

# Syllabus

## Cambridge O Level

Bengali Syllabus code 3204

French Syllabus code 3015

Nepali Syllabus code 3202

Sinhala Syllabus code 3205

Swahili Syllabus code 3162

Tamil Syllabus code 3206

For examination in June 2012

Arabic Syllabus code 3180

German Syllabus code 3025

Setswana Syllabus code 3158

Spanish Syllabus code 3035

For examination in November 2012





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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?

### Developed for an international audience

International O Levels have been designed specially for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The curriculum also allows teaching to be placed in a localised context, making it relevant in varying regions.

### Recognition

Cambridge O Levels are internationally recognised by schools, universities and employers as equivalent to UK GCSE. They are excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. CIE is accredited by the UK Government regulator, the Office of the Qualifications and Examinations Regulator (Ofqual). 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 O Level?

International O Levels are established qualifications that keep pace with educational developments and trends. The International O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level 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.

Candidates 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 O Level 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 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. your regional representative, the British Council or CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email either your local British Council representative or CIE at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

# 2. Bengali: Assessment at a glance

## Cambridge O Level Bengali Syllabus code 3204

### 2.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

<b>Paper 1: Composition</b>	<b>(2 hours)</b>
<p><b>Section A – 30 marks</b> One composition of about 120 words from a choice of two topics.</p> <p><b>Section B – 60 marks</b> One essay of about 200 words from a choice of three topics.</p> <p>Weighting: 45% of total marks</p>	
<b>Paper 2: Language Usage and Comprehension</b>	<b>(1½ hours)</b>
<p><b>Section A – 50 marks</b> Language usage questions.</p> <p><b>Section B – 14 marks</b> Multiple-choice comprehension questions.</p> <p><b>Section C – 46 marks</b> Open-ended comprehension questions.</p> <p>Weighting: 55% of total marks</p>	



# 2. Bengali: Assessment at a glance

## 2.2 Availability

This syllabus is examined in the May/June examination session.

This syllabus is available to private candidates.

## 2.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level

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

# 3. Bengali: Syllabus aims and objectives

## 3.1 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the O Level examination. They are not listed in order of priority.

The aims are to:

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

## 3.2 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined;
- 2 order and present facts, ideas and opinions;
- 3 communicate effectively and appropriately;
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- 5 express thoughts, feelings and opinions in order to interest, inform or convince;
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

# 3. Bengali: Syllabus aims and objectives

## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately 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 communicate effectively and appropriately;
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures;
- 2 understand and employ a range of apt vocabulary;
- 3 recognise implicit meaning and attitude;
- 4 evaluate information and express it in their own words.

# 4. Bengali: Description of papers

The question papers are set entirely in Bengali. Dictionaries may not be used in the examination.

## 4.1 Paper 1: Composition

**2 hours, 90 marks**

### **Section A: Letter, report, dialogue or speech (30 marks)**

From a choice of two topics, candidates must write one letter, report, dialogue or speech of about 120 words in Bengali.

### **Section B: Essay (60 marks)**

From a choice of three topics, candidates must write one essay of about 200 words in Bengali.

## 4.2 Paper 2: Language Usage and Comprehension

**2 hours, 110 marks**

### **Section A: Language Usage (50 marks)**

Questions will include combination or separation of words, idioms, proverbs and words in pairs, sentence transformation and a cloze passage.

### **Section B: Comprehension (multiple-choice questions) (14 marks)**

Candidates must answer seven questions based on a prose passage of about 280 words.

### **Section C: Comprehension (open-ended questions) and Vocabulary (46 marks)**

Candidates must answer six questions based on a prose passage of about 270 words. A vocabulary question will follow the comprehension questions in this section.

# 5. Nepali: Assessment at a glance

## Cambridge O Level Nepali Syllabus code 3202

### 5.1 Scheme of assessment summary

All candidates take Paper 1 only.

Paper 1	(3 hours)
<b>Section A: Composition – 50 marks</b> Two compositions, of about 150 words each, from a choice of five topics.	
<b>Section B: Translation – 30 marks</b> Two translations, one from Nepali into English and one from English into Nepali.	
<b>Section C: Comprehension – 20 marks</b> Open-ended comprehension questions on one set passage.	
Weighting: 100% of total marks	

### 5.2 Availability

This syllabus is examined in the May/June examination session.

This syllabus is available to private candidates.

### 5.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level

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

# 6. Nepali: Syllabus aims and objectives

## 6.1 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the O Level examination. They are not listed in order of priority.

The aims are to:

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

## 6.2 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined;
- 2 order and present facts, ideas and opinions;
- 3 communicate effectively and appropriately;
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- 5 express thoughts, feelings and opinions in order to interest, inform or convince;
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

# 6. Nepali: Syllabus aims and objectives

## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately 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 communicate effectively and appropriately;
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures;
- 2 understand and employ a range of apt vocabulary;
- 3 recognise implicit meaning and attitude;
- 4 evaluate information and express it in their own words.

# 7. Nepali: Description of papers

Dictionaries may not be used in the examination.

## 7.1 Paper 1

**3 hours, 100 marks**

### **Section A: Composition (50 marks)**

Candidates must write two compositions in Nepali, of about 150 words each, from a choice of five topics. The choice of topics will allow candidates to demonstrate ability in using the written language to:

- express an opinion
- communicate by letter
- narrate a story or series of events
- describe a scene or occasion
- compose or report a dialogue.

### **Section B: Translation (30 marks)**

Candidates must:

- translate a passage from Nepali into English (10 marks)
- translate a passage from English into Nepali (20 marks).

### **Section C: Reading Comprehension (20 marks)**

One passage in Nepali will be set, with questions to test the candidates' general understanding of the gist of the passage, as well as their understanding of specific information given. The passage may be drawn from fiction, non-fiction, newspapers, magazines, etc. Candidates must write their answers in Nepali.



# 8. Arabic, Sinhala, Tamil: Assessment at a glance

Cambridge O Level Arabic

Syllabus code 3180

Cambridge O Level Sinhala

Syllabus code 3205

Cambridge O Level Tamil

Syllabus code 3206

## 8.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

<b>Paper 1: Composition</b>	<b>(1½ hours)</b>
<p><b>Section A – 15 marks</b> One composition of about 120 words from a choice of three topics.</p> <p><b>Section B – 30 marks</b> One essay of about 200 words from a choice of four topics.</p> <p>Weighting: 45% of total marks</p>	
<b>Paper 2: Translation and Reading Comprehension</b>	<b>(1½ hours)</b>
<p><b>Section A – 30 marks</b> Two translations.</p> <p><b>Section B – 25 marks</b> Open-ended comprehension questions on one set passage.</p> <p>Weighting: 55% of total marks</p>	

# 8. Arabic, Sinhala, Tamil: Assessment at a glance

## 8.2 Availability

Arabic is examined in the October/November examination session.  
Sinhala and Tamil are examined in the May/June examination session.

These syllabuses are available to private candidates.

## 8.3 Combining these with other syllabuses

Candidates can combine these syllabuses in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level.

In addition:

- candidates taking O Level Arabic (3180) may not also take IGCSE First Language Arabic (0508)
- candidates taking O Level Sinhala (3205) may not also take O Level Tamil (3206)
- candidates taking O Level Tamil (3206) may not also take O Level Sinhala (3205)

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

# 9. Arabic, Sinhala, Tamil: Syllabus aims and objectives

## 9.1 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the O Level examination. They are not listed in order of priority.

The aims are to:

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

## 9.2 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined;
- 2 order and present facts, ideas and opinions;
- 3 communicate effectively and appropriately;
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- 5 express thoughts, feelings and opinions in order to interest, inform or convince;
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

# 9. Arabic, Sinhala, Tamil: Syllabus aims and objectives

## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately 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 communicate effectively and appropriately;
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures;
- 2 understand and employ a range of apt vocabulary;
- 3 recognise implicit meaning and attitude;
- 4 evaluate information and express it in their own words.

# 10. Arabic, Sinhala, Tamil: Description of papers

Dictionaries may not be used in the examination.

## 10.1 Paper 1: Composition

**1½ hours, 45 marks**

### **Section A: Letter, report or speech, dialogue (15 marks)**

From a choice of three topics, candidates must write one composition of about 120 words in the target language. The choice of topics will allow candidates to demonstrate ability in using the written language to:

- communicate by letter
- compose a report or speech
- compose a dialogue.

### **Section B: Essay (30 marks)**

From a choice of four topics (narrative, descriptive or argumentative), candidates must write one essay of about 200 words in the target language.

## 10.2 Paper 2: Translation and Reading Comprehension

**1½ hours, 55 marks**

### **Section A: Translation (30 marks)**

Candidates must:

- translate a passage from the target language into English (10 marks)
- translate a passage from English into the target language (20 marks).

### **Section B: Reading Comprehension (25 marks)**

Candidates must answer a variety of questions testing their understanding of a set passage.

# 11. Setswana: Assessment at a glance

## Cambridge O Level Setswana Syllabus code 3158

### 11.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

<b>Paper 1: Language</b>	<b>(2½ hours)</b>
<p><b>Section A – 25 marks</b> One composition of 250–300 words from a choice of four topics.</p> <p><b>Section B – 25 marks</b> One piece of writing for a specific purpose of 200–250 words.</p> <p><b>Section C – 25 marks</b> Open-ended comprehension questions on one set passage.</p> <p><b>Section D – 25 marks</b> One translation, <b>either</b> from English into Setswana <b>or</b> from Setswana into English.</p> <p>Weighting: approx. 60% of total marks</p>	
<b>Paper 2: Literature</b>	<b>(1½ hours)</b>
<p><b>Section A – 25 marks</b> One question from a choice of two, each on a set text.</p> <p><b>Section B – 25 marks</b> One question from a choice of two, each on a set play.</p> <p><b>Section C – 25 marks</b> One question on a set poem and one question on an unseen poem.</p> <p>Weighting: approx. 40% of total marks</p>	

# 11. Setswana: Assessment at a glance

## 11.2 Availability

This syllabus is examined in the October/November examination session.

This syllabus is available to private candidates.

## 11.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level

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

# 12. Setswana: Syllabus aims and objectives

## 12.1 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the O Level examination. They are not listed in order of priority.

The aims are to:

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

## 12.2 Assessment objectives

There are four assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined;
- 2 order and present facts, ideas and opinions;
- 3 communicate effectively and appropriately;
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- 5 express thoughts, feelings and opinions in order to interest, inform or convince;
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.



# 12. Setswana: Syllabus aims and objectives

## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately 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 communicate effectively and appropriately;
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures;
- 2 understand and employ a range of apt vocabulary;
- 3 recognise implicit meaning and attitude;
- 4 evaluate information and express it in their own words.

## D Literature

Candidates will be assessed on their ability to:

- 1 recognise implicit meaning and attitudes;
- 2 recognise and appreciate ways in which writers use language and how they achieve their effects;
- 3 communicate a sensitive and informed personal response to what is read;
- 4 recognise and appreciate literary aspects such as conflicts, theme, setting, climax, characterisation and plot;
- 5 differentiate between modern and traditional poetry.

# 13. Setswana: Description of papers

Dictionaries may not be used in the examination.

## 13.1 Paper 1: Language

**2½ hours, 100 marks**

### **Section A: Composition (25 marks)**

Candidates must choose one topic from a selection of four and must write an imaginative, narrative or argumentative response of 250–300 words in an appropriate style.

### **Section B: Writing for a specific purpose (25 marks)**

One task requiring candidates to write 200–250 words for a specific purpose (such as an article, letter, report or speech) related to a given situation.

### **Section C: Language Usage/Reading Comprehension (25 marks)**

A series of comprehension questions on a set passage. Candidates will be tested on their understanding of both specific details (language structure, figurative language), general themes and arguments in the passage.

### **Section D: Translation (25 marks)**

There are two alternative passages: one in English to be translated into Setswana, and one in Setswana to be translated into English. Candidates must translate **one** of the passages only.

### **Resource materials for Paper 1 are:**

- Thutapuo ya Setswana – K. Mogapi (Grammar)
- Tshekatsheko ya Tlhamo – A. Molosiwa (Composition)
- Diteko-Tlhaloganyo – N. Mokgachane (Comprehension)
- Diane le Maele – M. Seboni (Proverbs/Idioms)
- Sedibeng 4 and 5 – N. Ratsoma and A. Molosiwa

# 13. Setswana: Description of papers

## 13.2 Paper 2: Literature

**1½ hours, 75 marks**

This paper is divided into three sections. Candidates must answer four questions:

- one from Section A on a set text
- one from Section B on a set text
- two from Section C: one on a set text and one on an unseen poem.

**The set texts for 2012, and the mark allocations for the sections are as follows:**

<b>Section A: Novel (25 marks)</b>	<ul style="list-style-type: none"><li>• <i>Mareledi a sa le pele</i> – M. O. Mothei</li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>• <i>Mosekela mpeng</i> – T. Mbuya</li></ul>
<b>Section B: Drama (25 marks)</b>	<ul style="list-style-type: none"><li>• <i>Motho ntsi</i> – L. M. Mphale</li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>• <i>Ngwanaka, o tla nkgopola</i> – M. Lempadi</li></ul>
<b>Section C: Poetry (25 marks)</b>	<ul style="list-style-type: none"><li>• <i>Mahura a poko</i> – L. Magopane* (15 marks)</li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>• <i>Masalela a puo</i> – M. Kitchin* (15 marks)</li></ul> <p><b>and</b></p> <ul style="list-style-type: none"><li>• an unseen poem (10 marks)</li></ul>

\*For 2012 the following poems have been selected from each of the two texts:

- *Mahura a poko*: Balwela kgololosego; Jonane wa mokolobetsi; Masole a Botswana; Twantsho borukhutli; Tlaholele
- or**
- *Masalela a puo*: Gakeitse le gasenna; Malatsi a maloba; Lorato lo ntsha tlhogo; Tumagole; Lekwa noka e tshetlha

# 14. Swahili: Assessment at a glance

## Cambridge O Level Swahili Syllabus code 3162

### 14.1 Scheme of assessment summary

All candidates take Paper 1 only.

Paper 1	(3 hours)
<b>Question 1 – 20 marks</b> One translation from Swahili into English.	
<b>Question 2 – 30 marks</b> One translation from English into Swahili.	
<b>Question 3 – 25 marks</b> Open-ended comprehension questions on one set passage.	
<b>Question 4 – 25 marks</b> One composition of about 120 words from a choice of three topics.	
Weighting: 100% of total marks	

# 14. Swahili: Assessment at a glance

## 14.2 Availability

This syllabus is examined in the May/June examination session.

This syllabus is available to private candidates.

## 14.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level

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

# 15. Swahili: Syllabus aims and objectives

## 15.1 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the O Level examination. They are not listed in order of priority.

The aims are to:

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

## 15.2 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined;
- 2 order and present facts, ideas and opinions;
- 3 communicate effectively and appropriately;
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- 5 express thoughts, feelings and opinions in order to interest, inform or convince;
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

# 15. Swahili: Syllabus aims and objectives

## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately 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 communicate effectively and appropriately;
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures;
- 2 understand and employ a range of apt vocabulary;
- 3 recognise implicit meaning and attitude;
- 4 evaluate information and express it in their own words.

# 16. Swahili: Description of papers

Dictionaries may not be used in the examination.

## 16.1 Paper 1

**3 hours, 100 marks**

**Question 1: Translation (20 marks)**

Candidates must translate one passage from Swahili into English.

**Question 2: Translation (30 marks)**

Candidates must translate one passage from English into Swahili

**Question 3: Reading Comprehension (25 marks)**

One passage in Swahili with questions to test candidates' general understanding of the gist of the passage as well as their understanding of specific information given. The passage may be drawn from fiction, non-fiction, newspapers, magazines, etc. Answers must be written in Swahili.

**Question 4 (25 marks)**

Candidates must write a short composition of about 120 words, in Swahili, from a choice of three topics.



# 17. French, German, Spanish: Assessment at a glance

Cambridge O Level French  
Syllabus code 3015  
Cambridge O Level German  
Syllabus code 3025  
Cambridge O Level Spanish  
Syllabus code 3035

## 17.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

### Paper 1: Translation and Composition

(1½ hours)

Candidates answer **two** questions.

#### **Question 1 – 30 marks**

One composition of about 140 words, based on a series of pictures.

#### **Question 2 – 30 marks**

One composition of about 140 words, from a choice of topics.

#### **Question 3 – 30 marks**

One translation from English into the target language.

Weighting: 50% of total marks

# 17. French, German, Spanish: Assessment at a glance

## Paper 2: Reading Comprehension

(1½ hours)

### Sections 1 and 2 – 40 marks

Multiple-choice questions, questions on short and longer texts.

### Section 3 – 20 marks

Cloze text.

Weighting: 50% of total marks

## 17.2 Availability

French is examined in the May/June examination session.

German and Spanish are examined in the October/November examination session.

These syllabuses are available to private candidates.

## 17.3 Combining these with other syllabuses

Candidates can combine these syllabuses in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level.

In addition:

- candidates taking O Level French (3015) may not also take IGCSE First Language French (0501)
- candidates taking O Level Spanish (3035) may not also take IGCSE First Language Spanish (0502)

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

# 18. French, German, Spanish: Description of papers

## 18.1 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the O Level examination. They are not listed in order of priority.

The aims are to:

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

## 18.2 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined;
- 2 order and present facts, ideas and opinions;
- 3 communicate effectively and appropriately;
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- 5 express thoughts, feelings and opinions in order to interest, inform or convince;
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

# 18. French, German, Spanish: Description of papers

## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately 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 communicate effectively and appropriately;
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures;
- 2 understand and employ a range of apt vocabulary;
- 3 recognise implicit meaning and attitude;
- 4 evaluate information and express it in their own words.

# 19. French, German, Spanish: Description of papers

Dictionaries may not be used in the examination.

## 19.1 Paper 1: Translation and Composition

**1½ hours, 60 marks**

Candidates must answer **two** of the following three questions:

### **Question 1 (30 marks)**

A composition in the target language, of approximately 140 words, based on a series of pictures.

### **Question 2 (30 marks)**

A composition in the target language, of approximately 140 words, based on a choice of topics set in the foreign language. Candidates are required to write in the form of a letter, dialogue or narrative.

### **Question 3 (30 marks)**

A translation from English into the target language.

## 19.2 Paper 2: Reading Comprehension

**1½ hours, 60 marks**

The test will be in three sections:

### **Sections 1 and 2 (40 marks)**

Candidates must answer all questions requiring written answers in the target language. Marks will be awarded according to the comprehension shown.

- Signs, notices, advertisements etc. – multiple-choice questions.
- Brochures, guides, short texts etc. – objective questions testing specific detail; questions to test scanning for required information.
- Two or three longer texts. Questions will be set to test general and specific understanding. Candidates may also be asked to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions and make inferences.

### **Section 3 (20 marks)**

Cloze text with 20 gaps, mainly testing candidates' knowledge of structure.

# 20. Additional information

## 20.1 Guided learning hours

O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

## 20.2 Recommended prior learning

We recommend that candidates who are beginning one of these courses should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

## 20.3 Progression

O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in an O Level language syllabus are well prepared to follow courses leading to AS and A Level, or the equivalent, in the same language.

## 20.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## 20.5 Grading and reporting

Ordinary Level (O Level) results are shown by one of the grades A\*, A, B, C, D or E indicating the standard achieved, Grade A\* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade E. 'Ungraded' will be reported on the statement of results but not on the certificate.

# 20. Additional information

Percentage uniform marks are also provided on each candidate's Statement of Results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

## 20.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at [www.cie.org.uk](http://www.cie.org.uk). Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.

