

FIRST LANGUAGE CHINESE

Paper 0509/11
Reading, Directed Writing and
Classical Chinese

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

第一语言中文

Paper 0509/12

阅读理解, 定向写作和文言文

关键信息

- 在作答前认真阅读并理解每一道题目的要求。
- 严格依据所给材料作答, 避免加入个人经历。
- 提供简明准确的答案, 直接回应题意, 避免含糊或冗长的表达。
- 在定向写作中, 根据写作对象调整语气、用词和内容。
- 打好文言文基础, 掌握相关词汇、表达方式和句式结构。
- 用词要准确, 注意汉字书写、标点和语法, 务必预留时间仔细检查和修改。
- 尝试完成每一道题目。
- 根据题目的分值合理安排答案的详略。

对考生表现的基本反馈信息

整体而言, 今年的考生表现稳定, 对短文有扎实的理解。考生对第一题的回答普遍展示出良好的理解能力。第二题中, 大多数考生能够很好地把握两篇文章, 但一些考生在采用符合特定读者和写作目的的语气与文体方面, 仍感到具有挑战性。尽管文言文仍是大多数考生相对薄弱的部分, 但在第三题中, 许多考生仍有不错的表现。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

考生普遍对现代文展现出较强的理解能力, 但部分考生在解释语言选择如何影响读者这方面会感到有困难。

为了有更好的表现, 考生应注意:

- 阅读文章时找出与每道题目密切相关的细节, 特别关注题目中如‘感受’、‘不同’、‘态度’等关键词
- 在回答涉及推断或隐含意思的问题时, 需展现出细致的分析能力
- 能够解释作者是如何运用语言来达到效果或影响读者的观点的
- 回答应清晰、简洁, 直接回应题意, 避免冗长的解释或对原文的重复引用
- 根据题目的分值决定答案的深度和细节, 确保不漏掉任何得分点。

总体来看, 考生在本部分的表现较为出色, 但答题质量因题目而异。

问题一

(a) 这是回答得最好的一道题, 几乎所有考生都能指出‘我’去二舅家探亲时觉得大开眼界的两个原因。

(b) 本题要求考生根据第三段内容, 分析全家人在准备迎接二舅一家时的心情。许多考生正确指出了紧张或担忧的心情, 展现出更深入理解的考生还能察觉到全家人对这次拜访所怀有的兴奋与期待之情。

(c) 这道题许多考生回答得很好，成功地辨析出外婆外公和围观的乡亲们所表现出的不同心理状态。然而，部分答案中的‘思念’或‘感动’等词与当时的语境不符，未能体现出对题目的要求的理解。也有考生错误地写到村民‘称赞’二舅一家，但这种回答未能得分，因为它回答的是一种行为，而不是情感或心理状态。

(d) 这道题许多考生也回答得很好，他们能够根据二舅和二舅妈见到外婆时各自的反应辨析出他们与外婆之间不同的关系。然而，诸如‘二舅有礼貌’或‘二舅妈看不起外婆’这类答案并未直接切中题意。

(e) 本题答得非常好，大多数考生都能够完整解释二舅离别前摇头的原因，指出他是因对儿子的做法感到不满、无奈或失望。

(f) 本题为全文综合理解题，考查考生的分析和概括能力。许多考生能够指出外婆及整个家庭对二舅的深厚感情，但也有部分答案仅涉及文中部分内容，未能根据全文全面作答。

(g) 本题考查考生理解作者如何运用语言达到效果并影响读者的能力。考生需结合语境解释划线词语或短语的含义，或说明作者想要传达的意图。大多数小题要求给出两个不同的要点。对于许多考生来说，这是一道具有挑战性的题目。

(i) 大多数考生成功指出了二舅妈对乡下环境的嫌弃态度，表现最好的考生还进一步解释了她觉得这个地方很脏。

(ii) 很多考生能够指出一个要点——要么是外婆担心自己弄脏儿子的衣服，因此犹豫着是否去拍他；要么是外婆害怕被儿子嫌弃。表现较好的考生成功指出了这两个要点。有些考生将外婆的情感解读为‘自卑’，这种说法略显夸大，未能准确反映外婆在该语境中的真实情感。这也凸显出全面理解文章的重要性，只有对全文有充分的理解，才能作出准确、细致的分析。

(iii) 本题总的来说答得不错，多数考生能够完整作答，指出外婆觉得菜不够，并进一步分析其背后的含义——即这反映了她对二舅一家深厚的感情，或她对这次招待的重视。一些较弱的考生遗漏了第二层含义。

(iv) 考生在本题中的表现良好，许多考生成功地解释了二舅的‘无奈’的感受，也有考生将他的反应解读为对生疏的亲情的感伤，这种理解也是被接受的。

(v) 这道题对许多考生来说颇具挑战性。理解较深入的考生能将表哥的行为解读为‘敷衍’或‘应付’，意识到他表现出‘不情愿’或‘缺乏交流意愿’的态度。这类回答体现了考生跳脱表层描述、分析人物行为背后含义的能力。而一些考生仅停留在表哥的表面行为上，如‘想快点离开’或‘表现出不感兴趣’，未能完整捕捉人物内在的情感。这再次说明，深入理解全文语境是做出准确、有见地的分析的关键。

第二部分

在第二部分中，相当多的考生表现出对两篇文章内容的扎实理解，能够有效评估信息并识别出关键观点。许多回答内容流畅、结构清晰，展现出考生在语言能力方面日益增强的信心。然而，在根据写作对象和写作目的调整语气和文体方面，仍需提高一致性。

为提升考生在第二部分的答题表现，建议他们：

- 在动笔前先制定清晰的写作计划
- 从两篇文章中选取、拓展并分析与题目相关的观点和信息，确保答案覆盖题目所有方面
- 注意写作对象和目的，适当调整语气和语言风格
- 合理安排论点顺序，使用恰当的连接词以保持逻辑连贯
- 仔细检查标点、汉字书写的准确性及语法整体规范性。

本题要求考生写一篇关于青少年的健康的重要性的报告。成功的文章需要清晰回应问题中提到的三个方面：导致年轻人健康水平下降的原因，年轻人注重健康的表现，提出帮助年轻人提高健康水平的建议。考生应从两篇文章中提取相关观点，并用自己的话进行扩展，写出一篇条理清晰、结构完整的报告。

文章应以“高级健康顾问”的身份撰写，面向学生群体，语言风格、语气和词汇使用需符合该身份和语境。

问题二

阅读

整体而言，考生在本题中的表现良好。大多数考生展现出较强的理解能力，能够有效地从两篇文章中提取观点来回应题目的三个方面的要求，并写出了自信且内容发展充分的文章。值得注意的是，越来越多的考生展现出较高层次的理解与分析能力。表现最突出的考生对两篇文章理解透彻，能够评估并深化文章中的信息，清晰且有深度地回应题目的各个方面。

第一方面——分析年轻人健康水平逐渐下降的原因——大多数考生都能自信应对，不少考生从两篇文章中提炼出四点或以上相关的原因。第二方面——说明年轻人是如何展现出对健康的重视的——理解较深入的答卷能成功识别出至少四个关键观点，并用自己的话清晰表达。然而，一些较为隐含的观点，如‘跟朋友聚会来放松心情’（虽未明确指出，但在文中有所暗示）则很少被提及。第三方面——提出帮助年轻人改善健康的建议——对部分考生来说较具挑战性。有些考生误解题意，将重点放在一般性的自我护理建议上，而非针对年轻人提出具体建议。这突显了准确理解题目的重要性。

此外，仍有少部分考生在答题中加入了个人观点或经历，而这是该写作任务中不恰当的部分。由于‘定向写作’与阅读理解密切相关，建议考生将写作严格建立在两篇短文内容之上。未能完整回应题目的三个方面的文章相对来说缺乏有效性。因此认真阅读题干和写作说明是成功的关键。

写作

今年考生的表现令人鼓舞，越来越多的考生展现出对段落结构和连接词使用的理解，从而提升了文章的连贯性。最出色的答卷有明确的写作提纲、良好的组织结构、流畅的连接词运用以及准确的语言表达。这些考生意识到写作题目的目的和语境——以一名高级健康顾问的身份撰写报告——并相应地调整了语气和风格。相比之下，许多考生忽视了这一要求，而将题目视为一个问答式的题型，虽然内容可能相关，但缺乏恰当的结构与语体使写作整体效果有所下降。

大多数考生基本能清晰回应题目中的三个方面。然而，一些答卷因观点重复或逻辑连接不清晰而削弱了表达效果。语法普遍较稳固，但标点符号的使用，尤其是逗号与句号的正确用法，仍是一个常见问题。

部分答卷若能在结构安排上更清晰，并更一致地使用连接词，引导读者理清思路，就会更具说服力。个别情况下，汉字使用不够准确，影响了表达的清晰度。此外，也有一些考生未能完全采用健康顾问应有的语气，写作风格显得机械化或缺乏变化。鼓励考生在写作前进行结构规划、考虑受众对象，并有意识地使用过渡性词语，这有助于提升文章的连贯性与表达效果。

第三部分

在第三部分，考生对文言文的掌握程度有所不同，阅读理解方面仍然面临挑战。本部分 答题质量参差不齐，部分考生甚至未作答，显示出在这一部分上，考生仍需得到进一步支持和指导。

为了提升考生在第三部分的表现，建议考生：

- 拓宽对文言文的接触面，夯实基础知识
- 提高将文言文翻译为现代汉语的准确性
- 扎实掌握常见虚词的用法及其在文言句子中的作用
- 定期练习不同类型的文言文篇章，以加深理解和增强信心。

文言文仍是许多考生的难点，考生在这一部分的表现上存在明显差异。较强的考生能够深入理解文意，兼顾表层和深层含义；而一些考生则往往停留在表面复制，或在理解有限的情况下作出推测；也有少数考生完全

未作答。要提升在这一部分的能力，持续阅读各类文言文作品是关键，同时也需要有针对性地培养在历史与文学语境中解读文言语言的能力。

问题三

(a) 这道题具有挑战性。大部分考生仅能识别出第一句话中的一个相关信息，或是引用‘得长者时赐一书’，或是以现代汉语准确表达其意思。一些考生将‘一书’翻译为‘一本书’，反映出对‘书’一词的误解（此处‘书’指的是‘信’，而非“书籍”）。第二个要点‘更辱馈遗’则很少被写出来。

(b) 这是答得较好的一道题。许多考生能准确从原文中摘录如‘上下相孚’、‘才德称位’等语句，或用自己的话加以解释。

(c) 本题考生总体表现不错。文言基础较强的考生能够准确指出求入‘权者之门’的人常用的策略：甜言蜜语与金钱贿赂。但也有部分考生误解题意，写成已进入‘权者之门’的人如何见到‘相公’，未能准确把握题目要求的重点。

(d) 此题为选择题，对文言虚词‘之’掌握得好的考生答得较好。但其他一些考生因文言语法和用法掌握不足而答题不理想，需要在这方面提高。

(e) 这是这部分答得最好的一道题，大部分考生都能成功解读出该人离开官人家后的喜悦心情。

(f) 此题要求考生将划线词翻译成现代汉语，对多数考生来说这道题颇具难度。较强的考生表现出对文言词汇的熟悉，而答得不佳的考生则常常提供多个解释，这些解释甚至相互矛盾。建议考生避免罗列多个释义，应致力于深化理解，给出一个准确的解释。这道题再次突显了增加考生对文言文接触、熟悉常用文言词汇的重要性。

(i) 许多考生误将‘甚’翻译为‘甚至’，或写出完全错误的意思，只有少数考生正确译为‘很’或‘非常’。

(ii) 这道题答题情况基本令人满意，多数考生能将‘去’译为‘离开’或‘离去’。

(iii) 这是(f)题中最具挑战的一题。许多考生对‘适’的解释有误，猜测不当，仅少数考生正确译为‘刚才’或‘刚刚’。

(iv) 这是(f)题中答得较好的小题之一，不少考生能准确地解释‘厚’为‘厚待’或‘对……好’。

(g) 这是又一道对许多考生而言有难度的问题。只有深入理解课文内容的考生，才能准确引用‘吾惟守分而已’作为答案。最优秀的考生还进一步用自己的话解释了‘我’对当时‘上下相孚’（上下之间的相互信任）这一观念的看法。但大部分考生未能完全达到题目的要求。

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Key messages

- Read and interpret each question carefully before responding.
- Base responses strictly on the given texts and avoid including personal experiences.
- Provide concise and accurate answers that directly address the question and avoid vagueness or overly long responses.
- Adapt tone, language, and content to suit the intended audience in the directed writing tasks.
- Develop a strong foundation in Classical Chinese (文言文) vocabulary, expressions and sentence structures.
- Use precise language and check character accuracy, punctuation, and grammar. Always reserve time for thorough proofreading.
- Attempt every question.
- Tailor your responses to match the marks assigned.

General comments

Overall, this year's cohort demonstrated steady performance and a solid understanding of the texts. Responses to **Question 1** generally showed good comprehension. In **Question 2**, while most candidates showed a strong grasp of both passages, many found it challenging to adopt a tone and style appropriate for the intended audience and purpose. Many candidates performed well in **Question 3**, despite Classical Chinese remaining a comparatively weaker area for most.

Comments on specific questions

Section 1

Candidates generally demonstrated strong comprehension of the modern text, though some found it challenging to explain how language choices influence the reader.

To perform better, candidates should:

- read the passage and identify details that are directly related to each question, with attention to key terms such as 'feeling,' 'differences,' and 'attitude',
- demonstrate careful analysis when responding to questions that involve interpreting implied meanings,
- explain how the writer uses language to create impact or shape the reader's perspective,
- provide clear, concise responses that directly answer the question, while avoiding lengthy explanations or excessive repetition of the source text,
- consider the number of marks available to guide the depth and detail of your response, ensuring no marks are missed.

Overall, the performance in this section was strong, however, the quality of responses varied based on the question addressed.

Question 1

(a) This was the best-answered question, with nearly all candidates successfully identifying the two reasons why 'I' found the visit to 'my' second uncle's home eye-opening.

(b) This question required candidates to analyse the family's emotions while preparing to welcome the second uncle's family, based on the third paragraph. Many candidates correctly identified feelings of nervousness or worry. Candidates who demonstrated a deeper understanding also recognised the family's excitement and anticipation for the visit.

(c) Many candidates answered this question well, successfully identifying the different emotions of the grandparents and the onlooking villagers. However, some responses, such as '思念' or '感动' did not align with the context and therefore did not demonstrate the intended understanding. Other answers incorrectly mentioned that the villagers "praised" the second uncle's family, which was unsuccessful because it described an action rather than an emotional or psychological state.

(d) This question was well handled by many candidates, who were able to identify the different relationships that the second uncle and his wife had with the grandmother, based on their respective reactions upon seeing her. However, responses such as '二舅有礼貌' or '二舅妈看不起外婆' did not directly address the question.

(e) This was a very well answered question with most candidates providing a complete explanation by answering that the second uncle shook his head before leaving because he was dissatisfied with, helpless about, or disappointed by his son's behaviour.

(f) This global question tested candidates' analytical and summarising skills. Many candidates fully identified how it can be seen that the second uncle is deeply cherished by grandma and the whole family. However, some responses only responded partially.

(g) This question tested candidates' ability to understand how the author uses language to achieve effects and influence readers. Candidates needed to explain the meaning of underlined words/phrases in context or what the author intended to convey. Most questions required two distinct answers. This question was challenging for many.

(i) The majority of candidates successfully identified the second uncle's wife's disdain for the countryside. The most successful candidates also explained that she felt the place was dirty.

(ii) Many candidates were able to identify one point – either that the grandmother was worried she might dirty her son's clothes and therefore hesitated to pat him, or that she was afraid of being looked down upon by her son. Stronger candidates successfully identified both points. Some candidates interpreted the grandmother's feelings as '自卑', which was an overstatement and did not accurately reflect her emotions in this context. This highlights the importance of thoroughly understanding the entire passage in order to provide accurate and nuanced responses.

(iii) This question was generally well answered, with most candidates responding fully by explaining that the grandmother felt the dishes were not enough and by interpreting the implied meaning – that this reflected her love for the second uncle's family or the importance she placed on them. Some weaker candidates missed the second point.

(iv) Candidates performed well on this question. Many successfully explained that the second uncle felt 'helpless' (无奈). Others interpreted his reaction as a sense of sorrow over the fading closeness of family relationships, which was also accepted.

(v) This question presented a challenge for many candidates. Those who demonstrated a deeper understanding were able to interpret '表哥' s behaviour as perfunctory or dismissive, recognising that it reflected a reluctance or unwillingness to engage meaningfully. These responses showed an ability to move beyond surface-level description and consider the implications of the character's actions. Other candidates focused only on observable behaviour, such as wanting to leave quickly or showing disinterest, which did not fully capture the underlying sentiment. This highlights the importance of engaging with the full context of the passage to produce thoughtful and accurate interpretations.

Section 2

In **Section 2**, a significant number of candidates demonstrated a solid grasp of both texts, effectively evaluating information and identifying key ideas. Many responses were fluent and well-structured, reflecting

growing confidence in language proficiency. However, greater consistency is needed in adopting a tone and style appropriate to the intended audience and purpose.

To enhance performance in **Section 2**, candidates are encouraged to:

- develop a clear plan before beginning to write,
- select, develop, and analyse relevant ideas and information from both Passages to address all aspects of the question,
- remain mindful of the audience and purpose, adapting tone and register accordingly,
- present arguments in a logical sequence, using suitable linking words to maintain coherence,
- pay close attention to punctuation, character accuracy, and overall grammatical precision.

The task required candidates to write a report on the importance of young people's health. To be successful, a response needed to clearly address all three areas of the question: the reasons behind the decline in young people's health, how young people demonstrate awareness of their health, and suggestions for improvement. Candidates were expected to draw on ideas from both passages and expand on them using their own words to produce a coherent and well-structured report.

Responses were expected to adopt the perspective of a Senior Health Consultant addressing students, adopting appropriate tone, style, and vocabulary throughout.

Question 2

Reading

Overall, candidates performed well. Most demonstrated strong comprehension by effectively drawing on ideas from the passages to address all three aspects of the question, with many producing confident and well-developed responses. Notably, a growing number of candidates demonstrated advanced comprehension and analysis. The highest-performing candidates showed excellent understanding of both passages, evaluating and building upon the information to address each aspect of the task with clarity and depth.

The first aspect – analysing the reasons behind the gradual decline in young people's health – was tackled confidently by most, with several extracting four or more relevant points from the two passages. In the second aspect – explaining how young people demonstrate awareness of their health – responses that demonstrated a deeper understanding successfully identified at least four key ideas and clearly articulated them in their own words. However, subtler points such as '跟朋友聚会来放松心情', which is implied rather than directly stated in the texts, were rarely mentioned. The third aspect – proposing suggestions for helping young people improve their health – proved more challenging. Some candidates misinterpreted the task by focusing on general self-care advice rather than offering specific recommendations for young people, as required. This underlines the need for precise reading of the task.

Additionally, a few candidates still included personal opinions or experiences, which are not appropriate for this task. Since directed writing is closely linked to reading comprehension, candidates are encouraged to ground their answers firmly in the content of the passages. Responses that did not fully address all aspects were less effective. Careful reading of both the question and instructions is essential for success.

Writing

This year saw encouraging progress, with more candidates demonstrating an understanding of paragraphing and the use of linking words to improve coherence. The most effective responses reflected clear planning, strong organisation, fluent use of connectives, and accurate language. These candidates recognised the purpose and context of the task – a report from a senior health consultant to students—and adjusted their tone and style accordingly. In contrast, many candidates overlooked these expectations and treated the task more as a question and answer exercise. While the content may have been relevant, the absence of appropriate structure and register reduced the overall effectiveness of the writing.

Most candidates managed to address all three aspects of the task with reasonable clarity. Nonetheless, some responses were weakened by repetitive points or unclear logical connections between ideas. Grammar was generally solid, but punctuation – particularly the correct use of commas and full stops—remains a common issue.

Some responses would benefit from clearer organisation and more consistent use of linking expressions to guide the reader through the ideas presented. In a few cases, character use was less accurate, which occasionally affected clarity. Additionally, some candidates did not fully adopt the tone expected of a health consultant, and the writing style at times felt mechanical or lacked variation. Encouraging candidates to plan their structure, consider their audience, and use transitions thoughtfully can help improve the overall coherence and impact of their writing.

Section 3

In **Section 3**, candidates showed differing degrees of familiarity with Classical Chinese, with comprehension continuing to present challenges. Responses to this section varied in quality, and some candidates left questions unanswered, suggesting a need for further support in this area.

To enhance performance in **Section 3**, candidates are advised to:

- broaden their exposure to Classical Chinese and build a stronger foundational understanding,
- work on improving the accuracy of their translations from classical to modern Chinese,
- develop a firm grasp of commonly used function words and their roles within classical texts,
- regularly practise interpreting a wide variety of Classical Chinese passages to deepen understanding and confidence.

Classical Chinese continues to pose challenges for many candidates, with performance across the cohort showing considerable variation. While stronger candidates engaged thoughtfully with both surface-level and deeper meanings of the text, others tended to rely on copying or made assumptions based on limited understanding. A small number of candidates left this section blank entirely. To strengthen skills in this area, ongoing exposure to a variety of classical texts is essential, along with targeted practice in interpreting language within its historical and literary context.

Question 3

(a) (i) This question proved challenging. Most candidates only identified one relevant idea in the first sentence, and either quoted ‘得长者时赐一书’ or provided an accurate modern equivalent. Some candidates attempted to translate ‘一书’ to ‘一本书’, which reflected a misunderstanding of the classical term ‘书’ (which, in this context, means ‘letter’ rather than ‘book’), and thus suggested a partial understanding. The second point – ‘更辱馈遗’ – was rarely identified.

(b) This was a well-answered question. Many candidates carefully selected and quoted from the original text – such as ‘上下相孚’ and ‘才德称位’ – or used their own words to explain.

(c) Candidates performed well on this question. Those with stronger Classical Chinese understanding successfully identified the two key strategies used by those seeking to enter the ‘gate of power’: using flattery or sweet talk and offering bribes. Some candidates misunderstood the question and wrote about how those already within the ‘gate of power’ managed to see ‘相公’, which did not fully address the intended focus of the question.

(d) This multiple-choice question was answered well by candidates with a solid understanding of the Classical Chinese functional character ‘之’. Others were less successful due to needing to improve their knowledge of Classical Chinese grammar and usage.

(e) This was the best-answered question in this section, with most candidates successfully interpreting the person’s joyful mood after leaving the 官人’s residence.

(f) This question required candidates to explain underlined words in Modern Chinese, which proved challenging for many. Stronger candidates demonstrated familiarity with classical vocabulary. In contrast, less effective responses often included multiple interpretations that contradicted each other. Providing multiple answers is not encouraged; candidates should focus on deepening their understanding of classical words and aim to provide a single, accurate explanation rather than listing several possible meanings. This question once again highlights the importance of increasing

candidates' exposure to Classical Chinese and building familiarity with commonly used vocabulary in classical texts.

- (i) Many candidates mistakenly translated '甚' as '甚至' or assigned entirely incorrect meanings. Only a few candidates correctly translated it as '很' or '非常'.
- (ii) Responses to this question were generally satisfactory. Many candidates successfully translated '去' as '离开' or '离去'.
- (iii) This proved to be the most challenging question of **Question (f)**. Many candidates misunderstood the word '适' and guessed its meaning inaccurately. Only a small number of candidates translated it correctly as '刚才' or '刚刚'.
- (iv) This was one of the better-answered questions of **Question (f)**, with many candidates correctly providing the meaning of the word '厚' as '厚待' or '对……好'.

(g) This proved to be another challenging question for many candidates. Only those with a strong understanding of the classical passage were able to correctly quote '吾惟守分而已' as the answer. The strongest candidates went further, expressing 'my' thoughts on the concept of 上下相孚 (mutual trust between superiors and subordinates) at that time in their own words. However, most candidates did not fully meet the expectations of the task.

第一语言中文

Paper 0509/13

阅读理解, 定向写作和文言文

关键信息

- 在作答前仔细阅读和理解每一道题目。
- 必须严格依据所提供的文章内容答题, 避免加入个人经历。
- 提供简明准确、紧扣题意的答案, 避免含糊或冗长的回答。
- 在定向写作中, 根据面对的读者调整语气、用词和内容。
- 打好文言文基础, 积累常用词汇、表达方式和句式结构。
- 使用准确的语言, 并检查字词书写、标点和语法的准确性。在回答阅读理解的问题时, 不建议使用比喻和拟人等修辞手法。
- 尝试回答每道题目。
- 根据分值来回答。
- 只能选择一种字体作答, 繁体或简体, 不能两种字体都作答。

对考生表现的基本反馈信息

考生整体表现稳定, 对文章有很好的理解。在第一题中, 大多数考生对现代文有清晰的理解。第二题中, 许多考生对题目要求有很强的把握, 能够根据读者和写作目的使用恰当的语气和文体。然而, 与现代文相比, 考生对文言文的理解明显较弱。在第三题文言文部分, 许多考生信心不足, 整体表现普遍低于第一题和第二题。

对试卷中每个问题考生的回答情况的分析及反馈

第一部分

考生在本部分整体表现良好, 但不同题目的作答质量有所差异。总体而言, 考生对现代文的理解较为扎实, 尽管部分考生在解释语言如何影响读者、传达特定效果方面仍感困难。

为了让考生表现得更好, 建议考生应:

- 仔细阅读文章, 找出与每道题直接相关的细节, 特别关注题目中如‘观点’、‘反应’和‘态度’等关键词
- 在遇到需要解释隐含意思的问题时, 能有更深入的理解
- 能够分析作者如何运用语言来达到表达效果或影响读者的
- 提供清晰、简明的回答, 直接回应问题, 避免冗长的解释或对原文内容过度重复
- 根据题目的分值来指导答题的深度和细节, 确保不遗漏任何得分点。

问题一

(a) 本题要求考生根据文中的比喻性描写, 分析和解释君梅父母为何认为教育很重要。大多数考生回答得很好, 能从原文‘绳’和‘井’的比喻中准确引申出‘提升’和‘助人成功’的深层含义。少数考生仅抄写原文, 没有展示出对文章深意的理解, 未能达到题目的要求。

(b) 多数考生成功指出了君梅父母支持她学习的两点。

(c) 这道题考生表现出色，大多数准确指出了食物的营养价值和颜色特点。但部分考生仅指出其一，并错误地将‘做菜迅速，短时间内能完成’列为食物特点，实际上这描述的是烹饪过程而非食物本身，因此答案不够准确。此外，也有考生直接抄原文，列举‘午餐’‘晚饭’等餐食类型，未能总结出食物的特征。

(d) 这是另一道考生表现不错的问题。大多数考生准确地总结了君梅独居时对‘吃’的态度为‘不在意’或‘觉得无所谓’。少数考生回答出‘简单’，这是对食物本身的描述，而非对态度的分析，因此不能得分。考生需准确把握题目重点——‘态度’。

(e) 本题要求分析君梅与阿远都不作声的不同原因，仅最优秀的作答完全达到评分要求。虽然多数考生能解释阿远不出声的原因，但较少考生能准确说明君梅沉默的原因。不少考生使用‘心虚’或‘羞愧’等词语说明君梅沉默的原因，但这种表达过于强烈，未能体现原文的细腻情感。此外，一些考生将‘不作声’简单理解为‘无言以对’，缺乏对人物心理的深入分析。在阅读理解中，建议考生要超越字面意思，探究角色行为背后的深层动机。

(f) 多数考生能指出阿远做事风格的两个或三个特点。有些答案过长，使用‘认真’和‘专注’等相近词，导致观点重复，这限制了所提出的风格特点的差异性。另一些考生使用‘有效率’等词，但这是对结果的描述，未直接说明做事风格。此外，部分考生仅抄写原文中‘把菜提前准备好’等行为，未能回应题目要求。

(g) 这道题考生也回答得很好，多数考生能理解阿远不让君梅接电话是为了让她专注或避免分心。

(h) 此题考查考生根据君梅看到阿远准备的饭菜后的反应进行分析和推理的能力。大多数考生理解阿远做的饭菜带给君梅‘开心’的情绪，优秀的回答还能进一步解释其内涵，例如唤起了她对母亲的回忆或激发了她的做饭的动力。少数考生仅说‘吃出了熟悉的味道’，未说明其意义。另有考生从阿远角度作答，未紧扣题目要求的以君梅的视角作答。

(i) 这道题考查考生理解作者如何运用语言以达到特定效果并影响读者的能力。考生需要结合语境解释划线词语/短语的含义，或说明作者想表达的意思。大多数小题为两分，要求给出两个不同的要点。该题对许多考生而言具有一定挑战性。

(j) (i) 大多数考生成功解释了父亲经常训诫（训词）的意思。较强的回答还能进一步解释其中的隐含意思——即父亲非常重视君梅的学业，或者强调父亲觉得背诵唐诗很重要。然而，也有一些考生未能正确理解‘千篇一律’，只指出它的意思是‘一样的’，未能解释该词表达的含义，也未能分析作者使用此词的目的。

(ii) 许多考生能够指出其中一点：即‘有理由’。但只有少数考生也能指出第二点，即‘理直气壮’一词体现了阿远报名的坚定态度和决心。

(iii) 表现突出的考生能够将阿远的语气理解为‘嘲讽’，意识到阿远认为母亲的节俭有些过头。一些考生还指出阿远的‘无奈’或‘不认同’的情绪和态度。能同时分析出这两个层面的考生显示出对人物态度的深入理解。有些考生提到了‘节俭’，但未能表达出文中所隐含的‘过度’之意；另一些考生仅从文中摘抄‘寒酸’一词，并未加以解释，显示出理解不够深入。建议考生用自己的语言解释划线词语，以体现分析能力。

(iv) 考生在这一题的表现上参差不齐。许多考生仅解释阿远不希望母亲做事或只想让她看，未能深入挖掘隐含意义。只有少数较强的考生能理解到这是因为他关心母亲或表达了爱意。有些考生只关注‘闲不住的君梅’这部分，忽略了‘约束’，导致理解不完整。这一题强调了认真审题、全面分析划线词语的重要性，以确保答案准确完整。

(v) 这道题许多考生能自信地完成。大多数考生能够解释出‘吃出了熟悉的味道’意味着这顿饭使君梅想起母亲的手艺，或体现了阿远继承了外婆的厨艺；也有少部分考生误解为这是君梅回忆起自己为孩子做的饭的味道，说明他们未能充分结合文章语境作答。这也再次提醒考生，细读原文对于准确理解和回答至关重要。

第二部分

此题要求考生写一封致学生的信，围绕‘做自己’的主题展开，并提供有深度的建议，以引导学生思考职业规划。本题要求考生结合第二篇和第三篇短文的内容，扩展相关观点，围绕问题的三个方面进行阐述。一份成功的答卷需要能清晰涵盖所有要点，恰当引用文章材料支撑观点，并具有良好的结构以及适合校长对学生讲话的语气与风格。

许多考生展示了对两篇文章的深入理解，能够有效提取信息并识别关键观点。大多数答卷语言流畅、条理清晰，反映出考生在书面表达方面的日益增长的自信心。虽然很多考生已具备书写正式书信格式的意识，但这仍是一个需要进一步练习的方面。

为了考生能在此基础上继续提高，建议他们：

- 在写作前进行构思和规划，确保内容清晰完整、覆盖题目要求的所有方面
- 从两篇文章中挑选并扩展与写信目的相关的要点
- 保持适合校长对学生讲话的语气与正式语体
- 有逻辑地组织内容，使用连接词增强连贯性
- 注意标点使用、字词准确性及语法规范。

问题二

阅读

总体而言，考生在本题中表现良好。大多数考生展现出较强的阅读理解能力，能够有效运用文章内容回应题目中的三个方面，许多考生对写作要求本身也有清晰的把握。越来越多的考生能够自信地写出结构完整的答案。表现最优秀的考生对两篇文章理解深刻，能够评估并延伸信息，探讨‘做自己’在社交层面遇到的困难、为何有些成功人士选择‘不做自己’，以及给予追求‘做自己’的年轻人建议。

在问题的第一方面——评估‘做自己’的人在人际关系方面遇到的困难，许多考生表现出色，能够提炼出多达五个有效要点。较弱的答卷往往仅关注文章中明确说明的困难，忽略了通过事例暗示的内容，如‘会被施压’或‘被嘲笑’等。

在问题的第二方面——分析一些成功人士选择‘不做自己’的原因，阅读能力较强的考生能够从短文中准确提炼至少四个关键点，并用自己的话清晰地表达。但也有部分考生偏离题意，仅讨论这些人成功的原因，却未将其与‘选择不做自己’的动机联系起来。所以尽管他们提及了一些相关内容，但由于缺乏明确的针对性和有说服力的分析，降低了答案的整体有效性。

第三方面——针对想‘做自己’的年轻人提出建议，总体而言是考生完成得最好的一部分。大多数考生能够提供内容全面、见解深刻的建议。

不过，仍有少数考生倾向于更多引用个人经历，而非基于短文内容作答。需要提醒的是定向写作也是对阅读理解能力的考查。部分答卷仅回应了题目中的一个或两个方面，或在组织上混淆了不同方面，影响了整体表达效果。此类考生若能更仔细地阅读题目与写作要求，会有明显提升空间。

写作

今年，越来越多的考生对正式书信写作要求有很好的认识，并相应地采用了正确的格式。大多数考生能够理解写作的对象与目的，以校长的身份进行写作。许多答卷结构清晰，段落分明，适当使用了连接词以增强文章的连贯性。

写作特别出色的考生通常在写作前能有效地规划内容，答案条理清晰，恰当地使用连接词以确保逻辑流畅，并且语言运用准确无误。他们也能使用合适的称呼开头（如对学生的问候），并以得体的结尾和署名作结。

多数考生能在写作中包含题目中三个方面的内容，并展现出大致清晰的结构。然而，部分答卷存在内容重复或逻辑关联不清晰的问题。语法方面大体准确，但在标点使用上仍有待加强，尤其是句号和分号的正确使用。有

些考生尽管以‘校长’的身份署名，却在正文中使用了过于随意的语言或语气，与正式语体不符；此外，像‘敬礼’这样的结语并不适合校长对学生的信函场合。

较弱的答卷往往缺乏有效的连接词，错别字频繁，遗漏关键词或关键字，并出现标点误用。有些考生未能采用符合‘校长’身份的适当语气与措辞，而是使用昵称或不合适的结语（如‘敬礼’）。还有一部分考生在完成写作任务时较为机械化，缺少必要的引言和过渡，导致文章结构显得生硬，影响表达效果。

第三部分

整体而言，文言文部分对许多考生仍有挑战性。考生在文言文方面展现出不同程度的熟悉度。表现较强的考生能够理解原文的字面意思及言外之意，而能力较弱的考生则往往依赖直接抄写原文或根据对部分字词的认识进行猜测。还有少部分考生完全未回答此部分的问题。建议考生持续阅读各类文言文材料，以提升对文言文的理解能力和语境把握能力。

为了提升第三部分的答题表现，建议考生：

- 增加接触文言文的机会，打牢基础知识
- 提高将文言文翻译为现代汉语的准确性
- 掌握常见文言虚词的基本用法
- 持续练习各类题材与难度的文言文篇章。

问题三

(a) (i) 这道题目多数考生答得很好，能够从首句中成功提取出一个关键信息，如写出‘取义’或相应的现代表达方式。然而，也有一些考生只是机械抄写原文整句话，未能充分理解其含义。因此，考生的答案应明确指出古人栽种花草树木的最大的目的。

(ii) 本题要求考生举出一个例子，以说明古人栽种花草树木的最大目的。正确回答了**(a)(i)**题目的考生，通常在此题也能提供准确的例子。大多数考生作答准确，无论是用自己的语言表达，还是正确引用如‘兰取其芳’或‘莲取其出污而不染’。少数考生加入了如‘故’等不必要的词语，如‘故兰取其芳’，改变了句子的含义，导致答案不准确。这突显了深入理解句子意义的重要性。

(b) 此题要求考生列出黄中立非常喜欢竹子的原因。多数考生能够从文中找出相关要点，通过准确翻译或清晰解释，展现出对内容的部分或全部理解。然而，也有考生误解‘节’一词（如‘取其节也，故为亭竹间’），将其理解为竹节的结构，或认为是用竹子建亭子；另一些考生误将‘亭竹间’当作地名，导致理解偏差，答案不准确。

(c) 对许多考生而言，此题具有一定挑战性。具备较强文言文理解能力的考生能准确把握黄中立的心态。一些答案中，考生只描述了性格特征（如‘乐观’）或兴趣爱好（如‘喜欢种竹子’），而没有聚焦于‘心态’的描写；还有一些考生只写出‘平静’，而未理解‘无营乎外之心’的更深含义。

(d) 这道选择题，考生普遍答得很好，表明大多数考生对文言虚词‘之’的用法掌握较为扎实。

(e) 本题同样答得较好。多数考生认真选取并引用原文（如‘不为风雨摧折’或‘柯不改，叶不易，色苍苍而不变’），或用自己的语言清晰地说明，准确回答了问题的两个方面。但仍有部分考生只是抄写‘风雨摧折者’等原文，未能理解‘者’字的作用或含义，因此未能达到题目要求。

(f) 本题要求考生用现代汉语解释文中的划线词语，这类题对许多考生而言挑战较大。能力较强的考生展现出对文言词汇的熟悉度，而能力较弱的考生则常列出多个互相矛盾的解释。建议考生避免给出多个答案，而是深入理解文言词汇含义，力求提供一个准确的答案，避免罗列所有可能的解释。

(i) 这道题总体表现较好，许多考生成功地将划线词‘徒’翻译为‘只/只是/仅仅’。

(ii) 大多数考生在把句中的‘裨’翻译成现代汉语时感到困难。有些人误读‘裨’为‘神’，或者给出了凭空猜测的解释。

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(iii) 本题的整体答题情况令人满意。能力较强的考生将‘涉’正确翻译为‘经历’、‘经过’或‘度过’。但也有常见的错误翻译，如‘遇到’、‘到了’或‘涉及’，这些词未能准确表达‘涉’在此处的真正意思。

(iv) 这是(f)题中最具挑战性的一题。许多考生将‘尚’误译为‘高尚’，忽略了它在文言文中的常见用法，即作动词使用，意为‘以……为高尚’或‘崇尚/推崇’。只有极少数考生正确识别出‘尚’在此处是动词用法，显示出较扎实的文言功底。

FIRST LANGUAGE CHINESE

Paper 0509/13
Reading, Directed Writing and
Classical Chinese

Key messages

- Read and interpret each question carefully before responding.
- Base responses strictly on the given texts and avoid including personal experiences.
- Provide concise and accurate answers that directly address the question and avoid vagueness or overly long responses.
- Adapt tone, language, and content to suit the intended audience in the directed writing tasks.
- Develop a strong foundation in Classical Chinese (文言文) vocabulary, expressions and sentence structures.
- Use precise language and check character accuracy, punctuation, and grammar. The use of metaphors and similes in reading comprehension answers is not encouraged.
- Attempt every question.
- Tailor your responses to match the marks assigned.
- Answer using only one version of the paper – either Traditional or Simplified – not both.

General comments

Candidates demonstrated a stable performance with a good level of understanding of the texts. In **Question 1**, most candidates showed clear comprehension of the modern text. In **Question 2**, many candidates displayed a strong grasp of the task requirements, using an appropriate tone and style for the intended audience and purpose. However, understanding of Classical Chinese was noticeably weaker than that of Modern Chinese. Many candidates showed less confidence in **Question 3**, the Classical Chinese section, and their performance was generally lower than in **Questions 1 and 2**.

Comments on specific questions

Section 1

Candidates generally performed well in this section, although the quality of responses varied across questions.

Overall, candidates demonstrated strong comprehension of the modern text, though some found it more challenging to explain how language influences the reader and conveys intended effects.

To perform better, candidates should:

- read the passage and identify details that are directly related to each question, with attention to key terms such as 'opinion', 'reflection', and 'attitude',
- demonstrate a deeper understanding when questions require interpretation of implicit meanings,
- be able to analyse how authors achieve effects or use language to influence the reader,
- provide clear, concise responses that directly answer the question, while avoiding lengthy explanations or excessive repetition of the source text,
- consider the number of marks available to guide the depth and detail of your response, ensuring no marks are missed.

Question 1

(a) This question required candidates to analyse and interpret why 父母's parents believed education was important, based on the metaphoric descriptions in the text. Most candidates responded well,

successfully deriving the extended meanings of 'elevation' and 'helping to succeed' from the metaphors of the '绳' and the '井' in the original text. A small number of candidates merely copied the text without demonstrating an understanding of its deeper meaning, which did not meet the requirements of the question.

(b) Most candidates were successful by identifying the two points showing how 君梅's parents supported her studies.

(c) Candidates answered this question very well, with most successfully identifying the characteristics of the food in terms of both nutritional value and colour. Some candidates, however, only identified one of these aspects and incorrectly listed '做菜迅速, 短时间内能完成' as another characteristic; as this describes the cooking process rather than the food itself, therefore only partially answering the question. Additionally, some candidates needed to summarise the food's characteristics instead of only copying the text and listing meal types (e.g., 午餐/晚饭).

(d) This was another well-handled question. Most candidates accurately summarised that 君梅's attitude towards eating while living alone was 'she did not care or did not think it was important'. A small number of candidates responded with '简单', which describes the food rather than her attitude, and therefore could not be credited. Candidates needed to pay closer attention to the key focus of the question – 'attitude'.

(e) This question required candidates to analyse and interpret the different reasons why 君梅 and 阿远 remained silent. Only the strongest responses fully met the assessment expectations. While many candidates were able to identify 阿远's reason for remaining silent, fewer successfully explained 君梅's silence. Many responses used terms like '心虚' or '羞愧', which were too strong to capture the subtlety of the text. Additionally, many candidates interpreted '不作声' simply as '无言以对', without further analysis of the characters' underlying motivations. Candidates are encouraged to go beyond a literal reading and explore the deeper implications behind characters' actions in reading comprehension tasks.

(f) Many were able to identify two or three characteristics of 阿远's work style. Some responses were lengthy and included overlapping ideas (e.g., '认真' and '专注'), which limited the distinctiveness of the points made. Others listed qualities such as '有效率', which describe outcomes rather than work style. Some candidates simply quoted actions from the text, such as '把菜提前准备好', which did not fully address the focus of the question.

(g) This was another well-answered question, with most candidates understanding that 阿远's reason for not letting 君梅 answer the phone was to help her stay focused or avoid distraction.

(h) This question also required candidates to analyse the text and make inferences based on 君梅's reaction after seeing the meal prepared by 阿远. Most candidates were able to understand that the meal brought 君梅 happiness. Stronger responses also successfully interpreted the implicit meanings – such as the meal evoking memories of her mother's cooking and/or inspiring her to cook. A small number of candidates stated that it brought her a familiar taste and needed to explain its significance to be fully successful. Others responded from 阿远's perspective rather than 君梅's as required.

(i) This question tested candidates' ability to understand how the author uses language to achieve effects and influence readers. Candidates needed to explain the meaning of underlined words/phrases in context or what the author intended to convey. Most questions were worth two points, requiring two distinct answers. This question was challenging for many.

(j) (i) The majority of candidates successfully explained that the father gave admonitions (训词) many times or often. Stronger responses also interpreted the implied meaning—that he placed great importance on 君梅's studies or education and explained that he valued the recitation of Tang poetry. However, some candidates also needed to interpret '千篇一律' as 'the same' and explain why the author used this phrase or what it was intended to convey.

(ii) Many candidates were able to identify one point: the idea of ‘having a reason’ (有理由). However, only a small number of candidates also recognized the second point: that the phrase ‘理直气壮’ reflected 阿远’s sense of determination to sign up.

(iii) High-performing candidates were able to interpret 阿远’s tone as ‘sarcastic’ (嘲讽), recognizing that he viewed his mother’s frugality as somewhat excessive. Some also identified his sense of helplessness or disagreement (无奈 or 不认同) with her behaviour. Responses that addressed both aspects demonstrated a deeper understanding of the character’s attitude. Some candidates mentioned ‘frugality’ but did not fully convey the excessive nature implied in the text. Others simply lifted the word ‘寒酸’ from the passage, which did not demonstrate sufficient interpretation. Candidates are encouraged to explain the meaning of underlined words in their own words to show analytical understanding.

(iv) Candidates’ performance on this question was varied. Many candidates explained that 阿远 simply wanted his mother to watch or did not want her to do anything. Only a small number of stronger candidates were able to interpret the implicit meaning – that he cared about or loved his mother. A few candidates focused solely on the phrase ‘闲不住的君梅,’ while overlooking ‘约束,’ leading to an incomplete understanding. This highlights the importance of paying close attention to all underlined words in the question to ensure a precise and well-rounded response.

(v) This question was approached with confidence by many candidates. Most were able to explain that ‘吃出了熟悉的味道’ suggested the meal reminded 君梅 of her mother’s cooking or reflected 阿远’s inheritance of his grandmother’s culinary skills. A few candidates interpreted the phrase as referring to meals 君梅 had prepared for her own children, which indicated a need for closer attention to the context of the passage. This highlights the value of reading the full text carefully to ensure accurate interpretation.

Section 2

Candidates were asked to write a letter to school students exploring the theme of ‘being oneself’ and offering thoughtful advice to support reflection on career planning. The task required candidates to draw on ideas from both Passage 2 and Passage 3, expanding on them to address three specific aspects of the question. A successful response needed to cover all aspects clearly, use relevant material from the passages to support ideas, and be well structured with appropriate tone and style for a school principal addressing students.

Many candidates demonstrated a strong understanding of both texts, effectively evaluating information and identifying key ideas. Most responses were fluent and coherent, reflecting growing confidence in written expression. While many candidates showed awareness of the formal letter format, this remains an area where further practice would be beneficial. To continue building on this strong performance, candidates are encouraged to:

- plan their ideas before writing to ensure clarity and coverage of all aspects of the task,
- select and develop relevant points from both passages, linking them to the purpose of the letter,
- maintain a tone and register appropriate for a school principal writing to students,
- organise their ideas logically and use linking words to support coherence,
- pay close attention to punctuation, character accuracy, and grammatical precision.

Question 2

Reading

Overall, candidates performed well. Most demonstrated strong comprehension, effectively using ideas from the passages to address all three aspects of the question, and many demonstrated a strong grasp of the task. An increasing number showed a particularly confident and well-developed response. The strongest candidates showed excellent understanding of both texts, evaluating and extending the information to discuss interpersonal challenges related to ‘being oneself,’ why successful individuals may choose not to be themselves, and advice for young people pursuing authenticity.

For the first aspect of the question – evaluating the interpersonal challenges faced by those who choose to ‘be themselves’ (评估“做自己”的人在人际关系方面遇到的困难) – many candidates performed very well, extracting up to five valid points. Those who needed to improve often focused only on the explicitly stated

difficulties in the text, overlooking more implicit ideas conveyed through examples, such as 'being pressured' (会被施压) or 'being mocked' (被嘲笑).

In the second aspect – analysing why some successful people choose not to be themselves (有些成功人士选择“不做自己”的原因) – candidates with strong skills were able to accurately extract at least four key points from the passages and connect them clearly in their own words. However, some candidates shifted focus and instead discussed reasons for those individuals' success without linking their points to the concept of 'not being oneself.' As a result, although some relevant content was mentioned, the lack of clear relevance and convincing analysis reduced the effectiveness of the response.

The third part – offering advice to young people who want to 'be themselves' (针对想“做自己”的年轻人, 你给他们的建议) — was generally the most successfully answered. Most candidates gave comprehensive and thoughtful responses.

However, a small number of candidates tended to draw more on personal experiences than textual evidence. Candidates are reminded that directed writing is also a test of reading comprehension. Some responses addressed only one or two aspects of the task or blended answers inappropriately, which limited the overall impact of their response. These responses could have been improved with more careful reading of both the question and the instructions.

Writing

This year, an increasing number of candidates demonstrated an awareness of the requirements for writing a formal letter and used the correct format accordingly. Most candidates showed an understanding of the audience and purpose by writing from the perspective of the headteacher. Many responses were well-structured, featuring clear paragraphs and appropriate use of linking words to enhance coherence.

Candidates whose writing was particularly effective planned their content effectively, produced well-organised responses, used connectives fluently to ensure coherence, and maintained accurate language throughout. These candidates also began with an appropriate salutation addressing the students and ended the letter with a suitable closing and signature.

Many candidates addressed all three aspects of the question with a generally clear structure. However, some responses included repetition or lacked clarity in how ideas were linked. Grammar was mostly accurate, but punctuation remains an area for improvement – particularly the correct use of full stops and semicolons. Some candidates, despite signing off as 'the headteacher', used overly casual language or tone in the body of the letter, which was inconsistent with the expected formal register. Additionally, closings such as '敬礼' were inappropriate for a headteacher addressing students.

Less confident responses needed more strong connectives, contained frequent typos, omitted key words or characters, and misused punctuation. Some responses needed to improve their use of the appropriate voice or register for a headteacher, instead of using nicknames or inappropriate closings like '敬礼.' Others responded to the task in a mechanical fashion, with no contextual introduction or transitions, resulting in rigid and less effective organisation.

Section 3

Overall, Classical Chinese continues to present challenges for many candidates. They demonstrated levels of familiarity with Classical Chinese. Stronger candidates were able to engage with both the literal and implied meanings of the text, while weaker candidates tended to rely on copying directly from the passage or guessing based on partial recognition of characters. A small number of candidates did not attempt any responses in this section. Continued practice with a wide range of classical texts is recommended to improve interpretation skills and contextual understanding.

To improve performance in **Section 3**, candidates should:

- increase exposure to Classical Chinese and strengthen their foundational knowledge,
- improve accuracy in translating classical language into modern Chinese,
- develop a solid understanding of basic function words commonly used in classical texts,
- continue practising with a wide range of Classical Chinese passages.

Question 3

(a) (i) This question was well handled by many candidates, who successfully identified one key idea from the first sentence by writing '取义' or a modern equivalent. However, some candidates simply copied the entire sentence without fully understanding its meaning. As a result, to improve, their answers should have clearly addressed the main purpose the ancients had in planting flowers, plants, and trees.

(ii) This question required candidates to provide an example illustrating the primary purpose the ancients had for planting flowers, plants, and trees. Candidates who answered **Question (a)(i)** correctly often provided accurate examples here as well. Most candidates responded accurately, either in their own words or by correctly quoting phrases such as '兰取其芳' or '莲取其出污而不染.' A small number of candidates included unnecessary words, such as '故,' which altered the intended meaning and rendered the response inaccurate. This highlights the importance of fully understanding the meaning of the sentences.

(b) This question required candidates to list the reasons that demonstrated why '黃中立' was particularly fond of bamboo. Most candidates were able to identify relevant points from the text, either translating them accurately into modern Chinese or explaining them clearly to demonstrate partial or full understandings. However, some candidates misinterpreted the word '节' in the phrase '取其节也, 故为亭竹间' as referring to bamboo joints or thought it meant 'using bamboo to build a pavilion.' Others misunderstood '亭竹间' as a place name. These misinterpretations led to inaccurate responses.

(c) This question proved challenging for many candidates. Those with strong classical Chinese comprehension skills demonstrated a good understanding of the passage and accurately interpreted 黄中立's mindset. Many responses could improve by focussing on describing a mindset, instead of offering personality traits such as '乐观' or hobbies like '喜欢种竹子'. Others simply cited '平静', missing the deeper meaning of '无啻乎外之心'.

(d) This multiple-choice question was handled very well across the full range of candidates, indicating that most had a solid understanding of the functional character '之' in Classical Chinese.

(e) This was another well-answered question. Many candidates carefully selected and quoted from the original text – such as '不为风雨摧折' and '柯不改, 叶不易, 色苍苍而不变' – or used their own words to explain, and clearly addressed both aspects of the question. However, some candidates relied on copying phrases like '不为风雨摧折者' without demonstrating a clear understanding of the word '者', which did not meet the requirements of the question.

(f) This question required candidates to explain underlined words in Modern Chinese, which proved challenging for many. Stronger candidates demonstrated familiarity with classical vocabulary. In contrast, less confident responses often included multiple interpretations that contradicted each other. Providing multiple answers is not encouraged; candidates should focus on deepening their understanding of classical words and aim to provide a single, accurate explanation rather than listing several possible meanings.

(i) This question was generally well-handled and many candidates were successful in translating the underlined word '徒' into '只/只是/仅仅'.

(ii) Most candidates found it challenging to translate '裨' into modern Chinese in this context. Some misread '裨' as '神' or provided speculative interpretations.

(iii) Responses to this question were generally satisfactory. Stronger candidates successfully translated '涉' as '经历,' '经过,' or '度过,'. However, common inaccurate translations included '遇到,' '到了,' or '涉及,' which did not convey the correct meaning in context.

(iv) This proved to be the most challenging question in **Question (f)**. A large number of candidates mistranslated '尚' as '高尚,' overlooking its specific usage in Classical Chinese, where it functions as a verb meaning '以……为高尚' (i.e., '崇尚' /推崇). Only a very small number of candidates correctly identified that '尚' is used as a verb in this context.

FIRST LANGUAGE CHINESE

Paper 0509/21

Writing

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

FIRST LANGUAGE CHINESE

Paper 0509/22

Writing

主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕问题展开，中心明确，内容相关
- 体现出原创性思维
- 清晰而形象地表达出所思、所感与所想象的内容
- 避免陈词滥调，适当表达真实的个人感受
- 恰当地运用多种复杂句式和表达方式
- 准确而有效地运用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文(an argumentative essay)中，需要对问题鲜明地表明赞同或反对的观点，并援引有说服力的理由或事实论据予以支持；论证结构完整，条理清晰。
- 在讨论文(a discursive essay)中，需要对所讨论问题进行不偏不倚的中立评价，从多角度援引论据予以支持；论证结构完整，条理清晰。
- 在描写文(a descriptive essay)中，需要以适量的细节描写，有效描述出生动的景象或形象。
- 在记叙文(a narrative essay)中，需要讲述一个蕴含冲突和高潮的复杂故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生表现令人满意。在内容方面，他们能在第一部分中完成一个完整的议论过程或论证一个中立的观点，在第二部分中生动地描述场景或讲述一个完整的故事。在语言运用方面，大部分考生体现出不同程度的流利性和复杂性，能在规定时间内完成两篇400字到600字的文章。考生分数分布在各个分数段中。

风格和准确性

高分考生都展现出较高的语言运用能力，能够成功运用复杂的句子结构、丰富多样的词汇与表达方式，并采用与文体相适应的语体风格。他们熟练使用成语和高级词汇，同时在汉字书写、标点使用和语法方面准确度较高。

低分考生在语言上常表现出词汇或句式重复、口语化、词汇量有限、表达含混不清等现象。在句子——尤其是复杂句——结构上，容易出现句式杂糅、受英语语法干扰等情况。行文中混用拼音。有些考生在标点运用上也存在问题，例如一逗到底的情况，或因遗漏标点而影响理解。总体而言，大多数考生在汉字书写、标点使用和词汇运用方面仍需进一步提高准确性。

教师帮助考生提升‘风格和准确性’表现的建议：

- 训练考生正确使用复杂句式，避免语法错误。
- 帮助考生积累更多词汇和表达方式，避免使用过分简单的词语或非书面化表达。
- 训练考生正确书写汉字，特别注意避免同音字混淆；正确使用标点符号。
- 避免行文中使用拼音；如果不会写某个字或词，可以尝试用近义词替代。

- 要求考生书写作工整，字迹清晰，字体大小适中、易于阅读。
- 鼓励考生在作文完成后通读全文，尽量减少错误。

内容与结构

在**第一部分**，大多数考生能清楚地区分议论文与讨论文，能有效利用题目中的提示要点来组织讨论文的结构，但仍有部分考生混淆了选取一个角度议论与平衡讨论的区别。如何进行深度分析和运用论据，是大部分考生需要提高的两个方面。

在**第二部分**，许多考生生动地描写了山顶俯瞰和放学时的校门口的场景，或讲述了有关一位令人敬重的老人的故事或获得某个荣誉的艰难过程。然而，一些描写文偏重于讲故事，而部分记叙文则缺乏清晰的情节或高潮。描写文缺乏细节描写以及记叙文结构不清晰，是影响整体写作质量的主要原因。

教师帮助考生提升‘内容与结构’表现的建议：

- 鼓励考生在动笔前先列出简要提纲，这有助于紧扣主题、结构清晰，并确保文体正确。
- 训练考生识别并理解题目中的所有关键词，避免跑题或遗漏题目要求。
- 针对**第一部分**的题目，让考生积累更多具有说服力的论据和事例，练习写出结构清晰严谨、论据充分、分析深入的语段。
- 针对**第二部分**中的不同文体进行有针对性的练习：对于描写类作文，加强练习细节描写；对于记叙类作文，练习构建有张力、有高潮的完整故事线。

关于各题的评论

第一部分——议论文与讨论文

第一题：（议论文）

‘在社会高速发展的今天，学历的高低并不会影响一个人的收入。’你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

大多数考生能够清晰地表明自己对这一说法的观点。持同意观点的考生认为，收入并不仅仅由学历决定，实践能力更为重要；而持反对观点的考生则强调学历在职业发展和工作收入中的关键作用。高分作文结构严谨，逻辑清晰，并辅以恰当的例证，例如，引用有学位或无学位的成功企业家的事例等。

低分作文表现为论点不集中，或论述缺乏深度：有的文章偏离论点，有的只是简单罗列论据而缺乏论证，有的过多陈述个人经历而导致语体不当。为了提高写作质量，考生应认真解读题目，精心设计论证结构，以事实论据等为基础进行深入分析，以增强文章的说服力。

第二题：（议论文）

‘通过互联网，足不出户也能看世界，因此没必要去旅游了。’你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

同意这一说法的高分考生能够做到多角度深入探讨问题，例如：真实旅行范围终究有限，而网络信息内容更丰富；虚拟旅行更节省时间和金钱；线上方式能避免出行风险；以及网络评论更有参考价值等。反对该观点的考生则强调，网络呈现的只是现实世界的“影子”，而真实旅行能够带来沉浸式的体验和情感上的共鸣。一些考生还恰当地运用了驳论的方式，增强了文章的说服力。

低分作文多较为浅显，往往过度陈述个人旅行经历，或者重点论述网络信息不准确等问题，忽略了题目的关键：如何看待虚拟旅行与真实旅行。为了提升写作质量，考生应该认真审题，全面分析问题，理清文章结构，构建内在的逻辑性，通过深入的分析来支撑自己的观点。

第三题：（讨论文）

人工智能已经给许多行业带来了巨大的经济效益，也逐渐走进了我们的日常生活。从正反两个方面就此现象给某青年科学杂志写一篇文章。文章必须包括以下几点：

- 人工智能对生活的影响
- 人工智能的利与弊
- 人们应该怎样更好地利用人工智能。

这是**第一部分** 中考生选择最多的题目。高分考生都能从题目要求的三个要点来讨论人工智能：人工智能让生活更加便利（例如：智能家居的应用，提供个性化娱乐体验，智能导航，智能安保等）；人工智能的利处（提高生产效率，个性化服务，全天候运行更加实用等）与弊处（增加了人类的失业风险；让使用者过度依赖技术；使用者失去判断力和思考能力等），以及如何更好应用人工智能，例如：推动人机协作、使用者加强自律、加强对公众的技能培训。

有的低分考生将‘人工智能对生活的影响’与‘人工智能的利处’混为一谈，导致行文有重复。有些考生用过多笔墨描述人工智能在生活中的应用，文章缺乏论证和分析。有人对人工智能全面肯定，缺乏弊处分析，没有不偏不倚地分析人工智能现象。

第四题：（讨论文）

那些选择呆在家里，很少外出的年轻人被称为‘宅男宅女’，很多年轻人喜欢这种生活方式。从正反两个方面就此现象给某青年网站写一篇文章。文章必须包括以下几点：

- 为什么年轻人选择当‘宅男宅女’
- ‘宅家’的好处和坏处
- 年轻人应该怎样更好地融入社会。

高分考生做到了以批判性思维来审题，有效传达出对要点问题的理解。有关年轻人为何当宅男宅女，他们可能从现实社交环境不友好、高消费社会经济压力大、网络娱乐内容丰富、年轻人更看重舒适感和个人自由等方面来分析。他们深入分析了宅家的好处（没有社交压力，节省开支，可专注于自己的兴趣爱好，更加自由等）与坏处（宅家导致社交能力下降，缺少面对面情感交流，逃避现实不利于个人成长，缺乏运动不利于身体健康等），做到了不偏不倚地中立地审视宅家现象。他们也对年轻人如何融入社会提出建议，比如积极参加社区活动和志愿者活动，提高社交技巧，保持开放心态等。

有的低分考生把‘为何宅家’与‘宅家的好处’混为一谈，导致文章结构不够清晰。还有的考生过多陈述生活中的实际案例，使文章的叙述成分偏多，从而削弱了分析深度。教会学生如何有效列举事例和分析论据，如何在各个要点之间运用一些过渡性语言，能够有效增加文章的连贯性和内在逻辑性。

第二部分——描写文与记叙文

第五题：（描写文）

站在山顶，山下的风景尽收于你眼底。描写你看到的景象和你当时的感受。

这是**第二部分** 中考生选择最多的题目。高分考生大多能仔细审题，从‘站在山顶’起笔，多角度描写山下的风景以及自己的感受。这些文章通常都以大量的细节描写了两个或两个以上画面，文章显得很饱满；他们的描写角度很灵活，可能从视觉、听觉和情感角度来反映细节。在表达感受方面，这些文章多能够做到情景交融，写景与抒情自然地结合，在描写中自然抒发自己的感受，例如，站得高看得远。这些文章大多成功利用一些描写技巧，比如移步换景，营造氛围等。

有的低分考生花了太多笔墨来描写登山的过程，而没有突出‘站在山顶’向下看到的景致；这些学生需要学习如何审题，要抓住题目中的关键语句。有的考生把这个描写文题目写成了记叙文，讲了一个在登山过程中发生的故事，这些学生需要提高文体意识。有的学生描写平淡，在营造氛围方面需要加强。

第六题：（描写文）

描写放学时学校门口的景象。

高分考生通常能从多个角度来描写放学时校门口的景象。有的作文从人物及其动作的角度来描写，比如，学生成群结队、兴高采烈，着急见到自己的父母；家长等待时的焦急和看到孩子时的安心；老师和保安人员维持秩序，反映出不同人群的不同心情。有的从环境角度来描写，从放学铃声敲响前的安静，到敲响后的吵闹，再到学生都离开后的重返安静，反映了学校放学特有的场景。这些文章在描写场景时，自然突出了放学时刻或热闹或温馨的氛围。

有的低分考生把题目写成了记叙文，讲了一个与放学有关的故事，出现了文体偏差。有的考生描写角度单一，文章缺乏吸引力。有的考生描写过于平淡，没有营造出这个特定场景下的特定氛围，这些学生应该加强场面描写的目的性。

第七题：（记叙文）

叙述你和一位你敬重的老人之间的故事。

高分考生都能抓住题目中的关键词‘你敬重的老人’，在讲述故事时突出老人值得敬重的品质，例如善良、豁达等。他们能够选取一个发生在作者与老人之间的、富有意义的故事或经历，运用某种叙述技巧，精心设计故事的开端、发展、高潮和结局，最后揭示出作者从故事中得到的感悟，以及对自己成长的意义。

有的低分考生没有刻画出生动的人物形象，或没有表现出老人让你敬佩的品质，没有抓住题目中的关键词。有的故事讲述得过于平铺直叙，这些考生应该学习运用叙述技巧，培养写作记叙文的高潮意识。有的考生过多抒发感情，描写和抒情成分多于叙述，这些考生应该增强文体意识。

第八题：（记叙文）

以‘那个来之不易的荣誉’为题，写一个故事。

高分考生能做到围绕着‘来之不易’这个关键词来讲述故事，大多数故事体现出‘过程艰辛，结局成功’的模式，最后通过抒发内心感受来升华主题。高分作文都能够生动讲述出充满困难的过程，以及为获得这一荣誉所付出的努力和坚持，以及最终获得胜利或荣誉时的欣喜。这些文章大多能够刻画出生动的心理变化，例如最初的焦虑、迷茫，过程中的挣扎和坚持，以及取得荣誉后的欣慰与成长。

然而，很多故事落入俗套，比如平淡地讲述在一次竞赛中克服困难，最后取得胜利。有的考生没有充分突出‘来之不易’这一特点；有的文章营造高潮不成功，文章显得平铺直叙。这些学生需要提高设计情节和运用叙述技巧的能力。

FIRST LANGUAGE CHINESE

Paper 0509/22

Writing

Key messages

To be successful in either section, candidates need to:

- have an accurate understanding of the question to produce a focused and relevant response
- demonstrate original and independent thinking
- show the ability to use a wide range of sophisticated structures and expressions appropriately
- express thoughts, feelings, or imagination clearly and effectively
- avoid clichés and convey genuine personal experiences when appropriate
- use paragraphs, grammar, and punctuation accurately and effectively.

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

- In an argumentative piece, candidates should state a clear opinion and support it with logical ideas and evidence, like facts or examples, presented in a mature and organized way.
- In a discursive piece, candidates should present balanced views, include evidence from different perspectives, and follow a clear, mature structure.
- In a descriptive piece, candidates should describe a vivid scene effectively and with sufficient detail.
- In a narrative piece, candidates are expected to present a story—either real or fictional—that incorporates elements of complexity, tension, and a defined climax.

General comments

Most candidates performed well. Many presented sound arguments or balanced viewpoints in **Section 1** and created vivid scenes or complete stories in **Section 2**. Most wrote confidently within the 400–600-character limit, demonstrating varying levels of fluency and sophistication. A full range of performance was seen across all writing types.

Style and Accuracy

High-performing candidates demonstrated a sophisticated writing style with complex sentence structures, a wide range of vocabulary and expressions, and appropriate register and tone. They employed idioms and advanced phrases while consistently maintaining accuracy of character writing, punctuation and grammar.

Weaker responses often used repetitive or informal language, showed limited vocabulary and used phrasing that was not always clear. Sentence structures were sometimes confusing, especially in complex sentences, with English grammar interference or use of *Pinyin*. Punctuation needed to be improved in some cases, for example overusing commas or missing punctuation. Generally, most candidates needed greater accuracy in characters, punctuation, and vocabulary.

Suggestions for teachers to help candidates improve **Style and Accuracy**:

- Train candidates to use complex sentences correctly and avoid grammar mistakes.
- Help them build a wider range of vocabulary and expressions and avoid using simple or informal words.
- Practise characters and use punctuation accurately, with particular attention to avoiding confusion between homophones.
- Avoid using *Pinyin*. If they don't know a character or word, they can try to use a synonym instead.
- Improve the handwriting, write clearly and keep character size easy to read.
- Encourage candidates to re-read their essays at the end to avoid as many errors as possible.

Content and Structure

In **Section 1**, most candidates showed a clear understanding of argumentative vs. discursive writing and used the bullet points effectively, though some confused one-sided arguments with balanced discussions. Depth of analysis and use of supporting examples are common areas to improve.

In **Section 2**, many candidates provided vivid descriptions of rainy markets, weddings, or told stories about interesting lessons or unique gifts. Some descriptions became stories, while some narratives lacked clear plots or climaxes. Inconsistent sensory details and weak structures also affected overall quality.

Suggestions for teachers to help candidates improve **Content and Structure**:

- Encourage candidates to make a short outline before writing. It helps them stay on topic, keep organised, and use the correct essay format.
- Train candidates to find and understand all key words in the question. This avoids writing off-topic or missing parts of the task.
- Accumulate more persuasive examples and facts, and practise writing clear, well-organised paragraphs with strong support and deeper analysis in **Section 1**.
- Practise describing details for descriptive writing and build strong storylines with tension and climax for narrative tasks.
- Help candidates practise using the right writing style for each type in **Section 2**.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1

‘在社会高速发展的今天，学历的高低并不会影响一个人的收入。’你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

Most candidates expressed their viewpoints clearly. Those who agreed argued that qualifications alone do not determine income or that practical skills matter more. Those who disagreed emphasised the key role of qualifications in career and income. Strong responses were well-structured, logical, and supported by relevant examples, such as successful entrepreneurs with or without degrees.

Less successful responses needed more focus or depth – some strayed from the topic, others listed examples without analysis. Overuse of personal stories led to an inappropriate tone. To improve, candidates should avoid superficial interpretations and focus on building structured, evidence-based arguments with thoughtful analysis for more convincing essays.

Question 2

‘通过互联网，足不出户也能看世界，因此没必要去旅游了。’你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

Strong candidates who agreed with the statement explored ideas such as the limited scope of personal travel versus the breadth of online information, the time and cost efficiency of virtual travel, reduced physical risks, or the value of online reviews. Those who disagreed emphasised that the internet presents only a shadow of reality, while real travel offers immersive experiences and emotional impact. Some also effectively employed counterarguments to strengthen their persuasiveness.

Weaker responses tended to be superficial and relied heavily on personal experiences, or focused narrowly on the inaccuracy of online information, overlooking the core issue – the virtual and real travel. To improve, candidates should understand the prompt deeply, address relevant angles to improve structure, and construct arguments supported by thoughtful analysis.

Question 3

人工智能已经给许多行业带来了巨大的经济效益，也逐渐走进了我们的日常生活。从正反两个方面就此现象给某青年科学杂志写一篇文章。文章必须包括以下几点：

- 人工智能对生活的影响
- 人工智能的利与弊
- 人们应该怎样更好地利用人工智能。

This was the most popular question in **Session 1**. Stronger candidates followed the bullet points and presented thoughtful, reality-based discussions, covering AI's application in daily life (smart home devices, personalised entertainment, navigation, and AI security...), its benefits (increased efficiency, tailored services, and full-day-night operation...), and its drawbacks (increasing human unemployment, over-reliance on technology, and reduced critical thinking...). They also addressed how to better use AI, such as promoting human-AI collaboration, encouraging user self-discipline, and strengthening public skills training.

Weaker responses confused AI's benefits with its daily application, leading to repetition. Some focused on describing AI functions, lacking deeper analysis. Others adopted an overly positive stance without addressing limitations, failing to provide a balanced and objective evaluation.

To improve, candidates should organise their ideas around the bullet points, use relevant examples, build logical connections between ideas, and avoid general or unsupported statements.

Question 4

那些选择呆在家里，很少外出的年轻人被称为‘宅男宅女’，很多年轻人喜欢这种生活方式。从正反两个方面就此现象给某青年网站写一篇文章。文章必须包括以下几点：

- 为什么年轻人选择当‘宅男宅女’
- ‘宅家’的好处和坏处
- 年轻人应该怎样更好地融入社会。

Stronger candidates demonstrated critical thinking and effectively addressed all parts of the prompt. In exploring why young people choose to stay at home, they analysed factors such as avoidance of social pressure, preference for comfort and freedom, financial concerns, and the appeal of online entertainment. They offered a balanced evaluation by examining both advantages (for example reduced stress, personal focus, autonomy) and disadvantages (for example weakened social skills, lack of emotional connection, limited personal growth, health risks). Many also suggested ways to re-engage with society, including community involvement, social skill-building, and adopting an open mindset.

Weaker responses often conflated stay-at-home's reasons and benefits, resulting in unclear structure. Some relied too heavily on narrating real-life cases, limiting analytical depth. Teaching candidates to use examples effectively and employ transitions between parts can enhance coherence and logical progression.

Question 5

站在山顶，山下的风景尽收于你眼底。描写你看到的景象和你当时的感受。

This was the most popular question in **Section 2**. Stronger candidates demonstrated a clear understanding of the prompt by starting with the moment of 'standing at the mountaintop' and describing the scenery below from varied perspectives. The responses often covered at least two distinct scenes, with effective use of visual, auditory, and emotional details. They naturally blended descriptions with reflections, expressing feelings through observation – for example, standing high allows one to see far. Many employed techniques such as shifting viewpoints or atmosphere-building to enhance the writings.

Weaker responses often focused too much on the climbing process rather than the view from the top. Some misinterpreted the task as narrative writing, indicating a need to strengthen genre awareness. Some gave simpler descriptions. With more practice in adding details and describing the mood, these candidates can make their scenes livelier and more interesting.

Question 6

描写放学时学校门口的景象。

Stronger candidates described the scene at the school gates at dismissal from multiple perspectives. Some focused on human actions—candidates leaving in groups, excited to see their parents; parents shifting from anxiety to relief when they found their child; teachers and security staff maintaining order. Others adopted an environmental perspective, capturing the transition from pre-bell quiet to post-bell noise and bustle, followed by calm after departure—highlighting the unique rhythm of school dismissal. Many successfully created a lively or warm-hearted atmosphere through purposeful scene-setting.

Weaker responses often misunderstood the genre, writing a narrative piece rather than a descriptive one. Others relied on a single perspective or described events plainly. Such candidates would benefit from practising writing vivid details and atmosphere to construct scenes with clearer purpose and emotional resonance.

Question 7

叙述你和一位你敬重的老人之间的故事。

Stronger candidates effectively identified the key phrase in the prompt, 'an elderly person you respect', and emphasised the admirable qualities of the individual, such as kindness or open-mindedness. They selected meaningful experiences involving the elder and employed narrative devices and techniques to structure the story with a clear beginning, development, climax, and ending; reflections on personal growth often brought the essays to a thoughtful close.

Weaker responses needed to focus more on the prompt's key word in order to successfully depict vivid characters or highlight the elder's respectable traits. Some presented overly plain narratives, revealing a need to develop storytelling techniques and a sense of climax. Others relied heavily on emotional description, weakening the narrative structure and demonstrating limited genre awareness.

Question 8

以‘那个来之不易的荣誉’为题，写一个故事。

Stronger candidates effectively focused on the key phrase 'hard-earned' in narrating their stories. Most stories followed a 'difficult journey, successful outcome' structure and concluded with reflections that deepened the theme. Successful essays vividly narrated the challenging process, highlighting the effort and perseverance required to achieve the honour or goal. Strong compositions often portrayed emotional progression—initial anxiety or confusion, struggles and persistence along the way, and eventual satisfaction and personal growth upon success.

Weaker narratives tended to use many clichés, such as overcoming difficulties in a competition to win an award. Some candidates needed to emphasise the 'hard-earned' nature of the experience, while others needed a clear climax, indicating a need to improve plot design and narrative techniques.

FIRST LANGUAGE CHINESE

Paper 0509/23

Writing

主要信息

本试卷要求考生在规定时间内完成两篇文章。要取得理想成绩，考生需要做到：

- 准确理解问题，行文围绕问题展开，中心明确，内容相关
- 体现出原创性思维
- 清晰而形象地表达出所思、所感与所想象的内容
- 避免陈词滥调，适当表达真实的个人感受
- 恰当地运用多种复杂句式和表达方式
- 准确而有效地运用段落、语法结构和标点符号。

具体到每种文章类型中，考生应该尽量达到：

- 在议论文(an argumentative essay)中，需要对问题鲜明地表明赞同或反对的观点，并援引有说服力的理由或事实论据予以支持；论证结构完整，条理清晰。
- 在讨论文(a discursive essay)中，需要对所讨论问题进行不偏不倚的中立评价，从多角度援引论据予以支持；论证结构完整，条理清晰。
- 在描写文(a descriptive essay)中，需要以适量的细节描写，有效描述出生动的景象或形象。
- 在记叙文(a narrative essay)中，需要讲述一个蕴含冲突和高潮的复杂故事；故事可以是真实的，也可以是虚构的。

总体评价

在本次考试中，大部分考生表现令人满意。在内容方面，他们能在第一部分中完成一个完整的议论过程或论证一个中立的观点，在第二部分中生动地描述场景或讲述一个完整的故事。在语言运用方面，大部分考生体现出不同程度的流利性和复杂性，能在规定时间内完成两篇400字到600字的文章。考生分数分布在各个分数段中。

风格和准确性

高分考生都展现出较高的语言运用能力，能够成功运用复杂的句子结构、丰富多样的词汇与表达方式，并采用与文体相适应的语体风格。他们熟练使用成语和高级词汇，同时在汉字书写、标点使用和语法方面准确度较高。

低分考生在语言上常表现出词汇或句式重复、口语化、词汇量有限、表达含混不清等现象。在句子——尤其是复杂句——结构上，容易出现句式杂糅、受英语语法干扰等情况。行文中混用拼音。有些考生在标点运用上也存在问题，例如一逗到底的情况，或因遗漏标点而影响理解。总体而言，大多数考生在汉字书写、标点使用和词汇运用方面仍需进一步提高准确性。

教师帮助考生提升‘风格和准确性’表现的建议：

- 训练考生正确使用复杂句式，避免语法错误。
- 帮助考生积累更多词汇和表达方式，避免使用过分简单的词语或非书面化表达。
- 训练考生正确书写汉字，特别注意避免同音字混淆；正确使用标点符号。
- 避免行文中使用拼音；如果不会写某个字或词，可以尝试用近义词替代。

- 要求考生书写作工整，字迹清晰，字体大小适中、易于阅读。
- 鼓励考生在作文完成后通读全文，尽量减少错误。

内容与结构

在**第一部分**，大多数考生能清楚地区分议论文与讨论文，能有效利用题目中的提示要点来组织讨论文的结构，但仍有部分考生混淆了选取一个角度议论与平衡讨论的区别。如何进行深度分析和运用论据，是大部分考生需要提高的两个方面。

在**第二部分**，许多考生生动地描写了雨中集市和婚礼的场面，或完整讲述了有关最有趣的一节课和某件别样礼物的故事。然而，一些描写文偏重于讲故事，而部分记叙文则缺乏清晰的情节或高潮。描写文缺乏细节描写以及记叙文结构不清晰，是影响整体写作质量的主要原因。

教师帮助考生提升‘内容与结构’表现的建议：

- 鼓励考生在动笔前先列出简要提纲，这有助于紧扣主题、结构清晰，并确保文体正确。
- 训练考生识别并理解题目中的所有关键词，避免跑题或遗漏题目要求。
- 针对**第一部分**的题目，让考生积累更多具有说服力的论据和事例，练习写出结构清晰严谨、论据充分、分析深入的语段。
- 针对**第二部分**中的不同文体进行有针对性的练习：对于描写类作文，加强练习细节描写；对于记叙类作文，练习构建有张力、有高潮的完整故事线。

关于各题的评论

第一部分——议论文与讨论文

第一题：（议论文）

‘如今，没有智能手机就寸步难行。’你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

这是**第一部分**中考生选择最多的题目。大多数考生做到了正确审题并清晰地表达出自己的观点，多数人都认为智能手机在现代日常生活中发挥着重要作用。高分试卷通常论证结构清晰，说理合乎逻辑，并支持以来自现实生活中的有说服力的论据。这些作文能深入解读‘寸步难行’，而非停留在字面上（例如，寸步难行的‘行’仅指出行）；还有的采取了驳论的方法，进一步增强了文章的说服力。

低分作文往往论点不集中，或论证缺乏深度。有些考生审题错误，简单罗列出智能手机的优点和缺点。还有一些考生概念混淆，将智能手机与电话等通讯工具、平板电脑等数字化工具或社交媒体混为一谈。有些考生过多陈述个人使用智能手机的体验却缺乏必要的议论与分析，或者行文结构混乱，这些都削弱了文章的整体效果。

为了提升写作质量，考生首先应认真分析题目中的关键词，避免肤浅解读；构建出合理的论证结构，援引与论点相关的论据，逐一进行有说服力的分析，这样才能写出前后一贯、令人信服的文章。

第二题：（议论文）

医学的发展已经超出了人们的想象。”你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

高分考生普遍表现出很强的逻辑思维能力，善于运用推理论证、假设论证或对比论证等方法来证明自己的观点。支持该观点的考生引用了当代医学的进步，例如基因疗法和人工智能辅助手术，或通过对比李时珍时代的医学与现代医学的状况，来突出医学发展的速度和成果已超出人们的想象。

低分作文则通常缺乏有说服力的议论，可能只罗列出现象却缺乏分析说理，或者审题错误，例如将重点放在医疗资源不平等等无关话题上，也有的偏题论证‘人类的想象是不可超越的’，这些作文都没有真正回应‘医学的发展’这一核心问题。考生应紧扣题目，选择恰当的论据，围绕中心论点进行条理清晰的分析。

第三题：（讨论文）

近些年，有些被公认的稳定工作已不再热门；同时，各种前所未闻的像宠物美容师等新型职业层出不穷。请从正反两个方面给一个教育网站就此现象写一篇文章。文章必须包括以下几点：

- 一些传统职业不受青睐的原因
- 新型职业的利与弊
- 今后职业发展的趋势。

高分考生大多能够有一定深度地回答题目中的三个要点，按照‘观点—论据—分析’的结构，结合社会现状和某些生活现象，展开全面的论述。他们通过列举传统职业如教师、新型职业如宠物美容师的例子，从职业压力、收入水平和发展前景等角度，深入分析了传统职业不受青睐的原因，评估了新型职业的利与弊，并对未来职业发展趋势进行了理性而务实的思考。

低分作文则可能过于偏重某一个要点，也可能忽视了对未来职业趋势的讨论，或仅给出模糊笼统的建议。有些考生误将‘传统职业’理解为‘传统文化’，导致举例和论证不当。还有些考生仅对传统职业和新型职业进行表面化的比较，罗列现象而缺乏论证分析，或只空泛说理而缺乏有力的证据支持。

为了提升写作质量，考生应围绕题目中的要点来合理地组织文章结构，使用具体且贴切的例子，在论点之间建立清晰的逻辑关系，避免空洞或缺乏依据的表述。

第四题：（讨论文）

数十年来，街舞表演的势头仍然经久不衰。无论在大城市还是小地方，还是随处可见人们在跳街舞。请从正反两个方面就此现象给某娱乐网站写一篇文章。文章必须包括以下几点：

- 街舞的好处和坏处
- 街舞依然流行的原因
- 你对人们选择休闲方式的建议。

高分作文能够明确依据题目中的三个要点来组织文章：街舞的利与弊、街舞受欢迎的原因，以及对如何选择休闲方式的建议。这类作文大多结构清晰，对利弊分析有理有据，例如指出跳街舞有助于增强体质，弊端是可能有受伤风险。有的考生还从文化魅力的角度来深刻分析街舞流行的原因，在建议休闲方式时，提出既要考虑个人兴趣，又要兼顾实用性等。

有的低分作文混淆了前两个要点，将街舞的好处与流行原因混为一谈，导致内容重复或结构不清晰。有些考生将街舞误解为广场舞，使得议论偏离了主题；也有些考生在最后一部分给出的建议过于简单或笼统。

为了提升写作质量，考生应认真分析题目中的关键词，全面回应题目中提出的要点，逐条回应每个要点；在清晰的结构中体现出逻辑性来。

第二部分——描写文与记叙文

第五题：（描写文）

你在逛一个露天集市，突然下起了大雨。描写你看到的景象和你当时的感受。

这是第二部分中考生选择最多的题目。高分考生大多栩栩如生地描绘了雨中的集市，他们紧紧围绕着‘下雨’这一特定场景，结合着移步换景、远近结合等描写技巧，细腻传达出丰富的感官细节（视觉、听觉、嗅觉），文章结构清晰，场景衔接自然。很多场景中体现出集市的特有元素（例如：小贩、摊位、商品），考生大多以大量细节描写描绘了两个或两个以上场景，也抒发了对人与人之间的爱、坚韧等深刻感情的思考，文章显得很饱满；在写景中自然地流露出个人情感，做到了情景交融。还有的考生描绘了雨前、雨中和/或雨后的集市场景的变化，巧妙展现出集市的雨景。

有的低分作文把这个描写型题目写成了与下雨或集市有关的记叙文。有些作文只描写了下雨，或只描写了集市，而没有重点描述‘雨中的集市’。还有些作文在抒发感受方面比较平淡，或描写不生动、不充分。此类问题的改进方式有：加强训练描写技巧，提高捕捉具体场景的细节的能力，学习融合外在观察与内在感受而做到情景交融。

第六题：（描写文）

上个周末你参加了一场婚礼，描写新人刚露面的场景和你那时的感受。

高分考生能够紧扣题目，从‘新人刚露面’这一时刻起笔，通过丰富的、有层次感的细节描写和情感表达，刻画出代入感强烈的画面。他们细致描绘了婚礼现场的环境、新人的服饰神情以及亲友们的反应，有效地将生动的画面与个人感受相融合，情景交融。文章都体现出很强的营造氛围的能力，能做到自然地引导读者进入情境，准确传达出婚礼这一特定场合的氛围与情绪。

有的低分作文没有抓住题目中的关键词，叙述了整场婚礼的过程，或讲述新人的爱情故事，将描写文写成了叙述文。有些作文缺乏细节或情感描写，有些则情绪表达过多但缺乏画面支撑，或仅描写画面却缺乏感受描写。

为了提升写作质量，考生应聚焦于新人出场的场面，运用丰富的细节描写和特写，增强情感与视觉的表达效果。

第七题：（记叙文）

叙述你觉得最有意思的一节课。

高分作文大多生动地叙述了一次有意思的课程体验——无论是一次亲身参与的科学实验课，还是在现实生活中的一次技能获得。这些作文运用了多种叙事手法，例如采用倒叙、插叙等手法制造悬念，来讲述这节有意思、有意义的课，大多能做到细节丰富、情感真挚，并能深入反思这节课对‘我’而言的意义；文章多能有效运用对话、感官描写等技巧来推进情节发展，能适时营造出故事高潮。

低分作文则往往未能体现出‘最有意思’这一关键词，有些作文按照时间顺序，平铺直叙地讲述了一个上课的故事，缺乏叙事技巧的运用，没有清晰的高潮；有些作文甚至与题目无关，属于跑题作文。

为了提升写作质量，考生应紧扣关键词‘最有意思’，围绕这一点构建故事，确保故事有明确的开头、发展、高潮和结局。

第八题：（记叙文）

以‘一份别样的礼物’为题，写一个故事。

高分考生都能围绕着体现这份礼物为何‘别样’而设计故事，他们的故事大多构思合理，情节令人信服，主题深刻。考生能巧妙运用倒叙、转折等叙事技巧，使文章读来很有吸引力；故事的开端、发展设计得当，高潮营造恰到好处，细节生动，结尾通常能揭示出礼物的深刻含义，使文章更具感染力。

低分作文往往只是讲述一个简单的有关礼物的故事，缺乏高潮，也未能体现‘别样’这一关键词。

为了提升写作质量，考生应该着力于体现礼物的‘别样’之处，围绕这一点构建出节奏合理的故事，通过运用适当的叙事技巧、恰当的细节描写，以及自然地抒发个人情感，来让文章更加生动，更有深度。

FIRST LANGUAGE CHINESE

Paper 0509/23

Writing

Key messages

To score well in either section, candidates need to:

- have an accurate understanding of the question to produce a focused and relevant response
- demonstrate original and independent thinking
- show the ability to use a wide range of sophisticated structures and expressions appropriately
- express thoughts, feelings, or imagination clearly and effectively
- avoid clichés and convey genuine personal experiences when appropriate
- use paragraphs, grammar, and punctuation accurately and effectively.

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

- In an argumentative piece, candidates should state a clear opinion and support it with logical ideas and evidence, like facts or examples, presented in a mature and organized way.
- In a discursive piece, candidates should present balanced views, include evidence from different perspectives, and follow a clear, mature structure.
- In a descriptive piece, candidates should describe a vivid scene effectively and with sufficient detail.
- In a narrative piece, candidates are expected to present a story—either real or fictional—that incorporates elements of complexity, tension, and a defined climax.

General comments

Most candidates performed well. Many presented sound arguments or balanced viewpoints in **Section 1** and created vivid scenes or complete stories in **Section 2**. Most wrote confidently within the 400–600-character limit, demonstrating varying levels of fluency and sophistication. A full range of performance was seen across all writing types.

Style and Accuracy

High-performing candidates demonstrated a sophisticated writing style with complex sentence structures, a wide range of vocabulary and expressions, and appropriate register and tone. They employed idioms and advanced phrases while consistently maintaining accuracy of character writing, punctuation and grammar.

Weaker responses often used repetitive or informal language, showed limited vocabulary and used phrasing that was not always clear. Sentence structures were sometimes confusing, especially in complex sentences, with English grammar interference or use of *Pinyin*. Punctuation needed to be improved in some cases, for example overusing commas or missing punctuation. Generally, most candidates needed greater accuracy in characters, punctuation, and vocabulary.

Suggestions for teachers to help candidates improve **Style and Accuracy**:

- Train candidates to use complex sentences correctly and avoid grammar mistakes.
- Help them build a wider range of vocabulary and expressions and avoid using simple or informal words.
- Practise characters and use punctuation accurately, with particular attention to avoiding confusion between homophones.
- Avoid using *Pinyin*. If they do not know a character or word, they can try to use a synonym instead.
- Improve the handwriting, write clearly and keep character size easy to read.
- Encourage candidates to re-read their essays at the end to avoid as many errors as possible.

Content and Structure

In **Section 1**, most candidates showed a clear understanding of argumentative vs. discursive writing and used the bullet points effectively, though some confused one-sided arguments with balanced discussions. Depth of analysis and use of supporting examples are common areas to improve.

In **Section 2**, many candidates provided vivid descriptions of rainy markets, weddings, or told stories about interesting lessons or unique gifts. Certain descriptions became stories, while some narratives lacked clear plots or climaxes. Inconsistent sensory details and weak structure also affected overall quality.

Suggestions for teachers to help candidates improve **Content and Structure**:

- Encourage candidates to make a short outline before writing. It helps them stay on topic, keep organised, and use the correct essay format.
- Train candidates to find and understand all key words in the question. This avoids writing off-topic or missing parts of the task.
- Accumulate more persuasive examples and facts, and practise writing clear, well-organised paragraphs with strong support and deeper analysis in **Section 1**.
- Practise describing details for descriptive writing and build strong storylines with tension and climax for narratives tasks.
- Help candidates practise using the right writing style for each type in **Section 2**.

Comments on specific questions

Session 1 – Argumentative and Discursive

Question 1

“如今，没有智能手机就寸步难行。”你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

This was the most popular question in **Session 1**. Most candidates understood the topic and clearly expressed their viewpoints, often emphasising smartphones' essential role in modern daily life. Strong responses featured clear structure, logical reasoning, and relevant evidence. These interpreted the phrase 寸步难行 thoughtfully rather than literally and effectively addressed counterarguments to enhance persuasiveness.

Weaker responses often needed more focus or depth. Some misunderstood the prompt, simply listing smartphone pros and cons, while others confused smartphones with general digital tools like tablets, or social media. Overuse of personal stories without analysis and poor organisation further weakened these essays.

To improve, candidates should carefully analyse the key words in the prompt and avoid surface-level interpretations. Building well-structured arguments with relevant facts, along with persuasive analysis of the topic, will help produce more coherent, convincing essays.

Question 2

医学的发展已经超出了人们的想象。”你同意吗？写一篇具有说服力的文章，说说你为什么同意或者不同意这个说法。

Strong candidates consistently showed clear reasoning and used logical, hypothetical, or comparative analysis. Those who agreed with the statement presented current medical advances, such as gene therapy and AI-assisted surgery, or contrasted historical periods, such as Li Shizhen's era and modern technology, to highlight how medical progress has exceeded expectations.

Weaker responses lacked a clear argument, listed facts without analysis, or misunderstood the topic—focusing on unrelated issues like healthcare inequality or claiming that nothing can surpass human imagination, rather than addressing the scale of medical development.

To improve, candidates should stay focused on the question and build strong, well-structured arguments with relevant examples and clear analysis.

Question 3

近些年，有些被公认的稳定工作已不再热门；同时，各种前所未闻的像宠物美容师等新型职业层出不穷。请从正反两个方面给一个教育网站就此现象写一篇文章。文章必须包括以下几点：

- 一些传统职业不受青睐的原因
- 新型职业的利与弊
- 今后职业发展的趋势。

Strong responses addressed all three parts of the prompt in depth, followed a Point-Evidence-Analysis approach, and offered thoughtful, reality-based discussions. Using examples like teachers and pet groomers, candidates explored job pressure, income, and career prospects, analysed the decline of traditional jobs, assessed pros and cons of new jobs, and reflected on the future trends realistically.

Weaker responses either focused too heavily on one part, ignored future trends, or offered vague advice. Some misunderstood the term 'traditional jobs' as 'traditional culture', resulting in incorrect examples. Others compared the two career types superficially, listed facts without analysis, or relied solely on theoretical reasoning without supporting evidence.

To improve, candidates should organise their ideas around the bullet points, use specific and relevant examples, build logical connections between ideas, and avoid general or unsupported statements.

Question 4

数十年来，街舞表演的势头仍然经久不衰。无论在大城市还是小地方，还是随处可见人们在跳街舞。请从正反两个方面就此现象给某娱乐网站写一篇文章。文章必须包括以下几点：

- 街舞的好处和坏处
- 街舞依然流行的原因
- 你对人们选择休闲方式的建议。

Strong responses clearly addressed all three points: the pros and cons of street dance, reasons for its popularity, and suggestions for leisure activities. These essays were well-structured and supported by convincing analysis, such as benefits like improved health and drawbacks like injury risk. High-achieving candidates also discussed street dance's cultural appeal and gave reasonable advice, like combining personal interest with practicality.

Weaker responses often confused the first two points, leading to repetition or unclear ideas. Some mistakenly mixed-up street dance with square dance (广场舞), resulting in off-topic analysis. Others gave overly simple or vague suggestions in the final part.

To improve, candidates should carefully analyse the keywords in the question, respond to each bullet point, and present ideas clearly.

Question 5

你在逛一个露天集市，突然下起了大雨。描写你看到的景象和你当时的感受。

This was the most popular question in **Section 2**. Strong responses vividly described the rainy market using rich sensory details (sight, sound, smell) and applied descriptive techniques like the writer's movement. They were well-structured with smooth scene transitions, close-up observations, and reflections on themes like love or resilience. They also captured specific market elements (vendors, stalls, goods), blending personal feelings with imagery naturally, and showed how these changed before, during, and/or after the rain to reflect the rainfall.

Weaker responses turned the task into narrative stories about rainfall or markets. Some focused only on the rain or the market, not both, while others needed more emotional depth or more elaborated ideas. These can

be improved by focusing on description, capturing specific scenes with details, and naturally combining external observations with internal reflection.

Question 6

上个周末你参加了一场婚礼，描写新人刚露面的场景和你那时的感受。

Stronger candidates focused clearly on the couple's first appearance, using rich, layered details and emotional reflection to bring the moment to life. They described the setting, the couple's expression, and the reactions of family members, effectively blending vivid imagery with mood. These responses were well-structured and guided the reader smoothly through the scenes, capturing both the atmosphere and emotion of the wedding.

Weaker responses often lost focus by narrating the whole wedding or telling the couple's love story, turning the task into a narrative. Some lacked detail or emotion, while others focused too much on feelings without anchoring them in the scenes, or vice versa.

To improve, candidates should concentrate on the moment of couple's entrance, and use rich, sensory details to enhance emotional and visual impact.

Question 7

叙述你觉得最有意思的一节课。

Strong responses used vivid storytelling to describe an interesting lesson—whether a hands-on science experiment or a real-life learning moment like acquiring a skill. These responses typically employed a variety of narrative devices and included rich details, emotional depth, and thoughtful reflections on why the lesson was interesting and meaningful. Dialogue, sensory descriptions, and well-paced structure were used effectively.

Weaker responses often did not reflect the idea of 'the most interesting' and presented straightforward, chronological stories without using narrative devices or developing a clear climax. Some described experiences that were unrelated to the prompt.

To improve, candidates should focus on the key word 'the most interesting' and build the story around it, with a clear beginning and ending, and a well-managed climax.

Question 8

以“一份别样的礼物”为题，写一个故事。

Strong responses offered convincing plots and thoughtful themes centred on what makes the gift unique. Narrative techniques such as flashbacks and sudden twists were used to engage readers. These responses featured well-balanced structures with proper beginning and ending, well-managed climax, vivid details, and often concluded with a reflection on the gift's deeper meaning.

Weaker responses presented simple stories about gifts, with no climax, or did not convey the key word.

To improve, candidates should focus on what makes the gift special and build a well-paced story around it. Sensory details, emotional insight, and storytelling techniques will make the narrative more vivid and meaningful.