



## Syllabus

# Cambridge IGCSE™ Mandarin Chinese 0547

Use this syllabus for exams in 2025, 2026 and 2027.

Exams are available in the June series.



Version 1

Please check the syllabus page at [www.cambridgeinternational.org/0547](http://www.cambridgeinternational.org/0547) to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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## Why choose Cambridge International?

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

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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 the Cambridge Pathway.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

### Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2025, 2026 and 2027, go to page 59.**

The latest syllabus is version 1, published September 2022. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2022 are still suitable for use with this syllabus.

# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

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.

**Cambridge IGCSE Mandarin Chinese** develops a set of transferable skills for understanding and communicating in everyday situations in Chinese. Learners begin to develop cultural awareness of countries and communities where Chinese is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE Mandarin Chinese encourages learners to be:

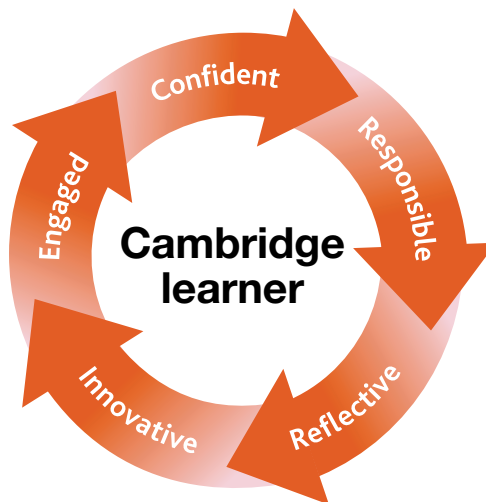
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

**responsible**, seeking opportunities to use and develop their language skills

**reflective**, considering how to communicate different ideas and attitudes

**innovative**, applying language to a variety of situations

**engaged**, developing learning strategies which help them to express their ideas and their understanding of other cultures.



**School feedback:** ‘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.’

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

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Mandarin Chinese 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 the 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.

Cambridge IGCSE Mandarin Chinese has been designed to help candidates develop language proficiency to level A2 (Basic User) of the Common European Framework of Reference for Language: Learning, Teaching, Assessment (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

\* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

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

**School feedback:** ‘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.’

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>Schemes of work</li> <li>Specimen papers</li> <li>Syllabuses</li> <li>Teacher guides</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>Endorsed resources</li> <li>Online forums</li> <li>Support for coursework and speaking tests</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>Example candidate responses</li> <li>Past papers and mark schemes</li> <li>Specimen paper answers</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>Candidate Results Service</li> <li>Principal examiner reports for teachers</li> <li>Results Analysis</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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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:

- develop the language proficiency required to communicate effectively in Mandarin Chinese at level A2 (CEFR Basic User)
- offer insights into the culture and society of countries and communities where Chinese is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Chinese or another subject area.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



## Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Chinese is spoken. The five topic areas listed below are described in more detail in section 3.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Chinese on familiar, everyday topics, and to speak the language by taking part in everyday conversations.





## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

### AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

### AO3 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

### AO4 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

## 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 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

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## 3 Subject content

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This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

### Skills

The skills covered in the syllabus are outlined below.

#### Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

#### Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

## Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

## Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

## Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Chinese is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic Areas	Sub-topics
A	Everyday activities	<ul style="list-style-type: none"> <li>• Time expressions (e.g. telling the time, days, days of the week, months, seasons)</li> <li>• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</li> <li>• The human body and health (e.g. parts of the body, health and illness)</li> <li>• Travel and transport (e.g. finding the way)</li> </ul>
B	Personal and social life	<ul style="list-style-type: none"> <li>• Self, family and friends (e.g. family and relationships, describing physical appearance, character and mood)</li> <li>• Home life (e.g. housing and locations, rooms and furniture, household appliances)</li> <li>• Colours</li> <li>• Clothes and accessories</li> <li>• Leisure time (e.g. things to do, hobbies, sport)</li> </ul>
C	The world around us	<ul style="list-style-type: none"> <li>• People and places (e.g. continents, countries and nationalities, compass points)</li> <li>• The natural world, the environment, the climate and the weather</li> <li>• Communications and technology (e.g. the digital world, documents and texts)</li> <li>• The built environment (e.g. buildings and services, shopping)</li> <li>• Measurements (e.g. units of length and mass, units of money)</li> </ul>
D	The world of work	<ul style="list-style-type: none"> <li>• Education (e.g. learning institutions, places and people in school, the classroom, subjects and learning)</li> <li>• Work (e.g. jobs and careers, the workplace)</li> </ul>
E	The international world	<ul style="list-style-type: none"> <li>• Countries, nationalities and languages</li> <li>• Culture (e.g. customs, faiths and celebrations, famous sites and cities)</li> </ul>

## Relationship between content and question papers

In addition to the topic areas, a list of vocabulary and a list of grammar and structures are provided in this syllabus to guide teachers and candidates preparing for this examination. The complete lists can be found in section 4. The table below summarises the relationship between the content and the question papers.

Paper	Questions	Topic areas	Vocabulary list to be tested*	Grammar and structures expected to learn
Paper 1	1–10	A, B, C	✓	Part 1
	11–20	A, B, C, D, E	✓	Part 1
	21–30	A, B, C, D, E		Parts 1 and 2
Paper 2	1–7	A, B, C	✓	Part 1
	8–9	A, B, C, D, E	✓	Part 1
	10–11	A, B, C, D, E		Parts 1 and 2
Paper 3	Role play	A, B, C, D, E	✓	Part 1
	Topic conversations	A, B, C, D, E		Parts 1 and 2
Paper 4	1	A, B, C, D, E	✓	Part 1
	2–3	A, B, C, D, E		Parts 1 and 2

\* '✓' in this column indicates the assessment tasks will be based on the Vocabulary list and only vocabulary from the list will be tested.

## 4 Details of the assessment

All questions requiring written responses are to be answered in Chinese.

**Dictionaries are not allowed in the examination.**

### Paper 1 – Listening

Approximately 40 minutes, including 6 minutes' transfer time, 30 marks

This paper consists of 30 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series.

**[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

#### Description of questions

##### Questions 1–5

<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to short texts and answer five multiple-choice questions with four options.
<i>Text types</i>	Announcements, phone messages, or statements
<i>Total marks</i>	5

##### Questions 6–10

<i>Assessment objective</i>	L1, L2
<i>Task</i>	Candidates listen to a monologue or dialogue containing factual information and answer five multiple-choice questions with four options.
<i>Text types</i>	Short monologue or dialogue
<i>Total marks</i>	5

##### Questions 11–15

<i>Assessment objective</i>	L1, L2, L4
<i>Task</i>	Candidates listen to five short monologues and match the names of people with the correct pictures.
<i>Text types</i>	Short monologues
<i>Total marks</i>	5



**Description of questions (continued)**

## Questions 16–20

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation or interview) and match speakers' opinions/attitudes on different aspects.
<i>Text types</i>	Conversation or interview
<i>Total marks</i>	5

## Questions 21–25

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a monologue and answer five multiple-choice questions with four options.
<i>Text types</i>	Monologue
<i>Total marks</i>	5

## Questions 26–30

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) and answer five multiple-choice questions with three options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	5

## Paper 2 – Reading

Written paper, 1 hour 15 minutes, 40 marks

This paper consists of seven groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in Chinese.

### Description of question groups

Question group 1 (Q1–Q5)	
<i>Assessment objective</i>	R1
<i>Task</i>	Candidates answer multiple-choice questions with four options on some short texts.
<i>Text types</i>	Simple descriptions
<i>Total marks</i>	5
Question group 2	
<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short statements with correct pictures.
<i>Text types</i>	Simple descriptions
<i>Total marks</i>	4
Question group 3	
<i>Assessment objective</i>	R1
<i>Task</i>	Candidates answer multiple-choice questions with four options on a short text.
<i>Text types</i>	short descriptive text, email, message, postcard or letter
<i>Total marks</i>	3
Question group 4	
<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Chinese.
<i>Text types</i>	Email, message, letter or blog
<i>Total marks</i>	9
Question group 5	
<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates match a series of questions with four short texts on the description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements, notices
<i>Total marks</i>	5
Question group 6	

<i>Assessment objective</i>	R3, R4
<i>Task</i>	Candidates answer multiple-choice questions with four options on a longer text.
<i>Text types</i>	Article
<i>Total marks</i>	5

Question group 7	
<i>Assessment objective</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Chinese.
<i>Text types</i>	Article
<i>Total marks</i>	9

## Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (approximately four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied.

The teacher/examiner booklet is confidential and must not reach candidates either directly or indirectly at any point. The candidate cards are confidential and must not reach candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner booklet.

## Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

### Using the samples database

The samples database refers you to key information about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) will ask you for:

- your country/territory
- the syllabus code (i.e. 0547 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

### Cover sheets

You should upload a completed cover sheet with the speaking tests that you submit to Cambridge International. Download the cover sheet from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Follow the instructions on the form itself to complete it.

### Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions on the samples database.

You should record marks on the required form which you should download each year from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard.

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions.

## External moderation

Cambridge International will externally moderate all internally assessed components.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

## Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Speaking assessment criteria grids

### Role play

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (e.g. use of prepositions) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

### Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

### Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>Communicates information which is consistently relevant to the questions.</li> <li>Frequently develops ideas and opinions.</li> <li>Justifies and explains some answers.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>Communicates information which is almost always relevant to the questions.</li> <li>Sometimes develops ideas and opinions.</li> <li>Gives reasons or explanations for some answers.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>Communicates most of the required information; may occasionally give irrelevant information.</li> <li>Conveys simple, straightforward opinions.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>Has difficulty with many questions but still attempts an answer.</li> <li>Communicates some simple information relevant to the questions.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>Communicates one or two basic pieces of information relevant to the questions.</li> </ul>
0		<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

## Quality of Language

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	<b>Very good</b>	<ul style="list-style-type: none"> <li>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>• Accurate use of a wide range of vocabulary with occasional errors.</li> <li>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul>
10–12	<b>Good</b>	<ul style="list-style-type: none"> <li>• Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>• Good use of a range of vocabulary with some errors.</li> <li>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>
7–9	<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>• Satisfactory use of vocabulary with frequent errors.</li> <li>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>
4–6	<b>Weak</b>	<ul style="list-style-type: none"> <li>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>
1–3	<b>Poor</b>	<ul style="list-style-type: none"> <li>• Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>• Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>
0		<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

## Paper 4 – Writing

Written paper, 1 hour 15 minutes, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

### Description of questions

#### Question 1

*Assessment objective*

W1, W4

*Task*

Candidates fill in a form with single words or short phrases in response to a given context.

*Total marks*

5

#### Question 2

*Assessment objective*

W2, W4

*Task*

Candidates complete a directed writing task in about 80–100 characters on a familiar, everyday topic.

*Total marks*

12

#### Question 3

*Assessment objective*

W3, W4

*Task*

Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 150 characters.

*Total marks*

28



## List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE Mandarin Chinese. The list is not intended to be restrictive.

The list is divided into two parts: Part 1 and Part 2. Please refer to section 3 of this syllabus about which part(s) may be tested in the assessment papers.

### PART 1

#### Verbs

<b>A Auxiliary verbs</b>	你应该去。
<b>B Future</b> Sentences with no overt indication of the future Sentences with 会 or 要  Imminent future indicated by 要……了 快要……了 快……了 Sentences with the verbal aspect marker 了	他去南京。 明天会下雪。 她要来。 要下雨了。 快要下雪了。 快到了。 他吃了饭就去哪儿？
<b>C Reduplication of verbs</b>	她想看看电视。
<b>D Progressive actions</b> Marked by 呢 Marked by 正 and 呢 Marked by 在 Marked by 正在 Negation with 没	她睡觉呢。 她正睡觉呢。 她在睡觉。 她正在睡觉。 她没睡觉。
<b>E Perfective aspect marker 了</b> Indicating a completed, limited, contrasted or perfective action Negation by 没 and without 了 With reference to the future	他看了两次。 他没看。 你吃了饭就去哪儿？
<b>F Experiential aspect marker 过</b> Indicating an experience in the past Negation by 没	他去过法国。 她没去过法国。
<b>G Simple directional complements</b>	他到美国去。 她从上海来。
<b>H Complements of result</b>	书都卖完了。 这个字写错了。
<b>I Complements of degree</b> Verbs followed by 得 and a complement of degree	她写得非常快。
<b>J Postverbs</b> Use of the postverb 在 Use of the postverb 到	她住在北京。 请你寄到南京。
<b>K Verbal measure words</b>	我去了三次。

## Nouns and noun phrases

### A Plurals

Use of 们 with personal nouns

学生们

### B Measure words

Use after numerals

三张纸

Use after 这 and 那

这本书 那个人

Use after 几 and 哪

几个孩子?

哪本字典?

Measure word 些

这些人

Use of 一点儿

我要一点儿水。

### C Possession

Using 的

我的桌子在哪儿?

Without 的

我妈妈 我朋友

### D Modification of nouns

Simple adjectives or attributives

With 的

年轻的姑娘 很新的衣服

Without 的

中国地图 一条红裙子

### E Noun phrases with 的

Linking modifier to the noun

昨天买的衣服贵吗?

她教的学生多吗?

Nominalising

他是卖报的。

### Prepositions

她从南京来。

他在日本学习。

我跟他讲“你好”。

她到饭馆去。

她给我写信。

她用德文说“再见”。

## Adverbs

### A Sentences with an adverbial phrase before a verb

Point of time

他昨天去上海。

Place

她在西安学习英语。

Manner

他们坐船去。

Frequency

我常常去友谊商店。

Other adverbs

她也来。

Movement

他从南京到上海去。

Prepositional phrases

他给他弟弟写信。

Conjunctive use of adverbs

他又饿又累。

她也来,她弟弟也来。

**B Sentences with an adverbial phrase after a verb**

Complement of time after a verb

Complement of time with the verbal aspect marker 了

Complement of time with the verbal aspect marker 了 and the sentence particle 了

Repetition of the verb

Verb followed by postverb

Verb followed by 得 and a complement of degree

他住三天。

他住了三天。

他住了三天了。

她学法语学了两年。

她住在广州。

小孩子走得很慢。

**Comparisons**

Use of 比

Use of 跟……一样

Use of 像……一样

Use of 比……更

Use of 比……一点儿

Use of 最

Complement of quantity

Use of 没有 in comparisons

他比我老。

这个跟那个一样。

她像你一样。

这本书比那本更贵。

这个比那个大一点儿。

这本书最贵。

他比我大三岁。

A没有B好。

**Numbers, dates and times****A Numbers**

Cardinal numbers up to 10 000

Ordinal numbers

Use of 二 and 两

Approximate numbers

第一

一, 二, 三

两本书

三、四本书

**B Dates and times**

Year

Day and month

Days of the week

Time of day, including 24-hour clock

一九九七年

四月三号 / 四月三日

星期五

三点半 二十二点五十

**C Time expressions**

……的时候

Use of 以前

Use of 以后

她五岁的时候离开了日本。

十年以前他住在广州。

四年以后我去了美国。

**Sentences****A Declarative sentences**

Using 是

Using 有

Using stative verbs

Verbless sentences

她是中国入。

他有三本书。

我很忙。

今天星期二。

**B Negative statements**

With 不是

她不是美国人。

With 没有

我没有钢笔。

With 不 and stative verb

书不多。

With 不 and verb

他们不来。

With 没 and verb

他没来。

**C Interrogative sentences**

Using 吗

他来吗?

Verb 不 verb

他来不来?

是不是

你是不是英国人?

有没有

你有没有地图?

Stative verb (SV) 不 SV

你忙不忙?

Using question words:

谁, 谁的, 哪, 哪儿, 几, 多少, 为什么, 怎么, 怎么样, 什么, 什么样的, 什么时候, 几点, 多+SV, 不……吗?

Tag questions

好吗? 好不好? 是吗?

Using 吧

你是中国人吧?

还是

你去还是我去?

**D Sentence particle 了**

Indicating the attitude of the speaker to an event in the recent past

他去北京了。

Use with stative verbs to indicate a changed situation

他老了。

人多了。

Negation by 没(有) and without 了

他没(有)去北京。

**E Topic-comment construction**

这本书你看了吗?

**F The 是……的 construction**

Highlighting the circumstances of past events

他是去年去的。

**G Position**

Use of 在 with 这儿 and 那儿

他在这儿。

你在那儿。

Use of 这儿 and 那儿 with places and the names of people

请你来我们这儿。

他在王老师那儿。

Use of 在 with place and location

他们在公园里边。

医院在火车站西边。

---

**PART 2**


---

**Verbs****A Verbal aspect marker 着**

Indicating that an action is an accompaniment to another action

他们坐着说话。

Indicating a state resulting from an action

妹妹穿着一条红裙子。

**B Compound directional complements**

我说的话，你们都写下来了吗？

学生从外边走进来了。

**C Potential complements**

With 得 to signify capability

他听得懂我的话。

With 不 to signify non-capability

他听不懂我的话。

**Adverbs****A Adverbs of manner**

她很快地跑过来。

**Sentences****A The 把 construction**

With negator and/or modal verb before 把

我们把那件礼物送给她。

今天晚上有大风，我们应该把窗户关好。

**B The 被 construction**

Passive sentences with 被 as markers

包子被狗吃掉了。

那些新书都被借走了。

With negator and/or modal verb before 被

墙上的画儿没有被风刮掉。

**C The 让, 使 construction**

妈妈让我吃饭。

他使我明白我错了。

---

## Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

### Adjective and attributive phrases

别的	业余
负面的	一般
另外的	有的
唯一	正面的

### Adverbs and adverbial phrases

本来	就
别	另
不	马上
不常	没
不一定	少
才	太
差不多	特别
常	挺
常常	先
从来	也
大概	也许
当然	一定
都	一共
多	一起
非常	已经
刚	又
刚才	再
更	真
还	正在
还是	只
很	只好
很少	总是
忽然	最
经常	

**Auxiliary verbs**

必须

不用

不准

得 (děi)

敢

会

将要

可能

可以

能

希望

喜欢

想

需要

要

应该

愿意

**Conjunctions and conjunctive patterns**

并 (且)

不但……而且

不过

不是……而是……

除了……以外

从前

但是

而且

跟

还是

和

后来

或者

可是

另外

没想到

然后

如果

虽然……可是/但是

要是

也……也……

一边……一边……

因为……所以……

由于

又……又……

与

越……越……

越来越……

只要……就……

只有……才……

**Measure words****Common measure words**

把

本

顶

段

封

个

家

件

节

口

辆

匹

双

所

条

位

些

张

支

只

种

座

**Measure words (continued)****Container measure words**

包

盘

杯

瓶

袋

碗

盒

**Verbal measure words**

遍

一会儿

次

一下

一点儿

一些

**Nouns**

变化

零花钱

词

录音

词语

旅游

答案

旅游景点

大小

目的

东西

情况

对话

人

儿童

设施

方法

生活

方格

事情

方面

收获

方式

特点

风景

文化

工艺品

问题

工作人员

性格

故事

兴趣

关系

样子

好处

要求

盒子

义工

坏处

义卖

机会

意见

经过

意思

经历

饮食

经验

印象

看法

原因

客人

运气

空白处

知识



**Numbers**

一  
二  
三  
四  
五  
六  
七  
八  
九

十  
百  
千  
万  
第  
半  
两  
零

**Particles**

吧  
得  
的  
地  
过

了  
吗  
呢  
着

**Prepositions and coverbs**

按照  
把  
从  
到  
对  
给  
跟

关于  
离  
往  
为  
向  
用  
在

**Pronouns**

别人  
大家  
那  
那儿  
那里  
那些  
你  
你们  
您  
他  
他们

它  
她  
她们  
我  
我们  
这  
这儿  
这里  
这些  
自己

**Question words**

多长时间	什么
多久	什么时候
多少	什么样
几	谁
哪	谁的
哪儿	为什么
哪里	怎么
哪些	怎(么)样

**Verbs****Common verbs**

爱	戴
安排	当
搬	到
办(理)	得(dé)
帮助	得到
包括	等
比	订
比较	丢
比赛	懂
毕业	发
变	发生
采访	发现
参观	放
参加	复习
查	感觉
唱	告诉
炒	挂
吃	关
迟到	关上
出	广播
出发	逛
出来	害怕
出去	好像
穿	喝
打	花
打开	画
打算	欢迎
呆	还(huán)
带	

**Verbs (continued)****Common verbs (continued)**

换	卖
回答	没有
回来	明白
挤	拿
计划	爬
记	怕
记住	判断
继续	跑
寄	碰见
加	破坏
检查	骑
讲	去
交换	让
交流	认识
教	认为
叫	申请
接	试
结束	是
解决	收
介绍	输
借	说
进	说明
禁止	死
救	送
举	躺
举行	踢
决定	提高
觉得	跳
开始	听
看	停
看见	通知
哭	同意
拉	偷
来	推
离开	完
练习	完成
了解	玩
路过	忘
旅行	问
买	习惯

**Verbs (continued)****Common verbs (continued)**

笑

写

休息

修

选择

学

学习

养

邀请

摇

以为

赢

用

游览

有

阅读

在

**Stative verbs**

矮

安静

安全

饱

笨

差

长

吵

成功

迟

聪明

错

大

担心

低

短

对

多

饿

方便

干净

站

长

长大

找

照顾

挣

知道

住

祝

转

转告

准备

走

租

作

坐

做

高

高兴

够

古老

贵

好

好吃

好看

好奇

合适

厚

坏

简单

健康

紧张

近

久

旧

可爱

可惜

渴

**Verbs (continued)****Stative verbs (continued)**

客气

空

苦

酷

快

快乐

辣

老

累

冷

凉快

乱

麻烦

满意

慢

忙

没意思

美

免费

难

难过

难看

年轻

努力

暖和

胖

便宜

漂亮

奇怪

强

全

热

热闹

认真

容易

伤心

少

深

失望

瘦

舒服

熟

帅

顺利

酸

讨厌

特别

甜

同

晚

危险

像

小

小心

新

严重

一样

用功

友好

有礼貌

有名

有趣

有意思

有用

愉快

圆

远

脏

早

着急

整齐

正确

直

重

重要

专心

**Verb-object compounds**

帮忙

唱歌

吃饭

吃药

出院

存钱

打工

打招呼

打针

点菜

钓鱼

读书

度假

发电子邮件

放假

放学

付钱

感冒

感兴趣

刮风

关（电灯，电视，门）

画画儿

回电话

回国

回家

回信

寄信

见面

讲话

教书

结婚

开（电灯，电视，门）

开刀

开会

看报

看病

看电视

看电影

看书

看戏

来信

理发

流血

买单

迷路

拍照

起床

上班

上课

上网

上学

生病

生气

受伤

睡觉

说话

谈话

填表

填空

吸烟

洗脸

洗澡

下班

下课

写信

写字

有空

照相

挣钱

住院

走路

做饭

**Surnames**

黄

李

林

刘

马

王

吴

张

赵

**A Everyday activities****Time expressions**

……的时候

寒假

将来

快要……了

目前

时间

现代

现在

以后

以前

有时候

有一天

最后

最近

**Time expressions – Telling the time**

……点半

……点三刻

……点一刻

……点钟

半

点

分

分钟

刻

小时

**Time expressions – Times of day**

后天

今天

每天

明天

前天

上午

下午

夜里

早上

中午

昨天

**Time expressions – Days of the week**

日

上个星期

天

下个星期

星期

星期天/星期日

星期一, 星期二, etc.

这个星期

周末

**Time expressions – Months/year**

后年

今年

每年

明年

年

前年

去年

上个月

下个月

一月, 二月, etc.

月

这个月

**Time expressions – Seasons**

春天

冬天

季节

秋天

夏天

**A Everyday activities (continued)****Food and drink – Meals**

零食

晚饭

全素

午饭

食物

野餐

素食

早饭

**Food and drink – Fruit and vegetables**

白菜

蔬菜

橙子

水果

豆角

土豆

梨

西瓜

苹果

西红柿

葡萄

西兰花

青菜

香蕉

**Food and drink – Meat, fish and seafood**

海鲜

肉

汉堡包

虾

鸡

羊肉

烤鸭

鱼

牛肉

猪肉

热狗

**Food and drink – Other foods**

包子

面包

冰淇淋

面条

饼

三明治

春卷

沙拉

醋

汤

豆腐

糖

方便面

盐

鸡蛋

油条

酱油

月饼

饺子

粥

馒头

粽子

米饭

**Food and drink – Snacks**

饼干

薯条

蛋糕

酸奶

点心

糖果



**A Everyday activities (continued)****Food and drink – Types of food**

菜

广东菜

名菜

四川菜

西餐

中餐

**Food and drink – Drinks**

白酒

茶

橙汁

果汁

酒

咖啡

可乐

牛奶

啤酒

葡萄酒

汽水

水

饮料

**Food and drink – Cutlery and utensils**

杯子

叉

刀

筷子

盘子

勺

碗

**Food and drink – Expressions (likes/dislikes, taste)**

爱吃

不爱吃

不好吃

好吃

苦

辣

酸

甜

咸

**The human body and health – Parts of the body**

鼻子

肚子

耳朵

脚

脸

皮肤

嗓子

身体

手

手指

头

头发

腿

胃

心

牙齿

眼睛

嘴

**A Everyday activities (continued)****The human body and health – Health and illness**

病

吃药

出院

打电话

打针

发烧

感冒

护士

救护车

开刀

看病

咳嗽

流血

你哪儿不舒服?

生病

**Travel and transport**

(飞)机场

班

背包

迟到

出发

出租车

船

单程票

地铁

堵车

飞机

高铁

高速公路

公共汽车

海关

火车

火车站

假期

交通

酒店

开

开车

开往

来回票

受伤

舒服

疼

西药

西医

牙医

严重

药

药店

医生

医院

中药

中医

住院

路 (1路, 30路, etc.)

旅馆

旅客

旅行社

末班车

目的地

票

骑

起飞

汽车站

桥

签证

时刻表

事故

铁路

停车

箱子

行李

游客

准时

自行车

走

走路

坐

**A Everyday activities (continued)****Travel and transport – Finding the way**

地图

米

方向

请问

附近

入口

公里

十字路口

红绿灯

往(北、回、前)走

近

一直

路过

远

路口

向(右、左)转

马路

**Finding the way – Expressions**

到……怎么走?

在……边

……离这儿远吗?

……在哪儿?

**B Personal and social life****Self, family and friends – Greetings and conversational phrases**

不好意思

请

不客气

请进

不谢

请问

对不起

请坐

好久不见

喂

例如

问好

麻烦你了

我来介绍一下……

没办法

谢谢

没关系

再见

名片

怎么办?

你好

这位是……

你好吗?

**Self, family and friends – Invitations**

参加

请你来……

对不起

请原谅

欢迎光临

邀请

派对

有事儿

请客

**Self, family and friends – Family and relationships**

爸爸

父母

大人

父亲

弟弟

哥哥

儿子

孩子

**B Personal and social life (continued)****Self, family and friends – Family and relationships (continued)**

家	女的
家庭	女儿
姐姐	朋友
姐妹	妻子
老人	亲爱的
姥姥	青年
姥爷	孙女
妈妈	孙子
妹妹	太太
母亲	先生
奶奶	兄弟
男的	爷爷
年轻人	丈夫

**Self, family and friends – Describing physical appearance**

(戴) 眼镜	胖
矮	瘦
长	头发
短	颜色
高	眼睛
卷	直
年龄	

**Self, family and friends – Describing character and mood**

安静	开心
笨	懒
聪明	年轻
好奇	努力
紧张	严格
开朗	友好

**Self, family and friends – Personal details**

出生	日期
地点	生日
电话号码	岁
电子邮件	太太
国籍	先生
号	小姐
民族	姓
名字	姓名
年纪	性别
年龄	住址

**B Personal and social life (continued)****Home life – Housing and locations**

城市

楼

地方

楼梯

地区

路

地址

农村

房子

人口

高楼

设施

家乡

省

建筑

市区

郊区

市中心

街

首都

邻居

周围

**Home life – Rooms and furniture**

层

门口

车库

暖气

厨房

沙发

窗户

书房

床

书架

电梯

书桌

饭厅

台灯

房间

玩具

花园

钥匙

家具

衣柜

镜子

椅子

客厅

桌子

门

**Home life – Bathroom**

厕所

牙膏

毛巾

牙刷

卫生间

浴室

**Home life – Household appliances**

冰箱

空调

电话

洗衣机

电视机

**Home life – Household tasks**

打扫房间

做家务

洗衣服

**B Personal and social life (continued)****Home life – Daily routine**

吃晚饭

起床

吃午饭

睡觉

吃早饭

洗脸

穿衣服

洗澡

**Colours**

白

蓝

橙色

绿

黑

浅

红

深

黄

颜色

灰

银（色）

金（色）

紫

咖啡色

棕

**Clothes and accessories**

背包

上衣

衬衫

时尚

衬衣

手表

穿

手套

大衣

袜子

戴

围巾

短裤

西装

服装店

校服

裤子

鞋

连衣裙

眼镜

领带

衣服

毛衣

泳衣

帽子

雨伞

牛仔裤

雨衣

钱包

运动鞋

裙子

**Leisure time – Things to do and hobbies**

爱好

放风筝

表演

钢琴

参观

古典音乐

大提琴

逛街

电视

划船

电影

画画儿

钓鱼

吉他

动画片

纪录片

**B Personal and social life (continued)****Leisure time – Things to do and hobbies (continued)**

节目	书法
看报	弹 (钢琴)
看电视	跳舞
看电影	听音乐
拉 (大提琴, 小提琴, etc.)	玩
聊天	晚会
流行歌曲	下棋
买东西	象棋
漫画	小说
名人	小提琴
明星	艺术
派对	音乐会
散步	

**Leisure time – Sport**

保龄球	跑步
比赛	乒乓球
队	太极拳
橄榄球	体操
滑板	网球
滑冰	武术
滑旱冰	游泳
滑雪	羽毛球
篮球	运动
爬山	运动会
排球	足球

**C The world around us****People and places – Continents and countries**

澳大利亚	国外
大洋洲	加拿大
德国	马来西亚
俄国	美国
法国	美洲
非洲	欧洲
国际	日本
国家	世界

**C The world around us (continued)****People and places – Continents and countries (continued)**

西班牙

印尼

新加坡

英国

亚洲

中国

印度

**People and places – Compass points and locations**

北

旁边

北边

前边

北方

上面

地下

外面

东

西

东北

西北

东边

西边

东方

西方

东南

西南

对面

下面

附近

以上

后边

以外

里面

以下

楼上

右边

楼下

中间

南

中心

南边

左边

南方

**The natural world and the environment**

草

森林

岛

沙滩

地球

山

风景

山区

海

树

海边

树林

河

塑料

湖

塑料袋

花

太阳

环境

污染

回收

星星

空气

野生动物

垃圾

植物



**C The world around us (continued)****The natural world and the environment – The climate and the weather**

冰	晴天
度	天气
多云	天气预报
风	下雪
刮风	下雨
冷	阳光
凉快	阴天
暖和	有雾
气候	云
气温	

**The natural world and the environment – Animals**

虫	猫
宠物	鸟
大象	牛
动物	蛇
狗	兔子
猴子	乌龟
金鱼	熊猫
老虎	鸭子
老鼠	羊
龙	鱼
马	猪

**Communications and technology – The digital world**

笔记本电脑	视频
博客	手机
电脑	网络
电脑游戏	网民
电子邮件	网友
电子游戏	网站
短信	网址
广播	无线
留言	下载
平板电脑	新闻
软件	应用
上传	照片
上网	照相机
社交网站	转告

**C The world around us (continued)****Communications and technology – Documents and texts**

报纸

生日卡

笔记

书

笔记本

文件

表格

文章

广告

小说

护照

信

漫画

杂志

明信片

帐单

票

**The built environment – Buildings and services**

(飞) 机场

美术馆

博物馆

庙

餐厅

农场

茶馆

汽车站

超市

桥

电影院

商场

动物园

商店

饭店

设施

饭馆

市场

服装店

书店

工厂

体育场

公园

停车场

广场

图书馆

火车站

网吧

健身房

小吃店

教堂

药店

警察局

银行

酒吧

邮局

剧院

游乐场

咖啡馆

诊所

卡拉OK厅

**Buildings and services – Post office**

办

填表 (格)

包裹

填写

表 (格)

信

航空

信封

寄信

信箱

明信片

邮票

申请

**C The world around us (continued)****Buildings and services – Bank**

存钱

取钱

换钱

填表 (格)

钱

银行

**Buildings and services – Lost and found**

丢

偷

取

小偷

**The built environment – Shopping**

打折

便宜

多少钱?

钱

服务台

取钱

服务员

人民币

付钱

日常用品

顾客

售货员

贵

退货

花钱

现金

纪念品

小费

价钱

信用卡

减价

营业时间

礼物

找钱

零钱

**Measurements – Units of length and mass**

公斤

斤

公里

米

**Measurements – Units of money**

角

毛

块

元

**D The world of work****Education – Learning institutions**

大学

学院

小学

幼儿园

学校

中学

**Education – Places in school**

办公室

图书馆

礼堂

小卖部

球场

校园

实验室

学校餐厅

宿舍

游泳池

体育场

运动场

体育馆

**D The world of work (continued)****Education – People in school**

笔友

交换学生

老师

留学生

同学

校长

学生

**Education – In the classroom, learning tools**

白板

班

本子

笔

尺子

词典

黑板

教室

练习本

毛笔

年级

铅笔

铅笔盒

设备

实验

书

书包

文具

橡皮

纸

**Education – Describing school days**

毕业

放假

放学

复习

寒假

家长会

假期

教学

教育

节

俱乐部

考生

考试

课

课本

课程

课程表

课外活动

上课

上学

暑假

下课

夏令营

学费

学期

作业

**Education – Subjects and learning**

笔画

笔顺

词

词语

德文

德语

地理

发音

法文

法语

汉语

汉字

化学

技术

句子

科目

科学

口音

**D The world of work (continued)****Education – Subjects and learning (continued)**

口语

历史

美术

拼音

普通话

日文

日语

生词

生物

声调

数学

体育

听力

听写

外文

外语

文学

物理

写作

音乐

英文

英语

语法

语言

中文

字

**Subjects and learning – Expressions**

不错

差

成绩

对……感兴趣

还可以

好玩儿

进步

困难

没意思

难

容易

水平

提高

有趣

有意思

**Work – Jobs and careers**

导游

服务员

工程师

工人

护士

画家

记者

教授

经理

警察

科学家

空乘

空姐

会计师

老师

律师

秘书

农民

商人

兽医

售货员

售票员

司机

新闻记者

牙医

演员

医生

邮递员

运动员

作家

**D The world of work (continued)****Work – The workplace**

办公室

公司

单位

退休

工资

员工

工作

职业

**E The international world****Countries, nationalities and languages**

自己的国籍+居住的国家

自己的母语+学过的外语

**Culture – Customs, faiths and celebrations**

除夕

龙舟

春节

庆祝

灯笼

生日

端午节

生日快乐

放烟花

圣诞节

过……

送礼物

红包

新年

婚礼

新年快乐

节日

中秋节

**Culture – Famous sites and cities**

北海公园

拉萨

北京

名胜古迹

兵马俑

南京

长城

上海

长江

上海中心大厦

重庆

天安门

东方明珠塔

天津

古迹

天坛

故宫

武汉

广州

西安

桂林

西湖

杭州

香港

胡同

颐和园

黄河

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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/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a Chinese curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

#### Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### 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 Second Language Chinese (0523)
- 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 exams 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.

## Audio material

The *Cambridge Handbook* tells you when and how to access the audio material for each examination series. [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## 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 an 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/eoguide](http://www.cambridgeinternational.org/eoguide)

## Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

Marks achieved in Paper 3 Speaking cannot be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Language

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



## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

### Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

#### Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
  - candidates are not allowed to use voice-activated software to dictate their written work
  - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
  - candidates are not allowed to use human readers.

Please note that we are unable to provide Braille papers for this syllabus.

## 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 (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 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.

- 2 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.

The outcomes 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 Mandarin Chinese will be published after the first assessment of the syllabus in 2022.

## Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 1, published September 2022.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Any textbooks endorsed to support the syllabus for examination from 2022 are suitable for use with this syllabus.



**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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