d) 重讀第三段，請說明為什麼要保護馬幫古道。

.....
..... [2]

(e) 重讀第三段，請概括文章從哪些方面說明了這支隊伍的不合時宜。

.....
..... [2]

(f) 重讀第四段，請解釋“刀耕火種”的含義。

..... [1]

(g) 重讀第四段，總結今天的馬幫古道給當地百姓帶來的現實意義。

.....
.....
.....
..... [4]

[總分：25]



第二部分

請閱讀插頁上的短文二，然後在試卷上回答第二題。總分25分，其中內容佔15分，組織結構佔5分，語言的準確性佔5分。

問題 2

根據插頁上的兩篇文章，用自己的話就以下兩點進行總結，寫一篇短文：

- 保護文化遺產的價值
- 保護文化遺產所面臨的問題

(字數**250**字左右)

請把標點符號標在兩個方格之間。

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[總分: 25]

PLEASE TURN OVER TO FIND QUESTIONS IN SIMPLIFIED CHARACTERS

QUESTIONS IN SIMPLIFIED CHARACTERS

请回答所有问题，把答案写在试卷上。
可以用繁体字或者简体字回答问题。
在考试中**不**允许使用字典。
插页上的是阅读短文。考官不会阅读或者评判插页。
每一题或者每一小题的分数在其后面的括号[]里。

第一部分

请阅读插页上的**短文一**，然后在试卷上回答以下问题。总分**25**分，其中内容占**20**分，语言的准确性占**5**分。

问题 1

(a) 重读第一段，指出马帮古道的开始和终止的地方。

.....
..... [2]

(b) 重读第一段，

(i) 马帮古道上为什么会有很多支线？

.....
..... [2]

(ii) 为什么说古道像一张巨大的网？

.....
.....
..... [3]

(c) 重读第二段，请概括一下马帮古道形成的原因。

.....
.....
.....
..... [4]

(d) 重读第三段，请说明为什么要保护马帮古道。

.....
..... [2]

(e) 重读第三段，请概括文章从哪些方面说明了这支队伍的不合时宜。

.....
..... [2]

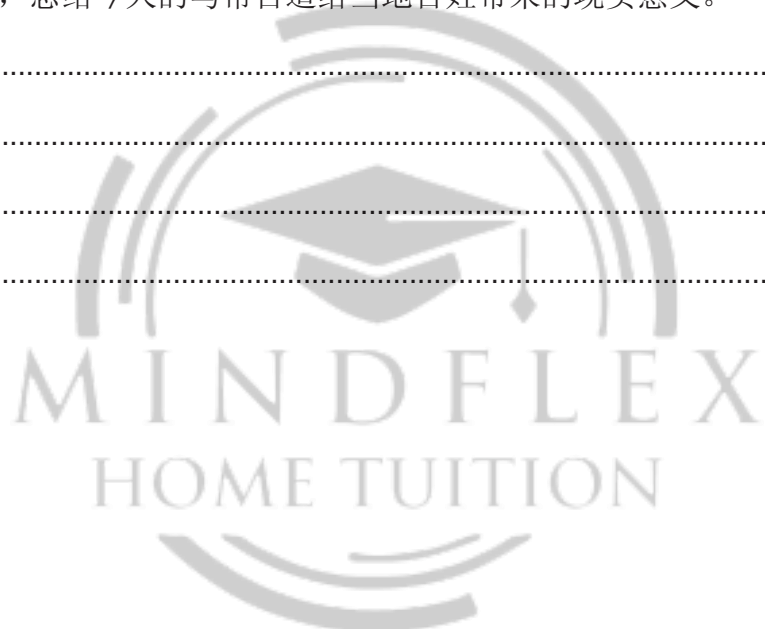
(f) 重读第四段，请解释“刀耕火种”的含义。

..... [1]

(g) 重读第四段，总结今天的马帮古道给当地百姓带来的现实意义。

.....
.....
.....
..... [4]

[总分：25]



第二部分

请阅读插页上的短文二，然后在试卷上回答第二题。总分25分，其中内容占15分，组织结构占5分，语言的准确性占5分。

问题 2

根据插页上的两篇文章，用自己的话就以下两点进行总结，写一篇短文：

- 保护文化遗产的价值
- 保护文化遗产所面临的问题

(字数250字左右)

请把标点符号标在两个方格之间。

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														210

															225
															240
															255
															270
															285
															300
															315
															330
															345
															360
															375
															390
															405
															420
															435
															450

[总分： 25]







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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE CHINESE

0509/11

Paper 1 Reading

May/June 2019

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **8** printed pages.



PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.



Question	Answer	Marks	Guidance
<p>Question 1 20 marks for Content 5 marks for Accuracy of Language</p> <p>In own words: Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p> <p>If a candidate makes an error in a character which is needed to answer the question (underlined in the mark scheme), the mark cannot be awarded.</p>			
1(a)	<ul style="list-style-type: none"> - 云南 (1) - 西非红海岸 (1) 	2	
1(b)(i)	<ul style="list-style-type: none"> - 支线上有很多少数民族 (1) - 要运送茶叶 (1) 	2	
1(b)(ii)	<ul style="list-style-type: none"> - 联系了很多支线道路 (1) - 联系了各族人民/民族 (1) - 联系了商贸发展 (1) 	3	
1(c)	<ul style="list-style-type: none"> - 对物资的需求 (1) - 地理情况复杂/山道曲折 (1) - 只能用马和人来运输 (1) - 成群的马帮长期使用 (1) 	4	
1(d)	<ul style="list-style-type: none"> - 保护生态环境 (1) - 保护文化遗产 (1) 	2	
1(e)	<ul style="list-style-type: none"> - 交通工具方面- 没有使用现代工具, 用马 (1) - 时间 - 5个月, 时间太长, 缓慢 (1) 	2	
1(f)	<ul style="list-style-type: none"> - 指的是很落后, 或很原始的生活 (1) 	1	

Question	Answer	Marks	Guidance
1(g)	<ul style="list-style-type: none"> - 当地百姓收入水平的提高 (1) - 便捷的生活 (交通便利) (1) - 与时代接轨 (1) - 增强了当地人传承文化的责任感/保留了当地的风土人情/把文化传承下去 (1) 	4	

Give up to 5 marks for Accuracy (a holistic mark for Question 1).

Writing: Accuracy of Language

5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.

Question	Answer	Marks	Guidance
<p>Question 2</p> <p>15 marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language No marks will be awarded for anything the candidate writes beyond the upper word limit.</p> <p>15 points are required, but more than 15 are given below to outline possible points candidates could be expected to make. Each point scores one mark, with a maximum of 15 to be awarded for content. Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.</p> <p>10 marks are available for Writing (see tables).</p> <p>价值:</p> <ol style="list-style-type: none"> 1. 保护文化遗产也保护了生态环境 2. 文化遗产保护也保留了多民族的语言 3. 文化遗产保存了丰富的地域特色/保留传统的风土人情 4. 能够带动所在地区的旅游/促进经济发展/促进社会发展/促进环境发展 5. 增加人们的收入 6. 让当地人与时代接轨 7. 文化遗产是壮丽河山的缩影、国土景观的精华 8. 是民族精神文化和国家文明形象的标志和骄傲 9. 文化遗产促进精神文明建设 10. 现代创作体验的需要 11. 回归自然，体验自然以求心灵之满足 			

Question	Answer	Marks	Guidance
2	<p>问题:</p> <p>12. 文化遗产有着着旅游业的超载的问题/人满为患</p> <p>13. 错位开发/集团的掠夺性开发/法人的破坏性建设</p> <p>14. 文化遗产的真实性完整性被改变</p> <p>15. 权力部门的出让所有权</p> <p>16. 政出多门, 相互干扰, 难以作出全面的科学决策</p> <p>17. 遗产没有国家直接管理</p> <p>18 遗产保护没有立法</p>	15	Reject: 给人民生活带来便捷。

Writing: Style and Organisation

5 (Excellent)	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose
4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage
3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus
2 (Weak)	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow
1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance

Question	Answer	Marks	Guidance
Writing: Accuracy of Language			
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.		
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.		
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.		
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.		
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.		

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CANDIDATE
NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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FIRST LANGUAGE CHINESE

0509/21

Paper 2 Writing

May/June 2019

1 hour 15 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

The essay titles on this question paper are printed twice, once in traditional and once in simplified characters. If you wish to read the essay titles in traditional characters, turn to page 2; if you wish to read the essay titles in simplified characters, turn to page 3.

Answer **one** question in the space provided.

You should write between 400 and 600 characters.

All questions in this paper carry equal marks.

请先阅读以下说明

请把考试中心编号、考生号和姓名写在本页上方的空格中。

请用深蓝色或者黑色笔答卷。

请不要用订书钉、曲别针、胶水或者涂改液。

请**不要**在任何条形码上涂写字迹。

试卷上的问题有繁体和简体两种版本。若要繁体字版，请翻到第 2 页；若要简体字版，请翻到第 3 页。请选**一题**，并在空格内答题。文章字数应在 400 到 600 字之间。所有题目分值相同。

請先閱讀以下說明

請把考試中心編號、考生號和姓名寫在本頁上方的空格中。

請用深藍色或者黑色筆答卷。

請不要用訂書釘、曲別針、膠水或者塗改液。

請**不要**在任何條形碼上塗寫字跡。

試卷上的問題有繁體和簡體兩種版本。若要繁體字版，請翻到第 2 頁；若要簡體字版，請翻到第 3 頁。請選**一題**，並在空格內答题。文章字數應在 400 到 600 字之間。所有題目分值相同。

This document consists of 5 printed pages and 3 blank pages.

ESSAY QUESTIONS IN TRADITIONAL CHARACTERS

請選一題，並在空格內答題。請寫一篇 400 到 600 字的文章。

第一部分：議論

- 1 談談把電腦課列為必修課的**利與弊**。
- 2 做一個循規蹈矩的人有什麼**好處**和**壞處**？
- 3 “上大學應該是免費的”。你為什麼同意**或者**不同意這個說法？
- 4 “人不要總是知難而上，也要學會繞道而行”。你為什麼同意**或者**不同意這個說法？

第二部分：描寫與敘述

- 5 你在一輛擁擠的公交車上，描寫當時的場景和你的感受。
- 6 你和朋友在餐廳吃飯，描寫食物的色香味。
- 7 敘述你參觀藝術節的一次經歷。
- 8 以“讓我生氣的一件事”為題，寫一個故事。

ESSAY QUESTIONS IN SIMPLIFIED CHARACTERS

请选一题，并在空格内答题。请写一篇 400 到 600 字的文章。

第一部分：议论

- 1 谈谈把电脑课列为必修课的**利与弊**。
- 2 做一个循规蹈矩的人有什么**好处**和**坏处**？
- 3 “上大学应该是免费的”。你为什么同意**或者**不同意这个说法？
- 4 “人不要总是知难而上，也要学会绕道而行”。你为什么同意**或者**不同意这个说法？

第二部分：描写与叙述

- 5 你在一辆拥挤的公交车上，描写当时的场景和你的感受。
- 6 你和朋友在餐厅吃饭，描写食物的色香味。
- 7 叙述你参观艺术节的一次经历。
- 8 以“让我生气的一件事”为题，写一个故事。

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FIRST LANGUAGE CHINESE

0509/21

Paper 2 Writing

May/June 2019

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **6** printed pages.



Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Candidates will be awarded marks in two categories for the composition that they write:

- the first mark is out of 20 for Style and Accuracy: see Table A;
- the second mark is out of 20 for Content and Structure: see Table B1, B2 or B3 (depending on the type of composition: Argumentative, Descriptive or Narrative).

TABLE A – STYLE AND ACCURACY

Band 1	18–20	<ul style="list-style-type: none"> • Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. • Wide, consistently effective range of vocabulary with appropriately used ambitious words. • Assured use of grammar and punctuation, spelling accurate.
Band 2	15–17	<ul style="list-style-type: none"> • Mostly fluent; sentences correctly constructed, including a variety of complex sentences. • Vocabulary often effective, sometimes complex, mostly varied. • Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3	12–14	<ul style="list-style-type: none"> • Occasional fluency; sentences of some variety and complexity, correctly constructed. • Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. • Simple grammatical constructions correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes – but no error of any sort impedes communication.
Band 4	9–11	<ul style="list-style-type: none"> • Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. • Vocabulary communicates general meaning accurately. • Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5	6–8	<ul style="list-style-type: none"> • There may be the occasional grammatically complex sentence but mostly these are simple and repetitively joined by 'and', 'but' and 'so', with other conjunctions being used ineffectively, if at all. • Vocabulary communicates simple details/facts accurately. • Many errors of punctuation, grammar and spelling, but the overall meaning is never in doubt.
Band 6	3–5	<ul style="list-style-type: none"> • Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. • Vocabulary is limited and may be inaccurate. • Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
	0, 1, 2	<ul style="list-style-type: none"> • Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

TABLE B1 – ARGUMENTATIVE/DISCURSIVE TASKS

Band 1	18–20	<ul style="list-style-type: none"> • There is a consistent quality of well developed, logical stages in an overall, at times complex, argument. • Each stage is linked to and follows the preceding one. Sentences within paragraphs are soundly sequenced.
Band 2	15–17	<ul style="list-style-type: none"> • Each stage of the argument is defined and developed, although the quality of the explanation may not be consistent. • The stages follow in a generally cohesive progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.
Band 3	12–14	<ul style="list-style-type: none"> • There is a series of relevant points and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent. • Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, although opportunities to link ideas may not be taken.
Band 4	9–11	<ul style="list-style-type: none"> • Mainly relevant points are made and they are developed partially with some effectiveness. • The overall argument shows signs of structure but may be sounder at the beginning than at the end. There may be some repetition. It is normally possible to follow sequences of ideas, but there may be intrusive ideas or misleading sentences.
Band 5	6–8	<ul style="list-style-type: none"> • A few relevant points are made and although they are expanded into paragraphs, development is very simple and not always logical. • Overall structure lacks a sense of sequencing. Paragraphs used only for obvious divisions. It is sometimes possible to follow sequencing of sentences within paragraphs.
Band 6	3–5	<ul style="list-style-type: none"> • A few points are discernible but any attempt to develop them is very limited. • Overall argument only progresses here and there and the sequence of sentences is poor.
	0, 1, 2	<ul style="list-style-type: none"> • Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.

TABLE B2 – DESCRIPTIVE TASKS

Band 1	18–20	<ul style="list-style-type: none"> • There are many well defined, well developed ideas and images, describing complex atmospheres with a range of details. • Overall structure is provided through devices such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. Focus is description (not storytelling). Repetition is avoided and the sequence of sentences makes the picture clear to the reader.
Band 2	15–17	<ul style="list-style-type: none"> • There is a good selection of interesting ideas and images, with a range of details. • These are formed into an overall picture of some clarity, largely consistent. There may be occasional repetition and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced and the description is often effective.
Band 3	12–14	<ul style="list-style-type: none"> • There is a selection of effective ideas and images that are relevant to the topic and which satisfactorily address the task. An attempt is made to create atmosphere and to provide some details. • The description provides a series of points rather than a sense of their being combined to make an overall picture, but some of the ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.
Band 4	9–11	<ul style="list-style-type: none"> • Some relevant and effective ideas are provided and occasionally developed a little, perhaps as a narrative. There is some feeling of atmosphere, but most of the writing is about events or description of objects or people. • There is some overall structure, but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity.
Band 5	6–8	<ul style="list-style-type: none"> • Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. • Overall structure, though readily discernible, lacks form and dimension. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.
Band 6	3–5	<ul style="list-style-type: none"> • Some relevant facts are identified, but the overall picture is unclear and lacks development. • There are examples of sequenced sentences, but there is also repetition and muddled ordering.
	0, 1, 2	<ul style="list-style-type: none"> • Rarely relevant, little material and presented in a disorderly structure. Not sufficient to be placed in Band 6.

TABLE B3 – NARRATIVE TASKS

Band 1	18–20	<ul style="list-style-type: none"> The narrative is complex and sophisticated and may contain devices such as subtexts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate. The different sections of the story are carefully balanced and the climax carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.
Band 2	15–17	<ul style="list-style-type: none"> The writing develops some features that are of interest to a reader, although not consistently so. Expect the use of detail and some build-up of character or setting. The writing is orderly and the beginning and ending (where required) are satisfactorily managed. The reader is aware of the climax even if it is not managed completely effectively. The sequencing of sentences provides clarity and engages the reader in events or atmosphere.
Band 3	12–14	<ul style="list-style-type: none"> A straightforward story (or part of story) with satisfactory identification of features such as character and setting. While opportunities for appropriate development of ideas are sometimes missed, the overall structure is competent, and features of a developed narrative are evident. Sentences are usually sequenced to narrate events.
Band 4	9–11	<ul style="list-style-type: none"> A relevant response to the topic, but largely a series of events with occasional details of character and setting. The overall structure is sound although there are examples where a particular section is too long or too short. A climax is identified but is not effectively described or led up to. Sentence sequences narrate events and occasionally contain intrusive facts or misleading ideas.
Band 5	6–8	<ul style="list-style-type: none"> A simple narrative with a beginning, middle and end (where appropriate). It may consist of simple, everyday happenings or unlikely, un-engaging events. Unequal or inappropriate importance is given to the sections of the story. Dialogue that has no function may be used or over-used. There is no real climax. Sentence sequences are used only to link simple series of events.
Band 6	3–5	<ul style="list-style-type: none"> Stories are very simple and narrate events indiscriminately. Endings are simple and lack effect. The shape of the narrative is unclear; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity.
	0, 1, 2	<ul style="list-style-type: none"> Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.