

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0509 FIRST LANGUAGE CHINESE

0509/01

Paper 1 (Reading), maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

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Question 1

- 20 marks will be available for Reading: these will be awarded according to the detailed mark scheme below.
- 5 marks will be available for Writing (see table below).

Reading

- (a) 因为她讲的是很久以前的事。 [1]
- (b) (i) (一年级的) 国文课。 [1]
- (ii) 新校址, 男女学生特别多 (任何一点) [1]
- (c) 闽粤两地。因为他们听不懂别的老师的口音。 [2]
- (d) 学生们对冰心很好奇。学生年龄和冰心的弟弟差不多。冰心给学生纠正口音。课堂上笑语纷纭。 [4]
- (e) (i) 通过学生的自述(1) 来了解他们(1)。 [2]
- (ii) 像传记小说, 活泼, 真挚, 长。(任何两点, 每点一分) [2]
- (f) 课外交谈/座谈, 加深理解/了解, 谈话范围广, 住在校内/接触很多/一起划船, , 平起平坐/互相尊重/互相爱护 (每点一分) [5]
- (g) 和学生建立友谊, 和学生平等相待, 赢得学生信赖 (任何两点, 每点一分) [2]

(语言的精确: 5)

[总分: 25]

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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Question 2

- 15 marks are available for Reading: each relevant point extracted by the candidate from the texts is ticked (see below). A mark is awarded for each tick up to a maximum of 15 marks.
- 10 marks are available for Writing (see tables below).

Reading

- (a)
- 1 老师和学生应该是朋友
 - 2 师生应该互相尊重 (包括学生尊重老师)
 - 3 师生应该互爱 (包括学生喜爱老师)
 - 4 老师不应居高临下/学生不应怕老师
- (b)
- 5 老师应热爱教学
 - 6 老师应和善亲切
 - 7 老师应尊重学生
 - 8 老师应参加课外活动
 - 9 老师应对学生感兴趣
 - 10 老师应有自己的教学风格
 - 11 学生应努力学习
 - 12 学生应理解老师用心良苦/希望学生成才
 - 13 老师应该敬业
 - 14 老师应有幽默感
 - 15 老师应全面了解学生
 - 16 学生要信赖老师
 - 17 老师应多与学生交流沟通
 - 18 老师应创造出轻松愉快的课堂气氛

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.

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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. Some lifting.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors OR language is almost entirely lifted.
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.