

General Certificate of Education (International)
Advanced Level and Advanced Subsidiary Level

Syllabus

CHINESE LITERATURE 8669
CHINESE LANGUAGE 8681
CHINESE 9715

For examination in November 2010

CHINESE

GCE Advanced Subsidiary Level

GCE Advanced Level

for examination in 2010

SYLLABUS CODES

	Advanced Level	Advanced Subsidiary Language	Advanced Subsidiary Literature
Chinese	9715	8681	8669

CONTENTS

		<i>Page</i>
1	INTRODUCTION	1
2	AIMS	1
3	ASSESSMENT OBJECTIVES	2
4	TOPIC AREAS	2
5	ASSESSMENT	
	AVAILABILITY OF COMPONENTS	3
	RULES OF COMBINATION	3
	SCHEME OF ASSESSMENT SUMMARY	3
6	DESCRIPTION OF COMPONENTS	
	READING AND WRITING	4
	ESSAY	4
	TEXTS	5
	PROSE	6
7	FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST	7
8	MARK SCHEMES	
	READING AND WRITING	8
	ESSAY	9
	TEXTS	10

Note

These syllabuses are available in the November session only.

Exclusions

Syllabus **8669** must not be offered in the same session with the following syllabus:

9715 Chinese

Syllabus **8681** must not be offered in the same session with the following syllabus:

9715 Chinese

Syllabus **9715** must not be offered in the same session with any of the following syllabuses:

8669 Chinese Literature
8681 Chinese Language

1 INTRODUCTION

This document contains syllabuses for Chinese for which University of Cambridge International Examinations provides Advanced Subsidiary (AS) and Advanced Level awards.

The syllabuses have been designed to provide Centres and candidates with flexibility of assessment within a common curriculum approach.

Centres and candidates may choose to take an assessment at either Advanced Level or Advanced Subsidiary level. Candidates who wish to take an Advanced Level qualification are required to take all units of assessment in the **same** examination session. It is not possible for such candidates to pursue a **staged** assessment of the qualification. Centres may offer an Advanced Subsidiary qualification either as a stand-alone assessment or as a means of testing the skills and competence of their candidates at an appropriate level in a session prior to their Advanced Level entry.

Syllabuses are also available in Afrikaans, Arabic, French, German, Hindi, Japanese, Marathi, Portuguese, Spanish, Tamil, Telugu and Urdu.

Note: Centres and candidates should note that the use of dictionaries is not permitted in any assessment.

2 AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of following a course in a Language at Advanced or Advanced Subsidiary Level.

- To develop the ability to understand the language from a variety of registers.
- To enable the student to communicate confidently and clearly in the target language.
- To form a sound base of skills, language and attitudes required for further study, work and leisure.
- To develop insights into the culture and civilisation of the countries where the language is spoken, including the study of literary texts where appropriate (this does not apply to AS language).
- To encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations.
- To further intellectual and personal development by promoting learning and social skills.

3 ASSESSMENT OBJECTIVES

The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them to:

- understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing;
- manipulate the target language accurately to demonstrate a capacity to choose appropriate examples of lexis and structures;
- select information and present it in the target language, to organise arguments and ideas logically.

4 TOPIC AREAS

All textual material used in the examination will be drawn from the topic areas below, with reference to the country/ies where the language is spoken. Further guidance on the Topic Areas is given in Section 7 of this syllabus.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Religion and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- The developing world
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country/ies where the language is spoken

5 ASSESSMENT

AVAILABILITY OF COMPONENTS

	Component 2 Reading and Writing	Component 3 Essay	Component 4 Texts	Component 5 Prose
Chinese	November only	November only	November only	November only

RULES OF COMBINATION

Components may be combined in the following ways to achieve the following awards:

- Advanced Level** Candidates for **Advanced Level** will take Components 2, 3, 4 and 5.
- Advanced Subsidiary**
- Candidates for **Advanced Subsidiary Language** will take Components 2 and 3.
 - Candidates for **Advanced Subsidiary Literature** will take Component 4.

Where common components are used for two qualifications (for example, A Level and AS) the grading of candidates will be carried out separately.

SCHEME OF ASSESSMENT SUMMARY

	Component 2		Component 3		Component 4		Component 5	
	duration	weighting	duration	weighting	duration	weighting	duration	weighting
Advanced Level	1h 45 mins	c35%	1h 30 mins	c20%	2h 30 mins	c35%	45 mins	c10%
Advanced Subsidiary Language	1h 45 mins	c70%	1h 30 mins	c30%				
Advanced Subsidiary Literature					2h 30 mins	100%		

6 DESCRIPTION OF COMPONENTS

COMPONENT 2: Reading and Writing (1 h 45 mins) (70 marks)

Two passages in the target language will be set which deal with related themes.

Candidates will be expected to answer specific and general comprehension questions; and to respond to a task requiring summary/comparison of issues raised in both passages. The target language will be used for all questions and answers.

Passages will be chosen which were written during the last twenty years, and will reflect the international scene:

- the two passages taken together will not exceed 750 characters.
- on the first passage, the first two tests (5 marks each) will be concerned with vocabulary recognition and grammatical manipulation; there will then be a series of comprehension questions (15 marks for content; 5 for quality of language).
- on the second passage, there will be comprehension questions (15 marks for content; 5 for quality of language).
- the last question will require candidates to write about 200 characters drawing information from both passages and adding their own opinions (10 marks for items drawn from the texts; 5 for personal response to the material; 5 for quality of language).

COMPONENT 3: Essay (1 h 30 mins) (40 marks)

Five topics, selected from the topic headings listed in Section 4, will be published annually in the syllabus. A question will be set on each of the five topics from which the candidate will choose one and write an essay in the target language of 300-450 characters. Of the 40 marks available, 24 will be for the quality of the language and 16 for the content.

Set Topics for 2010:

- 1 Human relationships
- 2 Urban and rural life
- 3 Health and fitness
- 4 Equality of opportunity
- 5 Environment

Topics 1 to 5 will change every year.

COMPONENT 4: Texts (2 h 30 mins) (75 marks)

Candidates will answer three questions in the target language on three different texts, from a choice of 6 listed below (3 x 25 marks). Candidates will be expected to write 600-800 characters for each of their answers. Candidates who write more than 800 characters cannot be placed higher than the 16-17 category in the mark scheme for that answer.

Unannotated texts may be taken into the examination room. These texts must not have been written in or marked in any way. Where any Editors' Notes appear at the beginning or end of a set text, these must be separated off with an elastic band.

The paper will be divided into two sections: candidates must choose at least one text from each section. Candidates will be given a choice of two questions on each text.

Section 1: For each text in Section 1 there will be an extended passage from the text, inviting candidates to comment on a particular aspect or to indicate how the passage reflects the book as a whole. This will not be a context passage (the location of the passage will have been identified) but a stimulus which will allow candidates to bring a focus to their answer. Following the passage, there will be either a single question or a number of short questions. The alternative question will be an essay question, similar to those specified for Section 2.

Section 2: For each text in Section 2 there will be a choice of two questions.

Questions will focus on issues central to the text under discussion and candidates will be expected to display detailed knowledge of the text and to show some awareness of how the author conveys the message of the work.

Chinese Set Texts for 2010**Section 1**

- 1 "Chaguan" by Lao She
《茶馆》老舍
- 2 Selected Poems by Xu Zhimo (徐志摩)
《诗选》徐志摩

The poems are taken from 徐志摩诗全集 published by 学林出版社, 1997. ISBN 7806163077.

雪花的快乐，这是一个懦怯的世界，婴儿，再别康桥，为谁，我有一个恋爱，春的投生，望月，车上，偶然，去吧，为要寻一个明星，“我不知道风是在哪一个方向吹”，叫化活该。

- 3 "Benci lieche zhongdian" by Wang Anyi
《本次列车终点》王安忆

Section 2

- 4 "Wo mei you ziji de mingzi" by Yu Hua
《我没有自己的名字》余华
- 5 "Chun can" by Mao Dun
《春蚕》茅盾
- 6 "Kong Yiji" by Lu Xun
《孔乙己》鲁迅

COMPONENT 5: Prose (45 mins) (40 marks)

Candidates will translate a short passage from English into Chinese.

7 FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

Teachers are free to explore the topic areas in **any way they choose**. They may find the following examples (which are not prescriptive) a useful guide to planning courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where the language is spoken.

Human relationships; family; generation gap; young people

- *family activities; new patterns of family relationships; the status of the elderly and responsibility for their care*
- *generation gap: conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment*
- *young people: young people and their peer group; young people as a target group for advertisers and politicians*

Patterns of daily life; urban and rural life; the media; food and drink; law and order; religion and belief; health and fitness

- *daily routine; school; the individual's way of life; living conditions*
- *advantages and disadvantages of urban and rural life; transport and communications; shopping; housing*
- *the role and influence of the media; the power of advertising*
- *healthy eating; fast-food; national traditions of eating and drinking*
- *violence and crime; drug-related crime; the role of the police; law-enforcement*
- *the place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities*
- *healthy living; exercise; dieting; drugs; health care provision; stress; AIDS*

Work and leisure; equality of opportunity; employment and unemployment; sport; free time activities; travel and tourism; education; cultural life/heritage

- *women in society and in the workforce; equality of opportunity for minority groups*
- *preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed; areas of high unemployment; demise of traditional industries; possible solutions; immigrant workers*
- *individual and team sports; amateur and professional sport*
- *value of leisure; balance between leisure and work; planning leisure time*
- *tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel*
- *education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations*
- *the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation*

War and peace; the developing world

- *conflicts in the world: ethnic, religious, ideological*
- *problems of developing countries; future trends*

Medical advances; scientific and technological innovation

- *advances in the treatment of disease; ethical issues of medical and other technologies*
- *cloning; genetic modifications; modern communications systems*

Environment, pollution, conservation

- *the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness*
- *global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications*
- *saving endangered species and landscapes*

Contemporary aspects of the country/ies where the language is spoken

- *e.g. political, regional, social issues*

8 MARK SCHEMES

COMPONENT 2: Reading and Writing

Quality of Language: Accuracy (for Questions 3, 4 and 5)

5	Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	Good Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	Sound Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2	Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0-1	Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

For Questions 3 and 4 the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the quality of language mark. An answer scoring 0 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0: reduce final assessment by –1
 Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2
 Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3
 Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

Response to the Text (for Question 5)

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to Examiners.

5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
4 Good Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
3 Sound A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

COMPONENT 3: Essay

Language (out of 24)	Content (out of 16)
21-24 Very good Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	14-16 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.
16-20 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	11-13 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
10-15 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	7-10 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
5-9 Poor Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	3-6 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
1-4 Very poor Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	1-2 Very poor Vague and general, ideas presented at random.

COMPONENT 4: Texts

Candidates will write their answers in the target language. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communication.

Passage based questions: Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: Examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

Essay questions: a prime consideration is that candidates show detailed knowledge and understanding of the text.

Extracts from Examiners' Notes

This paper is intended to test candidates' knowledge of a text and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (though at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have read. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer.

Candidates do not tend to show **all** the qualities or faults described in any one mark-band. Examiners attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above. At the lower levels, the answer may mention a few 'facts' but these may be so poorly understood, badly organised and irrelevant that it falls into category 10-11; or there may be just enough sense of understanding and focus for the Examiner to consider the 12-13 band. Again, at a higher level, an answer may be clear, solid and conscientious (perhaps 18-19), without showing quite the control and attention to perceptively chosen detail which would justify 20 or more.

Examiners take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

Candidates are expected to write 600-800 characters for each of their answers. Candidates who write more than 800 characters cannot be placed higher than the 16-17 category in the mark scheme.

Marks	Description
22+	Exceptional work. Excellent ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions, understanding of some literary techniques. Really articulate and intelligent answers should be considered in this band even if there are still flaws and omissions.
20-21	Very good. Close attention to detail of passages, controlled structure, perceptive use of illustration, good insight when discussing characters. Ability to look beyond the immediate material and to show some understanding of author's intentions and of underlying themes.
18-19	Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on passages. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.
16-17	Painstaking. Sound knowledge of texts; mainly relevant. Some attempt to analyse and compare, some sense of understanding. Possibly not in full control of material; solid but indiscriminate. Many very conscientious candidates fall into this category: they tend to write far too much as they are reluctant to leave out anything they have learnt. Focused, coherent essays which lack really solid detail but convey a good understanding of the text should also be considered for this band.
14-15	Fair relevance and knowledge. Better organised than work in the 12-13 band: the candidate probably understands the demands of the question without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some narrative and 'learnt' material but better control and focus than the 12-13 band. Many candidates probably fall into this category.
12-13	Sound, if simple and superficial, knowledge of plot and characters. Makes assertions without being able to illustrate or develop points. Probably still too dependent on narrative and memorised oddments but there may be a visible attempt to relate these to the question. Can extract one or two relevant points from a set passage.
10-11	Some very basic material but not much sense of understanding or ability to answer question. The candidate rarely reads the set passage but uses it as a springboard for storytelling and memorised bits and pieces about characters. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for a mark in the 12-13 band.
6-9	Marginally more knowledge than in the 0-5 band. The candidate may have read the text but is probably unable to see beyond the barest bones of the plot or half-remembered notes. Insubstantial; very little relevance. The candidate may have problems with the language and will be unable to express ideas comprehensibly.
0-5	No discernible material. Often very inadequate language. Marks in this section are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge, 4 or 5 where there is also a hint of relevance to the question. It is possible for a candidate to write a whole page demonstrating no knowledge at all (have they read the book?), or only misunderstood background facts or very vague general remarks unrelated to either text or question.