

# SYLLABUS

**Cambridge IGCSE<sup>®</sup>**  
**Chinese as a Second Language**  
**0523**

For examination in June 2017, 2018 and 2019

## Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated. The latest syllabus is version 2, published March 2017.

|| Significant changes to the syllabus are indicated by black vertical lines either side of the text. ||

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

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **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.

### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### 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](http://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](http://www.cie.org.uk/examsOfficers)

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](http://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 students 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/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners 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. Learners 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 learners using Chinese as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

### Prior learning

Learners 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 learners 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 a number of different subjects.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 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](mailto: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](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/igcse](http://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 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 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](http://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><b>Paper 1 Reading and Writing</b> <b>2 hours</b></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><b>Paper 2 Speaking*</b> <b>10–12 minutes</b></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](http://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.

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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus aims

The aims of the Cambridge IGCSE Chinese as a Second Language syllabus are to enable learners 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 their 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. Candidates must demonstrate ability in the following areas:

#### **AO1: Reading**

- 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**

- 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**

- 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
<b>A01</b>	R1	✓	✓	✓		
	R2		✓	✓		
	R3		✓	✓		
<b>A02</b>	W1		✓	✓	✓	✓
	W2				✓	✓
	W3				✓	✓
	W4				✓	✓
	W5				✓	✓
	W6				✓	✓

### Paper 2 – Speaking

Assessment Objective		Part 1	Part 2	Part 3
<b>A03</b>	S1	✓	✓	✓
	S2	✓	✓	✓
	S3	✓	✓	✓
	S4	✓	✓	✓
	S5	✓	✓	✓
	S6		✓	✓

### Weighting of assessment objectives

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

Assessment Objective	Paper 1 (marks)	Paper 2 (marks)	Weighting for qualification
<b>A01</b> Reading	30	–	30%
<b>A02</b> Writing	40	–	40%
<b>A03</b> 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	
<b>Reading</b>	<p><b>All candidates should be able to:</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to recognise public notices and signs (including timetables and advertisements)</li> <li>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</li> <li>scan for particular information, organise the relevant information and present it in a logical manner/given format.</li> </ul> <p><b>In addition, candidates aiming for Grades A* to C should be able to:</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>draw conclusions from and see relations within an extended text.</li> </ul>
<b>Writing</b>	<p><b>All candidates should be able to:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>demonstrate the ability to describe, report, give personal information</li> <li>identify, organise and present given material in a particular form.</li> </ul> <p><b>In addition, candidates aiming for Grades A* to C should be able to:</b></p> <ul style="list-style-type: none"> <li>carry out longer writing tasks on a wider range of topics in response to a written stimulus.</li> </ul>
<b>Speaking</b>	<p><b>All candidates should be able to:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>conduct a sustained conversation.</li> </ul> <p><b>In addition, candidates aiming for Grades A* to C should be able to:</b></p> <ul style="list-style-type: none"> <li>demonstrate greater flexibility in dealing with new, topical ideas</li> <li>show a sense of audience.</li> </ul>

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## 6. Description of components

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### 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]

*The general conversation must cover at least two topics: 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
<b>Area A</b>	<b>Young people and education</b> Education and career	School and education A1
		Future career plans A2
		Peer relationships Friendship A3
		Peer pressure/conflict A4
<b>Area B</b>	<b>Society</b> 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
<b>Area C</b>	<b>The world</b> Geographical surroundings	Urban and rural life C1
		Travel C2
		Home town and surrounding areas C3
		Environment Pollution C4
		Recycling C5
		Global warming C6
		<b>Area D</b>
Customs and traditions D2		
Culinary diversity D3		

<b>Part 1: Presentation</b>	
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

<b>Part 2: Topic conversation</b>	
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

<b>Part 3: General conversation</b>	
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 test.**

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## 7. Mark schemes

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### 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><b>Highly effective</b></p> <p><b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p><b>Development of ideas:</b> 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><b>Fluent</b></p> <p><b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</p> <p><b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</p>
6–7	<p><b>Effective</b></p> <p><b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</p> <p><b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</p>	5	<p><b>Precise</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> Generally accurate, apart from occasional minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</p>
4–5	<p><b>Satisfactory</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	3–4	<p><b>Safe</b></p> <p><b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</p> <p><b>Accuracy:</b> 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><b>Partly relevant</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</p>	2	<p><b>Errors intrude</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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><b>Little relevance</b></p> <p>Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</p> <p>No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p><b>Hard to understand</b></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. <b>Award 0 marks.</b></p>

## General criteria for marking exercise 5

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
13–15	<p><b>Highly effective</b></p> <p><b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p><b>Development of ideas:</b> 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><b>Fluent</b></p> <p><b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</p> <p><b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</p>
9–12	<p><b>Effective</b></p> <p><b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</p> <p><b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</p>	7–8	<p><b>Precise</b></p> <p><b>Style:</b> 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><b>Accuracy:</b> Generally accurate, apart from occasional minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</p>
6–8	<p><b>Satisfactory</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	5–6	<p><b>Safe</b></p> <p><b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</p> <p><b>Accuracy:</b> 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><b>Partly relevant</b></p> <p><b>Relevance:</b> 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><b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</p>	3–4	<p><b>Errors intrude</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><b>Accuracy:</b> 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><b>Little relevance</b></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. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</p>	0–2	<p><b>Hard to understand</b></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. <b>Award 0 marks.</b></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			
		Vocabulary, Pronunciation and Intonation		Structures	
<b>Very Good</b>					
<b>9/10</b>	<ul style="list-style-type: none"> <li>• Full and well organised coverage of the topic</li> <li>• Ideas and opinions included as well as factual points</li> <li>• Lively presentation</li> <li>• Examiner's interest fully sustained.</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of precise vocabulary</li> <li>• Achieves shades of meaning</li> <li>• Successfully communicates sophisticated ideas and information</li> <li>• Vocabulary generally accurate</li> <li>• Pronunciation and intonation are clear</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• Uses a variety of complex structures confidently</li> <li>• Generally accurate</li> </ul>
<b>Good</b>					
<b>7/8</b>	<ul style="list-style-type: none"> <li>• Good coverage and sound organisation of the topic</li> <li>• Makes relevant factual points with some ideas and opinions</li> <li>• Presentation clear</li> <li>• Examiner's interest sustained</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• Uses a sufficient range of vocabulary, which sometimes lacks precision</li> <li>• Vocabulary errors do not impede communication</li> <li>• Pronunciation and intonation are generally clear</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• Uses some complex structures and a range of simple structures</li> <li>• Errors do not impede communication</li> </ul>
<b>Satisfactory</b>					
<b>5/6</b>	<ul style="list-style-type: none"> <li>• Adequate coverage of the topic, generally organised</li> <li>• Includes some factual points with few ideas or opinions</li> <li>• Presentation is slow and somewhat stilted</li> <li>• Examiner's interest generally sustained</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary which conveys simple ideas and information clearly but lacks precision</li> <li>• Hesitates and searches for words when going beyond simplicity</li> <li>• Vocabulary errors do not usually impede communication</li> <li>• Pronunciation and intonation sometimes lack clarity but communication is not impeded</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>• Generally uses simple structures</li> <li>• Errors occur when complex structures are attempted</li> <li>• Simple structures used generally accurately</li> <li>• Any errors in simple structures do not impede communication</li> </ul>

Weak					
<b>3/4</b>	<ul style="list-style-type: none"> <li>Thin coverage of the topic, repetitious and lacking organisation</li> <li>Few ideas or opinions</li> <li>Mostly coherent but weak presentation</li> <li>Examiner's interest sometimes not sustained</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>Pauses frequently</li> <li>Vocabulary errors often impede communication</li> <li>Pronunciation and intonation cause some communication difficulties</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Generally uses very simple structures, such as single-word responses</li> <li>Errors often occur and some impede communication</li> </ul>
Poor					
<b>1/2</b>	<ul style="list-style-type: none"> <li>Very thin and often irrelevant coverage</li> <li>Very little factual information, only vague ideas and opinions</li> <li>Incoherent presentation</li> <li>Examiner's interest is not sustained</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Uses enough words to convey only very short pieces of information</li> <li>Conversation is limited and confused</li> <li>Pronunciation and intonation cause frequent communication difficulties</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Uses only very simple structures</li> <li>Errors often impede communication</li> </ul>
<b>0</b>	No rewardable content.	<b>0</b>	No rewardable content.	<b>0</b>	No rewardable content.

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

- Comprehension and Responsiveness – 10 marks

### Language

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

Enter the separate marks for Comprehension and Responsiveness [max 10 marks]; Vocabulary, Pronunciation and Intonation [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			
		Vocabulary, Pronunciation and Intonation		Structures	
<b>Very Good</b>					
<b>9/10</b>	<ul style="list-style-type: none"> <li>• No problems of comprehension</li> <li>• Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation</li> <li>• Able to present and defend a point of view</li> <li>• Shows sustained ability to initiate and maintain conversation and to contribute at some length</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of precise vocabulary</li> <li>• Achieves shades of meaning</li> <li>• Successfully communicates sophisticated ideas and information</li> <li>• Vocabulary generally accurate</li> <li>• Pronunciation and intonation are clear</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>• Uses a variety of complex structures confidently</li> <li>• Generally accurate</li> </ul>
<b>Good</b>					
<b>7/8</b>	<ul style="list-style-type: none"> <li>• Few problems of comprehension</li> <li>• Responds thoughtfully, and copes reasonably well with unexpected questions and with changes in direction of the conversation</li> <li>• Reasonably forthcoming but tends to follow examiner's lead</li> <li>• Responds relevantly and at a length to questions which makes frequent prompting unnecessary</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• Uses a sufficient range of vocabulary, which sometimes lacks precision</li> <li>• Vocabulary errors do not impede communication</li> <li>• Pronunciation and intonation are generally clear</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>• Uses some complex structures and a range of simple structures</li> <li>• Errors do not impede communication</li> </ul>

Satisfactory					
<b>5/6</b>	<ul style="list-style-type: none"> <li>Understands discussion around basic situations and concepts, but has difficulty with more complex ideas</li> <li>Some delay in response</li> <li>Needs prompting and encouragement to develop topics but attempts to keep the conversation going</li> <li>May rely heavily on seemingly prepared responses</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Uses a limited range of vocabulary which conveys simple ideas and information clearly but lacks precision</li> <li>Hesitates and searches for words when going beyond simplicity</li> <li>Vocabulary errors do not usually impede communication</li> <li>Pronunciation and intonation sometimes lack clarity but communication is not impeded</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Generally uses simple structures</li> <li>Errors occur when complex structures are attempted</li> <li>Simple structures used generally accurately</li> <li>Any errors in simple structures do not impede communication</li> </ul>
Weak					
<b>3/4</b>	<ul style="list-style-type: none"> <li>Generally has difficulty understanding</li> <li>Responses to questions raised on the majority of topics are limited and brief</li> <li>Needs prompting and encouragement to go beyond single word responses</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>Pauses frequently</li> <li>Vocabulary errors often impede communication</li> <li>Pronunciation and intonation cause some communication difficulties</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Generally uses very simple structures, such as single-word responses</li> <li>Errors often occur and some impede communication</li> </ul>
Poor					
<b>1/2</b>	<ul style="list-style-type: none"> <li>Severe problems of comprehension</li> <li>Very marked hesitation. Limited responsiveness</li> <li>Responses are so brief and imprecise that little is communicated</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Uses enough words to convey only very short pieces of information</li> <li>Conversation is limited and confused</li> <li>Pronunciation and intonation cause frequent communication difficulties</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Uses only very simple structures</li> <li>Errors often impede communication</li> </ul>
<b>0</b>	No rewardable content.	<b>0</b>	No rewardable content.	<b>0</b>	No rewardable content.

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## 8. Administration of the Speaking Test

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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](http://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](http://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.

It is preferable for the tests to be recorded in .mp3 format using a suitable digital voice recorder or sound recording program on a computer. Each candidate's file must be saved individually. The Speaking tests selected to be part of the sample to send to Cambridge for external moderation should then be transferred to a standard-format CD. **The Centre is responsible for supplying CDs for the recording of its sample for external moderation: these will not be supplied by Cambridge.**

All recording equipment and CDs must be of as high a standard as possible and care should be taken to ensure that recording quality is good. The recording equipment must be tested in advance, and new, unrecorded CDs used. The recording level should be tested before the start of the tests. Where possible, the recording equipment should have external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. If the candidate is softly-spoken, the microphone should be placed nearer to the candidate before the start of the test.

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

## 8.2.6 Presentation of the sample for moderation

The examiner should introduce each CD with the following information:

- CD number
- Centre number
- Centre name
- Syllabus number
- Syllabus name
- Name of examiner
- Date

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

- Candidate Number
- Candidate Name

The contents of each CD sent to Cambridge for external moderation 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 CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible.**

If for any reason the 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 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 **total 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](http://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

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](http://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.

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## 9. Other information

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### 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](http://www.cie.org.uk/examsofficer)

### Language

This syllabus is available in English only. The associated assessment materials are in Chinese.

### 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*.

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