



IGCSE Mandarin as Second Language 0523

Curriculum Content

The principal rationale for learning Mandarin is to further intercultural awareness and international-mindedness through the acquisition of the language of a culture and the possibilities to reflect upon and explore cultural perspectives.

The role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship. Adopting Singapore Mandarin curriculum, our students are exposed to a comprehensive learning experience of Mandarin, aiming at developing competency in listening, speaking, reading and writing. The topics selected relate to the interests and needs of the candidates using Chinese as a Second Language such as education, the world of work, current affairs, health and welfare, travel, school affairs.

Cambridge IGCSE Chinese as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Students studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately.

Affiliations





Topic	Content
<p>Listening & Speaking</p>	<p><i>Our curriculum aims to develop in our students the ability to:</i></p> <ul style="list-style-type: none"> • understand and response appropriately to the spoken language • use appropriate words and phrases meaningfully to converse ideas in a conversation • extract relevant and specific information from a conversation and respond appropriately
<p>Reading</p>	<p><i>Our curriculum aims to develop in our students the ability to:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to recognise public notices and signs (including timetables and advertisements) • demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds • look for particular information, organise the relevant information and present it in a logical manner/given format <p><i>Students aiming for Grades A*–C should be able to:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people • demonstrate the ability to identify the important points or themes within an extended piece of writing
<p>Writing</p>	<ul style="list-style-type: none"> • carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of Chinese in response to a written stimulus • demonstrate the ability to describe, report, give personal information • Identify, organise and present given material in a particular form. <p><i>Students aiming for Grades A*–C should be able to:</i></p> <ul style="list-style-type: none"> • Carry out longer writing tasks on a wider range of topics in response to a written stimulus.



Assessment

For Cambridge IGCSE Chinese as a Second Language all candidates take Papers 1 and 2, and are eligible for the award of grades A* to G.

Components		Weighting of papers
Paper 1 Reading and Writing	2 hours	70%
Candidates complete three reading exercises testing comprehension and information transfer and two writing exercises.		
70 marks		
Externally assessed		
Paper 2 Speaking*	10–12 minutes	30%
Candidates complete a presentation, a topic conversation and a general conversation.		
60 marks		
Internally assessed/externally moderated		