# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>AIMS</td>
<td>2</td>
</tr>
<tr>
<td>ASSESSMENT OBJECTIVES</td>
<td>2</td>
</tr>
<tr>
<td>SCHEME OF ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>ASSESSMENT CRITERIA</td>
<td>4</td>
</tr>
<tr>
<td>SYLLABUS CONTENT</td>
<td>4</td>
</tr>
<tr>
<td>ANNEX A – GENERIC MARK BANDS FOR ESSAY QUESTIONS</td>
<td>5</td>
</tr>
<tr>
<td>ANNEX B – SYLLABUS CONTENT</td>
<td>6</td>
</tr>
<tr>
<td>APPENDIX A – READING LIST</td>
<td>8</td>
</tr>
</tbody>
</table>
INTRODUCTION

H1 China Studies in English is an inter-disciplinary subject that aims to promote candidates’ awareness of, and interest in, contemporary China. The syllabus will focus on geopolitical, economic and socio-cultural forces related to China’s development since 1978, and their role in shaping events and trends in China and beyond.

AIMS

H1 China Studies in English aims to enable candidates to:

1. gain a broad exposure to key issues related to the development of contemporary China
2. deepen their understanding of the Chinese, their culture and ways of thinking
3. develop an awareness and appreciation of diversity among the people and regions of China
4. appreciate the geopolitical and economic implications of China’s rise as a regional and global player
5. develop an understanding of the social and environmental implications of China’s development
6. develop skills in evaluating diverse perspectives on China and arrive at an informed judgement of issues

ASSESSMENT OBJECTIVES

Candidates are expected to:

1. **AO1: KNOWLEDGE**
   - select and apply relevant knowledge

2. **AO2: CRITICAL UNDERSTANDING AND CONSTRUCTION OF EXPLANATION**
   - critically examine issues and developments
   - analyse and evaluate different viewpoints and perspectives
   - construct coherent and substantiated arguments

3. **AO3: INTERPRETATION AND EVALUATION OF GIVEN INFORMATION**
   - interpret, analyse and evaluate information
   - apply information and postulate outcomes and developments
   - justify recommendations/opinions
   - reach reasoned conclusions based on information
SCHEME OF ASSESSMENT

ASSESSMENT MODE

The assessment comprises one written examination paper. The paper will consist of two sections: Section A (Case Study) and Section B (Essay Questions).

SPECIFICATION GRID

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Assessment objective</th>
<th>Marks</th>
<th>Overall weighting</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Case Study)</td>
<td>Candidates answer the compulsory case study comprising three to four sub-questions.</td>
<td>AO1 + AO2 + AO3</td>
<td>30</td>
<td>37.5%</td>
<td>3 hours</td>
</tr>
<tr>
<td>B (Essay Questions)</td>
<td>Candidates answer two essay questions. Two questions will be set. Each question will have an ‘either’ ‘or’ option. Questions may be set on any of the four themes in the syllabus. The questions will be comparable in demand and rigour.</td>
<td>AO1 + AO2</td>
<td>50</td>
<td>62.5%</td>
<td></td>
</tr>
</tbody>
</table>

Note: AO1 forms part of testing of AO2 and AO3.

DESCRIPTION OF COMPONENTS

SECTION A (CASE STUDY)

The Case Study will consist of a collection of material, containing three to four sources and no more than 3 A4 pages in length, on an issue related to an aspect of the syllabus content. The issue may be based on a single theme or cross-thematic in nature and the given material will provide different perspectives and opinions. It may include written, pictorial and statistical sources, but the interpretation of these sources will not require specialised knowledge of a particular discipline. The Case Study will require candidates to interpret, analyse and evaluate the given material, and make postulations on outcomes and developments based on the given information.

SECTION B (ESSAY QUESTIONS)

Candidates are required to show depth of understanding and evidence of reading in their answers. The answers should demonstrate critical thinking skills such as the ability to interpret and evaluate different points of view and to present thoughtful and analytical arguments. Candidates are required to answer the essay questions in continuous prose.
ASSESSMENT CRITERIA

SECTION A (CASE STUDY)

The Case Study questions will be assessed using the Levels of Response mark scheme (LORMS). LORMS involves qualitative judgements and awards marks according to the level of skill or understanding in the answer. The mark scheme will be specific to the target objective of the question set. There will be different levels of skill or understanding, in relation to the target objective, demonstrated by the candidates in their answers. The mark scheme will thus be question-specific, and not generic in nature.

SECTION B (ESSAY QUESTIONS)

The essay questions will be assessed using holistic band descriptors. The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate band of each essay assessed will be based on the principle of ‘best fit’ determined by the descriptions within each band which has several assessment criteria.

For details on the assessment criteria, please refer to Generic Mark Bands for Essay Questions at Annex A.

SYLLABUS CONTENT

The 4 key themes in the syllabus are:

- Theme 1: Culture and Society
- Theme 2: Authority and Governance
- Theme 3: Development and Challenges
- Theme 4: China and the World

For details on the syllabus, please refer to the Syllabus Content at Annex B.

The design of the syllabus is based on essential questions pertinent to each theme. These essential questions provoke thinking and are multilayered in nature as they facilitate the uncovering of current and complex content matter through an enquiry-based teaching approach. Such a teaching approach is particularly appropriate as the focus of H1 China Studies in English is contemporary, and issues related to China are dynamic and therefore subject to change. Given the inter-disciplinary nature of the syllabus, a meaningful understanding of contemporary China will be enhanced through an exploration of the links and interconnectedness between issues covered under the four themes.

The reading list for the subject is attached as Appendix A.
## GENERIC MARK BANDS FOR ESSAY QUESTIONS

<table>
<thead>
<tr>
<th>Band</th>
<th>Marks</th>
<th>Quality of the answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21–25</td>
<td>The approach is consistently analytical or explanatory rather than descriptive. Answers will be fully relevant. The argument will be structured coherently and supported by very appropriate supporting material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The writing will be accurate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The best answers must be awarded 25 marks.</td>
</tr>
<tr>
<td>2</td>
<td>18–20</td>
<td>Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely relevant evidence/data/examples. The impression will be that of a good solid answer. The writing will be mostly accurate.</td>
</tr>
<tr>
<td>3</td>
<td>16–17</td>
<td>Answers will reflect a clear understanding of the question and a fair attempt to provide an argument and evidence/data/examples to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive passages. The answer will be largely relevant. Answers will achieve a genuine argument but may lack balance and/or depth in terms of argument.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.</td>
</tr>
<tr>
<td>4</td>
<td>14–15</td>
<td>Answers will indicate attempts to argue relevantly although often implicitly. The approach will be more descriptive than analytical or explanatory. Analysis or explanation may be limited to introductions and/or conclusions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The structure of the argument could be organised more effectively. The writing will usually be accurate.</td>
</tr>
<tr>
<td>5</td>
<td>11–13</td>
<td>Answers will offer some appropriate evidence/data/examples but there will be little attempt generally to link these to the requirements of the question. The approach will lack analysis and the quality of the description, although sufficiently accurate and relevant to the topic, if not the particular question, will not be linked effectively to the argument.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.</td>
</tr>
<tr>
<td>6</td>
<td>8–10</td>
<td>Answers will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries. The argument may be of limited relevance to the topic and there may be confusion about the implication of the question.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The writing will show significant weaknesses.</td>
</tr>
<tr>
<td>7</td>
<td>0–7</td>
<td>Answers will be characterised by significant irrelevance or arguments which do not begin to make significant points.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The answers may be largely fragmentary and incoherent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make a few valid points.</td>
</tr>
</tbody>
</table>
# ANNEX B

## SYLLABUS CONTENT

### THEME 1 – CULTURE AND SOCIETY

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Content</th>
<th>Learning Outcomes</th>
<th>Concepts</th>
<th>Values/Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is ‘China’?</td>
<td>Understanding unity and diversity in China: Land, people, language and historical consciousness</td>
<td>Candidates should be able to:</td>
<td>civilisation</td>
<td>loyalty</td>
</tr>
<tr>
<td></td>
<td>Influence of Confucianism (Ru), Buddhism (Shi) and Daoism (Dao) on Chinese culture, social structure and ways of thinking</td>
<td>explore what constitutes ‘China’</td>
<td>identity</td>
<td>respect</td>
</tr>
<tr>
<td></td>
<td>Impact of modernisation on Chinese customs, family structure and values</td>
<td>develop an awareness of Chinese philosophy and thought, and their role in shaping Chinese thinking, culture and society</td>
<td>pluralism</td>
<td>integrity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>examine the impact of modernisation on Chinese society</td>
<td>Confucianism</td>
<td>filial piety</td>
</tr>
<tr>
<td>What shapes Chinese culture and society?</td>
<td></td>
<td></td>
<td>Buddhism</td>
<td>responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daoism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>modernisation</td>
<td></td>
</tr>
</tbody>
</table>

### THEME 2 – AUTHORITY AND GOVERNANCE

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Content</th>
<th>Learning Outcomes</th>
<th>Concepts</th>
<th>Values/Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effectively is China governed?</td>
<td>Role of political institutions: Chinese Communist Party (CCP)</td>
<td>Candidates will be able to:</td>
<td>authority</td>
<td>accountability</td>
</tr>
<tr>
<td>What are the challenges of governing China?</td>
<td>– State bureaucracy</td>
<td>examine the influence of ideology in the governance of China</td>
<td>ideology</td>
<td>integrity</td>
</tr>
<tr>
<td></td>
<td>– People’s Liberation Army (PLA)</td>
<td>explore the role of political institutions in the governance of China</td>
<td>Communism</td>
<td>incorruptibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>analyse the different challenges to governance in contemporary China</td>
<td>Maoism</td>
<td>adaptability</td>
</tr>
<tr>
<td></td>
<td>Challenges to governance:</td>
<td></td>
<td>nationalism</td>
<td>loyalty</td>
</tr>
<tr>
<td></td>
<td>– political reforms</td>
<td></td>
<td>unification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– cross-strait relations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### THEME 3 – DEVELOPMENT AND CHALLENGES

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Content</th>
<th>Learning Outcomes</th>
<th>Concepts</th>
<th>Values/Attitudes</th>
</tr>
</thead>
</table>
| • How has China transformed from a planned economy to a market economy? | • Economic reforms since 1978:  
  – transition from a planned economy to market economy  
  – economic growth and its impact  
  • Issues and challenges:  
  – regional disparities  
  – rural-urban migration  
  – environmental management | Candidates should be able to:  
  • examine the reasons for China’s rapid development and its impact  
  • explore the challenges faced by China in managing its development | • open-door policy  
 • planned economy  
 • market economy  
 • capitalism  
 • sustainability | • entrepreneurial spirit  
 • dynamism  
 • pragmatism  
 • accountability  
 • resilience  
 • equality  
 • responsibility |

### THEME 4 – CHINA AND THE WORLD

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Content</th>
<th>Learning Outcomes</th>
<th>Concepts</th>
<th>Values/Attitudes</th>
</tr>
</thead>
</table>
| • How important is China’s emergence as a global power? | • China’s foreign relations since 1978:  
  – China as a global power  
  – China and major powers – US and Japan | Candidates should be able to:  
  • analyse the rise of China as a global power  
  • examine China’s foreign relations with major powers | • nationalism  
 • multi-polarity  
 • globalisation  
 • diplomacy | • national pride  
 • harmony  
 • equality  
 • adaptability  
 • respect  
 • cooperation |
READING LIST

CORE REFERENCES


**OTHER REFERENCES**


**RECOMMENDED JOURNALS**

- China: *An International Journal*: East Asian Institute, Singapore.