CAMBRIDGE
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FIRST LANGUAGE CHINESE **0509/11**

Paper 1 Reading, Directed Writing and Classical Chinese **May/June 2026**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **15** printed pages.

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[Turn over

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct: credit for content point or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of the doubt’ is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant

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Annotation	Meaning
REP	Repetition
SEEN	Use to show that blank pages have been seen and any creditworthy material has been awarded
XV	Inappropriate use of vocabulary from another language
A1	Directed writing prompt 1
A2	Directed writing prompt 2
A3	Directed writing prompt 3
DET	Relevant detail
DEV	Development of point or idea
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

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Marking Guidance

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 8–10):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark

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Section 1 – Comprehension and Use of Language (23 marks)

Candidates will be assessed on the following assessment objectives:

AO1 Reading
R1 demonstrate understanding of explicit meaning
R2 demonstrate understanding of implicit meaning and attitude.
R4 demonstrate understanding of how writers achieve effects and influence readers.

Question	Answer	Marks	Guidance
1(a)	Q：十年间，村头的泡桐树发生了什么变化？ A：**变粗了/变大了/已由碗口粗长到了合抱粗。**	**1**	
1(b)	Q：从第二段中能看出冯琴师有什么性格特点。 A：**1. 执着/有主见** **2. 温和/温柔**	**2**	Accept: 1. 坚定/坚持不懈 2. 细腻 Reject: 1. 坚毅
1(c)	Q:根据第三段说说冯琴师无私且善良的品格体现在哪里。 A：**带病/发烧了仍去救场/操起琴就往场上奔。**	**1**	
1(d)	Q：根据第四段说说琴声是如何化作一只手牵引和推动演员表演的。 A：通过 **1. 创造氛围/情境。** **2. 帮助演员进入角色。/让演员身临其境。** **3. 调动情绪。**	**3**	Accept: 2. 让演员入戏。 3. 让演员感受到悲伤。 Reject: 2. 演员感觉自己就是刘彦昌了。 3. 演员悲从中来/悲如泉涌。
1(e)	Q：第五段中观众们的反应说明了什么？ A：**1. 琴声/戏有感染力/吸引人/给观众带来震撼。** **2. 他的琴技高超。/演员的演技高超。**	**2**	BOD: 2. 演得好。 Reject: 1. 观众们沉浸其中。/观众被… 2. 演员演得投入。

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Question	Answer	Marks	Guidance
1(f)	Q：最后一段是如何体现张团长对冯琴师的认可的？ A：**1. 希望冯琴师能发挥技能。** **2. 邀请他加入剧团。**	**2**	BOD: 1. 是车得拉货，是马得驮人。 2. 带着他一起走。 Reject: 1. 有天赋。/别呆在家里。 2. 跟我走吧。
1(g)	Q：综合全文，说说冯琴师是怎么从以琴为伴到以琴为生的。 A：**1. 年轻时坚持拉琴。/把自己关在屋里拉琴。/磨练琴技。** **2. 因救场/因《宝莲灯》这场戏一战成名/展示了才华/被认可。（要有因有果）** **3. 加入剧团，走南闯北。**	**3**	BOD: 1. 天天练。 2. 因救场得到团长赏识。 Reject： 2. 《宝莲灯》让大家对他的琴技有了认知。（要从冯琴师的角度说明。） 3. 得到团长认可。
1(h)(i)	(i) Q: 冯琴师离开大家已经十年了，十年仿佛弹指一挥间。 A：**1. 时间过得很快。** **2. 觉得冯琴师并没有离开很久。**	**2**	BOD: 2. 没有意识到冯琴师离开十年了。 Reject: 2. 冯琴师并没有离开。
1(h)(ii)	Q：疼痛排山倒海而来。 A：**1. 疼痛来得猛。（强调疼痛来势）** **2. 让人难以忍受/坚持不住/无法演奏。（强调人的感受）**	**2**	Accept: 1. 来势汹汹/强度大/剧烈。 Reject: 1. 来得快。 2. 很疼。
1(h)(iii)	Q：冯琴师翻身下床，操起琴，就往场上奔。 A：**1. 速度快。** **2. 急切的心理/着急。**	**2**	BOD: 2. 急忙 Reject: 2. 匆忙
1(h)(iv)	Q：演员像对着一扇门，那门半开半掩，怎么也进不去。 A：**演员进入角色很困难。**	**1**	Reject: 无法进入到戏里。
1(h)(v)	Q：冯琴师一战成名，再也没有人说他拉得什么也不是，都说他是一条卧着的龙。 A：**1. 冯琴师是旷世奇才 or 冯琴师琴技高超。** **2. 体现冯琴师谦逊/谦虚/不爱炫耀/低调的品格。**	**2**	BOD: 1. 很厉害。/有实力。 Reject: 1. 有天赋。 没展示出真正的实力。

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Section 2

Candidates will be assessed on their ability to:

AO1 Reading [15 marks]
R4: analyse and evaluate facts, ideas and opinions
R5 select and use information for specific purposes.

AO2 Writing [10 marks]
W1: communicate clearly, effectively and imaginatively
W2: synthesise information, sequence facts and ideas and opinions
W3: use a range of appropriate vocabulary
W4: use tone, style and register appropriate to audience and context
W5: write characters correctly and make accurate use of characters, punctuation and grammar.

Candidates should draw their content from Passages 2 and 3. The list below is indicative and is not exhaustive. Other relevant points from the texts may be included.

The mark for Reading is awarded based on Table A.
The mark for Writing is awarded based on Table B.

Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.

(* is to be shown after those which appear in more than one list)

Notes on task
Candidates should select **ideas** from the texts and **develop** (annotate DEV) them relevantly, supporting what they write with **details** (annotate DET) from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Annotate A1 for ideas related to the first bullet point
Annotate A2 for ideas related to the second bullet point
Annotate A3 for ideas related to the third bullet point

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Question	Answer	Marks	Guidance
2	**Question：** 最近，作为学生会主席，你参加了学校组织的关于“兴趣与成长的关系”的家长座谈会。会后， 请你以“兴趣与成长的关系”为主题为校报写一篇文章，你的文章内容包括以下几点： • 说明兴趣给孩子们的成长带来的好处， • 分析孩子们兴趣缺失的原因， • 提出在兴趣培养方面对父母的期待。 **Use Table A, Reading to give 15 marks for Reading. Use Table B, Writing to give 10 marks for Writing.** **Indicative content** Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted. Marks are not based on the number of points given but how ideas are selected and developed from the texts. **A1** 说明兴趣给孩子们的成长带来的好处。 1 让孩子拥有强烈的求知欲。 2 让孩子拥有敏锐的洞察力。 3 +孩子会主动学习/探索，/主动花时间和精力去搞清楚事物的规律。 4 让孩子有成就感。 5 让孩子缓解压力。 6 +能让孩子看到事物的妙处/发现别人不能发现的/感受别人不能感受到的。 7 让孩子交到更多的朋友/让孩子变得开朗	**25**	

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Question	Answer	Marks	Guidance
2	**A2** 分析孩子们兴趣缺失的原因。 1 家长扼杀了孩子的兴趣。 2 孩子的喜好不被家长认同/支持。 3 依赖心理强（父母让他们做什么就做什么）/习惯于父母的安排/没有主见 4 孩子本身对什么都没热情/没兴趣。 5 心不定，浅尝辄止/没恒心。 6 +课业负担重/压力大。 7 +兴趣班费用高。 **A3**提出在兴趣培养方面对父母的期待。 1 家长不要只考虑成绩/不要以孩子考上大学为目的。 2 为孩子们创造机会去发现兴趣。/让孩子多尝试。/+引导孩子到生活中去发现。 3 家长能观察孩子们有哪方面的兴趣。 4 家长认同孩子们的喜好。/支持并鼓励孩子。 5 家长以商量的口吻来呵护孩子们的兴趣。/不要粗暴干涉。/+尊重孩子的意愿。/+让孩子自己去体会。 6 家长用孩子们的眼光去观察世界/跟孩子们一起去惊异、去提问、去讨论。 7 家长给孩子们自由思考的空间和时间。		

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Marking criteria for Question 2

Table A, Reading

Use the following table to give a mark out of 15 for Reading.

Level	Mark	Descriptor
5	**13-15**	• The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R4) • The candidate selects a wide range of facts, ideas and opinions from both texts. (R5)
4	**10-12**	• There is some development, analysis and evaluation and a clear focus on all elements of the task. (R4) • The candidate selects relevant facts, ideas and opinions from both texts. (R5)
3	**7-9**	• Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions. (R4) • The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task. (R5)
2	**4-6**	• The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R4) • The candidate identifies some relevant points from one or both texts but they are not always relevant. (R5)
1	**1-3**	• The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R4) • The candidate identifies very few relevant points from either text. (R5)
0	**0**	• No creditable content.

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Table B, Writing

Use the following table to give a mark out of 10 for Writing.

Level	Mark	Descriptor
5	**9-10**	• The response is highly effective and convincing. (W1) • Well organised and carefully structured for the benefit of the reader. (W2) • Vocabulary consistently well-chosen and precise. (W3) • Consistently appropriate register for audience and purpose. (W4) • Character usage, punctuation and grammar almost always accurate. (W5)
4	**7-8**	• The response is effective and convincing. (W1) • Secure overall structure with some helpful organisation of ideas and information. (W2) • Vocabulary is mostly well chosen, with some precision. (W3) • Mostly appropriate tone/style for audience and purpose. (W4) • Character usage, punctuation and grammar generally accurate (W5)
3	**5-6**	• The response can be understood, although it is not always convincing. (W1) • Ideas are generally well sequenced. (W2) • Vocabulary may be plain but is adequate. (W3) • Some awareness of an appropriate tone/style for audience and purpose. (W4) • Frequent errors of characters, punctuation and grammar, which are minor and do not prevent communication. (W5)
2	**3-4**	• The response is sometimes unclear and/or generally unconvincing. (W1) • Sequence of ideas is sometimes confusing. (W2) • Vocabulary simple, not always appropriate. (W3) • Little awareness of appropriate tone/style. (W4) • Frequent errors of characters, punctuation and grammar hinder communication. (W5) • There is a structural weakness and there may be frequent copying from the original.

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Level	Mark	Descriptor
1	1-2	• The response is difficult to understand and lacks coherence. (W1) • Little or no evidence of attempt to sequence ideas. (W2) • Vocabulary limited and/or inappropriate. (W3) • No awareness of appropriate tone/style. (W4) • Persistent errors of characters, punctuation and grammar prevent communication. (W5) • There may be frequent copying from the original.
0	0	• No creditable content.

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Question 3: Classical Chinese (12 marks)
Candidates will be assessed on their ability to:

R1 identify and interpret explicit information and attitudes
R2 identify and interpret implicit information and attitudes

Question	Answer	Marks	Guidance
3(a)	Q：詹鼎在学习上有什么天赋？ A：**记忆力强/ 听人读书，回到家，就能复述别人所诵读的内容。/听人读书，归，辄能言诸生所诵。**	**1**	Reject: 能言诸生所诵。
3(b)	Q：用自己的话说说为什么詹鼎的父亲不让他去读书。 A：**1. 因为他们本是商人之家/他们家本是做生意的。** **2. 希望他能继承手艺/生意。/希望他家的手艺传下去。**	**2**	BOD: 为了家业。
3(c)	Q：为什么后来他的父亲又允许他去读书？ A：**1. 因为詹鼎常常独自学习，夜晚就在饼灶之下捧书诵读不止。/鼎每自课习，夜坐饼灶下，诵不休。** **2.. 因为他的父亲见他的志向不改变。/其父见其志不可夺。**	**2**	Accept: 1. 因为詹鼎非常刻苦/努力。 BOD：2. 他的父亲见他有决心和志气。 Reject: 1. 他每天都学习。 2. 意志坚强。
3(d)	Q：下面句子中，哪个“其”的意思不同？ A： **B**	**1**	
3(e)	Q:(i) 奈何从儒生游也 – A：**跟随/跟从** Q:(ii) 遣之读书 – A：**送/送走** Q:(iii) 时吴氏家延师儒 – A：**邀请/请** Q:(iv) 鼎遂为吴氏诸子师。 – A：**于是/就**	**4**	BOD：(ii)送去。 BOD：(iii)聘请。

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Question	Answer	Marks	Guidance
3(f)	Q: 通读全文，说说除了天赋以外，能让詹鼎成为有学问的人的其他两个重要因素。 A:1 坚持志向/刻苦好学 2. 父亲后来允许他读书。 3. 得到吴氏的帮助/吴氏亦子育之。 Any 2 of 3	2	

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