

FIRST LANGUAGE CHINESE

Paper 0509/11
Reading

There were too few candidates for us to be able to produce a meaningful report.

中文第一语言

Paper 0509/12

阅读试卷

关键信息

考生需要展示良好的阅读理解能力和语言能力。

为了提高**第一部分**考题的答题分数，考生需要：

- 仔细阅读短文和问题；
- 了解怎样辨识词语或句子的明确意思与隐含意思；
- 根据问题设计的特殊目的，分析并评估出与之相关的内容；
- 理解作者是如何达到写作效果或者是如何使用语言影响读者的；
- 尽可能地使用自己的话，以显示汉语能力，获得更高的语言分数；
- 准确有效地运用语法结构，句子和标点；
- 注意分值，确保答案完整以取得应达到的分数。

为了提高**第二部分**考题的答题分数，考生需要：

- 认真仔细地阅读问题，并围绕两个提示点写一篇总结性文章；
- 在写作之前，应先制定写作提纲；
- 对从文中选择出的答题点，用自己的话重新组织语言，以合乎逻辑的顺序，并使用恰当的关联词连接，写出答案；
- 准确使用复杂句子以及丰富的词语；
- 避免大段地照抄原文；
- 表达观点的时候，不要照抄文中的例子，或者加入考生个人的经历和体会；
- 要保持在字数限制内；
- 写作完毕，要重新阅读，检查是否有语法、词语和汉字使用的错误。

对考生表现的基本反馈信息

今年的试卷，大部分考生表现得不错。

对于**第一部分**的问题，几乎所有的考生都能够给出每个问题的答案。很多考生对问题的要求理解得很好。一些考生能够根据问题，找到文中的正确信息去回答，但需要提高分析和总结的能力。同时，也有一些考生需要更仔细地阅读问题，理解问题的要求，避免因疏忽大意造成对问题理解的错误。

对于**第二部分**考题，今年考生所展示的水平也不错。最好的答案都是考生用自己的话，对从文章中找出的答题点进行总结写出文章，并控制在要求的字数内。考生需要确保答题点来自提供的两篇短文，只是根据个人对题目的基本知识和理解写作是不能够得分的。比较差的答案通常是包含了很多文章中举的例子，这些例子是对已经提到的答题点进行重复说明。还有一些答案是对列出的一小部分答题点，进行过多的解释说明，这种方式常常会导致考生没有在字数的限制内，在内容上包含足够的答题点。考生在回答第二部分的问题时，需要从两篇短文中筛选出足够的答题点进行总结。总结需要精确，在字数允许的范围内，具备答题点衔接恰当、文章通顺流畅的风格特点。

对于两部分的考题，考生都应该使用清晰的语言，认真仔细地选择各种句式和词语，准确地书写汉字。

对每个问题的反馈

第一部分，问题一

大部分考生能够展示良好的阅读理解能力，对直接的和有明确含义的问题回答得很好。能力强的考生显示了他们对文章信息的分析和总结的能力，并能够使用清晰准确的语言。我们也提醒考生要花时间仔细阅读问题，确保对问题理解的准确并能够提供完整的答案以获得应得的所有分数。

- (a) 这道题，考生的表现很不同。本题需要考生运用推理的能力分析出“我”下电车时的心情。最好的答案能够通过对比句子的充分分析，用自己的话准确地描述出“我”的心情。一些考生只得了一分，大部分因为忽略了“着急”这一点。一些较差的答案通常只是从文章中摘抄出相关的句子，没有进行分析推理、归纳出“我”的心情。
- (b) 本题需要考生从文章中找到三点来说明是什么让“我”忍不住端详起问路的女子。大部分考生能够找到一到两个点，很多考生写了很多问路女子的背景信息，但都属于一个得分点。能力强的考生能够找到所有的点。
- (c) 这道题，很多考生都回答得很好。较差的答案通常会丢掉‘她放弃了已有的一切/她得从头开始’这一答题点。
- (d) 这道题需要考生列出四点来说明问路女子的哪些生活态度帮“我”摆脱了困扰。这道题又是一道回答得比较好的问题。没有得到满分的考生通常是丢掉了“活在当下”那一点。
- (e) 大部分考生此题回答得非常好，展示了很好的阅读理解能力。他们能够分析出天气的变化象征了“我”心情的变化。
- (f) 这道题考生提供了各种不同的答案。此题是考查学生对全文进行分析和总结的能力，最好的答案能够用自己的话总结出四点。一些考生能够从文中选出一些正确的语句作答，但是需要用自己的话概括。
- (g) 此题需要考生从文中找出三个细节描写的例子来说明问路女子活泼爽朗的性格。大部分考生回答得很好，能够准确地找到例子获得满分。

语言的准确性

在回答第一部分的问题中，得到5分的语言准确性的分数的考生，能够清晰准确地表达，认真地选择语言，字斟句酌，鲜有失误。考生应该意识到他们需要用自己的话，对文中的语言进行重新组织，并能够准确地使用汉语。在语言的准确性上得到高分的考生，能够用自己的话回答问题，而不是大量地照抄原文。

第二部分，问题二

考生需要根据问题中的两个提示点，从两篇短文中找出正确信息，用自己的话进行总结，写出一篇文章。一些考生能够通过准确地运用关联词或其他连接方式，合理地安排结构，保证了总结的高质量。

考生应该注意到，问题二在内容上有15分，这意味着他们需要从两篇短文中筛选出15个答题点。大部分考生能够根据自己对两篇短文的理解，总结答题点。一些较差的答案多数是对很少数量的答题点进行扩展，而不是尽可能地找出更多的答题点以获得内容上的高分。还有一些考生罗列了很多例子，或者是写个人的经历，或者在总结中不断地重复已有的答题点。

今年有一些答案，大量地照抄原文，而不是用自己的话总结并组织筛选出的答题点。除了内容，同样也有语言准确性的分数，考生需要有能力使用自己的语言合理有效地组织安排结构，写出一篇总结性文章。

大部分答案都注意到了字数限制，只有极少部分考生写得过长。

较差的答案有时候会包括冗长及杂乱的开头和结尾，或者大量地重复。在写作之前，利用一定的时间列出提纲，会帮助仔细慎重地选择答题点，并以合乎逻辑的顺序组织安排答题点。

大部分考生能够在写作中使用清晰准确的语言进行总结。为了在语言的准确性上达到 5 分，考生需要认真地选择词语和句子，组织好语言。较差的答案通常会大量地照抄原文中的话，因此不能够显示出考生用自己的话表达的能力。有时候汉字书写错误，或语句不通，或语法错误的现象也会出现。另外过于口语话也会考虑在语言的准确性的评分中。

FIRST LANGUAGE CHINESE

Paper 0509/12
Reading

Key messages

Candidates need to demonstrate a good level of reading comprehension and linguistic competence.

In order to score well in **Section 1**, candidates need to:

- read the passage and questions carefully
- understand how to recognise implied meaning, as well as explicit meaning to answer questions
- analyse and evaluate what is relevant to specific purposes
- understand how authors achieve effects or use language to influence the reader
- use their own words as far as possible in order to show their competence in Chinese to gain higher marks for Language.
- make accurate and effective use of grammatical structures, sentences and punctuation
- pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks.

In **Section 2**, candidates need to:

- read the questions carefully and structure a summary around the bullet points provided
- make a plan before writing the summary
- rephrase the relevant points from the passages in their own words, and then group them in a logical order, linking the points with appropriate conjunctions
- use complex sentences and varied and precise vocabulary
- avoid lifting large chunks of language from the reading passages
- express the ideas given in the passage without copying examples directly from the text or writing from their own knowledge or experience
- keep within the word limit
- spend time proof-reading their writing to check for any mistakes and technical errors

General comments

Most candidates performed well in this paper.

For **Question 1**, almost all candidates attempted to answer all questions. Many candidates understood the requirements of the questions well. Some candidates were able to locate the part of the text where they could find the information needed to answer the question, but needed more developed skills of analysis or summary to fully answer the question. Some candidates needed to read the questions more carefully to avoid misunderstanding.

The general standard of this year's summary in **Section 2** was good. The best answers presented the relevant points in a summary style within the word limit. This year a number of candidates included personal stories or experiences in their summary. Candidates need ensure that the points they make are rooted in the information given in the two passages; no credit can be given for demonstrating general knowledge on the topic. Weaker answers were often characterised by the inclusion of a number of examples from the passages which repeated the key points already mentioned in their writing. Others had a tendency to focus on a small number of points, giving long explanations on these. This approach often resulted in candidates using up the character limit without hitting many content points. Candidates should identify valid points from *both* reading passages when answering the summary question in **Section 2**. The most successful

candidates managed to keep their summary concise and precise, and within the character limit, with good linkage and a coherent writing style.

In both sections, candidates should strive to use clear and carefully chosen language and varied sentence structures, vocabulary, and correctly written characters.

Comments on specific questions

Section 1, Question 1

Most candidates were able to show a good level of comprehension, answering more straightforward questions well. Stronger candidates showed they could analyse and summarise the information provided in the passage with clear and well-chosen language. Candidates are reminded to take the time to read the questions carefully to ensure they provide a full enough answer to score all available marks.

- (a) This question elicited a mixed performance. Candidates needed to use skills of inference to interpret the feelings of the protagonist when they got off the tram. The best responses analysed the relevant sentences fully and used their own words to describe his/her feelings accurately. Candidates who only scored one mark frequently omitted the point about ‘着急’. Weaker answers were characterised by reliance on lifting the relevant sentences from the passage, without going on to analyse what the protagonist’s expression and actions suggested about their feelings.
- (b) This question required candidates to identify three points from the passage to indicate why ‘I’ could not help looking at the woman more closely. Most candidates could find one or two points, with only the strongest candidates finding all three.
- (c) This question was well handled by many candidates. Weaker responses frequently missed out the point ‘她放弃了已有的一切/她得从头开始’.
- (d) Candidates were required to list four points to show the attitude to life of the woman who helped the protagonist solve her own dilemma. This question was handled well by most candidates. The most frequently omitted point by those candidates who did not achieve full marks was ‘活在当下’.
- (e) Most candidates demonstrated a good level of comprehension in answering this question. They understood the change of the weather symbolised the change of ‘my’ mood.
- (f) A range of responses were given to this global comprehension question. The best answers demonstrated an ability to analyse and summarise, and many strong candidates were also able to express their answers in their own words.
- (g) Candidates were required to find three examples from the text which showed how the language used by the author created a vivid description of the woman as having a lively and cheerful personality. Most candidates answered this question well, and were able to identify the correct parts of the text to gain all available marks.

Accuracy

Those candidates who achieved 5 marks for Accuracy in **Section 1** used clear and carefully chosen vocabulary and sentences with hardly any technical errors. Candidates should be aware that they need to generate some of their own language by paraphrasing or manipulating the original wording of the reading passage to demonstrate that they can write accurate Chinese. The highest marks for Accuracy were awarded to candidates who could show they are able to use their own language to answer questions, rather than lifting excessively from the reading passages.

Section 2, Question 2

Candidates were required to extract information from the two reading passages and use their own words to write a summary structured around the two bullet points given in the question paper. Many candidates were able to sustain the quality of their summaries by using appropriate conjunctions and other linking devices, and by devising a logical structure for their answer.

Candidates should be reminded that there are 15 marks for content in **Question 2**, which means that they need to include at least 15 distinct points and ideas from the two passages. Most candidates made a good attempt at summarising the points based on their understanding of both passages. Some weaker responses elaborated on a small number of points, rather than saying less about a higher number of points, which would have gained higher marks. Others included lots of examples, wrote from general knowledge or personal experience, or repeated points in their summaries.

This year, there were responses that contained a considerable amount of material which had been lifted directly from the texts without organising the points or linking them into a coherent structure using their own words. As marks are awarded for accuracy as well as content, candidates need to show that they can use their own language skilfully to structure a well-sequenced summary.

Most responses were written within the character limit, with only a very small number of candidates producing an excessively long piece of writing.

Weaker responses sometimes included a long, rambling introduction and conclusion, or had significant repetition. Building in some planning time could help to ensure points are selected carefully and arranged logically before writing.

Most candidates were able to use clear and appropriate language in writing the summary. In order to achieve a mark within band 5 (excellent) for Accuracy, candidates need to choose both vocabulary and sentences with greater care. Weaker responses often lifted a lot of language directly from the reading passages, and therefore did not show how well candidates were able to express themselves in their own words. In some cases, a number of technical errors were also present, or less formal language used, which would have been taken into account when awarding the Accuracy mark.

中文第一语言

Paper 0509/13

阅读试卷

关键信息

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- 理解作者是如何达到写作效果或者是如何使用语言影响读者的；
- 尽可能地使用自己的话，以显示汉语能力，获得更高的语言分数；
- 准确有效地运用语法结构，句子和标点；
- 注意分值，确保答案完整以取得应达到的分数。

为了提高**第二部分**考题的答题分数，考生需要：

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- 要保持在字数限制内；
- 写作完毕，要重新阅读，检查是否有语法、词语和汉字使用的错误。

对考生表现的基本反馈信息

今年大部分考生表现得不错。他们熟悉试卷的样式，对问题理解得较好，能够使用准确的语言回答问题。

大部分考生对句子明确的信息理解得很好，体现了一定的阅读理解能力。高分的答案显示了考生极强的分析能力，能够从文章中准确地辨识出所需的信息，并用自己的话清晰地准确地作答。一些考生需要给出更充分的解释说明，以获得满分，或者需要更仔细地认真地阅读问题要求以避免对问题的理解出现偏颇。

还有一些考生需要熟悉中文语言的一些基本术语的概念，比如什么是字、词、短语/词组和句子。另外一些考生在回答阅读理解问题时，需要加强对信息的分析和总结的能力。

对于第二部分考题，今年考生所展示的水平还是值得肯定并令人满意的。大部分考生意识到要从两篇短文中找到相关信息和答题点。优秀的考生能够用自己的话，对从文章中找出的答题点进行总结，并控制在要求的字数内。有一些考生大量照抄短文中的句子，他们需要用自己的话组织和连接答题点。这道题，比较差的答案通常是对一个答题点重复说明；或者是提供不相关的信息，比如说写个人的经历，而不是从两篇短文中选取有效信息进行总结。

对每个问题的反馈

第一部分，问题一

- (a) 这道题，很多考生都回答得不错。弱一点的考生所出现的普遍问题是，回答“父母之间应该没有打闹争吵”。还有一些考生把甜言蜜语中的‘蜜’写成了‘密’。
- (b) 这道题，考生的表现有所不同。本题需要考生运用推理的能力分析出“母亲得知父亲工厂倒闭后的心情是怎样的”。能力强的考生能够通过从句子的充分分析，用自己的话准确地描述出母亲的心情。一些考生需要回答出“母亲吃惊”这一点。一些能力稍弱的考生只是从文章中摘抄出相关的句子，没有进行分析推理，没有从母亲的反应中分析出母亲的心情。
- (c) 这道题，考生给出了各种各样不同的答案。有很强的分析和解释能力的考生回答得很好，另一些考生根据自己的设想写出了文章中的“我”觉得无奈的原因，而不是根据文章内容分析出来的，这样的答案不能得分。所以我们提醒考生一定要根据文章上下文内容进行分析，给出答案。
- (d) 这道题大部分考生回答得很好。一些较差的答案，或者漏掉了“父亲生活的改变”这一点，或者漏掉了“父亲为了实现母亲的愿望而建了一个花园”这个事实。所以我们提醒考生，一定要考虑到分值，以便提供所有的答题点以获得所有的分数。
- (e) 此题的目的是考查学生的分析和解释的能力。学生需要对这幅画面想要说明什么进行分析说明。只有一些分析能力强的考生能够分析出“夕阳和老藤椅”是指代年老的父母/老两口，“并肩摇立”是说明了父母之间的关系，也就是父母互相支持、互相爱护、和谐而默契的关系。
- (f) 本题需要考生从文中找出四个短语来回答。能力强的考生回答得很好，显示了对语言基本知识的高水平的掌握。能力弱一些的考生需要提高回答问题的准确性，并要理解短语不同于句子和词。所以我们提醒考生一定要注意问题的要求。
- (g) 题需要考生回答出“我”对爱情的理解的变化。大部分考生能够从文中找到答题点，并用自己的话从两方面说明这种变化，一方面是最初的看法，另一方面是现在的看法，展示了很强的分析和理解能力。一些考生只从一方面作答，大部分漏掉了“我”最初的看法。还有一小部分考生审题不够仔细，谈的是“我”对父母的爱情的理解的变化，比如，从质疑到相信。
- (h) 此题是综合理解能力题，需要考生对全文进行分析，找到父母的无言的爱的证据。只有能力最强的考生能够用自己的话总结出四点得到满分。一些考生能够从文中选出两三点作答。母亲自己说的话作为一个得分点，往往被考生忽略掉了。

语言的准确性

在回答第一部分的问题中，得到5分的语言准确性的分数的考生，能够清晰准确地表达，认真仔细地选择语言，字斟句酌，鲜有失误。考生应该意识到他们需要用自己的话，对文中的语言进行重新组织，并能够准确地使用汉语。在语言的准确性上得到高分的考生，能够用自己的话回答问题，而不是大量地照抄原文。

第二部分，问题二

考生需要根据问题中的两个提示点，从两篇短文中找出正确信息，用自己的话进行总结，写出一篇文章。一些考生能够通过准确地运用关联词或其他连接方式，合理地安排结构，保证了总结的高质量。

考生应该注意到，问题二在内容上有15分，这意味着他们需要从两篇短文中筛选出15个答题点。大部分考生能够根据自己对两篇短文的理解，总结答题点。一些较差的答案多数是对很少数量的答题点进行扩展，而不是尽可能地找出更多的答题点以获得内容上的高分。还有一些考生罗列了很多例子，或者是写个人的经历，或者在总结中不断地重复已有的答题点。

今年有一些答案，大量地照抄原文，而不是用自己的话总结并组织筛选出的答题点。除了内容，同样也有语言准确性的分数，考生需要有能力使用自己的语言合理有效地组织安排结构，写出一篇总结性文章。

大部分答案都注意到了字数限制，只有极少部分考生写得过长。

较差的答案有时候会包括冗长及杂乱的开头和结尾，或者大量地重复。在写作之前，利用一定的时间列出提纲，会帮助仔细慎重地选择答题点，并以合乎逻辑的顺序组织安排答题点。

大部分考生能够在写作中使用清晰准确的语言进行总结。为了在语言的准确性上达到5分，考生需要认真地选择词语和句子，组织好语言。较差的答案通常会大量地照抄原文中的话，因此不能够显示出考生用自己的话表达的能力。有时候汉字书写错误，或语句不通，或语法错误的现象也会出现。另外过于口语化也会考虑在语言的准确性的评分中。

FIRST LANGUAGE CHINESE

Paper 0509/13
Reading

Key messages

Candidates need to demonstrate a good level of reading comprehension and linguistic competence.

In order to score well in **Section 1**, candidates need to:

- read the passage and questions carefully
- understand how to recognise implied meaning, as well as explicit meaning to answer questions
- analyse and evaluate what is relevant to specific purposes
- understand how authors achieve effects or use language to influence the reader
- use their own words as far as possible in order to show their competence in Chinese to gain higher marks for Language.
- make accurate and effective use of grammatical structures, sentences and punctuation
- pay attention to the mark allocation to ensure that they develop their answers fully enough to score all available marks.

In **Section 2**, candidates need to:

- read the questions carefully and structure a summary around the bullet points provided
- make a plan before writing the summary
- rephrase the relevant points from the passages in their own words, and then group them in a logical order, linking the points with appropriate conjunctions
- use complex sentences and varied and precise vocabulary
- avoid lifting large chunks of language from the reading passages
- express the ideas given in the passage without copying examples directly from the text or writing from their own knowledge or experience
- keep within the word limit
- spend time proof-reading their writing to check for any mistakes and technical errors

General comments

Most candidates performed well in this paper. They appeared to be familiar with the format of the paper, understood the requirements of the questions well, and responded using appropriate language.

Most candidates did well in questions requiring them to identify explicit information and displayed sound comprehension skills. Higher scoring responses showed a greater ability to analyse and draw information from across the passage to construct an answer with clear and well-chosen language. Some candidates needed to give fuller explanations to gain all available marks, or to read the questions more carefully to avoid misunderstanding.

Some candidates needed to be more familiar with the meaning of basic linguistic terms such as characters, words, phrases and sentences. Others could improve their ability to analyse and summarise the information needed to answer comprehension questions.

The general standard of this year's summary in **Section 2** was positive and satisfactory. Most candidates were aware that they needed to identify and draw the key points from both passages. The strongest candidates were able to present the points in a summary style within the word limit. Some candidates relied heavily on lifting longer chunks of language from the texts and needed to use their own language to organise or/and link the points. Weaker responses in **Section 2** were often characterised by the inclusion of repetitive points or irrelevant information with a focus on personal experience rather than summarising information from the passages.

Comments on specific questions

Section 1, Question 1

- (a) This question was well handled by many candidates. A common mistake amongst weaker candidates was to answer that 'parents should live without quarrelling or fighting noisily.' In some cases, candidates wrote '密' instead of '蜜'.
- (b) This question elicited a mixed performance. It required candidates to use skills of inference to say how the author's mother felt when she heard some shocking news, using her reactions to identify her feelings. Stronger candidates were able to analyse the sentences fully and use their own words to describe her feelings accurately. Some candidates needed to include the idea of 'surprise' to gain both marks. Weaker answers tended to merely lift the relevant sentences from the passage, without going on to analyse what the reactions said about the mother's feelings.
- (c) A range of responses were given to this question. Candidates with strong skills of analysis and interpretation responded well. Others made up reasons why "I" may have felt helpless, without reference to the passage. Such responses could not be credited. Candidates are reminded that answers must be rooted in the text.
- (d) This question was well answered by most candidates. Weaker responses frequently omitted reference to the father's lifestyle change or the fact that he created a garden. Candidates are reminded to take into account the mark allocation to ensure that they provide enough points to gain all the available marks.
- (e) This question assessed candidates' ability to analyse and interpret the symbolic meaning of the image described in the question. Only candidates with strong analytical skills were able to see the metonymy, mentioning that the parents (like the chairs) were old and describing the relationship between the parents.
- (f) This question required candidates to identify four phrases from the passage. The strongest candidates did this well, demonstrating a high level of language knowledge. Weaker candidates needed to be more precise in their response, focussing on *phrases* to describe the love between the parents. Candidates should be reminded to pay close attention to the requirements of the question.
- (g) Candidates were required to identify the change in the author's understanding of love. Most candidates answered this question using two focus-points to show the change, demonstrating a high level of comprehension and analytical skill. They successfully identified both the initial and subsequent understanding of love as described in the passage, summarising the text in their own words. Some candidates only gave a partial answer, most frequently describing the understanding at the end of the text, without looking back to see how it had changed. In a small number of cases, candidates misinterpreted the question and talked about the author's feelings about the love between his parents – e.g. from doubting to believing.
- (h) This global comprehension question required candidates to look across the whole passage to find evidence for the parent's love being silent. Only the most capable candidates achieved full marks by summarising the text in their own words. Many candidates managed to locate two or three relevant points, with the words from the mum frequently being omitted.

Accuracy

Those candidates who achieved 5 marks for Accuracy in **Section 1** used clear and carefully chosen vocabulary and sentences with hardly any technical errors. Candidates should be aware that they need to generate some of their own language by paraphrasing or manipulating the original wording of the reading passage to demonstrate that they can write accurate Chinese. The highest marks for Accuracy were awarded to candidates who could show they are able to use their own language to answer questions, rather than lifting excessively from the reading passages.

Section 2, Question 2

Candidates were required to extract information from the two reading passages and use their own words to write a summary structured around the two bullet points given in the question paper. Many candidates were able to sustain the quality of their summaries by using appropriate conjunctions and other linking devices, and by devising a logical structure for their answer.

Candidates should be reminded that there are 15 marks for content in **Question 2**, which means that they need to include at least 15 distinct points and ideas from the two passages. Most candidates made a good attempt at summarising the points based on their understanding of both passages. Some weaker responses elaborated on a small number of points, rather than saying less about a higher number of points, which would have gained higher marks. Others included lots of examples, wrote from general knowledge or personal experience, or repeated points in their summaries.

This year, there were responses that contained a considerable amount of material which had been lifted directly from the texts without organising the points or linking them into a coherent structure using their own words. As marks are awarded for accuracy as well as content, candidates need to show that they can use their own language skilfully to structure a well-sequenced summary.

Most responses were written within the character limit, with only a very small number of candidates producing an excessively long piece of writing.

Weaker responses sometimes included a long, rambling introduction and conclusion, or had significant repetition. Building in some planning time could help to ensure points are selected carefully and arranged logically before writing.

Most candidates were able to use clear and appropriate language in writing the summary. In order to achieve a mark within band 5 (excellent) for Accuracy, candidates need to choose both vocabulary and sentences with greater care. Weaker responses often lifted a lot of language directly from the reading passages, and therefore did not show how well candidates were able to express themselves in their own words. In some cases, a number of technical errors were also present, or less formal language used, which would have been taken into account when awarding the Accuracy mark.

FIRST LANGUAGE CHINESE

Paper 0509/21
Writing

There were too few candidates for us to be able to produce a meaningful report.

中文第一语言

试卷 0509/22

写作

主要信息

考生应选择试卷的繁体或简体版本，并依照试卷中的指示回答一个问题。此试卷中有八道题，分成两部分：**第一部分**是议论文和论说文，**第二部分**是描写文和记叙文。考生必须根据选择的问题，以合适的文体写作。

要在第一部分或第二部分拿高分，考生必须：

- 仔细阅读题，对题目理解正确，以写出有重点、并与题目相关的文章。
- 呈现独创性的思考，并恰当地使用各种不同的复杂句式和措辞。
- 把想法、想像或感受明确地表达出来，同时正确地使用分段、标点符号和语法，避免陈腔滥调。
- 再把已完成的作文仔细地读一遍，如果有错字和语法上的错误，考生可以借此机会改正。

考生也应在写不同文体时，达成以下目标：

- 在写议论文时，考生应清楚地论述事理，发表意见，有逻辑地提出主张和证据，写作手法应成熟且复杂。
- 在写论说文时，考生应从两方的观点提出主张和意见。论述时也应有逻辑，并善用证据，从各个方面论述。
- 在写描写文时，考生必须生动地把描写所见、所闻或想像的情形描写出来，文中应包含足够的细节。
- 在写记叙文时，考生必须写一个真实或想像的故事，营造适当的气氛，让故事高潮迭起。

评语

绝大部分的考生表现佳，写的文章都显示出中文的高精熟度。大部分的考生都能写出流畅的文章和佳句，并用复杂的语法来论证或创造出吸引人的故事。写得很好的文章，考生能写出与题目相关的内容，并清楚地叙述个人经验。从不少文章中可看出考生对语言的掌控能力，同时能举例或清楚的解释来支持论点。写得较差的文章通常包含错字和语法错误，而且需要更有自信地掌握发音和复杂的句子。其他写得较差的文章的特性是使用白话和同时用汉字和拼音。

今年的考生在写四种文体时，都有或高或低的表现。一般而言，更多的考生选择写第一部分的题目，而非第二部分的题目，第一题是最受考生欢迎的题目。总体来说，选择写描写文的考生比选择写议论文或记叙文的考生对文体的把握能力更好。写得最好的文章通常意见明确、结构复杂、描写入微。考生应确保对题目有完整的了解后，再开始写作，确保内容跟题目相关。

有很多结构佳的文章，写得最好的可以很有自信地使用成语，而且在写议论文和论说文时，用时事和史实去支持论点。写得最好的文章有以下的特点：有趣的故事，使用不同的机制，像是倒叙来让读者想要继续读下去。写记叙文时，最重要的是创造高潮，营造出紧张感和突发事件。写得较差的记叙文常常用淡而无味的语言来描写日常生活的琐事、每日作息或不相关的事件。

今年大部分的考生都能写出四百到六百字的文章，有的文章篇幅冗长或太短。考生应知道非常短的文章不太可能表现出语言的多样性，也无法有自信地使用让他们拿高分的语法。一篇文章必须篇幅够长，这样一来，考生就能完整地表达意见、发展论点、描述细节或写出成熟的记叙文。考生也需要注意，避免写出过长的文章。重要的是，要抓住重点，有清楚且正确的结构，并能有逻辑性地表述清楚。那些写了超出要求字数太多的文章有时包含重复的句子或在议论时前后论点不一致。考生应尽量把字写得工整，以确保考官能看得懂，并给出合适的分数。

文体和正确度

文体：很多考生都能有效地用各种不同的词汇、结构复杂的句子和序列句写出文章。能力较弱的考生通常会用简单或重复的句子，有的文章过度使用白话。为了改善这个部分，考生在写作时，应努力并有效地使用连词，并更精确地表达想法。

正确度：在大部分的文章中，考生都能正确地使用语法和不同的词语。写得最好的文章都呈现出高语言精熟度，并有效使用成语和俗语。能力较弱的考生不太能正确地使用标点符号，也不能正确分段。考生的汉字能力也能从使用拼音来代替汉字这点看得出来。有些文章则受到英语语法的影响，特别是句子结构。

大部分的考生都能断句，正确使用逗点和句点，并应注意逗点和句点不应置于句首。考生应在写作时，选择正确的字来表达意思和想法，有的考生用同音异义字，表意不清。考生应注意本试卷接受写繁体字和简体字的文章，为求一致性，考生应避免在写作时混杂繁体字和简体字。

内容和结构

内容：今年写得最成功的文章都能做出层进式论述，包含复杂的气氛、动人心弦的故事、生动的描述和具有说服力的论证。能力较强的考生能提出言之有理的论点、使用生动的描写或在描述时营造出高潮。当考生选择让他们很有感觉的题目或有相关经验的题目时，他们更可能写出有说服力的论点，比如：第一题（现在有很多父母送孩子出国留学。谈一谈出国留学的好处和坏处。）、第四题（“世界上没有完美的人生”。你同意或者不同意这个观点。）、和第五题（春节快到了，你在年货市场购物。描写市场上熙熙攘攘的场面和气氛。）。

结构：很多考生都能写出结构完整的文章，并把想法、论点或故事情节连贯起来。写得好的文章都有以下特点：结构清楚、分段明确、营造紧张感和气氛，并避免重复。写得较差的文章特点则有不相关的细节或跑题。考生应仔细地选择相关的细节和例子来支持他们的论点，并用不同的机制来创造出完整的结构，比如：作者视角变更或短时间内的变化。

各题的评语

第一部分：议论

第一题 - 现在有很多父母送孩子出国留学。谈一谈出国留学的好处和坏处。

这题是很受欢迎的题目之一，而且许多考生都能提及他们出国留学经验的好处和坏处。写得很好的文章综合了个人的观点和清楚、有逻辑性的分析出国留学的优点和缺点。写得较差的文章则大多就单方面来讨论，需要对留学的好处和坏处做出比重相当的探讨。

第二题 - 谈谈勤俭的好处和坏处。

选择回答这题的考生大都能就勤俭的好处着手，写出具有说服力的论点。能力较强的考生也能讨论勤俭的坏处，关于勤俭的好处和坏处，写出前后呼应的文章。写得最好得文章用了不少例子来佐证，并就题目做出深入的探讨。

第三题 - 有人说：“现在的年轻人花太多时间照镜子。”你同意或者不同意这个说法？

一般而言，考生能适当地提出自己的观点。有些文章言之有据，提到年轻人应该花时间学习新技能、获得经验和扩展视野。能力较强的考生都能善用例子、时事和事实来支持他们的论点，比如：在面试或其他场合时，应穿着得体。较弱的考生需要把想法有逻辑性地串联起来，或做更进一步的探讨。

第四题 - “世界上没有完美的人生”。你同意或者不同意这个观点？

这题是第一部分最受欢迎的题目之一。很多的考生选了这题是因为他们对题目有强烈的感受。相信“有完美人生”的考生常会提到只要人们珍惜所有，知足常乐，人生就是完美的。觉得“人生是不完美”的考生常指出没有什么完美的，比如：一旦你做了选择，你就会失去其他机会，所以不能说你正在过的日子是完美的。总的来说，不管是同意还是不同意题目的观点，考生都能有效地提出证据来支持他们的论点。较差的文章有时提出重复的观点或不全面的论证。

第二部分：描写和叙述

第五题 - 春节快到了,你在年货市场购物。描写市场上熙熙攘攘的场面和气氛。

因为考生似乎能将他们的自身经验和本题做连结,所以有很多考生选了这道题。写得最好的文章都能有效地运用各种词汇和结构复杂的句子。考生能生动地描写年货市场的吵闹声、欢乐的气氛和色彩。有的文章没有恰当地使用形容词来描述场面和气氛,有的描述了春节前去办年货的经验,而非描写市场的场面。写得最好的文章成功地创造出各种氛围,从嗅觉、听觉、动作等角度来描述年货市场。

第六题 - 描写你最理想的卧室

能力较强的考生将颜色、形状、风格和家具的摆放等融会贯通起来描述他们心中理想的卧室,让卧室的形象跃然眼前。能力较弱的考生把描述局限在理想卧室和房子的设计和地点,整体的描写需要增加宽度与广度。

第七题 - 叙述你去游乐场的一次经历

考生必须描写他们去游乐场的一次经历,有的考生成功地用了伏笔、倒叙和时间交错创造出故事的兴味和高潮。能力较弱的考生仅仅列出了当天在游乐场做的事,把重心放在描写内心的感受或写了一段对话。考生应在写作时包含更多细节,或发展出更成熟的描述结构和情节。

第八题 - “当我把门打开的那一瞬间,我知道我的命运将从此改变.....”。用这句话为开端,写一个故事。

这题是第二部分较受欢迎的题目之一,考生常用不同的词汇和复杂的句式来写出一个有趣的故事。有的文章在结尾给了读者一个惊喜,有的文章则需要用更复杂的故事线和情节把各场景串联起来。考生应先思考如何用各种机制,如:倒叙,来让读者有继续阅读下去的意愿。

FIRST LANGUAGE CHINESE

Paper 0509/22
Writing

Key messages

Candidates should choose either the traditional or simplified character version of the paper, and follow the instruction to answer only one question. The eight questions in this paper are divided into two sections: argumentative or discursive writing in **Section 1** and descriptive or narrative writing in **Section 2**. Candidates need to write in the appropriate style according to the questions chosen.

To score well in either section, candidates need to:

- read the questions carefully and have an accurate understanding of the question in order to produce a focused and relevant response.
- demonstrate original thinking and use a wide range of sophisticated structures and expressions appropriately.
- express ideas and what is felt or imagined clearly and effectively and make accurate use of paragraphing, punctuation and grammatical structures. Clichés should be avoided.
- review and read through their essays once the essays have been completed; in this way, they could correct spelling and grammatical mistakes and make necessary changes.

Candidates should also strive to achieve the following in each essay genre:

- In an argumentative essay, candidates should present a clearly stated view with supporting ideas and evidence. These should be structured in a logical and progressive manner with sufficient maturity and complexity.
- In a discursive essay, candidates should present a balanced view with opinions from both perspectives. The arguments should be developed with supporting evidence from all sides and logically structured.
- When writing a descriptive piece, candidates need to describe a vivid scene in sufficient detail.
- When writing a narrative essay, candidates need to tell a real or imaginative story that includes tension and a well-managed climax.

General comments

Most candidates performed well and produced work which showed a high level of linguistic proficiency. The majority of candidates were able to write fluent essays, use well-made sentences and complex structures to form convincing arguments or create engaging stories. In the strongest responses, candidates were able to produce focused and relevant responses and articulate genuine personal experience. A good number of essays demonstrated an assured use of language throughout and a clearly stated view with supporting ideas and evidence. Some weaker responses included spelling and grammatical mistakes, and needed a more confident grasp of punctuation and complex structures. Other weaker responses were characterised by the use of colloquial language, as well as combining Chinese characters and pinyin.

The full range of performance was seen across all four types of writing. More candidates chose to write on the topics in **Section 1** than those in **Section 2** with **Question 1** being the most popular topic. Candidates in general seemed to be more practised at writing on descriptive topics and showed more confidence in writing in that way than those who chose argumentative or narrative topics. The best responses contained well-defined ideas, complex structures and detailed description. Candidates should be advised to make sure they fully understand the question they have chosen to answer before starting their response to ensure that it is fully relevant.

There were a lot of well-structured essays, the best of which showed confident use of Chinese idioms, and argumentative and discursive essays also managed to use current affairs and historical facts to support

viewpoints. The best narrative essays were characterised by interesting stories and the use of different devices such as flashbacks to engage the reader. When it comes to narrative tasks, creating a climax, building up tension or providing a sudden turn of events is important. Weaker narrative responses were often characterised by the use of plain language, narrating everyday happenings or unlikely un-engaging events.

Whilst most of the responses were within the advised length of 400-600 characters, some very long or very short responses were seen this year. Candidates should be reminded that writing a very short composition is unlikely to be able to show the variety of vocabulary or consistently confident use of grammar needed to reach the higher marking bands. A composition needs to be long enough to allow the candidate to fully express opinions, develop an argument, describe with sufficient detail or produce a sophisticated narrative. Candidates also need to be careful not to write excessively long essays. It is important to retain focus and maintain a clear structure with a good level of accuracy and logical progression. Those essays which went well beyond the suggested character limit sometimes became repetitive or lost coherence of argument.

Candidates should endeavour to write their answers as neatly as possible to ensure that examiners can read what is written and therefore give credit as appropriate.

Style and Accuracy

Style: Many candidates were able to effectively use a wide range of vocabulary and complex structures, and sequenced sentences well. Weaker essays often contained simple or repetitive sentences and in some cases colloquial expressions were used excessively. In order to improve in this area, candidates should strive to use conjunctions effectively and have more precision when using expressions.

Accuracy: Assured use of grammar and a variety of vocabulary were present in most responses. The best essays showed a high level of language proficiency and an effective use of idioms and sayings. Weaker candidates struggled to use punctuation and paragraphing accurately, and holes in candidates' character knowledge were exposed by the use of pinyin. In some cases interference from English grammar was also evident, especially in sentence structure.

The majority of candidates separated sentences confidently, and could use commas and full stops accurately and knew that full stops and commas should not be used at the beginning of a line. Candidates should ensure that they choose the correct characters to express the intended idea and meaning. In some cases candidates used characters which shared the same pronunciation as the character they wanted to use, but which had a different meaning (i.e. homophones and homonyms). Candidates are reminded that whilst both simplified and full form characters are acceptable in this paper, it is good practice to be consistent and avoid mixing the two systems within the same piece of writing.

Content and Structure

Content: This year the most successful responses contained logical developments, complex atmospheres, engaging stories, vivid descriptions and convincing arguments. Stronger candidates formed well-balanced arguments, used vivid descriptions or created a carefully-managed climax in their narrative. Candidates were more likely to produce very convincing arguments when they felt strongly about a topic or had relevant experience, as in the case of **Question 1** (现在有很多父母送孩子出国留学。谈一谈出国留学的好处和坏处。), **Question 4** (“世界上没有完美的人生”。你同意或者不同意这个观点。) and **Question 5** (春节快到了, 你在年货市场购物。描写市场上熙熙攘攘的场面和气氛。)

Structure: Many candidates could structure their essays appropriately and form a cohesive progression of ideas, argument or storyline. Good responses contained clear and well-sequenced paragraphs, created tension and atmosphere, and avoided repetition. Weaker responses were characterised by intrusive ideas, irrelevant details or lack of direction.

Candidates should carefully choose relevant details and examples to support their viewpoints and use various devices (i.e. the movements of the writer or the creation of a short time span) to provide a sound structure.

Comments on specific questions

Section 1: Discussion and Argument

Question 1 – 现在有很多父母送孩子出国留学。谈一谈出国留学的好处和坏处。

This was a very popular topic, and many candidates were able to talk about their own experience of studying abroad, covering both the positive and negative aspects. The strongest responses combined personal viewpoints alongside a clear and logical analysis of the pros and cons of studying overseas. Weaker responses tended to be quite one-sided, and needed to develop a more balanced argument.

Question 2 – 谈谈勤俭的好处和坏处。

Those candidates who chose this topic were able to produce a convincing argument on the positive aspects of being frugal. Stronger candidates were also able to discuss the negative aspects of thrift, thus creating a more balanced piece. The best essays incorporated a range of examples to support their argument and included in-depth discussion on the topic.

Question 3 – 有人说：“现在的年轻人花太多时间照镜子。”你同意或者不同意这个说法？

In general, candidates were able to articulate their opinions on this topic well. Some compositions were well defined and successfully developed, mentioning that young people should spend time learning new skills, gaining experiences and broadening their horizons. Stronger candidates were able to provide examples (i.e. dressing appropriately for interviews or other occasions) and use current affairs or facts to support their views. Weaker candidates needed to link their ideas more logically or show a deeper level of consideration.

Question 4 – “世界上没有完美的人生”。你同意或者不同意这个观点？

This was one of the most popular topics in this section. Many candidates chose this question as they felt strongly about the topic. Those who believed ‘there is a perfect life’ often mentioned that life could be perfect as long as people cherish what they have and feel content. Those who felt, ‘life is not perfect’ usually pointed out that nothing is perfect (i.e. once you make a choice, you will lose other opportunities; therefore, you can’t say the life you are leading is perfect.) In general, candidates who both agreed or disagreed with this statement managed to support their viewpoints effectively. Weaker answers were sometimes repetitive or had only a partially-developed argument.

Section 2: Description and Narrative

Question 5 – 春节快到了，你在年货市场购物。描写市场上熙熙攘攘的场面和气氛。

Candidates seemed to relate to this topic well, and it was therefore chosen by a high number of candidates. The best responses included sophisticated, complex sentences and effective vocabulary. Candidates managed to describe their experience to the reader, making it exciting by creating a vivid image of the noisy but joyful atmosphere and the colourful spring festival market. In some cases inappropriate adjectives were used, or candidates produced a narrative about going shopping before Chinese New Year rather than creating an image or a picture of the market. The best pieces made the scene and atmosphere come alive by using aspects such as smell, sound, and movement in their description.

Question 6 – 描写你最理想的卧室

Stronger candidates were able to describe their ideal bedroom using details such as the colour, shape, style and arrangement of furniture, making the image clear to readers. Weaker responses limited their description to the design and location of the house and their ideal bedroom, and the overall description needed greater scope and variety.

Question 7 – 叙述你去游乐场的一次经历

Candidates were expected to narrate their experience of going to a theme park. Some candidates successfully used subtexts, flashbacks and time lapses to create interest and also included a climax in the story. Weaker candidates often simply listed what they had done that day in the theme park, focussing on

describing their feelings or creating a dialogue. In such cases, improvements could have been made by including greater detail, or developing a more sophisticated narrative structure or plot.

Question 8 – “当我把门打开的那一瞬间,我知道我的命运将从此改变.....”。用这句话为开端,写一个故事。

This was one of the more popular topics chosen by candidates. Compositions frequently delivered an interesting story, using a wide range of vocabulary and complex structures. In some cases a managed climax was included, which gave readers a surprise at the end of the story. Some candidates needed to use a more sophisticated plot line and maintain a stronger link to the scenario set for the writing task. Candidates should be reminded to think about how they engage the reader, which may include using devices such as flashbacks in their narrative writing.

FIRST LANGUAGE CHINESE

Paper 0509/23
Writing

Key messages

Candidates should choose either the traditional or simplified character version of the paper, and follow the instruction to answer only one question. The eight questions in this paper are divided into two sections: argumentative or discursive writing in **Section 1** and descriptive or narrative writing in **Section 2**. Candidates need to write in the appropriate style according to the questions chosen.

To score well in either section, candidates need to:

- read the questions carefully and have an accurate understanding of the question in order to produce a focused and relevant response.
- demonstrate original thinking and use a wide range of sophisticated structures and expressions appropriately.
- express ideas and what is felt or imagined clearly and effectively and make accurate use of paragraphing, punctuation and grammatical structures. Clichés should be avoided.
- review and read through their essays once the essays have been completed; in this way, they could correct spelling and grammatical mistakes and make necessary changes.

Candidates should also strive to achieve the following in each essay genre:

- In an argumentative essay, candidates should present a clearly stated view with supporting ideas and evidence. These should be structured in a logical and progressive manner with sufficient maturity and complexity.
- In a discursive essay, candidates should present a balanced view with opinions from both perspectives. The arguments should be developed with supporting evidence from all sides and logically structured.
- When writing a descriptive piece, candidates need to describe a vivid scene in sufficient detail.
- When writing a narrative essay, candidates need to tell a real or imaginative story that includes tension and a well-managed climax.

General comments

The overall standard of responses was high this year, with many candidates showing a high proficiency in Mandarin Chinese. The majority of candidates were able to produce well-structured writing on their chosen topic. Many candidates expressed themselves well, demonstrating sound language skills and using sophisticated complex sentences. Many candidates were confident in using idioms and sayings or providing factual details to support viewpoints and ideas. Most of the responses were within the advised length of between 400 and 600 characters; a small number of responses didn't meet the minimum requirement for length.

The full range of performance was seen across all four types of writing. More candidates chose to write on the topics in **Section 2** than those in **Section 1**. Candidates in general seemed to be more practised at writing on descriptive topics and showed more confidence in writing in that way than those who chose argumentative or narrative topics. Candidates should be advised to make sure they fully understand the question they have chosen to answer before starting their response to ensure that it is fully relevant.

The strongest responses came from those candidates who were aware of the key elements needed when writing different types of essays. In particular, the difference between argumentative and discursive writing was not always well-understood. The best argumentative essays addressed viewpoints clearly and presented a consistently persuasive argument. Successful discursive essays presented a balanced and logical discussion with some authoritative evidence on both the pros and cons. A well-organised structure,

including a clear and engaging opening paragraph, was usually present in good discursive writing. Weaker responses were sometimes characterised by self-contradictory conclusions or irrelevant material.

For the most part, candidates who chose descriptive writing were aware that the focus needed to be on description rather than storytelling. Excellent responses usually used the five senses to create a vivid image for readers, creating a complex atmosphere with a range of details, and avoiding storytelling or listing a series of points. Effective narrative essays usually had a complex and sophisticated structure and used devices such as sub-texts, flashbacks and time lapses successfully. It is important in a narrative essay to create a climax in the story, build tension or provide a sudden turn of events, and many essays were seen which included those elements. Part of narrating a story includes fully developing characters and plot. Weaker narrative responses were frequently written in quite plain language, narrating everyday situations or irrelevant events.

Style and Accuracy

Style: The majority of candidates were able to write fluently and included sophisticated complex structures in their writing. Many also used a wide range of effective vocabulary and well-constructed sentences. Weaker responses were characterised by simple or repetitive sentences and a lack of clarity. Candidates should be advised to include some planning time which would allow them to organise their thoughts and think about how to include complex ideas and a greater variety of vocabulary and expressions.

Accuracy: Many responses showed a high level of language proficiency and good use of grammar, idioms and sayings. Good sentence structure and an effective range of vocabulary and structures were presented successfully in most candidates' answers. Weaker responses often contained incorrect characters and/or pinyin in their essays; some struggled to distinguish the difference between '的' and '得' whilst others showed interference from English grammar when forming sentences.

A lot of candidates could use punctuation confidently, especially commas and full stops. However, some candidates should be reminded that full stops and commas are not supposed to be used at the beginning of a line. Some responses showed sentence separation issues and spelling and grammatical errors.

Candidates should ensure that they choose the correct characters to express the intended idea and meaning. In some cases candidates used characters which shared the same pronunciation as the character they wanted to use, but which had a different meaning (i.e. homophones and homonyms). Candidates are reminded that whilst both simplified and full form characters are acceptable in this paper, it is good practice to be consistent and avoid mixing the two systems within the same piece of writing. Finally, candidates are reminded to write clearly and legibly to ensure the Examiner can read their scripts and fully credit them for what has been written.

Content and Structure

Content: This year the best responses contained logical developments, complex atmospheres with a range of details, convincing arguments or a moving story. Stronger candidates created clear images, used vivid descriptions and formed well-balanced arguments. Candidates tended to produce successful essays when they felt strongly about a topic or had relevant experiences, as in the case of **Question 2, Question 6 and Question 7**.

Structure: Many candidates could structure their essays appropriately and form a cohesive progression of ideas, argument or storyline. Good responses contained clear and well-sequenced paragraphs, created tension and atmosphere, and avoided repetition. Weaker responses were characterised by intrusive ideas, irrelevant details or lack of direction.

Candidates should carefully choose relevant details and examples to support their viewpoints and use various devices (i.e. the movements of the writer or the creation of a short time span) to provide a sound structure.

Comments on specific questions

Section 1: Discussion and Argument

Question 1 – 谈谈团队精神的好处和坏处。

Candidates were expected to develop a coherent argument and discuss the positive and negative aspects of team spirit. The more successful responses often expressed logical and clear viewpoints using appropriate examples and sophisticated structures. Stronger candidates used effective examples to underpin their opinions, such as school project teamwork, sports team spirit and current affairs, and the arguments followed in a generally cohesive progression. A number of candidates focused on teamwork rather than team spirit, others needed to include a fuller exploration of the drawbacks of team spirit and use examples relevant to the question. Some described examples at length which resulted in an unbalanced discussion.

Question 2 – 如今，无人商店、无人驾驶汽车以及与机器人对弈的事例已屡见不鲜。谈谈人工智能给人们的生活带来的利与弊。

This was one of the most popular topics in **Section 1** as it was very relevant to candidates' daily lives and experiences. The majority of candidates were able to express and justify their opinions on the benefits and shortcomings of Artificial Intelligence. Stronger candidates presented a coherent and logical argument and provided a wide range of examples, including influential people, enterprises and house essentials. Some responses focused on the examples already mentioned in the question and lacked in-depth analysis. Some responses needed to present a clearer link to how it would affect people's lives, which was a key point in the question. Candidates needed to be careful to consider both sides of the argument, and the strongest responses did this well.

Question 3 – 低调做人是一种智慧和修养。你为什么同意或者不同意这个观点？

Although fewer candidates chose to answer this question, those who chose it understood the task well and successfully developed their answers. The strongest candidates used clear and effective language, provided well-developed arguments and quoted famous sayings and well-known historical characters and events to support their viewpoint. Weaker responses could have been improved by the inclusion of more robust reasons or examples to support their views and a fuller discussion on the consequences of being a modest person.

Question 4 – 有人说：“洋娃娃是给女孩的，小汽车是给男孩的；女孩喜欢粉红色，男孩喜欢蓝色。”你为什么同意或者不同意这个说法？

Many candidates started their discussion from the quote in the question and then broadened the discussion to include their own experiences. Some responses needed a clearer structure and more logical development, whilst others discussed the topic from different angles, creating a cohesive and developed argument. The best responses discussed not only gender stereotypes but also social issues and inequality. Most candidates stated that everyone should have the freedom and rights to choose what they like. In some cases candidates slipped into storytelling or writing a monologue, which was not appropriate for this argumentative piece.

Section 2: Description and Narrative

Question 5 – 描写学校运动会上激动人心的场面

Candidates were expected to describe the exciting scene of a school sports day. The majority of candidates choosing this topic managed to create vivid images of different sports events and created a variety of atmospheres, including a sentimental, extraordinary or inspiring sports day. Some candidates zoomed in on a particular scene, which added more detail to the overall image. Candidates needed to be careful not to just narrate what happened on a sports day, description is the key. The best responses used a variety of details and used other senses such as smell and sound to build up a vivid description of the surroundings and people at the event.

Question 6 – 你在一个让你觉得心旷神怡的地方，描写周围的景色。

Candidates needed to describe a place which makes them feel calm. Many candidates managed to create vivid images of the places which they find relaxing, using excellent descriptive techniques, sophisticated complex sentences, a wide range of vocabulary, idioms, famous sayings and rhetorical devices. Stronger candidates used the different senses to reflect the atmosphere, describing smells, touch, sounds, etc.

Question 7 – 叙述让你印象深刻的一次经历

This was the most popular topic in **Section 2**. A large number of candidates successfully produced a straightforward story. Many candidates created complete stories and narrated their most memorable experiences. Some excellent compositions were characterised by the build-up of tension or a sudden turn of events. However, some candidates focused too heavily on writing more trivial details of their experiences and describing their feelings at the expense of other aspects such as plot development. Weaker candidates provided very simple narratives which consisted of everyday happenings, and needed an effective climax to the story to add interest for the reader.

Question 8 – 以“……要是我当初听了妈妈的话，事情的结果就不会这样了”为结尾，写一个故事。

Candidates were expected to write a story finishing with the sentence given in the essay title. Stronger candidates were able to clearly express their feelings of regret in the narrative. Weaker responses were often made up of a more simple narrative thread, occasionally losing focus on the storyline. This question implied a sudden turn of events, which helped candidates to build a climax into their stories in a relatively structured way. Candidates should be reminded to balance different sections of the story carefully to engage the reader.

中文第一语言

Paper 0509/23

写作

主要信息

考生应选择试卷的繁体或简体版本，并依照试卷中的指示回答一个问题。此试卷中有八道题，分成两部分：**第一部分**是议论文和论说文，**第二部分**是描写文和记叙文。考生必须根据选择的问题，以合适的文体写作。

要在第一部分或第二部分拿高分，考生必须：

- 仔细阅读题，对题目理解正确，以写出有重点、并与题目相关的文章。
- 呈现独创性的思考，并恰当地使用各种不同的复杂句式和措辞。
- 把想法、想像或感受明确地表达出来，同时正确地使用分段、标点符号和语法，避免陈腔滥调。
- 再把已完成的作文仔细地读一遍，如果有错字和语法上的错误，考生可以借此机会改正。

考生也应在写不同文体时，达成以下目标：

- 在写议论文时，考生应清楚地论述事理，发表意见，有逻辑地提出主张和证据，写作手法应成熟且复杂。
- 在写论说文时，考生应从两方的观点提出主张和意见。论述时也应逻辑，并善用证据，从各个方面论述。
- 在写描写文时，考生必须生动地把描写所见、所闻或想像的情形描写出来，文中应包含足够的细节。
- 在写记叙文时，考生必须写一个真实或想像的故事，营造适当的气氛，让故事高潮迭起。

评语

今年考生总体上表现佳，绝大部分的文章都显示出对中文的精熟度。大部分的考生都能就他们所选的题目写出结构良好的文章，很多考生也能完整地表达意见，展现成熟的语言能力，并使用复杂的句子。不少考生也能善用成语和俗语，或用事实和时事来支持他们的观点和想法。大部分的考生都能写出四百到六百字的文章，少数考生没有达成规定字数的写作任务。

今年的考生在写四种文体时，都有或高或低的表现。更多的考生选择写第二部分的题目，而非第一部分的题目。总体来说，选择写描写文的考生比选择写议论文或记叙文的考生对文体的把握能力更好。考生应确保对题目有完整的了解后，再开始写作，才不会跑题或写出与题目无关的内容。

得分最高的考生都能掌握各种文体的要素。特别是在写议论文和论说文时，有的考生把两种文体混淆。写得最好的议论文都能明确地表达观点，提出有说服力的论证。得分高的论说文无论是同意或反对，大多都能言之有据，用事实或理论论据来支撑论点。写得好的记叙文，结构完整，并有清楚并吸引读者的开头。得分较低的文章有时前后自相矛盾或含有不相关的内容。

大致而言，选择写描写文的考生都知道重点应放在描写上，而不是讲故事。写得很好的文章通常用五感来创造出栩栩如生的画面，用不同的细节来创造出复杂的气氛，并避免叙事或列出数个要点。成功的记叙文通常包含复杂的句式，能善用伏笔、倒叙、时间交错和情况的突然转变。在写记叙文时，创造出故事的高潮、紧张感和突如其来的事件是很重要的，今年很多文章都有这些特点。在讲故事时，必须把角色和情节发展得淋漓尽致。水平较低的记叙文常常用淡而无味的语言来描写日常生活的琐事、每日作息或不相关的事件。

文体和正确度

文体：大部分的考生行文流畅，并能使用成熟、复杂的句式。很多考生都能用各种不同的词汇和结构完整的句子写出文章，能力较弱的考生通常会用简单或重复的句子，文章表意不清。考生在写作时，应花点时间计划并构思，把复杂的想法用不同的词语和表达方式呈现出来。

正确度：大部分的文章都显示出高度的中文精熟度，并能正确的使用成语和俗语，而且包含良好的句子结构和有效地用词语和语法来表意。写得较差的文章常有错字或用拼音代替汉字，有的考生无法分辨‘的’和‘得’，有的考生则受到英语语法的影响，写出不符合中文语法的句子。

很多考生都能正确地使用标点符号，特别是逗点和句点。然而，有些考生应注意逗点和句点不应置于句首，有的文章还有断句、错字和语法的问题。

考生应在写作时，选择正确的字来表达意思和想法，有的考生用同音异义字，表意不清。考生应该知道本试卷有繁体字和简体字版本，为求一致性，考生应只用繁体或简体写作，不应在文章中混杂简繁体。最后，考生应尽量把字写得整齐清楚，考官在阅卷时，才能根据所读到的内容给出最恰当的评分。

内容和结构

内容：今年写得最好的文章都能做出层进式论述，包含复杂的气氛、各种细节、有说服力的论证或令人动容的故事。能力较强的考生能用文字创造出清楚的景象，生动的描写和言之有理的论述。得分高的考生通常会选择让他们很有感觉的题目或有相关经验的题目，比如第二、六、七题。

结构：很多考生都能写出结构完整的文章，并把想法、论点或故事情节连贯起来。写得好的文章都有以下特点：结构清楚、分段明确、营造紧张感和气氛，并避免重复。写得较差的文章特点则是有不相关的细节或跑题。

考生应仔细地选择相关的细节和例子来支持他们的论点，并用不同不同的机制来创造出完整的结构，比如：作者视角变更或短时间内的变化。

各题的评语

第一部分：议论

第一题 - 谈谈团队精神的好处和坏处。

考生写文章时，应发展出前后呼应的论证，并讨论团队精神的好处和坏处。写得好的文章通常有逻辑性、清楚的论点，并用合适的例子和成熟的结构佐证。能力较强的考生会有效地利用不同的例子来表达意见，比如：学校研究方案的团队合作、运动时的团队精神和时事，而且能做出层进式论述。很多考生只强调团队合作，而没有提及团队精神，有的考生必须对团队精神的坏处做更进一步的探讨，并用相关的例子来证明自己的观点，有的考生则花了很长篇幅举例，以偏概全。

第二题 - 如今，无人商店、无人驾驶汽车以及与机器人对弈的事例已屡见不鲜。谈谈人工智能给人们的生活带来的利与弊。

这题是第一部分最受欢迎的题目之一，因为跟考生的生活经验密切相关。大部分的考生都能表达关于人工智能的正反两方论点。能力较强的考生能提出前后呼应、有逻辑的论证，并用各种不同的例子来佐证，比如：有影响力的人，企业和家用品。某些考生只用题目所给的无人商店、无人汽车等例子来论述无人商店和无人汽车的利与弊，对于“人工智能”的问题缺乏深度分析。有的文章需要把人工智能和如何影响人们的生活做连结，考生也需要从两个角度来谈人工智能在生活中的应用的利与弊，得分高的考生成功地做到这点。

第三题 - 低调做人是一种智慧和修养。你为什么同意或者不同意这个观点？

虽然较少考生选这道题，大部分的考生都能言之有据。能力最强的考生能用清楚并有效的文字、事实或理论论据、名言、历史人物和事件来支撑论点。能力弱的考生必须提出有力的论点或例子来论证，并更全面地讨论低调做人的结果。

第四题 - 有人说：“洋娃娃是给女孩的，小汽车是给男孩的；女孩喜欢粉红色，男孩喜欢蓝色。”你为什么同意或者不同意这个说法？

很多考生先从题目的引言入手，然后扩大讨论，并提及他们自身的经验。有的文章需要更清楚的结构和有逻辑性的发展，有的文章则能从不同的角度讨论，创造出前后呼应且完整的论述。写得最好的文章不只讨论了性别刻板印象，也讨论了社会问题和社会不公。大部分的考生提及每个人都应该有自由和权利来选择所爱。有的考生把重点放在了讲述故事上，有的考生将文章写成个人心理独白，失去了议论文的说理性和客观性。

第二部分：描写和叙述

第五题 - 描写学校运动会上激动人心的场面

考生应描写学校运动会激动人心的场面，大部分选了这道题的考生能生动地描述不同运动竞赛场面，创造出各种氛围，包括令人感动的、盛大的、激励人心的运动会。有些考生对特定的场景做细部的描写，为整体的画面增添了色彩。考生必须注意不能只叙述运动会当天发生的事，重点应放在描写场面。写得好的文章多能用适当的词汇，从听觉、触觉等角度来描述运动会的人事物。

第六题 - 你在一个让你觉得心旷神怡的地方，描写周围的景色。

考生必须描写一个让他们心旷神怡的地方。很多考生能用成熟的描写技巧、复杂的句式、不同的词汇、成语和名言生动地描写一个心旷神怡的地方。能力较强的考生将听觉、味觉、触觉等感觉融会贯通起来描述风景或几个场面，浑然一体。

第七题 - 叙述让你印象深刻的一次经历

这道题是第二部分最受欢迎的题目。大部分的考生能平铺直叙地描写他们的经历，并写出完整的故事，叙述令他们印象深刻的经历。有些写得很好的文章营造出紧张感，故事情节转折。然而，有的考生并没有在情节发展上着墨，没有突出“印象深刻”这一特点，而将重心放在不重要的细节，或用了很长的篇幅在描述感受。能力较弱的考生写的故事平淡，只用简单的文字来描述每天的作息，他们需要写出故事的高潮，让读者有兴趣继续读下去。

第八题 - 以“……要是我当初听了妈妈的话，事情的结果就不会这样了”为结尾，写一个故事。

考生要以题目中的句子为结尾写一个故事。能力强的考生能在文章中明确地表达他们后悔的感觉，能力弱的考生通常会编个简单的故事，有时写的内容偏离了故事线。这道题提示了考生在写作时要有故事转折，这能帮助考生写出比较有结构、有高潮起伏的故事。考生也必须在写故事时，段落要平均分配，让读者感兴趣。