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Cambridge
International
AS & A Level

SYLLABUS

Cambridge International AS Level Chinese Language

8681

Cambridge International A Level Chinese

9715

For examination in November 2019

Cambridge Advanced

Version 1

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Changes to the syllabus for 2019

The latest syllabus is version 1, published September 2016

There are no significant changes which affect teaching.

You are strongly advised to read the whole syllabus before planning your teaching programme.

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Why choose Cambridge International Examinations?

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

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

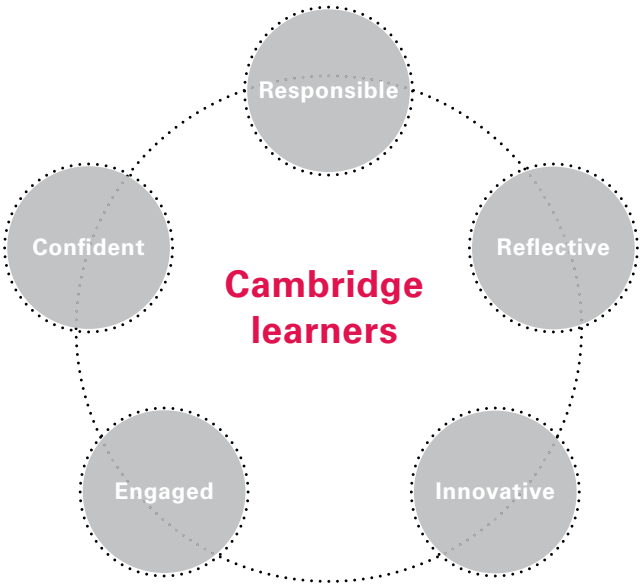
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

Cambridge learners

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 in working with information and ideas – their own and those of others
- responsible for themselves, responsive to and respectful of others
- reflective as learners, developing their ability to learn
- innovative and equipped for new and future challenges
- engaged intellectually and socially ready to make a difference.



Learn more about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at **www.cie.org.uk/curriculumguide**

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Why Cambridge International AS & A Levels?

Cambridge International AS & A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:

Learners take the Cambridge International AS Level only. The syllabus content for Cambridge International AS Level is half of a Cambridge International A Level programme.

Learners take the Cambridge International AS Level in Year 1 and in Year 2 complete the Cambridge International A Level.

Learners take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the second year of study.

Every year thousands of learners with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted and valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many learners who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

Learn more

For more details go to **www.cie.org.uk/recognition**

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Why Cambridge International AS Level Chinese Language and A Level Chinese?

About the syllabus

Cambridge International AS and A Level syllabuses in languages other than English are accepted by universities and employers as proof of linguistic ability and understanding. Successful language students gain lifelong skills, including:

- the ability to communicate confidently and clearly in the target language
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where the language is spoken
- better integration into communities where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

Prior learning

We recommend that learners who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE® assessment/course or equivalent in Chinese.

Progression

A Cambridge International A Level in a language provides a suitable foundation for the study of languages or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in languages, or as part of a course of general education.

Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Chinese or some other subjects.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

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How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cie.org.uk**

If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at **www.cie.org.uk/startcambridge**

Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

Learn more

For more details go to **www.cie.org.uk/aice**

> “Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn’t surprising considering the emphasis they have on critical research and analysis, and that’s what we require at university.”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

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Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge International AS & A Level support for teachers

Professional development

Face-to-face training
We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

Online training
We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

Qualifications
We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

Learn more

Find out more about support for this syllabus at **www.cie.org.uk/alevel**

Visit our online resource bank and community forum at **https://teachers.cie.org.uk**

Useful links

Customer Services **www.cie.org.uk/help**

LinkedIn **http://linkd.in/cambridgeteacher**

Twitter **@cie_education**

Facebook **www.facebook.com/cie.org.uk**

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1 Assessment at a glance

Centres and candidates may choose to take an assessment at either

- Advanced (A) Level or
- Advanced Subsidiary (AS) Level.

Candidates wishing to take a Cambridge International A Level must take **all components** of the assessment in the **same** examination series. **It is not possible for candidates to follow a staged assessment of the qualification.** Centres can offer an AS qualification either as a stand-alone assessment, or as a means of testing candidates' skills and competence before they enter for the Cambridge International A Level exam. See Section 4 for an outline of the components.

Note: The use of dictionaries is not permitted in any assessment.

Availability

These syllabuses are examined in the November examination series.

These syllabuses are available to private candidates.

Detailed timetables are available from **www.cie.org.uk/timetables**

Scheme of assessment summary

	Component 2 Reading and Writing		Component 3 Essay		Component 4 Texts	
	duration	weighting	duration	weighting	duration	weighting
A Level	1 hour 45 mins	38%	1 hour 30 mins	22%	2 hours 30 mins	40%
AS Language	1 hour 45 mins	70%	1 hour 30 mins	30%		

Where a component is common to two qualifications, grading of each qualification is carried out separately.

Combining these with other syllabuses

Candidates can combine these syllabuses in an examination series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

In addition, where a component contributes to different awards, candidates may not take more than one of those awards in the same examination series:

- Cambridge International A Level candidates may **not** take the Cambridge International AS Level qualification in the same language in the same series
- Cambridge International AS Level candidates may **not** take the Cambridge International A Level qualification in the same language in the same series.

2 Syllabus aims and assessment objectives

2.1 Syllabus aims

Cambridge International AS and A Level syllabuses in languages other than English aim to:

- develop the ability to understand a language from a variety of registers
- enable students to communicate confidently and clearly in the target language
- form a sound base of skills, language and attitudes required for further study, work and leisure
- 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 qualifications)
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
- support intellectual and personal development by promoting learning and social skills

2.2 Assessment objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected 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
- organise arguments and ideas logically.

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3 Topic areas

All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where the language is spoken. More guidance on the topic areas is given in Section 5.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Philosophy 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
- Social and economic development
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where the language is spoken

4 Description of components

4.1 Component 2: Reading and Writing

1 hour 45 minutes, 70 marks

Two passages in Mandarin Chinese are set which deal with related themes.

Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. The target language will be used for all questions and answers.

The passages will have been written during the last twenty years, and will reflect the international scene. In addition:

- the two passages, taken together, will not exceed 750 characters
- on the first passage, two tests (5 marks each) will cover vocabulary recognition and grammatical manipulation. These will be followed by a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- on the second passage, there will be a series of comprehension questions (15 marks for Content and 5 marks 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 information drawn from the passages, 5 marks for personal response to the material, and 5 marks for Quality of Language).

4.2 Component 3: Essay

1 hour 30 minutes, 40 marks

A list of five topics, selected from the topic areas in Section 3, is published below for examination in 2019. The list changes every year. A question will be set on each of the five topics; candidates choose **one** question and write an essay in the target language of 250–400 characters. Of the 40 marks available, 24 are for the quality of the language and 16 for the content (see Section 6, Mark Schemes).

Set topics for examination in 2019:
1 Human relationships
2 Law and order
3 Work and leisure
4 War and peace
5 Pollution

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4.3 Component 4: Texts

2 hours 30 minutes, 75 marks

Candidates answer **three** questions in Mandarin Chinese. Each question must be on a different text, taken from the list in Section 4.4. The list is divided into two sections: candidates must choose at least one text from each section.

Each question is marked out of 25. Each answer should be around 600–800 characters. Candidates who write more than 800 characters cannot be placed higher than the 16–17 category for that answer (see Section 6, Mark Schemes).

Unannotated set 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.

Section 1
Candidates are given a choice of two questions for each text.

For each text in this section there will be an extended passage taken from the text followed by either a single question or a number of short questions. This will not be a context passage (the location of the passage is given) but a stimulus to allow candidates to bring a focus to their answer. Candidates are asked to comment on particular aspects of the passage and/or to indicate how the passage reflects the book as a whole.

The alternative question will be an essay question, similar to those in Section 2.

Section 2
For each text there is a choice of two questions focusing on issues central to the text. Candidates are expected to display detailed knowledge of the text and to show some awareness of how the author conveys the message of the work.

4.4 Set texts for Component 4

Set texts for examination in 2019	
Section 1 1 Selected poems by Dai Wangshu 戴望舒 The following poems to be studied: 《雨巷》、《秋夜思》、《夜蛾》、《烦忧》、《我的记忆》、《游子谣》、 《狱中题壁》、《我用残损的手掌》、《过旧居》、《八重子》、《在天晴的时候》、《致萤火》、《寻梦者》、《夜行者》、《乐园鸟》 2 * "Juedui Xinhao" by Gao Xingjian 《绝对信号》 高行健 3 * "Benci lieche zhongdian" by Wang Anyi 《本次列车终点》 王安忆	Section 2 4 "Luo tuo Xiangzi" by Lao She 《骆驼祥子》 老舍 5 * "Gui qu lai" by Han Shao Gong 《归去来》 韩少功 6 * "Gu Xiang" by Lu Xun 《故乡》 鲁迅

* To be examined again in 2020

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5 Topic areas: further guidance

Teachers can explore the topic areas **in any way they choose**. The following examples (which are not prescriptive) are 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 – philosophy 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 role of philosophy and belief in a local, national and an international context; attitudes towards different beliefs and philosophical issues; philosophical and religious practices/groups; values and morality
- 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 – social and economic development

- conflicts in the world: ethnic, religious, ideological
- positive and negative aspects of social and economic development; recent and predicted 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

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6 Mark schemes

6.1 Component 2: Reading and Writing

Quality of Language – Accuracy (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.

Additional marking guidance for Quality of Language – Questions 3 and 4

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

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.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

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Response to the passage (Question 5)

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus, and their ability to express a personal point of view. Additional guidance on marking specific 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.

6.2 Component 3: Essay

Language (24 marks)	Content (16 marks)
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.
0–4 Very poor Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	**0–2 Very poor** Vague and general, ideas presented at random.

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6.3 Component 4: Texts

Candidates must write their answers in Mandarin Chinese. 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
22–25	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 work in 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 the 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 here 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.

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7 Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website **www.cie.org.uk/examsofficers**

Language

This syllabus is available in English only.

Grading and reporting

Cambridge International A Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

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Entry option codes

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