

SYLLABUS

Cambridge IGCSE[®]
Chinese as a Second Language
0523

For examination in June 2016

Changes to syllabus for 2016

We have updated this syllabus. The latest syllabus is version 2, published September 2015.

Information on page 13, Section 6.2 Paper 2 Speaking, has been updated.

Information on page 24, Section 8.2.1 Timing, has been updated

Information on page 27 Section 8.3.2 has been updated.

▮ These changes have been indicated with black vertical lines either side of the text. ▮

You are advised to read the whole syllabus before planning your teaching programme

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1. Introduction

1.1 Why choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at www.cie.org.uk/recognition

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsOfficers

Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecondary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Chinese as a Second Language?

Cambridge IGCSE Chinese as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Candidates studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately.

The topics selected relate to the interests and needs of the candidates using Chinese as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

Prior learning

Candidates beginning this course are expected to have had prior contact with Chinese at school and/or in their community.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A* to C in Cambridge IGCSE Chinese as a Second Language are well prepared to follow courses leading to AS and A Level Chinese, or the equivalent.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group 1, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

Chinese as a Second Language (0523) is in Group 1, Languages.

Learn more about Cambridge IGCSE and Cambridge ICE at www.cie.org.uk/cambridgesecundary2

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a glance

3.1 Scheme of assessment

For Cambridge IGCSE Chinese as a Second Language all candidates take Papers 1 and 2, and are eligible for the award of grades A* to G.

Components	Weighting of papers
<p>Paper 1 Reading and Writing 2 hours</p> <p>Candidates complete three reading exercises testing comprehension and information transfer and two writing exercises.</p> <p>70 marks</p> <p>Externally assessed</p>	70%
<p>Paper 2 Speaking* 10–12 minutes</p> <p>Candidates complete a presentation, a topic conversation and a general conversation.</p> <p>60 marks</p> <p>Internally assessed/externally moderated</p>	30%

* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge. Please see Section 8 for additional information.

3.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from www.cie.org.uk/examsOfficers

3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0509 Cambridge IGCSE First Language Chinese
- 0547 Cambridge IGCSE Mandarin Chinese.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The aims of the Cambridge IGCSE Chinese as a Second Language syllabus are to enable candidates to:

- develop the ability to use Chinese effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Chinese as the medium
- develop an awareness of the nature of language and language-learning skills, along with skills of a more general application
- promote students' personal development, particularly an awareness and appreciation of Chinese culture, history and society.

4.2 Assessment objectives

This syllabus assesses Reading, Writing and Speaking.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

AO1: Reading – Understand and respond to written language

Candidates will be assessed on their ability to:

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions

AO2: Writing – Communicate clearly, accurately and appropriately in writing

Candidates will be assessed on their ability to:

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and character formation
- W6 employ appropriate register/style

AO3: Speaking – Understand and respond to spoken language

Candidates will be assessed on their ability to:

- S1 communicate clearly, accurately and appropriately
- S2 convey information, articulate experience and express thoughts and opinions
- S3 employ and control a variety of grammatical structures
- S4 demonstrate knowledge of a range of appropriate vocabulary
- S5 employ suitable pronunciation and stress patterns
- S6 listen to and respond appropriately to the contributions of others

4.3 Relationship between assessment objectives and components

Paper 1 – Reading and Writing

Assessment Objective		Section 1			Section 2	
		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5
A01	R1	✓	✓	✓		
	R2		✓	✓		
	R3		✓	✓		
A02	W1		✓	✓	✓	✓
	W2				✓	✓
	W3				✓	✓
	W4				✓	✓
	W5				✓	✓
	W6				✓	✓

Paper 2 – Speaking

Assessment Objective		Part 1	Part 2	Part 3
A03	S1	✓	✓	✓
	S2	✓	✓	✓
	S3	✓	✓	✓
	S4	✓	✓	✓
	S5	✓	✓	✓
	S6		✓	✓

Weighting of assessment objectives

The weightings allocated to each of the assessment objectives is summarised below.

Assessment Objective	Paper 1 (marks)	Paper 2 (marks)	Weighting for qualification
A01 Reading	30	–	30%
A02 Writing	40	–	40%
A03 Speaking	–	60	30%

4.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

At **Grade A** the candidate has demonstrated expertise by:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style straightforwardly in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately (with few if any mistakes);
- using well constructed paragraphs and sentences (of average complexity) and obeying standard grammatical conventions;
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

At **Grade C** the candidate has demonstrated competence by:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- recognising more obvious meanings and attitudes;
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set;
- spelling and punctuating with accuracy so that communication is not impaired;
- using adequate paragraphing and some variety of sentence construction;
- speaking clearly with some confidence, mostly in response to the directions of other speakers; showing a readiness to listen to others and to respond appropriately.

At **Grade F** the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions;
- speaking with some confidence, but usually in response to the directions of other speakers; showing a readiness to listen to others and to respond.

5. Syllabus content

Assessment Objective	
Reading	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate the ability to recognise public notices and signs (including timetables and advertisements) demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds scan for particular information, organise the relevant information and present it in a logical manner/given format. <p>In addition, candidates aiming for Grades A* to C should be able to:</p> <ul style="list-style-type: none"> demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people demonstrate the ability to identify the important points or themes within an extended piece of writing draw conclusions from and see relations within an extended text.
Writing	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of Chinese in response to a written stimulus demonstrate the ability to describe, report, give personal information identify, organise and present given material in a particular form. <p>In addition, candidates aiming for Grades A* to C should be able to:</p> <ul style="list-style-type: none"> carry out longer writing tasks on a wider range of topics in response to a written stimulus.
Speaking	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate competence in a range of spoken activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs conduct a sustained conversation. <p>In addition, candidates aiming for Grades A* to C should be able to:</p> <ul style="list-style-type: none"> demonstrate greater flexibility in dealing with new, topical ideas show a sense of audience.

6. Description of components

6.1 Paper 1 Reading and Writing

The question paper is set entirely in Chinese.

Texts and questions are printed in both traditional and simplified characters on the question paper. Candidates choose the form they prefer in the examination and may write their answers in either traditional or simplified characters.

Total mark: 70

Duration: 2 hours

For all parts of this paper, candidates write their answers in spaces provided in the question paper booklet. Dictionaries may not be used in the examination.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises:

Section 1

Main focus on Reading [30 marks] – 3 exercises

- Exercise 1: objective style questions [8 marks]
- Exercise 2: form filling [10 marks]
- Exercise 3: questions and answers in Chinese [12 marks]

Section 2

Main focus on Writing [40 marks] – 2 exercises

- Exercise 4: a short letter of a personal nature in response to a stimulus [15 marks]
- Exercise 5: a response to an issue of interest to young people [25 marks]

Description of exercises

Section 1

- **Exercise 1** – Reading exercise. Candidates will be required to answer a series of questions testing skim/gist reading skills, requiring objective responses (e.g. multiple choice, matching, selecting from a list), based on a short text provided in the question paper. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
Assessment objective: R1
Total marks: 8
- **Exercise 2** – Information transfer. Candidates will be required to complete a form/notes template on the basis of information provided in the question paper.
Assessment objectives: R1, R2, R3, W1
Total marks: 10
- **Exercise 3** – Reading exercise. Candidates will be required to answer a series of questions testing more detailed comprehension, based on a text provided in the question paper. The text will take the form of a report/newspaper/magazine article which may have a graphical element.
Assessment objectives: R1, R2, R3, W1
Total marks: 12

Section 2

- Exercise 4** – Writing exercise. Candidates will be required to write a personal letter of approximately 100–120 characters in continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts provided in the question paper.
Assessment objectives: W1, W2, W3, W4, W5, W6
Total marks: 15 [9 content; 6 style and accuracy]
- Exercise 5** – Writing exercise. Candidates write between 250 and 300 characters of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts provided in the question paper. Candidates will be required to engage with issues facing young people and their community in today’s world. *E.g. do you have to spend lots of money to enjoy an evening out? Crime in the neighbourhood; opportunities and challenges of living in a different country.*
A purpose, format and audience for the writing will be specified.
Assessment objectives: W1, W2, W3, W4, W5, W6
Total marks: 25 [15 content; 10 style and accuracy]

6.2 Paper 2 Speaking

Total mark: 60

Duration: 10–12 minutes

There is no question paper for the speaking test. **The speaking test will be conducted and assessed in Mandarin Chinese.**

This component description should be read in conjunction with Section 7 (Mark Schemes) and Section 8 (Administration of the Speaking Test).

Structure of the Speaking Test

There will be three parts to the test:

Part 1

2 minute presentation by the candidate on a chosen topic [20 marks]

The topic of the presentation should be chosen by the candidate and must reflect an aspect(s) of life in a Chinese-speaking community or Chinese culture.

Candidates may prepare a single ‘cue card’ in Chinese to bring into the examination room. This should be no larger than a postcard, and could contain a maximum of five headings (maximum of 25 characters in total) to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics and pictures.

A script of the presentation is not allowed.

Part 2

4–5 minute discussion with the Examiner following on from the presentation [20 marks]

Part 3

4–5 minute conversation with the Examiner about general topics. The level of language and depth to which general topics are discussed in the Second Language examination should be beyond that expected of a Foreign Language examination. [20 marks]

At least two topics will be covered in the general conversation: one from Areas A–B and one from Areas C–D. The candidate will not know in advance which topics will be covered by the Examiner. Topics will be chosen so as not to overlap with the content of the presentation.

	Topic areas	Examination topics
Area A	Young people and education Education and career	School and education A1
		Future career plans A2
		Peer relationships Friendship A3
		Peer pressure/conflict A4
Area B	Society Family relationships	Generation gap B1
		Young people B2
		Health and fitness Healthy eating B3
		Sports and exercise B4
		Leisure activities Films and the media B5
		Hobbies B6
		Communication and technology New means of communication B7
		Social networking B8 Learning technology B9
Area C	The world Geographical surroundings	Urban and rural life C1
		Travel C2
		Home town and surrounding areas C3
		Environment Pollution C4
		Recycling C5
		Global warming C6
Area D	Cultural diversity Life at home and in other countries	Festivals and celebrations D1
		Customs and traditions D2
		Culinary diversity D3

Part 1: Presentation	
Assessment objective	S1, S2, S3, S4, S5
Task	A presentation on a topic/issue of interest to the candidate relating to an aspect(s) of life in a Chinese-speaking community or Chinese culture. The candidate will talk for about 2 minutes on their chosen topic.
Total marks	20

Part 2: Topic conversation	
Assessment objective	S1, S2, S3, S4, S5, S6
Task	The Presentation will lead into a 4–5 minute discussion with the Examiner about the topic.
Total marks	20

Part 3: General conversation	
Assessment objective	S1, S2, S3, S4, S5, S6
Task	Following on from Part 2, the Examiner will have a 4–5 minute conversation on general topics with the candidate at a level of sophistication suitable for a Second Language examination.
Total marks	20

Dictionaries may not be taken into the examination.

7. Mark schemes

7.1 Paper 1: Reading and Writing

Exercise 4: Answers are awarded a mark for **Content** (out of 9) and a mark for **Language** (out of 6)

Exercise 5: Answers are awarded a mark for **Content** (out of 15) and a mark for **Language** (out of 10)

Marks are awarded for both exercises in accordance with the General Criteria table that follows.

- **Content** covers *relevance* (i.e. whether the piece fulfills the task and the awareness of purpose/ audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers *style* (i.e. complexity of vocabulary and sentence structure) and *accuracy* (of grammar, punctuation and use of paragraphs). The candidate selects to complete one version of the paper (either simplified or traditional characters), but may deploy either form of writing and even mix the two forms in any way they wish except for within one single character.

General criteria for marking exercise 4

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
8–9	<p>Highly effective</p> <p>Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p>Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is sustained.</p>	6	<p>Fluent</p> <p>Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</p> <p>Accuracy: None or very few errors. Well-constructed and linked paragraphs.</p>
6–7	<p>Effective</p> <p>Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience.</p> <p>Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest.</p>	5	<p>Precise</p> <p>Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</p> <p>Accuracy: Generally accurate, apart from occasional minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</p>
4–5	<p>Satisfactory</p> <p>Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</p> <p>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	3–4	<p>Safe</p> <p>Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</p> <p>Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</p>
2–3	<p>Partly relevant</p> <p>Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</p> <p>Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition.</p>	2	<p>Errors intrude</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</p>
0–1	<p>Little relevance</p> <p>Limited engagement with task, but this is mostly hidden by density of error.</p> <p>Award 1 mark.</p> <p>No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p>Hard to understand</p> <p>Multiple types of error in grammar/spelling/ word usage/punctuation throughout, which make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 mark.</p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Chinese writing. Paragraphs absent or inconsistent. Award 0 marks.</p>

General criteria for marking exercise 5

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
13–15	<p>Highly effective</p> <p>Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p>Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is sustained.</p>	9–10	<p>Fluent</p> <p>Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</p> <p>Accuracy: None or very few errors. Well-constructed and linked paragraphs.</p>
9–12	<p>Effective</p> <p>Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience.</p> <p>Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest.</p>	7–8	<p>Precise</p> <p>Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</p> <p>Accuracy: Generally accurate, apart from occasional minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</p>
6–8	<p>Satisfactory</p> <p>Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions</p> <p>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	5–6	<p>Safe</p> <p>Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</p> <p>Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</p>
3–5	<p>Partly relevant</p> <p>Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</p> <p>Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition.</p>	3–4	<p>Errors intrude</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</p>
0–2	<p>Little relevance</p> <p>Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks.</p> <p>No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.</p>	0–2	<p>Hard to understand</p> <p>Multiple types of error in grammar/spelling/ word usage/punctuation throughout, which make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks.</p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Chinese writing. Paragraphs absent or inconsistent. Award 0 marks.</p>

7.2 Paper 2: Speaking Test

Part 1: Presentation (20 marks)

- Content and Presentation – 10 marks

Language

- Vocabulary / Pronunciation and Intonation – 5 marks
- Structure – 5 marks

Enter the separate marks for Content and Presentation [max 10 marks]; Vocabulary, Pronunciation and Intonation [max 5 marks]; Structure [max 5 marks] onto the *Working Mark Sheet*.

Content and Presentation Knowledge of facts; ability to express opinions and raise issues for discussion.		Language			
Very Good					
9/10	Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	5	<p><i>Vocabulary</i> The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary.</p> <p><i>Pronunciation and Intonation</i> Pronunciation and intonation are clear.</p>	5	<p><i>Structure</i> The candidate demonstrates ability to use a variety of structures accurately and consistently.</p> <p>There may be errors when sophistication is attempted, but the examiner is convinced that the candidate is confidently in control of the structures used.</p>
Good					
7/8	Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	4	<p><i>Vocabulary</i> The candidate has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.</p> <p><i>Pronunciation and Intonation</i> Pronunciation and intonation are generally clear.</p>	4	<p><i>Structure</i> There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication.</p>

Satisfactory					
5/6	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3	<p><i>Vocabulary</i> Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.</p> <p><i>Pronunciation and Intonation</i> There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.</p>	3	<p><i>Structure</i> The candidate will be uneasy and error prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained.</p>
Weak					
3/4	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	2	<p><i>Vocabulary</i> Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.</p> <p><i>Pronunciation and Intonation</i> Pronunciation and intonation cause some communication difficulty.</p>	2	<p><i>Structure</i> Responses will usually be single words or very simple sentences – with errors. Errors will tend to blur but not obscure communication.</p>
Poor					
1/2	Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	1	<p><i>Vocabulary</i> Enough Chinese words are known to convey occasional snippets of information, but conversation will be very limited and confused.</p> <p><i>Pronunciation and Intonation</i> Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.</p>	1	<p><i>Structure</i> Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview.</p>
0	No rewardable output.	0	No rewardable output.	0	No rewardable output.

Part 2: Topic Conversation (20 marks) and Part 3: General Conversation (20 marks)

- Comprehension and Responsiveness – 10 marks

Language

- Vocabulary – 5 marks
- Structure – 5 marks

Enter the separate marks for Comprehension and Responsiveness [max 10 marks]; Vocabulary [max 5 marks]; and Structure [max 5 marks] onto the *Working Mark Sheet*.

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

Comprehension and Responsiveness		Language			
Very Good					
9/10	<p>No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.</p> <p>The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation and perhaps initiate new topics. Pronunciation and intonation are appropriate, with only the occasional slip.</p>	5	<p><i>Vocabulary</i></p> <p>The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary.</p>	5	<p><i>Structure</i></p> <p>The candidate demonstrates ability to use a variety of structures accurately and consistently.</p> <p>There may be errors when sophistication is attempted, but the examiner is convinced that the candidate is confidently in control of the structures used.</p>

Good				
7/8	<p>Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner's lead.</p> <p>The candidate responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener.</p>	4	<p><i>Vocabulary</i></p> <p>The candidate has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.</p>	<p>4</p> <p><i>Structure</i></p> <p>There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication.</p>
Satisfactory				
5/6	<p>Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. OR Relies heavily on prepared responses.</p> <p>The candidate makes a real attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication.</p>	3	<p><i>Vocabulary</i></p> <p>Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.</p>	<p>3</p> <p><i>Structure</i></p> <p>The candidate will be uneasy and error prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained.</p>

Weak					
3/4	<p>Has general difficulty in understanding. Limited response to questions on the majority of topics raised.</p> <p>Responses tend to be brief and widely spaced.</p> <p>The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy causes some communication difficulty, but candidate can usually be understood by a sympathetic listener.</p>	2	<p><i>Vocabulary</i></p> <p>Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.</p>	<p>2</p> <p><i>Structure</i></p> <p>Responses will usually be single words or very simple sentences – with errors. Errors will tend to blur but not obscure communication.</p>	
Poor					
1/2	<p>Severe problems of comprehension. Very marked hesitation. Limited responsiveness.</p> <p>Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps.</p> <p>Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication.</p>	1	<p><i>Vocabulary</i></p> <p>Enough Chinese words are known to convey occasional snippets of information, but conversation will be very limited and confused.</p>	<p>1</p> <p><i>Structure</i></p> <p>Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview.</p>	
0	No rewardable output.	0	No rewardable output.	0	No rewardable output.

8. Administration of the Speaking Test

This guidance should be read in conjunction with the Component 2 description (Section 6) and the Mark Schemes (Section 7). There is no question paper for Component 2, the Speaking Test. Information on how to conduct and assess the Speaking Test, and the website links to the forms required for assessment, are provided in this syllabus.

8.1 Conducting the speaking test

Candidates must be examined singly and face-to-face. Only one examiner may conduct the test. No other person should normally be present during the examination. Examination conditions must prevail in the area where the examination takes place. Supervision should be provided to ensure candidates leaving the examination room do not communicate with those waiting to enter.

In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad their performance.

Other instructions for examiners:

- no smoking in the examination room
- do not walk about or distract the candidate in any way, for example by doodling or fiddling with papers
- always appear interested, even in mundane matters
- never show undue surprise, impatience or mockery
- never correct a candidate.

8.2 Administrative arrangements

8.2.1 Timing

Speaking tests take place in the period before the main examination series as notified on the timetable. Each Centre decides on a convenient period within these dates to conduct the speaking tests.

8.2.2 Appointment of examiners

Each Centre selects its own examiner to conduct and assess the Speaking test. This is normally a teacher from within the Languages Department, but could be someone local from outside the Centre.

In the interests of standardisation, only one examiner should be appointed per Centre. Where a Centre wishes to use additional examiners because it has large numbers of candidates, permission to do so must be sought from the Languages Group at Cambridge before the start of each Speaking test period. Permission to use more than one examiner will only be granted on the understanding that examiners at the Centre work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme. The sample that the Centre submits to Cambridge should include the work of each examiner and a *Working Mark Sheet* should be submitted for each examiner, with candidate names and numbers clearly entered.

8.2.3 The *Working Mark Sheet*

Each candidate's test should be marked according to the Mark Scheme provided in Section 7. Candidates must be marked as they are being examined and not afterwards from a recording.

All candidates' marks must be recorded on the *Working Mark Sheet*. The *Working Mark Sheet*, and the instructions for completing it, may be downloaded from www.cie.org.uk/samples. The database will ask for the syllabus code (e.g. 0523) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

8.2.4 Selecting a sample to send to Cambridge

Centres must record the Speaking test for **all** candidates. Centres will then select the sample to send to Cambridge for external moderation according to the instructions provided at www.cie.org.uk/samples. Examiners who examine at more than one Centre should provide a separate sample for each Centre.

Only the recordings chosen as part of the sample for external moderation must be sent to Cambridge. A copy of the sample submitted to Cambridge as well as all other recordings must be retained at the Centre until the result enquiry period has elapsed as they may be requested by Cambridge at a later stage.

See also Section 8.3, 'Arrangements for external moderation'.

8.2.5 Recording of candidates

Centres should ensure, well in advance of the test, that a suitably quiet room is available and that the recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom should be avoided; unnecessary background noise must be excluded.

The Centre is responsible for supplying blank cassettes/CDs for the recording of its sample for external moderation: these will not be supplied by Cambridge. The Centre is also responsible for supplying recording equipment (e.g. cassette recorder and microphone). All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and examiners, the equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the examiner. If only one microphone is used it should be placed nearer to the candidate than to the examiner. With a softly-spoken candidate the microphone should be placed even nearer to the candidate before the start of the examination. The Speaking tests selected to be part of the Centre's sample for external moderation by Cambridge must be recorded at normal speed onto either C90 audiocassettes or standard format CDs. Mini cassettes and mini CDs must not be used. **Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.**

Centres wishing to submit recordings as digital files to Cambridge for external moderation will find more detailed guidance in the Exams Officer area of the website www.cie.org.uk

The recording must not be stopped once a candidate's examination has started.

8.2.6 Presentation of the sample for moderation

Centres using cassettes should begin the recording at the start of side 1. Both sides of each cassette should be used before beginning a new cassette.

Each cassette/CD must be introduced **by the teacher/Examiner**, as follows:

'Cassette/CD number...
Centre number e.g. HK215
Centre name e.g. King's College
Examination number: 0523
Examination name: Cambridge IGCSE Chinese as a Second Language
Name of Examiner e.g. Mr R Peters
Date e.g. 2nd March 2016'

Each candidate must be introduced **by the examiner**, as follows:

'Candidate Number e.g. 047
Candidate Name e.g. William Lee'

After the last recording on side A of a cassette the examiner must announce 'No more recordings on this side. Recording continues on side B'. Cassettes must be wound on to the end before turning over or starting a new cassette. After the last recording on each cassette, the examiner must announce 'end of cassette no. ...'; and after the last recording on the last cassette 'end of examination'.

The contents of each cassette/CD should be clearly labelled.

Each recorded file on the CD must be clearly named using the following convention:

Centre number_candidate number_syllabus number_component number.

Before cassettes/CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes must then be rewound to the start of side 1.

If for any reason the cassette/CD has failed to record or there are problems with the audibility of the recordings, the Centre must contact Cambridge Customer Services immediately to seek advice.

8.2.7 Internal Moderation

Where Centres with large numbers of candidates request permission from Cambridge to use more than one examiner to conduct and assess the Speaking test for their candidates, this will be granted on the understanding that the following procedures are put in place. The purpose of these procedures is to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which examiner conducted and assessed the examination:

- The examiners conducting and assessing Speaking tests at the Centre must work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme.
- One examiner at the Centre must take responsibility for the standardisation of the marking of examiners at the Centre. This person must ensure that all candidates taking the 0523/02 Speaking test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done as the test is being conducted and not on the basis of a recording.

- The Speaking tests of all candidates at the Centre must be recorded. A single recorded sample for External Moderation should then be produced according to the instructions in 8.3.1 (External moderation) with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the Centre. A *Working Mark Sheet* should be submitted for each examiner, with candidate names and numbers clearly entered.
- The final column on the *Working Mark Sheet* (Internal Moderation) must be used to record the results of Internal Moderation and details of the Centre's Internal Moderation procedures must be enclosed with the materials for External Moderation.

8.3 Arrangements for external moderation

8.3.1 External moderation

External moderation of internal assessment is carried out by Cambridge.

- Centres must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centres must also submit the internally assessed **Speaking tests** of a **sample** of candidates to Cambridge. Go to www.cie.org.uk/samples for details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide*, available on our website.

8.3.2 Despatch of materials to Cambridge for External moderation

Mark sheets and recordings must be returned to Cambridge as soon as all the Speaking tests have been completed. The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide*, available on our website.

Centres must send the following to Cambridge in the envelope provided:

- a copy of the completed *Working Mark Sheet(s)* listing the marks for **all** candidates
- a signed printout of the candidates' total marks as submitted to Cambridge
- the recorded sample of candidates according to the instructions at www.cie.org.uk/samples
- if there are two or more examiners: a copy of the permission from Cambridge to use more than one examiner together with the details of the internal moderation procedures implemented by the Centre.

Do not wait until the end of the Speaking Test period before despatching these items.

Copies of the recordings and the *Working Mark Sheet* should be kept by the Centre in case of postal loss or delay.

9. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk/examsofficer**

Language

This syllabus is available in English only. The associated assessment materials are in the target language.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cie.org.uk www.cie.org.uk

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