

# Syllabus

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Cambridge IGCSE First Language Afrikaans  
Syllabus code 0512

Cambridge IGCSE Afrikaans as a Second Language  
Syllabus code 0548

For examination in November 2011



**Note for Exams Officers:** Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled "Procedures for the Submission of Entries") relevant to the exam session. Please note that component and option codes are subject to change.

## Cambridge IGCSE First Language Afrikaans Syllabus code 0512

## Cambridge IGCSE Afrikaans as a Second Language Syllabus code 0548

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# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

### Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge IGCSE First Language Afrikaans?

The **Cambridge IGCSE First Language Afrikaans** syllabus is designed for candidates whose mother tongue is Afrikaans. Cambridge IGCSE First Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing;
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation;
- a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

## 1.3 Why choose Cambridge IGCSE Afrikaans as a Second Language?

**Cambridge IGCSE Afrikaans as a Second Language** is recognised by universities and employers as proof of knowledge and understanding of the language. The syllabus is designed for students who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career. The qualification reflects the widespread use of Afrikaans in education and commerce, and also in entertainment, throughout Southern Africa.

Through their studies, students will learn how to use Afrikaans effectively in the type of situations, and Afrikaans-speaking environments, they will encounter in their daily lives. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

# 1. Introduction

## 1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. First Language Afrikaans and Afrikaans as a Second Language fall into Group I, Languages.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

## 1.5 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at [international@cie.org.uk](mailto:international@cie.org.uk).

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at [international@cie.org.uk](mailto:international@cie.org.uk). Learn more about the benefits of becoming a Cambridge Centre at [www.cie.org.uk](http://www.cie.org.uk).



# 2. First Language Afrikaans: Assessment at a glance

## Cambridge IGCSE First Language Afrikaans Syllabus code 0512

Cambridge IGCSE First Language Afrikaans comprises two papers. All candidates take Papers 2 and 3 (there is no Paper 1 in this syllabus) and are eligible for the award of grades A\* to G.

<b>Paper 2: Reading and Directed Writing</b>	<b>2½ hours</b>	<b>Weighting</b>
<p><b>Part 1 – 30 marks</b></p> <p><i>Question 1 – 10 marks</i> Candidates answer a series of questions based on Passage 1.</p> <p><i>Question 2 – 20 marks</i> Candidates respond to a directed writing task based on their understanding of Passage 1.</p>		70%
<p><b>Part 2 – 40 marks</b></p> <p><i>Question 3 – 20 marks</i> Candidates select, compare and summarise specific information from both passages.</p> <p><i>Question 4 – 20 marks</i> Candidates make a critical interpretation, a considered judgement or a personal response to Passage 2.</p>		
<b>Paper 3: Continuous Writing</b>	<b>1½ hours</b>	<b>Weighting</b>
Candidates write one composition of 350–500 words.		30%

# 3. First Language Afrikaans: A and assessment

## 3.1 Aims

The aims of the Cambridge IGCSE First Language Afrikaans syllabus are to:

- enable candidates to communicate accurately, appropriately and effectively in writing;
- enable candidates to understand and respond appropriately to what they read and experience;
- encourage candidates to enjoy and appreciate the variety of language;
- encourage candidates to enjoy and appreciate the reading of texts and explore areas of universal human concern;
- complement the candidates' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
- promote the candidates' personal development and an understanding of themselves and others.

## 3.2 Assessment objectives

The assessment objectives (AOs) for Cambridge IGCSE First Language Afrikaans are grouped according to the three skill areas tested in the examination, as follows:

### A Reading and Directed Writing

Candidates are assessed on their ability to:

- 1 understand and convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 recognise implicit meaning and attitudes
- 6 communicate effectively and appropriately
- 7 recognise and appreciate ways in which writers use language and how they achieve their effects
- 8 communicate a sensitive and informed personal response to what is read.

### B Continuous Writing

Candidates are assessed on their ability to:

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

# 3. First Language Afrikaans: A and assessment

## C Usage

Candidates are assessed on their ability to:

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

## 3.3 Exam availability

Cambridge IGCSE First Language Afrikaans is available for examination in **November** only.

## 3.4 Exam exclusions

Candidates can combine this syllabus in an exam session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0548 Afrikaans as a Second Language

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

# 4. First Language Afrikaans: Description of components

The question papers are set entirely in the target language.

## 4.1 Paper 2: Reading and Directed Writing

**2½ hours**

Questions relate to two comparable passages which are printed on the question paper. Questions 1 and 2 are based on Passage 1, Question 3 on Passages 1 and 2, and Question 4 is based on either Passage 2 or on both passages. The passages may be of a different nature: one may be informative or argumentative while the other may be from a literary source.

Dictionaries may not be used in the examination.

### **Part 1 – 30 marks**

#### *Question 1 – 10 marks*

There are three multiple-choice questions that test candidates' understanding of the main points of the structure and argument of Passage 1. There are also four open-ended questions that test other aspects of the passage, such as the use of language and the author's attitude towards the subject matter.

#### *Question 2 – 20 marks*

This question tests candidates' understanding of Passage 1 and the ability to respond to a directed writing task like a report, speech, letter, a script of a conversation or broadcast, a continuation of a story, an expressive development of an idea in the text, etc. Candidates are required to write no more than 200 words.

### **Part 2 – 40 marks**

#### *Question 3 – 20 marks*

This question tests candidates' ability to select, compare and summarise specific information from both passages.

#### *Question 4 – 20 marks*

This question tests candidates' understanding of the text and their ability to make a critical interpretation, a considered judgement or a personal response to the text. This is a directed writing task which requires candidates to produce the given information in another form, such as a letter (formal and informal), report, diary entry, CV, minutes of a meeting, etc. Candidates are required to write no more than 250 words.

# 4. First Language Afrikaans: Description of components



## 4.2 Paper 3: Continuous Writing

**1½ hours**

This paper tests candidates' skills in continuous writing. A selection of nine titles are provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates choose one title and are required to write 350–500 words.

# 5. First Language Afrikaans: Curriculum content

All candidates follow the same curriculum.

<b>Assessment Objective</b>	<i>All candidates should be able to:</i>	<i>Candidates aiming for Grades A* to C should, in addition, be able to:</i>
<b>A Reading and Directed Writing</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of extended texts</li> <li>scan for and extract specific information, organise material and present it in a given format</li> <li>show some sense of audience and awareness of style</li> <li>identify main and subordinate topics, summarise, paraphrase, re-express</li> <li>recognise and respond to simple linguistic devices including figurative language</li> <li>edit or elaborate the work of others</li> </ul>	<ul style="list-style-type: none"> <li>show a more precise understanding of extended texts</li> <li>recognise the relationship of ideas, arrangement of concepts</li> <li>draw inferences, evaluate effectiveness, compare, analyse, synthesise</li> <li>recognise and respond to more sophisticated linguistic devices</li> </ul>
<b>B Continuous Writing</b>	<ul style="list-style-type: none"> <li>express thoughts, feelings and opinions in order to interest, inform or convince</li> <li>demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling</li> </ul>	<ul style="list-style-type: none"> <li>show a wider and more varied sense of audience and context and an awareness of different styles</li> <li>demonstrate a sophisticated use of vocabulary and structures</li> </ul>
<b>C Usage</b>	<ul style="list-style-type: none"> <li>exercise care over punctuation and spelling</li> <li>write accurate simple sentences</li> <li>attempt a variety of sentence structures</li> <li>recognise the need for paragraphing</li> <li>use an appropriate vocabulary</li> <li>show some sense of audience and awareness of style</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate accuracy in punctuation and spelling</li> <li>write accurate complex sentences</li> <li>employ varied sentence structures</li> <li>write in well constructed paragraphs</li> <li>use an imaginative and varied vocabulary</li> <li>show a clear sense of audience and awareness of style</li> </ul>

# 6. First Language Afrikaans: Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance in some other.

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

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

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

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

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

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

# 7. Afrikaans as a Second Language: Assessment at a glance

## Cambridge IGCSE Afrikaans as a Second Language Syllabus code 0548

The syllabus assesses candidates' ability to use Afrikaans as a medium of practical communication, and is aimed at students for whom Afrikaans is not a first language/mother tongue but for whom it is a lingua franca or language of study.

All candidates take Papers 1 and 2, and are eligible for the award of grades A\* to G.

Paper 1	Duration	Weighting
<b>Reading and Writing</b> There are seven exercises testing reading, information transfer, note-making, summary writing and continuous writing	<b>2 hours</b>	<b>70%</b>
Paper 2	Duration	Weighting
<b>Listening</b> There are four exercises: one true/false, one multiple choice and two comprehension exercises.	<b>approximately 35–45 minutes</b>	<b>30%</b>

Candidates may also take Paper 5. Marks for this optional Oral component do not contribute to the overall grade candidates receive for the written papers. Instead, where candidates perform to an appropriate standard, certificates record separately a grade from 1 (high) to 5 (low) for Speaking.

Paper 5	Duration	Weighting
<b>Oral (optional)</b>	<b>approximately 10–15 minutes</b>	<b>n/a</b>



# 8. Afrikaans as a Second Language: Aims and assessment

## 8.1 Aims

The aims of the Cambridge IGCSE Afrikaans as a Second Language syllabus are to enable candidates to:

- develop the ability to use Afrikaans effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Afrikaans as the medium
- develop an awareness of the nature of language and language-learning skills, along with skills of a more general application
- promote their personal development

## 8.2 Assessment objectives

This syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking. Assessment Objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

### AO1: Reading

Candidates will be assessed on their ability to:

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

### AO2: Writing

Candidates will be assessed on their ability to:

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

# 8. Afrikaans as a Second Language: Aims and assessment

## AO3: Listening

Candidates will be assessed on their ability to:

- L1 understand and respond to information presented in a variety of forms
- L2 recognise, understand and distinguish between facts, ideas and opinions
- L3 select and organise material relevant to specific purposes
- L4 infer information from texts

## AO4: Speaking

Candidates will be assessed on their ability to:

- S1 communicate clearly, accurately and appropriately
- S2 convey information and express opinions effectively
- S3 employ and control a variety of grammatical structures
- S4 demonstrate knowledge of a range of appropriate vocabulary
- S5 engage in and influence the direction of conversation
- S6 employ suitable pronunciation and stress patterns

## Specification grids

### Paper 1: Reading and Writing

Assessment objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6	Exercise 7
<b>A01</b>	R1	✓	✓	✓	✓		✓	
	R2		✓	✓	✓			
	R3			✓	✓		✓	
	R4		✓				✓	
<b>A02</b>	W1		✓		✓	✓		✓
	W2				✓	✓		✓
	W3				✓	✓		✓
	W4				✓	✓		✓
	W5		✓		✓	✓		✓
	W6							✓

# 8. Afrikaans as a Second Language: Aims and assessment

## Paper 2: Listening

Assessment objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4
<b>A03</b>	L1	✓	✓	✓	✓
	L2	✓	✓	✓	✓
	L3	✓	✓	✓	✓
	L4			✓	✓

## Paper 5: Speaking (optional)

Assessment objective		Exercise 1
<b>A04</b>	S1	✓
	S2	✓
	S3	✓
	S4	✓
	S5	✓
	S6	✓

## 8.3 Exam exclusions

Candidates can combine this syllabus in an exam session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0512 First Language Afrikaans

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

# 9. Afrikaans as a Second Language: Description of components

## 9.1 Paper 1: Reading and Writing

Total mark: 70

Assessment of Reading and Writing skills is equally weighted within the component.

Duration: 2 hours.

For all parts of this component, candidates write their answers in spaces provided in a question paper booklet.

Dictionaries may not be used.

The question paper is divided into 7 exercises. The exercises have different total mark allocations, and some are broken down into a series of sub-questions. Candidates should attempt all exercises.

### Overview of exercises on Paper 1

		Marks for reading objectives	Marks for writing objectives	Total available marks
<b>Exercise 1</b>	<b>Reading (1)</b>	8		<b>8</b>
<b>Exercise 2</b>	<b>Information transfer</b>	6	3	<b>9</b>
<b>Exercise 3</b>	<b>Note-making</b>	8		<b>8</b>
<b>Exercise 4</b>	<b>Summary</b>	3	2	<b>5</b>
<b>Exercise 5</b>	<b>Writing (1)</b>		15	<b>15</b>
<b>Exercise 6</b>	<b>Reading (2)</b>	10		<b>10</b>
<b>Exercise 7</b>	<b>Writing (2)</b>		15	<b>15</b>
		<b>Total 35</b>	<b>Total 35</b>	<b>Total 70</b>

### Description of exercises on Paper 1

#### Exercise 1

- Reading exercise. Candidates read a short text printed in the question paper and answer a series of questions testing skim/gist reading skills which require short (single word/phrase) answers. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
- Assessment objective: R1
- Total marks: 8

# 9. Afrikaans as a Second Language: Description of components

## Exercise 2

- Information transfer. Candidates complete a form/notes template on the basis of information provided on the question paper.
- Assessment objectives: R1, R2, R4, W1, W5
- Total marks: 9

## Exercise 3

- Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
- Assessment objectives: R1, R2, R3
- Total marks: 8

## Exercise 4

- Summary writing. Candidates write a paragraph-length summary about an aspect or aspects of the text from Exercise 3. They make use of the notes they made in Exercise 3.
- Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5
- Total marks: 5

## Exercise 5

- Writing exercise. Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the question paper. Candidates are given a purpose, format and audience for writing.
- Assessment objectives: W1, W2, W3, W4, W5
- Total marks: 15

## Exercise 6

- Reading exercise. Candidates read a text printed in the question paper and answer a series of questions testing more detailed comprehension. The text will be a report/newspaper/magazine article.
- Assessment objectives: R1, R3, R4
- Total marks: 10

## Exercise 7

- Writing exercise. Candidates write approximately 200–250 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the question paper. Candidates are given a purpose, format and audience for writing. (Note: The tasks for exercises 5 and 7 will require different purposes/formats/audiences/register. For example, candidates might write an informal letter to a friend describing events during a holiday for Exercise 5, and a formal article for a school newspaper arguing whether or not sport should be made compulsory for Exercise 7.)
- Assessment objectives: W1, W2, W3, W4, W5, W6
- Total marks: 15

# 9. Afrikaans as a Second Language: Description of components

## 9.2 Paper 2: Listening

Total mark: 30

Duration: approximately 35–45 minutes.

For all parts of this component, candidates write their answers in the spaces provided in a question paper booklet.

The question paper is divided into four exercises. Candidates should attempt all exercises.

Dictionaries may not be used.

Candidates listen to recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD and answer questions testing comprehension. They hear each text twice. The invigilator of the examination controls the CD, not the candidate(s).

For details about rooms, equipment, acoustics, checking the CD in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the CIE *Handbook for Centres*.

### Overview of exercises on Paper 2

		Total available marks
<b>Exercise 1</b>	<b>True/False</b>	<b>6</b>
<b>Exercise 2</b>	<b>Multiple choice</b>	<b>5</b>
<b>Exercise 3</b>	<b>Comprehension</b>	<b>8</b>
<b>Exercise 4</b>	<b>Comprehension</b>	<b>11</b>
		<b>Total 30</b>

# 9. Afrikaans as a Second Language: Description of components

## Description of exercises on Paper 2

### Exercise 1

- True-or-false exercise. Candidates indicate whether six sentence-long statements are either true or false, by ticking the correct box.
- Assessment objectives: L1, L2, L3
- Total marks: 6

### Exercise 2

- Multiple-choice exercise. Candidates answer five questions, each with four possible answers to choose from.
- Assessment objectives: L1, L2, L3
- Total marks: 5

### Exercise 3

- Comprehension exercise. Candidates are required to write short answers (single word or phrase) in response to open-ended questions.
- Assessment objectives: L1, L2, L3, L4
- Total marks: 8

### Exercise 4

- Comprehension exercise. Candidates are required to write longer answers (phrase or sentence) in response to open-ended questions.
- Assessment objectives: L1, L2, L3, L4
- Total marks: 11

# 9. Afrikaans as a Second Language: Description of components

## 9.3 Paper 5: Oral (optional)

Oral tests take place during a period before the main examination session (see relevant session's timetable). Centres will receive materials for the test before this period, and the tests must take place as soon as possible after opening the material. The Centre must leave sufficient time to send material to CIE for external moderation by the advertised deadline.

Centres will receive at least five Oral Assessment Cards, with an accompanying set of teacher's notes. Each card introduces a topic for discussion between the teacher/examiner and the candidate, together with suggestions for the development of the conversation.

Each candidate will be examined using **one** Oral Assessment Card selected by the teacher/examiner from the range provided.

Each oral test lasts approximately 10–15 minutes, as follows:

- non-assessed 'warm-up' conversation (approximately 2–3 minutes)
- time for the candidate to read the Oral Assessment Card and to prepare a response (they may not make written notes) (approximately 2–3 minutes)
- assessed conversation (6–9 minutes)

A teacher/Examiner at the Centre assesses candidates using the Oral Assessment Criteria grid (see the *Oral Tests: Guidance for Centres* section later in this booklet).

The teacher/Examiner will usually be someone from the Centre's Afrikaans Language department, but could be someone local from outside the Centre.

The teacher/Examiner will conduct and internally assess the tests, and will submit a recorded sample of candidates' performances for external moderation by CIE. Centres will receive a brief report on the outcome of moderation.

Full instructions on the administration of the oral test are in the Teacher's/Examiner's Notes accompanying the Oral Assessment Cards. A summary is provided later in this booklet to be read in conjunction with general advice on submission of samples for moderation in the CIE *Handbook for Centres*.



# 10. Afrikaans as a Second Language: Curriculum content

Assessment objective	<i>All candidates should be able to:</i>	<i>Candidates aiming for Grades A* to C should, in addition, be able to:</i>
<b>Reading</b>	<ul style="list-style-type: none"> <li>demonstrate the ability to recognise public notices and signs (including timetables and advertisements)</li> <li>demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds</li> <li>scan for particular information, organise the relevant information and present it in a logical manner/given format</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>draw conclusions from and see relations within an extended text</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of Afrikaans in response to a written stimulus</li> <li>demonstrate the ability to describe, report, give personal information</li> <li>identify, organise and present given material in a particular form</li> </ul>	<ul style="list-style-type: none"> <li>carry out longer writing tasks on a wider range of topics in response to a written stimulus</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of specific details, information and semi-formal announcements, e.g. news, weather, travel, and in interviews, dialogues and telephone conversations</li> <li>demonstrate general comprehension of the speaker's intentions where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>identify the important points or themes of the material they hear, including attitudes</li> <li>draw conclusions from and identify the relationships between ideas within the material they hear</li> <li>show awareness of major variations in register</li> </ul>
<b>Speaking (optional)</b>	<ul style="list-style-type: none"> <li>demonstrate competence in a range of speech activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs</li> <li>conduct a sustained conversation</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate greater flexibility in dealing with new, topical ideas</li> <li>show a sense of audience</li> </ul>

# 11. Afrikaans as a Second Language: Grade descriptions

At **Grade A** the candidate has demonstrated expertise by:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style straightforwardly in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately (with few if any mistakes);
- using well constructed paragraphs and sentences (of average complexity) and obeying standard grammatical conventions;
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

At **Grade C** the candidate has demonstrated competence by:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- recognising more obvious meanings and attitudes;
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set;
- spelling and punctuating with accuracy so that communication is not impaired;
- using adequate paragraphing and some variety of sentence construction;
- speaking clearly with some confidence, mostly in response to the directions of other speakers; showing a readiness to listen to others and to respond appropriately.

# 11. Afrikaans as a Second Language: Grade descriptions

At **Grade F** the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions;
- speaking with some confidence, but usually in response to the directions of other speakers; showing a readiness to listen to others and to respond.

# 12. Afrikaans as a Second Language: Oral test guidance for Centres

## General

- 1 The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests.
- 2 Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
- 3 Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings to allow sufficient time for external moderation. It is vital that material does not arrive late.
- 4 There should be only one teacher/Examiner per Centre where possible. Each Centre will select its own teacher/Examiner. This is normally a teacher within the Afrikaans language department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher/Examiner to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples.  
Centres with large numbers of candidates using more than one teacher/Examiner must make arrangements for internal moderation so that a common standard is applied to all candidates.
- 5 Centres entering candidates for the examination will receive a set of Oral Assessment Cards, notes about administration and forms for entering marks. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests take place. The Oral Assessment Cards must remain confidential and the Centre must keep them in a secure place until the end of the examination period.
- 6 Each Centre must send to CIE the following:
  - (a) recorded sample
  - (b) completed Oral Examination Summary Form(s)
  - (c) completed MS1 Forms

Please adhere to instructions given on the forms about their completion and return.

### **(a) recorded sample**

Each Centre must provide a sample of oral tests, recorded on cassette(s) or CD(s). The size of the sample required is given in the instructions on the back of the Oral Examination Summary Form. The teacher/Examiner responsible for internal standardisation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark awarded to the lowest. Where there is more than one teacher/Examiner involved, the sample must include in equal number candidates tested by all teacher/Examiners.

For instructions on recording the samples see section 15 below. Centres must label cassettes/CDs clearly with details of the candidates whose tests have been recorded.

### **(b) completed Oral Examination Summary Form(s)**

Enter marks in detail for each candidate on this form. Please follow the instructions on the reverse of the form about completion.

Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) after the names of candidates whose tests have been recorded on the cassette/CD.

# 12. Afrikaans as a Second Language: Oral test guidance for Centres

## (c) completed MS1 Forms

This is a computer-printed mark sheet provided by CIE. Complete it by transferring the mark for each candidate from the Total Mark column on the Oral Examination Summary Form. Please follow the instructions on the form about completion and return.

As an alternative to the submission of the MS1 Mark Sheet, Centres may submit coursework marks in electronic form on floppy disk or CD-ROM. Electronic files of marks must be created using CAMEO. If marks are submitted this way, a signed print-out of the marks file should be sent in place of the second copy of the MS1.

- 7 Immediately after completing the oral tests, Centres should send to CIE the sample cassette(s)/CD(s) along with completed MS1 and Oral Examination Summary Form(s). Please do not wait until the end of the assessment period before sending them.

## Conducting the oral tests

- 8 The procedure for oral tests should be as follows:
  - (A) Start the tape. Give the candidate's name and number. Welcome the candidate(s) and explain briefly what is going to happen in the course of the test.
  - (B) Warm-up section: conduct a general conversation by asking the candidate(s) a few questions about herself/himself, the school, etc. to give candidate(s) time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, spend about 2–3 minutes on this section.
  - (C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up section. Give any necessary explanation at this point, then allow a short preparation period (approximately 2–3 minutes) when the candidate may ask questions. The candidate may not make notes during this period. The examiner may leave the tape recorder on throughout this time, or turn it off. If turning it off, the Examiner should indicate this by saying 'The tape will be paused now': it is important for the moderator to know that the candidate has had an opportunity to study the card at this stage.
  - (D) Main part of the test: conversation based on the Oral Assessment Card. Either the examiner or the candidate may start the conversation. This section of the test should last approximately 6–9 minutes.

**The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10–15 minutes.**

**Only (D) is assessed.**

**The entire oral test must be conducted in Afrikaans.**

- 9 The oral tests must take place under examination conditions. The Centre must provide adequate supervision to ensure that candidates leaving the room for the oral tests do not communicate with those waiting to enter.

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- 10 No other person should be present during the oral test, with the exception of another teacher/Examiner, moderator or representative of CIE.
- 11 Candidates may be examined singly or in pairs. If the examiner records a pair of candidates, it is important for the external moderator to know which candidate is speaking at any one time. Therefore, pair two candidates whose voices are clearly dissimilar, and avoid pairing candidates with the same first names.
- 12 Candidates may not bring any notes into the examination room, and they may not use dictionaries.
- 13 There is a range of Oral Assessment Cards, and the teacher/Examiner (not the candidate) chooses the card for each candidate. The teacher/Examiner should use as wide a variety as possible of the cards during the oral tests at the Centre. In order to give candidates every chance to do themselves justice, the teacher/Examiner should select the Oral Assessment Card with care. The warm-up section may give the teacher/Examiner an indication of the best card to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the examiner prompts in such cases.**
- 14 The teacher/Examiner should face the candidate, with a table or desk in between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

## Recording the sample

- 15 Centres must ensure that their recording equipment is in good working order. Before the Oral tests take place, Centres should test the recording equipment and the cassette(s)/CD(s) on site, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible, Centres should use a recorder with external microphones so that there is a separate microphone for the candidate and the teacher/Examiner. If there is only one microphone it should face the candidate.

It is important to check audibility levels before taping begins; avoid adjustments to the volume control during an examination. Take care to avoid extraneous noise and long gaps. Make checks throughout the oral testing session to ensure that voices are clearly audible.

With the exception of a permitted pause on the tape between the warm-up and the main part of the test, once the oral test has begun the cassette should run without interruption.

For Centres using cassette tapes, the recording must begin at the start of Side 1. Use both sides of the cassette before beginning a new one. Do not start a candidate's oral test on one side and continue over to the second side. At the end of examining on each side of a cassette the teacher/Examiner should state "No further recordings on this side"

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Each recording should begin with a clear statement by the teacher/Examiner as follows:

“Centre Number: [e.g.] AZ 999  
Centre Name: [e.g.] Abcxyz Academy  
Examination: 0548 Afrikaans as a Second Language  
Examiner Name: [e.g.] Ms Z. Abced  
Date: [e.g.] 1 October 2011”

The teacher/Examiner should give details of each candidate recorded on the sample as follows:

“Candidate Number [e.g.] 1234  
Candidate Name [e.g.] Abdi Zachariah”

At the end of the sample the teacher/Examiner should state clearly “End of Sample”

Before despatching the cassettes/CDs to CIE, make spot checks to ensure that every candidate is clearly audible. Please rewind cassettes to the start of Side 1, and clearly label the contents of each cassette/CD.

# 12. Afrikaans as a Second Language: Oral test guidance for Centres

## Oral Assessment Criteria grid (0548/5)

Give a mark out of 10 for each category (Structure, Vocabulary and Fluency), and then add these marks to give an overall total out of 30.

Mark	Structure [out of 10]	Vocabulary [out of 10]	Fluency [out of 10]
9–10	The candidate demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation and perhaps initiate new topics. Pronunciation and intonation are appropriate, with only the occasional slip.
7–8	There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication.	The candidate has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.	The candidate responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener.
5–6	The candidate will be uneasy and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained.	Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.	The candidate makes a real attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication.
3–4	Responses will usually be single words or very simple sentences – with errors. Error will tend to blur but not obscure communication.	Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy causes some communication difficulty, but candidate can usually be understood by a sympathetic listener.
1–2	Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview.	Enough Afrikaans words are known to convey occasional snippets of information, but conversation will be very limited and confused.	Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	No response/inaccuracy of stress and intonation prevents communication even after several repetitions.





**A. INSTRUCTIONS FOR COMPLETING ORAL EXAMINATION SUMMARY FORMS**

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to the computer-printed Internal Assessment Mark Sheet (MS1) at a later stage (i.e. in candidate number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Indicate the Oral Assessment Card (Card with Oral Topics) used, the individual marks for each section and the total mark in the appropriate column.
4. The final column on the form is for the use of the External Moderator only.
5. The teacher completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

**B. PROCEDURES FOR EXTERNAL MODERATION**

1. University of Cambridge International Examinations (CIE) sends a computer-printed Internal Assessment Mark Sheet (MS1) to each Centre showing the names and numbers of each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Form to the MS1.
2. Despatch the top sheet of the MS1 to CIE as soon as possible, and no later than 31 October for the November session.
3. Send samples of the candidates' work covering the full ability range together with this Oral Examination Summary Form and the first copy of MS1 (marked 'This copy is to be sent to the Moderator'), to CIE as soon as possible, and no later than 31 October for the November session.
4. Indicate the candidates whose recorded oral tests have been selected for external moderation by means of an asterisk (\*) against the candidates' names on the Oral Examination Summary Form. The size of the sample should be as follows:

Number of candidates entered	Number of candidates in sample
0–10	all candidates
11–50	10
51–100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark awarded to the lowest.
6. CIE reserves the right to ask for further samples of Oral Tests.

