



**Cambridge Assessment  
International Education**

Syllabus

**Cambridge IGCSE®**

**Chinese as a Second Language 0523**

For examination in June 2020, 2021 and 2022.



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## Why choose Cambridge?

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Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

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 and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

**'We think the Cambridge curriculum is superb preparation for university.'**

**Christoph Guttentag**, Dean of Undergraduate Admissions, Duke University, USA

### Quality management

Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)



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## Changes to this syllabus

For information about changes to this syllabus for 2020, 2021 and 2022, go to page 21.



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## 1 Why choose this syllabus?

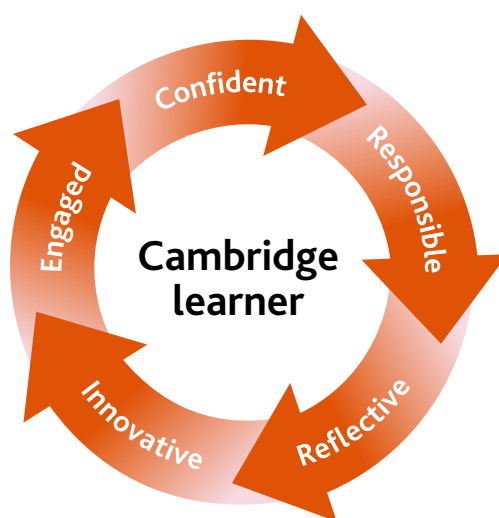
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### Key benefits

Cambridge IGCSE® syllabuses are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabuses that are suitable for different countries, different types of schools and for learners with a wide range of abilities.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

**Gary Tan**, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## Recognition and progression

The combination of knowledge and skills in Cambridge IGCSE Chinese as a Second Language gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Chinese.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

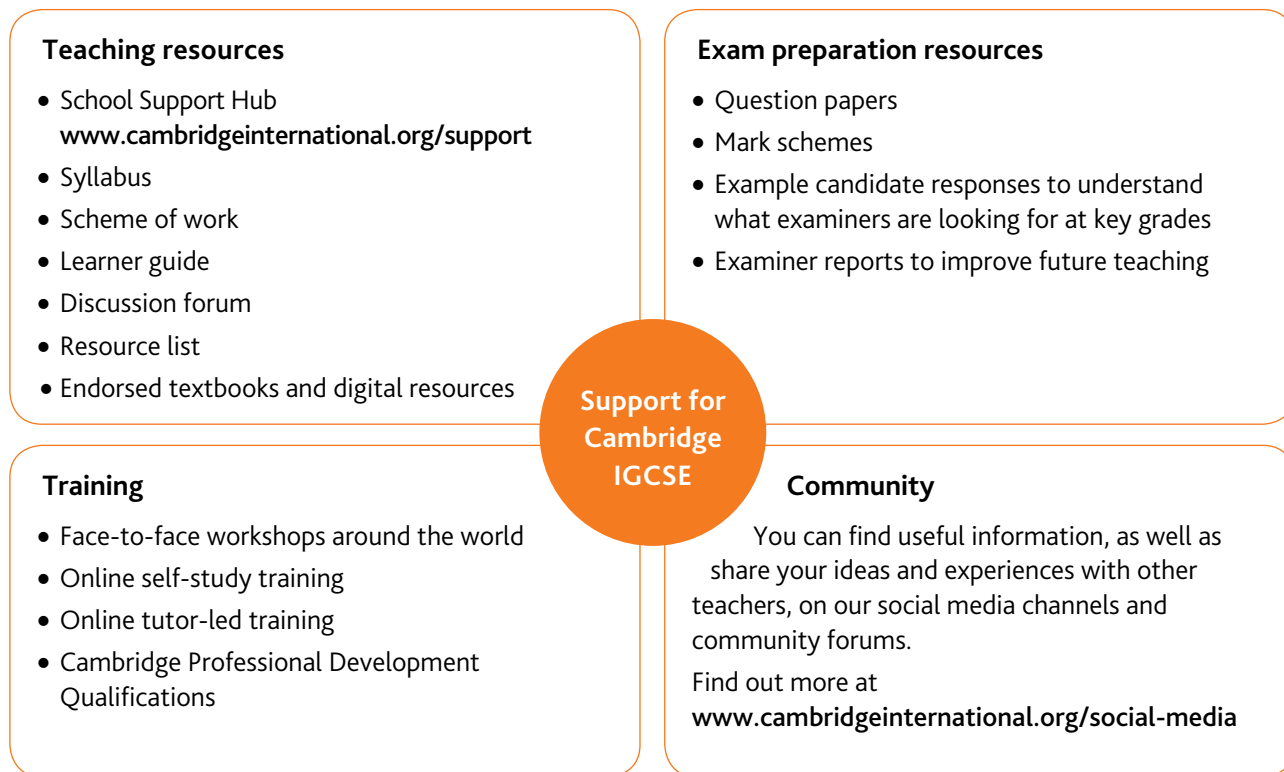
Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'**

**Mrs Omnia Kassabgy**, Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.



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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the ability to use Chinese effectively for the purpose of practical communication
- form a sound foundation 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
- promote learners' personal development.

### Content overview

Cambridge IGCSE Chinese as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. In both written and spoken Chinese, learners will be able to respond to factual information as well as abstract ideas. Learners will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Cambridge IGCSE Chinese as a Second Language will enable learners to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts.

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

The Speaking test is assessed in Mandarin Chinese only.



#### Support for Cambridge IGCSE Chinese as a Second Language

Our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

## Assessment overview

All candidates take three components.

The reading passages and questions are printed in both traditional and simplified characters on the question papers.

Candidates may write their answers in either traditional or simplified characters.

### All candidates take:

**Paper 1** 2 hours  
 Reading and Writing 60%  
 60 marks  
 Written examination consisting of five exercises that test a range of reading and writing skills. Types of task include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing.  
 Externally assessed

### and:

**Paper 2** Approx. 35–45 minutes  
 Listening 20%  
 30 marks  
 Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions.  
 All listening material is recorded in Mandarin Chinese.  
 Externally assessed

### and:

**Component 3** Approx. 10–13 minutes  
 Speaking 20%  
 60 marks  
 The Speaking test is conducted in Mandarin Chinese.  
 The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.  
 Internally assessed and externally moderated



## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. writer's purpose, intention and feelings

### AO2 Writing

- W1 communicate information/ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures and vocabulary accurately and effectively
- W4 show control of punctuation and character formation
- W5 use appropriate register and style/format for the given purpose and audience

### AO3 Listening

- L1 identify and select relevant information
- L2 understand ideas, opinions and attitudes
- L3 show understanding of the connections between ideas, opinions and attitudes
- L4 understand what is implied but not directly stated, e.g. speaker's intention or feelings, guided by the speaker's tone of voice

### AO4 Speaking

- S1 present information and communicate ideas/opinions clearly, accurately and effectively
- S2 develop responses and link ideas using a range of appropriate linking devices
- S3 use a range of grammatical structures and vocabulary accurately and effectively
- S4 show control of pronunciation and intonation patterns
- S5 engage in a conversation and contribute effectively to help move the conversation forward

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	30
AO2 Writing	30
AO3 Listening	20
AO4 Speaking	20

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100

## 3 Subject content

### 1 Reading

- understand public notices and signs (including timetables and advertisements)
- identify and select correct details from simple texts
- select and organise relevant information from a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers and webpages
- identify some ideas, opinions and attitudes in a range of texts
- understand what is implied but not directly stated within a text, such as opinion, writer's purpose and intention
- identify the important points or themes within an extended piece of writing
- draw conclusions from an extended text and recognise connections between related ideas within a text

### 2 Writing

- communicate factual information, ideas and arguments in short and extended writing tasks in appropriate and accurate Chinese
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, such as an informal letter/email, an article, a report or review
- use a range of grammatical structures, punctuation and vocabulary
- express opinions and use appropriate register/style
- select and organise information and ideas into coherent paragraphs and use a range of linking devices

### 3 Listening

- understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, such as a speaker's intention or feelings

### 4 Speaking

- communicate factual information, ideas and arguments
- use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation
- organise and link ideas with a range of appropriate linking devices
- give a short, clear presentation without a script on a topic of the candidate's choice
- demonstrate competence in a range of speech activities, such as respond to questions on topics within a defined range of topics as stated in the syllabus (for example, past and present schooling, future plans and current affairs)
- take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses
- show a sense of audience

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## 4 Details of the assessment

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### Paper 1 – Reading and Writing

#### All questions and responses will be in Chinese.

The reading passages and questions are printed in both traditional and simplified characters on the question paper. Candidates may write their answers in either traditional or simplified characters.

Written paper, 2 hours, 60 marks

Candidates should attempt all questions.

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 five exercises, as follows:

**Exercise 1** – Information transfer: candidates complete a form/notes template on the basis of information provided in the question paper. The passage will not exceed 500 characters.

Assessment objectives: R1, R2, R3

Total marks: 8

**Exercise 2** – Short-answer questions: candidates read a text printed in the question paper and answer a series of questions that test their gist-reading skills and reading for detail. Some questions in this exercise will also test implicit meaning. Questions require short answers. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions or newspaper/magazine article. The text will not exceed 650 characters.

Assessment objectives: R1, R2, R3, R4

Total marks: 12

**Exercise 3** – Multiple-matching: candidates read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs. The passages, taken together, will not exceed 750 characters.

Assessment objectives: R1, R2, R3

Total marks: 10

**Exercise 4** – Writing: candidates write a short piece of functional prose, such as an email. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Candidates are required to write 100–120 characters.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 8

**Exercise 5** – Extended writing: candidates write a longer piece of continuous prose. A stimulus of short prompts will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Candidates are required to write 250–300 characters.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 22

## Paper 2 – Listening

**All questions and responses will be in Mandarin Chinese.**

Written paper, approximately 35–45 minutes, 30 marks

Candidates should attempt all questions.

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.

Each exercise tests listening comprehension of spoken material (e.g. dialogues, interviews, conversations, news items, public announcements, talks) recorded onto a CD that will be played in the examination room. Candidates hear the spoken material for each exercise twice and appropriate pauses are included on the recording to allow candidates time to read the questions and write their answers.

The CD is controlled by the invigilator of the examination, not the candidate(s). Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* for details about room, equipment, checking the CD in advance and guidance on ensuring that candidates can hear the recording clearly.

The question paper is divided into four exercises, as follows:

**Exercise 1** – Short-answer questions: candidates hear a series of short spoken texts (e.g. travel announcements, recorded phone messages, brief dialogues) and write short answers in response to six questions.

Assessment objectives: L1, L2

Total marks: 6

**Exercise 2** – Gap-fill sentences: candidates hear a longer spoken text (e.g. conversation, interview, monologue, formal talk) and complete gaps in notes/sentences printed in the question paper.

Assessment objectives: L1, L2

Total marks: 8

**Exercise 3** – Information correction: candidates hear a longer spoken text (e.g. conversation, interview, monologue, talk) and correct information in notes printed in the question paper.

Assessment objectives: L2, L3, L4

Total marks: 8

**Exercise 4** – Multiple-choice questions: candidates hear a discussion between two speakers and answer multiple-choice comprehension questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 8

### Component 3 – Speaking

Speaking test, approximately 10–13 minutes, 60 marks

There is no question paper for the Speaking test. **The test will be conducted and assessed in Mandarin Chinese**, and must be recorded for **all** candidates. No other variety of Chinese will be accepted.

Dictionaries may **not** be taken into the test.

Speaking tests take place during a period before the main examination series (see the timetable for the relevant series). A teacher/examiner at the centre assesses candidates using the Speaking assessment criteria grid (see pages 14–15). After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline. The forms for completion and the size of the sample required are available from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

Further information about the administration of Speaking tests is provided in the *Cambridge Handbook*, available from our website. Further guidance is supplied in the *Guidance for the Administration of the Speaking Test for IGCSE Second Languages* booklet, which is also available from our website.

## Structure of the Speaking test

There are three parts to the test:

### Part 1

A two- to three-minute presentation by the candidate on a chosen topic

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

**Note: A script of the presentation is not allowed.**

Candidates may prepare a single 'cue card' in Chinese to bring into the examination room. This must be no larger than a postcard, and contain a maximum of five headings to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material (no more than three or four items), which may include maps, diagrams, statistics and pictures, but must not provide additional written support or a script of their presentation.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

### Part 2

A four- to five-minute discussion with the examiner about the presentation

Assessment objectives: S1, S2, S3, S4, S5

20 marks

### Part 3

A four- to five-minute conversation with the examiner about general topics (see Topics for Part 3 of the Speaking test on page 13)

Assessment objectives: S1, S2, S3, S4, S5

20 marks

## Topics for Part 3 of the Speaking test

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 must be chosen that do not overlap with the content of the candidate's 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>	<b>Cultural diversity</b>	Life at home and in other countries	Festivals and celebrations D1
			Customs and traditions D2
			Culinary diversity D3

## Speaking assessment criteria grid

### Part 1: Presentation [Total: 20 marks]

Enter the separate marks for Content and Presentation [max. 10 marks], Vocabulary, Pronunciation and Intonation [max. 5 marks], and Structures [max. 5 marks] on to the Working Mark Sheet.

	<b>Content and Presentation</b> Knowledge of facts, ability to express opinion and raise issues for discussion	<b>Vocabulary</b> Pronunciation and Intonation	<b>Structures</b>
	<b>9–10 marks</b>	<b>5 marks</b>	<b>5 marks</b>
<b>Level 5</b>	Full and well-organised coverage of the topic Ideas and opinions included as well as factual points Lively presentation that sustains examiner's interest fully	Uses a wide range of precise vocabulary generally accurately Pronunciation and intonation are clear	Uses a variety of complex structures Generally accurate
	<b>7–8 marks</b>	<b>4 marks</b>	<b>4 marks</b>
<b>Level 4</b>	Good coverage and sound organisation of the topic Makes relevant factual points with some ideas and opinions Clear presentation that sustains examiner's interest	Uses a sufficient range of vocabulary, which sometimes lacks precision Vocabulary errors do not impede communication Pronunciation and intonation are generally clear	Uses some complex structures and a range of simple structures Errors do not impede communication
	<b>5–6 marks</b>	<b>3 marks</b>	<b>3 marks</b>
<b>Level 3</b>	Adequate coverage of the topic, generally organised Includes some factual points with few ideas or opinions Presentation is slow and somewhat stilted though examiner's interest is generally sustained	Uses a limited range of vocabulary, but hesitates when going beyond simple structures Vocabulary lacks precision but errors do not usually impede communication Pronunciation and intonation sometimes lack clarity but communication is not impeded	Generally uses simple structures accurately Errors occur when complex structures are attempted Any errors in simple structures do not impede communication
	<b>3–4 marks</b>	<b>2 marks</b>	<b>2 marks</b>
<b>Level 2</b>	Thin coverage of the topic, lacking organisation Few ideas or opinions Mostly coherent but weak presentation that sometimes does not follow a logical sequence	Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas Pauses frequently Vocabulary errors often impede communication Pronunciation and intonation cause some communication difficulties	Generally uses very simple structures, such as single-word responses Errors often occur and some impede communication



	<b>Content and Presentation</b> Knowledge of facts, ability to express opinion and raise issues for discussion	<b>Vocabulary</b> Pronunciation and Intonation	<b>Structures</b>
	<b>1–2 marks</b>	<b>1 mark</b>	<b>1 mark</b>
<b>Level 1</b>	Very thin and often irrelevant coverage Very little factual information, only vague ideas and opinions Incoherent presentation	Uses enough words to convey only very short pieces of information Pronunciation and intonation cause frequent communication difficulties	Uses only very simple structures Errors often impede communication
	<b>0 marks</b>	<b>0 marks</b>	<b>0 marks</b>
	No rewardable content	No rewardable content	No rewardable content

**Part 2: Topic conversation [Total: 20 marks] and Part 3: General conversation [Total 20 marks]**

Enter the separate marks for Comprehension and Responsiveness [max. 10 marks], Vocabulary, Pronunciation and Intonation [max. 5 marks], and Structures [max. 5 marks] on to the Working Mark Sheet.

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

	<b>Comprehension and Responsiveness</b>	<b>Vocabulary Pronunciation and Intonation</b>	<b>Structures</b>
	<b>9–10 marks</b>	<b>5 marks</b>	<b>5 marks</b>
<b>Level 5</b>	No problems of comprehension Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation Able to present and defend a point of view Shows sustained ability to initiate and maintain conversation and to contribute at some length	Uses a wide range of precise vocabulary generally accurately Pronunciation and intonation are clear	Uses a variety of complex structures Generally accurate
	<b>7–8 marks</b>	<b>4 marks</b>	<b>4 marks</b>
<b>Level 4</b>	Few problems of comprehension Responds thoughtfully, and copes reasonably well with unexpected questions and with changes in direction of the conversation Reasonably forthcoming but tends to follow examiner's lead Responds relevantly and at length to questions which makes frequent prompting unnecessary	Uses a sufficient range of vocabulary, which sometimes lacks precision Vocabulary errors do not impede communication Pronunciation and intonation are generally clear	Uses some complex structures and a range of simple structures Errors do not impede communication
	<b>5–6 marks</b>	<b>3 marks</b>	<b>3 marks</b>
<b>Level 3</b>	Understands discussion around basic situations and concepts, but has difficulty with more complex ideas Some delay in response Needs prompting and encouragement to develop topics but attempts to keep the conversation going May rely heavily on seemingly prepared responses	Uses a limited range of vocabulary but hesitates when going beyond simple structures Vocabulary lacks precision but errors do not usually impede communication Pronunciation and intonation sometimes lack clarity but communication is not impeded	Generally uses simple structures accurately Errors occur when complex structures are attempted Any errors in simple structures do not impede communication

	<b>Comprehension and Responsiveness</b>	<b>Vocabulary Pronunciation and Intonation</b>	<b>Structures</b>
	<b>3–4 marks</b>	<b>2 marks</b>	<b>2 marks</b>
<b>Level 2</b>	<p>Generally has difficulty understanding</p> <p>Responses to questions raised on the majority of topics are limited and brief</p> <p>Needs prompting and encouragement to go beyond single-word responses</p>	<p>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</p> <p>Pauses frequently</p> <p>Vocabulary errors often impede communication</p> <p>Pronunciation and intonation cause some communication difficulties</p>	<p>Generally uses very simple structures, such as single-word responses</p> <p>Errors often occur and some impede communication</p>
	<b>1–2 marks</b>	<b>1 mark</b>	<b>1 mark</b>
<b>Level 1</b>	<p>Severe problems of comprehension</p> <p>Very marked hesitation</p> <p>Limited responsiveness</p> <p>Responses are so brief and imprecise that little is communicated</p>	<p>Uses enough words to convey only very short pieces of information</p> <p>Conversation is limited and confused</p> <p>Pronunciation and intonation cause frequent communication difficulties</p>	<p>Uses only very simple structures</p> <p>Errors often impede communication</p>
	<b>0 marks</b>	<b>0 marks</b>	<b>0 marks</b>
	No rewardable content	No rewardable content	No rewardable content

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

### Before you start

#### Previous study

We recommend that learners starting this course should have had prior contact with Mandarin Chinese at school and/or in their community.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

#### Availability and timetables

You can enter candidates in the June exam series. You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about the availability visit the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

Private candidates can enter for this syllabus. The accommodating centre must be able to make appropriate arrangements to conduct and assess the Speaking test, and submit the required sample and paperwork to Cambridge International for External moderation.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE First Language Chinese (0509)
- Cambridge IGCSE Mandarin Chinese (0547)

which are syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

### Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

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

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

### Language

This syllabus is available in English only and the related assessment materials are available in Chinese.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes.

- To measure learning and achievement.  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- To show likely future success.  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Chinese as a Second Language will be published after the first assessment of the IGCSE in 2020. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

## Changes to this syllabus for 2020, 2021 and 2022

The syllabus has been reviewed and revised for first examination in 2020.

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

<b>Changes to syllabus content</b>	<ul style="list-style-type: none"> <li>• The syllabus content has been updated and refreshed.</li> <li>• The section on the administration of the Speaking test has been removed from the syllabus booklet and is now published separately. Please refer to the <i>Guidance for the Administration of the Speaking Test for IGCSE Second Languages</i> booklet on our website.</li> <li>• Grade descriptions have been removed from the syllabus and will be available on our website.</li> <li>• Learning objectives have been refreshed and learning objectives for the listening component have been added.</li> <li>• Implicit meaning is now assessed across Reading and Listening.</li> </ul>
<b>Changes to assessment (including changes to specimen papers)</b>	<ul style="list-style-type: none"> <li>• Changes to Paper 1 Reading and Writing:               <ul style="list-style-type: none"> <li>– The total number of marks for this paper has changed. The paper now has a total of 60 marks.</li> <li>– The syllabus weighting has changed and the paper is now weighted at 60%.</li> <li>– Exercise 3 has a new task type, multiple-matching.</li> <li>– The number of marks allocated to each exercise has been adjusted.</li> </ul> </li> <li>• A new component has been introduced: Paper 2 Listening. The paper is weighted at 20% and has a total of 30 marks.</li> <li>• Changes to the Speaking component:               <ul style="list-style-type: none"> <li>– The Speaking test is now Component 3.</li> <li>– The syllabus weighting has changed and the component is now weighted at 20%.</li> <li>– The presentation has been extended from two minutes to two to three minutes.</li> </ul> </li> <li>• Assessment objectives have been updated, and assessment objectives added for the new Listening paper.</li> <li>• The weightings of the assessment objectives have been adjusted.</li> <li>• The mark scheme for Paper 1 Reading and Writing has been removed from the syllabus booklet. It is now available in the Paper 1 specimen mark scheme.</li> <li>• The specimen materials have been revised to reflect the changes to the assessment and the syllabus content.</li> </ul>

In addition to reading the syllabus, teachers should refer to the updated specimen assessment materials.

Any textbooks endorsed to support the syllabus for examination from 2020 are suitable for use with this syllabus.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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