

China Studies in English

Singapore-Cambridge General Certificate of Education Advanced Level Higher 2 (2021)

(Syllabus 9628)

(For school candidates only)

CONTENTS

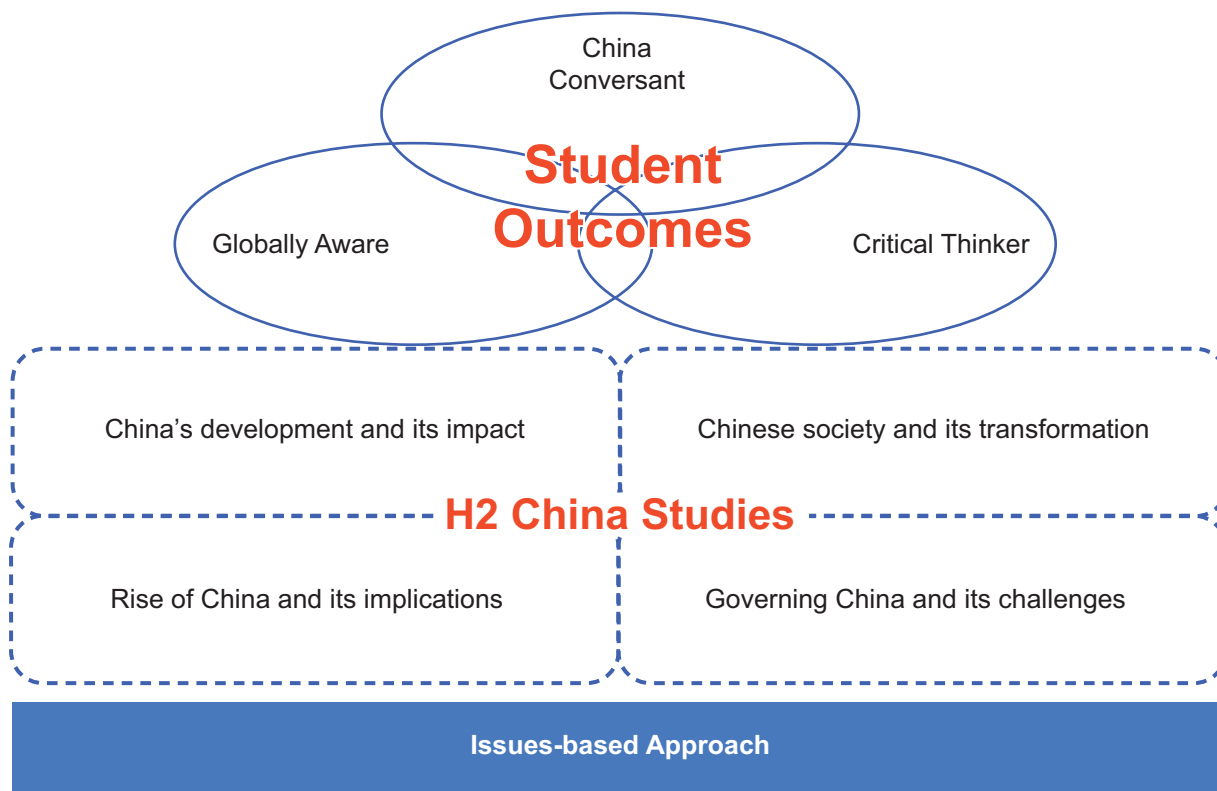
	<i>Page</i>
1 INTRODUCTION	2
2 AIMS	3
3 ASSESSMENT OBJECTIVES	3
4 SCHEME OF ASSESSMENT	4
5 ADVICE ON INDEPENDENT STUDY	5
6 SYLLABUS CONTENT	8
7 APPENDICES	
A – Paper 2 (Essay questions) Level Descriptors	12
B – Paper 3 (Independent Study) Level Descriptors	13
C – Independent Study Proposal Form	15
D – Independent Study Declaration and Submission Form	17
E – Independent Study Record of Additional Guidance	18



1 INTRODUCTION

China Studies focuses on the transformation of China since 1978 and its future. It allows students to develop the relevant knowledge and critical thinking skills to pursue a holistic understanding of contemporary China and to be cognisant of larger global trends. In the long run, it seeks to enable students to potentially contribute in their own capacity to further Singapore-China interactions. To this end, the China Studies curriculum seeks to achieve the following student outcomes:

- a person who is 'China-conversant', where the student will be knowledgeable of the developments in China and sensitive to the thoughts and behaviour of the people of China;
- a person who practises critical thinking, where the student will exercise sound reasoning through considering different perspectives and the use of evidence; and
- a person who is globally aware, where the student will possess an awareness of global issues and trends through the study of China's relations with other countries and its growth as a regional and global power.



FEATURES OF THE CURRICULUM

The Issues-based Approach

The issues-based approach provides focus for the discussion of the developments in contemporary China. It supports and offers opportunities for constructivist teaching and learning as the study of issues will provide students with a way to thoughtfully consider how individuals and institutions in a society interact and relate to each other, and give them a meaningful way of using knowledge from relevant sources. It also requires students to utilise critical thinking skills such as reflective thinking and drawing conclusions through analysing different sources of information.

Four Issues and Dimensions

The four issues (Governing China and its challenges, China's development and its impact, Chinese society and its transformation, and Rise of China and its implications) serve to guide discourse in the content dimensions. The four content dimensions of economy, politics, society and international relations constitute the knowledge domain in China Studies. Even though the study of each key issue is foregrounded by one main content dimension, students will draw from relevant content dimensions and examine the interrelationships between two or more dimensions. Making the connections across relevant dimensions is vital to appreciate the complexity of the challenges and developments facing contemporary China.

21st Century Competencies

The H2 China Studies in English curriculum is aligned to the 21st Century Competencies framework. Through issues-based learning, students will acquire knowledge of contemporary China while developing 21st century competencies in a constructivist setting. For instance, in examining key issues facing China's transformation, students will continuously engage in critical questions of why China has formulated certain policies or undertaken certain actions. They will also examine how these in turn impact China's economic development and her role in the international arena as a potential great power. In this regard, students' understanding of contemporary China will be undergirded by their ability to study the dynamic inter-relationships across China's economy, politics, society and international relations (civic literacy, global awareness and cross-cultural skills). The discussion of the different issues in the classroom (communication, collaboration, and information skills) will serve as a platform to develop analytical and evaluative skills (critical and inventive thinking).

2 AIMS

H2 China Studies aims to enable students to understand China's transformation and its future by:

- (a) examining key issues relevant to contemporary China, its people and its current stage of development;
- (b) developing an understanding of the different dimensions of China's development, in its economy, politics, society and international relations; and
- (c) developing skills in evaluating multiple perspectives to arrive at an informed judgement of issues as well as to assess the feasibility of students' personal recommendations.

3 ASSESSMENT OBJECTIVES

Candidates are expected to:

AO1: Knowledge

- demonstrate knowledge of issues in contemporary China and their relevant dimensions

AO2: Analysis and Evaluation of Issues

- critically examine issues and developments
- analyse and evaluate different perspectives
- construct coherent and substantiated arguments
- make judgements and reach conclusions based on reasoned consideration of issues

AO3: Interpretation and Evaluation of Information

- interpret, analyse and evaluate information from a range of sources
- postulate outcomes and developments based on information
- justify opinions and recommendations
- make judgements and reach conclusions based on reasoned consideration of information

4 SCHEME OF ASSESSMENT

4.1 ASSESSMENT MODE

The assessment comprises three papers. Paper 1 (Case Study) and Paper 2 (Essay Questions) are written examination papers. Paper 3 takes the form of an Independent Study. Candidates are required to offer all three papers.

4.2 SPECIFICATION GRID

Paper	Description	Assessment Objective	Marks	Overall weighting	Duration
1 (Case Study)	Candidates answer the compulsory case study comprising three sub-questions.	AO1 + AO2 + AO3	30 marks	20%	1 hour 30 minutes
2 (Essay Questions)	Candidates answer three questions. <u>Section A</u> <ul style="list-style-type: none"> Candidates answer 1 compulsory question on any of the four Key Issues in the syllabus. 	AO1 + AO2	75 marks	50%	2 hours 15 minutes
	<u>Section B</u> <ul style="list-style-type: none"> Candidates answer 2 questions. 3 questions will be set on any of the four Key Issues in the syllabus. 				
3 (Independent Study)	Candidates submit a 2000–2500 word research essay based on a research area related to any of the four key issues on China's transformation since 1978 and its future.	AO1 + AO2 + AO3	45 marks	30%	6 months

Note: AO1 forms part of testing of AO2 and AO3

4.3 DESCRIPTION OF COMPONENTS

4.3.1 PAPER 1 (CASE STUDY)

The Case Study will consist of a collection of material, containing four to five sources and no more than 4 A4 pages in length, on any one of the four key issues in the syllabus content. The given material will provide different perspectives and opinions. It will include both text and non-text sources (e.g. maps, pictures, photos and statistics) 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.

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.

4.3.2 PAPER 2 (ESSAY QUESTIONS)

Candidates are required to show depth of understanding of issues and evidence of reading in their answers. The answers should demonstrate critical thinking skills such as the ability to interpret and evaluate relevant dimensions that inform the issues and to present thoughtful and analytical arguments. Candidates are required to answer the essay questions in continuous prose.

The essay questions will be assessed using holistic level 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 Paper 2 (Essay Questions) Level Descriptors in Appendix A.

4.3.3 PAPER 3 (INDEPENDENT STUDY)

The Independent Study gives candidates the opportunity to select and research on an area related to any of the four key issues on China's transformation and its future.

The selected research area must be focused and suitable for an in-depth study of 6 months' duration. Candidates' proposals must be submitted to the Principal Examiner for approval before the study is embarked on.

Candidates will submit an essay of between 2000 to 2500 words at the end of the 6-month study for assessment. Headings, footnotes, charts, tables and appendices will not count towards the word limit. Any Independent Study submitted which exceeds the word limit will not have the excess work marked and rewarded.

The Independent Study must be typewritten on A4 size paper, with double-spacing and in Arial font, size 12. A complete bibliography of all resources used/referred to must be attached to the work.

Independent Study will be assessed using analytic level descriptors. Judgements on the appropriate level of each essay assessed will be based on the principle of 'best fit' determined by the descriptions within each level for each assessment criterion.

For details on the assessment criteria, please refer to Paper 3 (Independent Study) Level Descriptors in Appendix B.

5 ADVICE ON INDEPENDENT STUDY

5.1 APPROVAL PROCESS

5.1.1 Candidates must submit the soft copy of their Independent Study Proposal Form (Appendix C) to SEAB by a specified date in Term 1 of the second year of study. Deadlines for submissions will be specified by SEAB in a circular to schools each year.

5.1.2 The proposal, not exceeding 500 words, must include the following details:

- the research question
- rationale for the choice of the research question
- a synopsis which states clearly the objective(s) and scope of the research area, as well as an indication of any potential problems or limitations in the course of research
- a literature review giving an overview of the current state of knowledge in this area of study
- a description of the qualitative or quantitative methodology to be used in gathering information

- 5.1.3** The hard copy of the proposal must be dated and signed by both the candidate and the Coursework Supervisor. The hard copy should be retained by the school and submitted with the completed Independent Study by the date specified by SEAB. (See paragraph 5.1.1 above).
- 5.1.4** Proposal submissions will be sent electronically to Cambridge for approval by the examiner.
- 5.1.5** If a proposal is acceptable as it stands, the examiner will approve it without further feedback.
- 5.1.6** If the examiner rejects a proposal, or indicates that a proposal needs to be revised before it can be approved, s/he will send feedback accordingly. This feedback must be retained and submitted with the completed Independent Study, along with the hard copy of the original proposal. (See paragraph 5.1.3 above).
- 5.1.7** If a candidate has been advised by the examiner that s/he must make a resubmission of the amended proposal for approval, or submit a 2nd proposal, the candidate must do so by the date specified by SEAB, the hard copy of which must be submitted with the completed Independent Study.

5.2 NOTES FOR COURSEWORK SUPERVISOR

- 5.2.1** The Independent Study submitted for assessment must be the candidates' own work and should represent their ability to work independently. However, all candidates will need support from their Centres in the form of monitoring the work in progress and giving some degree of guidance. The extent of guidance by the Coursework Supervisor is outlined in paragraphs 5.2.2 to 5.2.12 below.

DURING THE PROPOSAL STAGE

- 5.2.2** At the Proposal Stage of the Independent Study, the Coursework Supervisor is expected to:
- guide candidates on the selection of an appropriate research area, and formulation of a research question
 - guide candidates in the formulation of their research proposal. This guidance includes discussion with the candidates of feedback given by the examiner on the proposal, as well as the formulation of a second proposal, if required.
 - advise candidates on work schedule
 - advise candidates on research ethics
 - guide candidates on research skills and techniques
 - advise candidates on the suitability of resources/references selected
 - explain to candidates what they will be assessed on and how their performance will be assessed
 - draw candidates' attention to the importance of the declaration they will be required to make in the Declaration and Submission Form (Appendix D)

DURING THE WRITING STAGE

- 5.2.3** At the Writing Stage, the Coursework Supervisor should continually monitor the progress of the candidate to ensure that his/her work is on schedule.
- 5.2.4** The Coursework Supervisor may provide feedback on the Independent Study only during the scheduled conference sessions. The Coursework Supervisor must ensure that the candidate does his/her own independent thinking and is fully responsible for developing the arguments and essay structures, and sourcing of information.
- 5.2.5** The Coursework Supervisor may have up to three face-to-face conferences with the candidate. The first and second conferences are compulsory while the third conference is optional.
- a. First conference (compulsory) – this must be conducted as soon as the candidate is ready with the first draft, at the latest by mid-May. The Coursework Supervisor will not be required to complete the *Record of Additional Guidance* (Appendix E).

- b. Second conference (compulsory) – this must be conducted at the latest by end-July. The Coursework Supervisor will not be required to complete the *Record of Additional Guidance* (Appendix E).
- c. Third conference (optional) – this, if needed, must be conducted latest by end-August. The Coursework Supervisor will be required to complete the *Record of Additional Guidance* (Appendix E), giving details of key points of guidance provided during the conference.

The third conference can be conducted:

- at the request of a candidate, or
- should the Coursework Supervisor feel that a candidate would benefit from a third conference, s/he may suggest it to the candidate. However, it should be the candidate's decision whether or not to take up the suggestion.

The Coursework Supervisor should make it known to the candidate that the nature and extent of additional guidance given at the third conference will be recorded in the *Record of Additional Guidance* (Appendix E) and may be taken into consideration by the examiner during the marking of the candidate's work.

- 5.2.6 The Coursework Supervisor may provide feedback on the Independent Study only during scheduled conference sessions. There is no time limit on the duration of the conferences, as the length of time required will depend on each candidate's needs. However, each conference should take place over a single session within one day.
- 5.2.7 The Coursework Supervisor may accept a draft of a candidate's work in advance of the conference, for discussion during the session, but the Coursework Supervisor should not give any written feedback on the work submitted.
- 5.2.8 The Coursework Supervisor should encourage the candidate to take notes during the conferences, so that s/he can refer to these notes subsequently when working independently.
- 5.2.9 It should be noted that the nature and extent of guidance given during the conferences may be taken into consideration during the marking of the candidate's work.
- 5.2.10 The completed *Record of Additional Guidance* form must carry the Coursework Supervisor's signature and date. The candidate should be given the opportunity to see what has been noted down on the form and should sign his/her acknowledgement of the guidance given.
- 5.2.11 The completed *Record of Additional Guidance* form must be submitted with the candidate's essay.

5.3 ACKNOWLEDGEMENT OF EXTERNAL GUIDANCE

- 5.3.1 Candidates are permitted to seek advice or information from people outside of the school environment who have expertise that is relevant to their research. However, as part of their guidance on the ethics of carrying out independent research, the Coursework Supervisor should advise candidates that it is not acceptable for them to either seek or accept help from any outside agency, including family and friends, in the actual writing of the essay.
- 5.3.2 Candidates must acknowledge guidance or information provided by people other than Coursework Supervisors through the use of footnotes or endnotes, or in the bibliography.

5.4 SUBMISSION OF WORK AND SUSPICION OF PLAGIARISM

- 5.4.1 When candidates submit the Independent Study for assessment, Coursework Supervisors are expected to ensure that candidates have completed the Declaration and Submission Form (Appendix D) and attach it to the front of the work, along with the Record of Additional Guidance (Appendix E), if any has been given (see paragraph 5.2.12).
- 5.4.2 The Coursework Supervisor should also attach the hard copy of the proposal(s).

- 5.4.3** While Coursework Supervisors do not need to assess the work that is submitted, or check that requirements for the Independent Study have been fulfilled, they will need to read the work in order to satisfy themselves that it is authentic.
- 5.4.4** If the Coursework Supervisor is satisfied that, to the best of her/his knowledge of the candidate and the progress of the Independent Study the work is authentic, s/he should sign and date the declaration of authenticity on the Declaration and Submission Form (Appendix D). It is understood that the declaration is made in good faith by the Coursework Supervisor and that ultimately, the authenticity of the work is the candidate's responsibility.
- 5.4.5** If the Coursework Supervisor has cause for suspicion of plagiarism in the work submitted, s/he should circle 'reason' [to believe that the candidate has plagiarised work in this Independent Study] on the Declaration and Submission Form (Appendix D) and give details in an Irregularity Report (to be issued by SEAB). The report should be submitted to SEAB, together with the work in question and the candidate's approved proposal.
- 5.4.6** All documentation regarding cases of suspected plagiarism, proven or otherwise, must be submitted to SEAB. The examining authority will take disciplinary action against any candidate found to have committed or aided the offence of plagiarism.
- 5.4.7** If there are no Irregular Cases, a 'Nil Return' must be submitted by the school.

6 SYLLABUS CONTENT

The syllabus focuses on China's transformation since 1978 and its future and is grounded upon an examination of four key issues facing contemporary China through the study of the interrelationship of the economy, politics, society, and international relations dimensions. This syllabus frames four key issues as follows:

- China's development and its impact
- Governing China and its challenges
- Chinese society and its transformation
- Rise of China and its implications

<p>Key Issue 1: China's development and its impact</p>	
<p>With the success of China's Open Door policy and its state-led growth since 1978, the factors that contributed to the country's rapid economic growth have received much attention as a model for success. However, China's economic success has also started to yield many problems such as environmental degradation and a growing income gap. In addition, China's economic strategy with its strong dependency on exports and foreign investments is increasingly seen as unsustainable with the changing global economic climate as well as domestic factors such as rising wages and energy depletion. A reformulation of China's developmental trajectory is thus urgently needed and a more holistic view of development has become a major consideration on the Chinese agenda.</p>	
<p>Learning Outcomes</p> <p>Through the study of this issue, students will be able to discuss:</p> <ul style="list-style-type: none"> • China's success in achieving rapid economic development • The challenges facing China's sustained economic development • China's approaches towards sustaining its economic development 	
<p>Main Dimension: Economy</p> <ul style="list-style-type: none"> • Economic growth strategy <ul style="list-style-type: none"> – Export-oriented – Investment-driven – Rapid industrialisation • Economic challenges <ul style="list-style-type: none"> – Unbalanced development – Reform of state-owned enterprises – Energy demands – Environmental problems • Economic restructuring <ul style="list-style-type: none"> – Increasing domestic demand – Urbanisation – Green development 	<p>Key Concepts</p> <ul style="list-style-type: none"> • Development • Economic Liberalisation • Economic Sustainability <p>Connecting the dimensions</p> <p>To understand China's economic development and how China can maintain its status as an economic superpower, it is essential to consider the political and social changes that are taking place within the country that can either further China's development or retard it depending on how they are managed. In addition, with the rise of a globalised economy, China's foreign relations will also play a large role in influencing China's future economic trajectory.</p>

Key Issue 2: Governing China and its challenges	
<p>Chinese political leaders are facing a fast-changing political and social landscape. Despite the shift towards a decentralisation of power and a more collective form of leadership, there have been criticisms regarding the pace of political reforms. In addition, the challenges brought by China's rapid economic growth have created tensions between the state and society that may pose a threat to the ruling government's legitimacy. Hence, the importance of ensuring social stability and ultimately political stability remain the top priority on the agenda of the Chinese leadership. For the political leaders to stay in power, it will become an imperative for them to govern China effectively beyond just delivering economic growth.</p>	
Learning Outcomes	
<p>Through the study of this issue, students will be able to discuss:</p> <ul style="list-style-type: none"> • The strengths and weaknesses of China's political system • The effectiveness of the Chinese government in meeting people's needs • The challenges to governance 	
<p>Main Dimension: Politics</p> <ul style="list-style-type: none"> • Features of China's politics <ul style="list-style-type: none"> – One-party rule – Power of the provincial governments <ul style="list-style-type: none"> ○ central–local interactions • Challenges facing the Party <ul style="list-style-type: none"> – Leadership renewal – Securing political legitimacy <ul style="list-style-type: none"> ○ importance of ideology ○ performance-based legitimacy • Governance <ul style="list-style-type: none"> – Transparency and corruption <ul style="list-style-type: none"> ○ sources of corruption ○ rule of law – Provision of social welfare – Management of ethnic groups 	<p>Key Concepts</p> <ul style="list-style-type: none"> • Governance • Political Legitimacy • State Power <p>Connecting the dimensions</p> <p>To understand how China is being governed and its challenges, there is a need to look into how diverse groups in the Chinese society respond to how they are being governed. The growing social issues as well as the rising expectations to deliver the promise of a 'well-off society' will put pressure on the government to implement economic, political, and social reforms. In addition, the growing Chinese confidence in their achievements has become a force that will influence the government's handling of its foreign relations to ensure China's place as an emerging global power.</p>

Key Issue 3: Chinese society and its transformation	
<p>With more than 30 years of opening and reform, Chinese society has been plunged into the midst of rapid transformation with its growing economic affluence. Confucian norms and values that govern the society are now meeting with an influx of foreign cultures and ideas. In addition, changing demographics and social trends are playing an important role in influencing Chinese values, social mentality and relational structures. As Chinese society becomes more open and diversified, there is an increasing tension between the different groups of people in China. Working towards harmonious interaction between the government and people, the rich and the poor, will therefore become key factors contributing towards ensuring China's social stability and future development.</p>	
<p>Learning Outcomes</p> <p>Through the study of this issue, students will be able to discuss:</p> <ul style="list-style-type: none"> • The implications of China's changing demographics • China's social diversity and its challenges • The impact of development on Chinese society 	
<p>Main Dimension: Society</p> <ul style="list-style-type: none"> • Changing demographics <ul style="list-style-type: none"> – Population policies – Population structure <ul style="list-style-type: none"> ○ sex ratio ○ ageing population – Population movement <ul style="list-style-type: none"> ○ rural-urban migration • Social organisation and stratification <ul style="list-style-type: none"> – Family and kinship <ul style="list-style-type: none"> ○ inter-generational support ○ parental role/parent-child interaction – The urban middle class – The migrant workers • Society and state <ul style="list-style-type: none"> – Rise of religiosity – Non-governmental organisations – The internet 	<p>Key Concepts</p> <ul style="list-style-type: none"> • Social Change • Social Structure • Civil Society <p>Connecting the dimensions</p> <p>To understand the Chinese society, it is necessary to consider the economic and political changes taking place within China and China's relations with the world. This is because much of the societal transformation taking place within China is a result of economic modernisation, state policies and interaction with other countries. On the other hand, it is also important to study the impact of societal transformation on the Chinese government, the country's economic trajectory and its foreign policies.</p>

Key Issue 4: Rise of China and its implications	
<p>With growing international concerns regarding the direction of China's foreign policy goals resulting from its stellar economic growth, the Chinese leadership embarked on a diplomatic campaign that sought to allay concerns over its military spending, more aggressive territorial claims and increased global presence. Furthermore, China has begun to play a larger role in global governance through participation in international and multilateral institutions. Parallel to these efforts, however, China has also sought to safeguard its national interests through policies that have been perceived as aggressive and running contrary to Chinese claims regarding its "Peaceful Rise". Consequently, an understanding of the various forces that shape Chinese foreign policy would allow a better understanding of this dichotomy in the way China manages its external relations.</p>	
<p>Learning Outcomes</p> <p>Through the study of this issue, students will be able to discuss:</p> <ul style="list-style-type: none"> • China's views towards its external relations • China's emergence as a global power and its implications • China's effectiveness in pursuing its foreign policy goals 	
<p>Main Dimension: International Relations</p> <ul style="list-style-type: none"> • Domestic sources of China's foreign policy <ul style="list-style-type: none"> – Path of peaceful development – Popular nationalism <ul style="list-style-type: none"> ◦ sovereignty and territorial issues – Role of the People's Liberation Army • China as a global power <ul style="list-style-type: none"> – Involvement in international and multilateral institutions – Soft power • Sino-US relations <ul style="list-style-type: none"> – Cooperation and competition in Asia-Pacific <ul style="list-style-type: none"> ◦ trade and investments ◦ national security • Sino-Japan relations <ul style="list-style-type: none"> – Bilateral trade – Historical controversies 	<p>Key Concepts</p> <ul style="list-style-type: none"> • Sovereignty • Power • Diplomacy <p>Connecting the dimensions</p> <p>To understand China's foreign policy making process, it is necessary to take into account not only the external circumstances but also the domestic developments. This is because in many ways, China's behaviour on the global stage is increasingly influenced by its political developments and domestic public opinion. Often, the suspicion of Chinese behaviour in its interaction with other countries stems from a lack of understanding of China's local conditions. Hence, without careful considerations of the domestic linkages to China's international relations, countries may swing from peaceful cooperation to containing China's rise.</p>

APPENDIX A
PAPER 2 (ESSAY QUESTIONS)
LEVEL DESCRIPTORS

Level	Marks	Quality of the answer
5	21–25	<p>Responses show very good understanding of issues and developments which relate to the question and contain a relevant, focused and balanced argument based on a consistently analytical approach. This is fully supported by relevant dimensions considered in a sustained manner as well as the use of appropriate factual material.</p> <p>Towards the top of the level, responses are expected to be analytical, focused, and balanced throughout. The argument will be coherent and will reach a supported judgement in response to the question. Candidates will demonstrate a critical approach and evaluate different views as appropriate. Towards the lower end of the level, responses might typically be analytical, consistent and balanced, but the argument might not be fully convincing.</p>
4	16–20	<p>Responses show a good understanding of issues and developments which relate to the question and contain a relevant argument based on a largely analytical approach. This is supported by some consideration of relevant dimensions and use of appropriate factual material.</p> <p>Towards the top of the level, responses are likely to be analytical, balanced and effectively supported. There may be some attempt to reach a judgement but this may be partial or unsupported. Candidates may show some critical awareness and are likely to appreciate that there are different views. Towards the lower end of the level, responses are likely to contain detailed factual material with some focused analysis, but the argument will be less coherent in places.</p>
3	11–15	<p>Responses show understanding of issues and developments which relate to the question and contain an argument based on some analytical points. This may not be highly developed or consistently supported by consideration of relevant dimensions and factual material may lack depth.</p> <p>Towards the top of the level, responses contain detailed factual material. However attempts to argue relevantly are implicit or confined to introductions and conclusions. Candidates may be aware that there are different views on issues but the approach will be descriptive rather than evaluative. Alternatively, responses may offer an analytical framework which contains some supporting material. Towards the lower end of the level, responses might offer some narrative or description relating to the topic, but are less likely to address the question directly.</p>
2	6–10	<p>Responses show some understanding of issues and developments which relate to the question. They may contain some description of dimension(s) with few links to the question or may be analytical with limited relevant factual support.</p> <p>Towards the top of the level, responses might contain relevant commentaries which lack adequate factual support. The responses may contain some unsupported assertions. Towards the lower end of the level, responses are likely to contain some information which is relevant to the topic but will not demonstrate full understanding of the implications of the question.</p>
1	0–5	<p>Responses show limited understanding of issues and developments which relate to the question. They may contain some description of dimension(s) which is linked to the topic or only addresses part of the question.</p> <p>Towards the top of the level, responses show some awareness of relevant material but this may be presented as a list. Towards the lower end of the level, answers may provide a little relevant material but are likely to be characterised by irrelevance.</p>

APPENDIX B
PAPER 3 (INDEPENDENT STUDY)
LEVEL DESCRIPTORS

ASSESSMENT CRITERIA	Level 4	Level 3	Level 2	Level 1
Construction of Argument [24 marks] (AO1 + AO2)	<p>Marks 19–24 Towards the top of the level the answer will be fully analytical and demonstrate a consistently critical approach. Makes very effective use of the research materials selected. Different perspectives will be evaluated and the argument will be coherent and sustained. The conclusion will be well-reasoned and consistent with the argument. Answers towards the lower end of the level will demonstrate many of these characteristics but the quality of argument and critical evaluation may be slightly less consistent.</p>	<p>Marks 13–18 Towards the top of the level the answer will be mostly analytical. Makes effective use of the research materials selected. Consideration of different perspectives will be shown. A conclusion which is consistent with the argument will be reached. However, towards the lower end of the level, these features may not be evenly addressed throughout the answer.</p>	<p>Marks 7–12 Towards the top of the level the answer will contain analysis and offer argument rather than description. Makes some use of the research materials selected. The answer will show some consideration of different perspectives and will attempt to reach a conclusion. Towards the lower end of the level there may be an imbalance in the consideration of different perspectives and analysis may be only partially attempted.</p>	<p>Marks 0–6 Towards the top of the level the answer will contain adequate description of relevant elements. Makes limited use of the research materials selected and no critical judgement about its value. The answer will not recognise different perspectives. If there is a conclusion it is likely to be unsupported. Towards the lower end of the level the answer is likely to be disjointed, lacking in relevance and coherence.</p>
Communication of Argument [5 marks] (AO1 + AO2)	<p>Marks 4–5 The answer is consistently well-expressed. Explanations and arguments are very clear. The answer is well-structured and completely coherent. There is a firm focus on the requirements of the question and the answer is relevant throughout.</p>	<p>Marks 3 The answer is mostly well-expressed. Explanations are generally clear, as are most of the arguments. There is an obvious attempt to structure the answer and it is generally coherent. Much of the answer is focused on the question and is relevant.</p>	<p>Marks 2 The expression, though uneven, does not impede understanding. Some of the explanation is clear although there may be inconsistency. There is some attempt to offer a coherent argument, rather than merely to offer information. There is some structure, but this may be uneven. Not all of the material is related to the question and not all of the answer is relevant.</p>	<p>Marks 0–1 The expression is weak and the explanation is characterised by a lack of clarity. There is little attempt to structure material, and the overall argument is not coherent as there is considerable irrelevance and lack of focus on the question.</p>

ASSESSMENT CRITERIA	Level 4	Level 3	Level 2	Level 1
Research Skills [16 marks] (AO1 + AO3)	Marks 13–16 A wide range of relevant evidence will be selected from personal research with discrimination. The evidence will be consistently appropriate in terms of depth, be very closely related to the issues in the question and will support the argument.	Marks 9–12 A reasonable range of relevant evidence will be selected from personal research and most of it will support the arguments. Some of it will be of appropriate depth. There will be some unevenness, but most of the research will be related to the issues in the question.	Marks 5–8 Some relevant evidence will be researched, though some may not be of an appropriate depth or support the issues in the question directly enough.	Marks 0–4 There will be limited relevant material used mainly to convey information and not directly related to the issues in the question. Researched information will be of limited depth, quality and relevance.



APPENDIX C

CHINA STUDIES IN ENGLISH Higher 2 (Syllabus 9628)

INDEPENDENT STUDY PROPOSAL FORM

Candidate's Name:	Index Number:
Centre Name:	Centre Number:
Year of Examination:	NRIC/Foreign Student's No:
If this is the 2nd submission, please tick here	<input type="checkbox"/>
Research Question:	
Rationale for Choice of Research Question:	
Synopsis of Independent Study: [State clearly the objective(s) and scope of your research, and identify any potential problems or limitations.]	

Literature Review (i.e. an overview of the current state of knowledge in this research area):		
Methodology [State clearly qualitative and/or quantitative methods that will be used]		
Candidate's Signature:		Date:
Coursework Supervisor's Name:	Signature:	Date:

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**APPENDIX D**

[To be attached to the front of H2 Independent Study/H3 Research Essay/H3 Research Project]

H2 INDEPENDENT STUDY/H3 RESEARCH ESSAY/H3 RESEARCH PROJECT**DECLARATION AND SUBMISSION FORM**

Subject:	Subject Code:
Candidate's Name:	Index Number:
Centre Name:	Centre Number:
Coursework Supervisor's Name:	Year of Examination:
Title of Independent Study/Research Essay/Research Project:	
Word count for Independent Study/Research Essay/Research Project: _____ words	
<p>Plagiarism Warning: Plagiarism is using someone else's work without acknowledging the source of that information. (Refer to the examination syllabus for more details on what constitutes plagiarism.) Plagiarism amounts to intellectual theft and is seen as an act of dishonesty. An investigation will be conducted when there is cause for suspicion of plagiarism. Where clear and convincing evidence exists, disciplinary action by the examining authority will be taken against any candidate found to have committed or aided the offence of plagiarism. Candidates who have contravened the examination regulations will not be given a grade and a 'T' symbol for the subject will be indicated.</p>	
<p>Candidate's Declaration: I declare that the attached work was produced solely by me.</p> <p>I also declare that the subject area and content used in this Independent Study/Research Essay/Research Project is not used in any other H2/H3 Independent Study/Research Essay/Research Project that I am submitting in the same examination year, or have submitted previously.</p> <p>I am aware that if I am submitting two or more pieces of research work, only one of the works will be assessed if it is found that there is substantial overlap of content in the various pieces of research work submitted.</p> <p>Candidate's signature and date _____</p>	
<p>Coursework Supervisor's Declaration: In supervising this candidate, I declare that I have / have not* supervised this candidate in accordance with the Notes for Coursework Supervisor contained in the Examination Syllabus. * If 'have not', please attach an Irregularity Report containing the details to this Form.</p> <p>Coursework Supervisor's signature and date _____</p> <p>I have no reason / reason** to believe that the work submitted by the candidate contains plagiarised material (please circle accordingly). ** If there is evidence to suggest plagiarism may have occurred, please complete an Irregularity Report and submit it to SEAB with the candidate's work.</p> <p>Coursework Supervisor's signature and date _____</p>	

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**APPENDIX E****H2 INDEPENDENT STUDY****RECORD OF ADDITIONAL GUIDANCE**

Subject:	Subject Code:
Candidate's Name:	Index Number:
Centre Name:	Centre Number:
Year of Examination:	NRIC/FIN:
Title of Independent Study:	

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The additional guidance given to this candidate is recorded above.

Coursework Supervisor's Name:	Signature:	Date:
Candidate's Signature:		Date:

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