



**Cambridge Assessment
International Education**

Syllabus

Cambridge IGCSE™

Chinese as a Second Language 0523

Use this syllabus for exams in 2023, 2024 and 2025.

Exams are available in the June series.



Why choose Cambridge International?

Cambridge International 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 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.

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

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2023, 2024 and 2025, go to page 23.

The latest syllabus is version 4, published November 2023. There are no significant changes which affect teaching.

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

1 Why choose this syllabus?

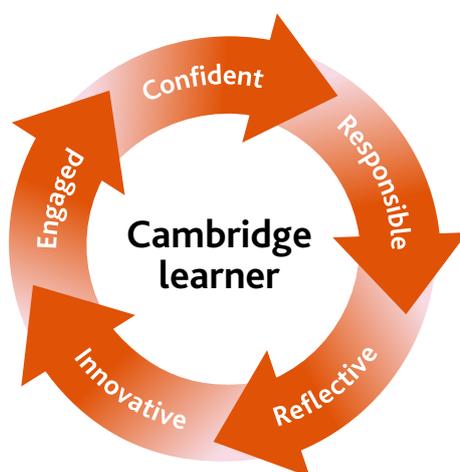
Key benefits

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 4800 schools in over 150 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.

Our approach in Cambridge IGCSE Chinese as a Second Language 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

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 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 the reformed 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

'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.'

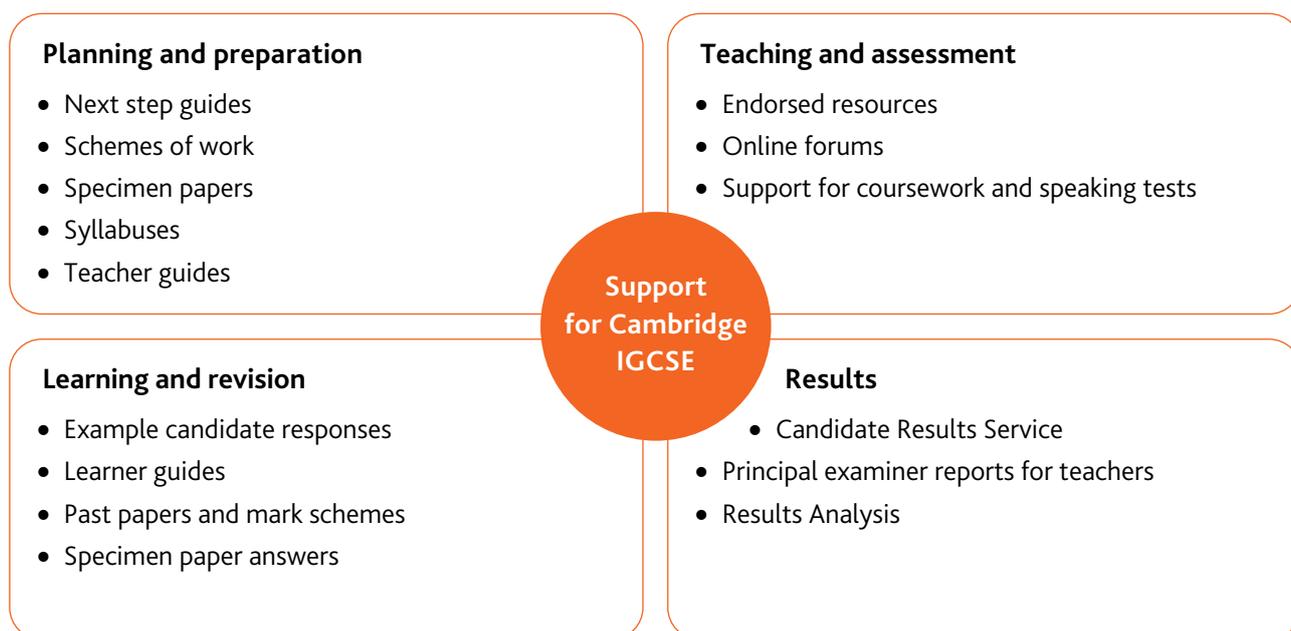
Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance and 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



Sign up for email notifications about changes to syllabuses, including new and revised products and services at 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

- Cambridge Professional Development Qualifications

Find out more at 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

2 Syllabus overview

Aims

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.

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.



Assessment overview

All candidates take three components. Candidates will be eligible for grades A* to G.

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:		and:	
Paper 1	2 hours	Paper 2	Approx. 35–45 minutes
Reading and Writing	60%	Listening	20%
60 marks		30 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.		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.	
Externally assessed		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	

Information on availability is in the **Before you start** section.

Check the timetable at www.cambridgeinternational.org/timetables for the test date window for Component 3.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Component 3.

We will not allow some access arrangements for this qualification because they affect the assessment objectives. Please contact info@cambridgeinternational.org if your candidate(s) requires access arrangements.

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
Total	100

Assessment objectives as a percentage of each component

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

3 Subject content

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.

The skills covered in the syllabus are outlined below.

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

4 Details of the assessment

Paper 1 Reading and Writing

All questions and responses will be in Mandarin 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.

The audio material will be provided in Mandarin Chinese only

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) provided as an audio material file 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 audio material is controlled by the invigilator of the examination, not the candidate(s).

Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio materials will be available and how to access the materials
www.cambridgeinternational.org/eoguide

Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* for details about room, equipment, checking the audio material 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 16–19). 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.

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 at www.cambridgeinternational.org/eoguide. The forms for completion, information, dates and methods of submission of the speaking test marks, and sample size requirements are available from www.cambridgeinternational.org/samples. Further guidance is supplied in the *Guidance for the administration of the Speaking test* document, which is also available from our website.

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 can find further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

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 set out in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples explains how the sample will be selected.

The samples database at www.cambridgeinternational.org/samples also provides details of how to submit the marks and work.

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

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

Teachers/examiners use speaking assessment criteria – Part 1 Presentation.

Part 2

A four- to five-minute discussion with the examiner about the presentation, using spontaneous questions about the presentation. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

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

20 marks

Teacher/examiners use speaking assessment criteria – Part 2 Topic conversation.

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 15). The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

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

20 marks

Teacher/examiners use speaking assessment criteria – Part 3 General conversation.

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

Speaking assessment criteria grid

Guidance for examiners

You must award marks positively. In order to ensure that you reward what a candidate can do rather than penalise mistakes or omissions examiners should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best-fit' approach for each of the assessment criteria. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, check the descriptors in the level above to confirm whether or not there is just enough evidence to award a mark in the higher level.

To select the most appropriate mark within each set of descriptors, you should use the following guidance:

- If most of the descriptors fit the work, then award the top mark in the level.
- If there is just enough evidence (and you had perhaps been considering the level below), then the lowest mark in the level will be awarded.

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.

	Content and Presentation Knowledge of facts, ability to express opinion and raise issues for discussion	Vocabulary Pronunciation and Intonation	Structures
	9–10 marks	5 marks	5 marks
Level 5	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
	7–8 marks	4 marks	4 marks
Level 4	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
	5–6 marks	3 marks	3 marks
Level 3	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
	3–4 marks	2 marks	2 marks
Level 2	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

	Content and Presentation Knowledge of facts, ability to express opinion and raise issues for discussion	Vocabulary Pronunciation and Intonation	Structures
	1–2 marks	1 mark	1 mark
Level 1	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
	0 marks	0 marks	0 marks
	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.

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

	Comprehension and Responsiveness	Vocabulary Pronunciation and Intonation	Structures
	3–4 marks	2 marks	2 marks
Level 2	Generally has difficulty understanding Responses to questions raised on the majority of topics are limited and brief Needs prompting and encouragement to go beyond single-word responses	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
	1–2 marks	1 mark	1 mark
Level 1	Severe problems of comprehension Very marked hesitation Limited responsiveness Responses are so brief and imprecise that little is communicated	Uses enough words to convey only very short pieces of information Conversation is limited and confused Pronunciation and intonation cause frequent communication difficulties	Uses only very simple structures Errors often impede communication
	0 marks	0 marks	0 marks
	No rewardable content	No rewardable content	No rewardable content

5 What else you need to know

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

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

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

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. 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)
- 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

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 materials

You should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio materials will be available and how to access the materials

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 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/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/entries

Candidates cannot resubmit, in whole or in part, coursework or speaking tests from a previous series. To confirm if an option is available to carry forward marks for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/eoguide

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 our effort to comply with the UK Equality Act (2010) we have taken all reasonable steps to avoid any direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access 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.

We will not allow some access arrangements for this qualification because they affect the assessment objectives. Please contact info@cambridgeinternational.org if your candidate(s) requires access arrangements.

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/eoguide

Language

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

- 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 syllabus in 2020. Find more information at www.cambridgeinternational.org/0523

Changes to this syllabus for 2023, 2024 and 2025

The syllabus has been updated. This is version 4, published November 2023.

There are no significant changes which affect teaching.

You must read the whole syllabus before planning your teaching programme.

Changes to version 3 of the syllabus, published November 2022

Other changes

- Information in the Assessment overview section has been changed for Paper 2 Listening to correct the component duration.

Changes to version 2 of the syllabus, published March 2022

Other changes

- Information about the Structure of the Speaking Test has been changed so that references to the speaking assessment criteria are correct for each part of the test. Please see page 14 for details.

Changes to version 1 of the syllabus, published September 2020

Other changes

- We have changed references to a CD provided by Cambridge International with the audio material for Paper 2 Listening to only make reference to the audio material. This is to ensure that when new technology for delivering the audio material is available the syllabus remains correct.
- Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio materials will be available and how to access the 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