

International General Certificate
of Secondary Education

Syllabus

FIRST LANGUAGE CHINESE 0509

For examination in June 2009

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First Language Chinese

Syllabus code: 0509

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Notes

This syllabus is available in the June examination only.

Exclusions

This syllabus must not be offered in the same session with the following syllabus:

0547 Mandarin Chinese

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

First Language Chinese falls into Group I, Languages, of the International Certificate of Education (ICE) subjects.

AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the IGCSE examination. They are not listed in order of priority.

The aims are to:

- 1 enable students to communicate accurately, appropriately and effectively in writing;
- 2 enable students to understand and respond appropriately to what they read;
- 3 encourage students to enjoy and appreciate the variety of language;
- 4 complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
- 5 promote the students' personal development and an understanding of themselves and others.

ASSESSMENT OBJECTIVES

The three assessment objectives in First Language Chinese are:

- A Reading and Directed Writing
- B Continuous Writing
- C Usage.

These assessment objectives are not necessarily related to the way in which the subject is taught.

A description of each assessment objective follows.

A READING AND DIRECTED WRITING

Students should be able to:

- 1 understand and convey information;
- 2 understand, order and present facts, ideas and opinions;
- 3 evaluate information and select what is relevant to specific purposes;
- 4 articulate experience and express what is felt and what is imagined;
- 5 recognise implicit meaning and attitudes;
- 6 communicate effectively and appropriately.

B CONTINUOUS WRITING

Students should be able to:

- 7 articulate experience and express what is felt and what is imagined;
- 8 order and present facts, ideas and opinions;
- 9 communicate effectively and appropriately.

C USAGE

Students should be able to:

- 10 exercise control of appropriate grammatical structures;
- 11 demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation;
- 12 understand and employ a range of apt vocabulary;
- 13 show a sense of audience and an awareness of register and style in both formal and informal situations.

SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment.

Assessment Objective	Paper 2	Paper 3
A Reading and Directed Writing	✓	✓
B Continuous Writing	✓	✓
C Usage	✓	✓

ASSESSMENT

SCHEME OF ASSESSMENT

All candidates take papers 2 and 3 and are eligible for the award of grades A* to G.

The papers in the assessment are as follows:

Paper 2 (2¼ hours) Reading and Directed Writing

Paper 3 (1¼ hours) Continuous Writing

WEIGHTING OF PAPERS

<i>Paper</i>	<i>Weighting</i>
2	60%
3	40%

DESCRIPTION OF PAPERS

The question papers will be set entirely in the target language.

Texts and questions will be printed in both traditional and simplified characters on the question paper. Candidates will be able to choose the form they prefer in the examination and may write their answers in either traditional or simplified characters.

Dictionaries are not permitted.

Paper 2

Part 1 There will be two passages. One question will be set. It will test candidates' ability to select, compare and summarise specific information from both passages.

Part 2 This part will test candidates' ability to use and develop given information in another form, such as a letter or report.

Part 3 This part will be a test of usage. Tasks will test candidates' control of grammatical structures and awareness of register and style.

Paper 3

This paper will test candidates' skill in continuous writing. A selection of nine titles will be provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates will be required to choose one assignment and will be advised to write 400–600 characters.

CURRICULUM CONTENT

All students follow the same curriculum.

ASSESSMENT OBJECTIVE

	<i>All students should be able to:</i>	<i>Students who are aiming for Grades A* to C, in addition should be able to:</i>
A Reading and Directed Writing	- demonstrate understanding of words within short texts - scan for and extract specific information, organise material and present it in a given format - show some sense of audience and awareness of style - identify main and subordinate topics, summarise, paraphrase, re-express - recognise and respond to simple linguistic devices including figurative language	- show a precise understanding of more extended texts - recognise the relationship of ideas, arrangement of concepts - draw inferences, evaluate effectiveness, compare, analyse, synthesise - recognise and respond to more sophisticated linguistic devices - edit or elaborate the work of others
B Continuous Writing	- express thoughts, feelings and opinions in order to interest, inform or convince - demonstrate adequate control of vocabulary, syntax, grammar and punctuation	- show a wider and more varied sense of audience and context and an awareness of different styles - paragraph, demonstrate a sophisticated use of vocabulary and structures
C Usage	- exercise care over punctuation - write in accurate simple sentences - attempt a variety of sentence structures - recognise the need for paragraphing - use an appropriate vocabulary - show some sense of audience and awareness of style	- demonstrate accuracy in punctuation - write accurate complex sentences - employ a varied sentence structure - write in well constructed paragraphs - use an imaginative and varied vocabulary - show a clear sense of audience and awareness of style

GRADE DESCRIPTIONS

A **Grade A** candidate has demonstrated expertise in:

- understanding and communicating information at both a straightforward and a complex level;
- understanding facts, ideas and opinions, and ordering and presenting them with clarity and accuracy;
- evaluating material from texts and selecting and presenting in detail what is relevant for specific purposes;
- describing and reflecting upon experience and detailing and analysing effectively what is felt and what is imagined;
- recognising implicit meanings and attitudes of a writer;
- showing a clear sense of audience and an understanding of appropriate uses of language;
- writing in well constructed paragraphs, using a full range of appropriate sentence structure and showing accuracy in spelling and punctuation.

A **Grade C** candidate has demonstrated competence in:

- understanding and conveying information both at a straightforward level and at a more complex level;
- understanding basic facts, ideas and opinions and presenting them with a degree of clarity and accuracy;
- evaluating material from texts and selecting what is relevant for specific purposes;
- describing and reflecting upon experience and expressing effectively what is felt and what is imagined;
- recognising the more obvious implicit meanings and attitudes of a writer;
- showing a sense of audience and an awareness of appropriate use of language;
- writing in paragraphs, using sentences of varied kinds and exercising care over spelling and punctuation.

A **Grade F** candidate has demonstrated competence in:

- understanding and conveying information at a straightforward level;
- understanding basic facts, ideas and opinions, and presenting them with a degree of coherence;
- selecting material from texts and commenting upon it at a literal level;
- describing experience in concrete terms and expressing intelligibly what is felt and what is imagined;
- recognising clear meanings and explicit attitudes of a writer;
- showing awareness that language is used in different ways in different circumstances;
- writing at least in simple sentences – weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication.