

# SYLLABUS

## Cambridge O Level

**Bengali 3204**

**Nepali 3202**

**Sinhala 3205**

**Swahili 3162**

**Tamil 3226**

**Arabic 3180**

**Setswana 3158**

For examination in  
November 2017, 2018 and  
2019

For examination in  
June 2017, 2018 and 2019

### Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated. Significant changes to the syllabus are indicated by black vertical lines either side of the text.

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

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

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

### Recognition

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). There are over 700 000 entries a year in nearly 70 countries. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge O Level?

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

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge O Level Languages?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge 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.

### 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.

## Progression

Cambridge 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 a Cambridge O Level language syllabus are well prepared to follow courses leading to Cambridge International AS and A Level, or the equivalent, in the same language.

### 1.4 How can I find out more?

#### If you are already a Cambridge school

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

#### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **[www.cie.org.uk/olevel](http://www.cie.org.uk/olevel)** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **[www.cie.org.uk/events](http://www.cie.org.uk/events)** for further information.



## 3. Bengali

### 3.1 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>	

### 3.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

### 3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level.

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

### 3.4 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 Cambridge 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.

### 3.5 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.

#### 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.

## 3.6 Description of papers

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

### 3.6.1 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.

### 3.6.2 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.

## 4. Nepali

### 4.1 Scheme of assessment summary

All candidates take Paper 1 only.

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

### 4.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

### 4.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level.

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

## 4.4 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 Cambridge 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.

## 4.5 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.

### 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.

## 4.6 Description of papers

Dictionaries may **not** be used in the examination.

### 4.6.1 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.

## 5. Arabic, Sinhala, Tamil

### 5.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

Paper 1: Composition	(1½ hours)
<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>	
Paper 2: Translation and Reading Comprehension	(1½ hours)
<p><b>Section A – 30 marks</b> Two translations, one from the target language into English and one from English into the target language.</p> <p><b>Section B – 25 marks</b> Open-ended comprehension questions on one set passage.</p> <p>Weighting: 55% of total marks</p>	

### 5.2 Availability

Arabic is examined in the November examination series.

Sinhala and Tamil are examined in the June examination series.

These syllabuses are available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

Please note that the syllabus code for O Level Tamil is now 3226. All other aspects of the syllabus remain unchanged.

## 5.3 Combining these with other syllabuses

Candidates can combine these syllabuses in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level.

In addition:

- candidates taking Cambridge O Level Arabic (3180) may not also take Cambridge IGCSE First Language Arabic (0508)
- candidates taking Cambridge O Level Sinhala (3205) may not also take Cambridge O Level Tamil (3206)
- candidates taking Cambridge O Level Tamil (3226) may not also take Cambridge O Level Sinhala (3205)

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

## 5.4 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 Cambridge 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.

## 5.5 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.



## 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.

## 5.6 Description of papers

Dictionaries may **not** be used in the examination.

### 5.6.1 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.

### 5.6.2 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.

## 6. Setswana

### 6.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

Paper 1: Language	(2½ hours)
<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>	
Paper 2: Literature	(1½ hours)
<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 from a choice of two, each on a set poem, and one question on an unseen poem.</p> <p>Weighting: approx. 40% of total marks</p>	

### 6.2 Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

### 6.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level.

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

### 6.4 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 Cambridge 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.

### 6.5 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.

#### 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 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.

## 6.6 Description of papers

Dictionaries may **not** be used in the examination.

### 6.6.1 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 reading passage. Candidates will be tested on their understanding of specific details (e.g. reading 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

## 6.6.2 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 play
- two from Section C: one on a set poem and one on an unseen poem.

**The set texts for 2017–19, 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>Fa a lelela legodu</i> – P T M Marope</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <i>Diselamma</i> – T K Mouwane</li> </ul>
<b>Section B: Drama (25 marks)</b>	<ul style="list-style-type: none"> <li>• <i>Mmoko wa talane</i> – T K Mouwane</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <i>Pelo e ja Serati</i> – J M Ntsime</li> </ul>
<b>Section C: Poetry (25 marks)</b>	<ul style="list-style-type: none"> <li>• <i>Motlhaolosa</i> – M Moreri* (15 marks)</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <i>Borobe jwa puo</i> – M RT Makgeng (15 marks)</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• an unseen poem (10 marks)</li> </ul>

\*For 2017 the following poems have been selected from each of the two texts:

- *Motlhaolosa*: Lorato; Ngwana yo o latlhlweng; Thupa ya moretlwa; Mme Hiloa Mampane; Barutabana ba me (MCE)

**or**

- *Borobe jwa puo*: Tsa loapi; Mahalapye; Tlhaselo ya Seetebosigo a le 20, 1988; Moswi Tautona Khama; Mekubukubu ya Bontleng 1987

\*For 2018 the following poems have been selected from each of the two texts:

- *Motlhaolosa*: Tlhoka motsadi; Maikuelo a setlologo; Tshawaragano; Lonyatso; Ntlo ya polokelo ditso

**or**

- *Borobe jwa puo*: Bolwetsi jwa AIDS; Kgosi Monare R Gaborone (La bobedi); Motsetse; Boipuso jwa masome a mabedi (Botswana); Losea

\*For 2019 the following poems have been selected from each of the two texts:

- *Motlhaolosa*: Meno; Mahuri a botshelo; Baesekele; Motsofe; Kotsi kwa Draaihoek

**or**

- *Borobe jwa puo*: Botswana; Ntsa; Maitshwaro a basa; Maipelo a lekau; Lentswe la Baratani

## 7. Swahili

### 7.1 Scheme of assessment summary

All candidates take Paper 1 only.

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

### 7.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

### 7.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level.

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

## 7.4 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 Cambridge 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.

## 7.5 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.

### 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.

## 7.6 Description of papers

Dictionaries may **not** be used in the examination.

### 7.6.1 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.



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## 8. Other information

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### Equality and inclusion

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

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)**

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

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

### Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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