



SYLLABUS

Cambridge O Level

| | |
|----------------|-------------|
| Bengali | 3204 |
| French | 3015 |
| Nepali | 3202 |
| Sinhala | 3205 |
| Swahili | 3162 |
| Tamil | 3206 |

For examination in June 2014

| | |
|-----------------|-------------|
| Arabic | 3180 |
| German | 3025 |
| Setswana | 3158 |
| Spanish | 3035 |

For examination in November 2014

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Developed for an international audience

Cambridge O Levels have been designed 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 Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at www.cie.org.uk/recognition

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge O Level?

Cambridge helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Schools worldwide have helped develop Cambridge O Levels, which provide an excellent preparation for Cambridge International AS and A Levels.

Cambridge O Level incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

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.

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 **international@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 **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

2. Bengali: Assessment at a glance

2.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

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

2.2 Availability

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

This syllabus is available to private candidates.

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.

2.3 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 International Level 1/Level 2 Certificates and Cambridge IGCSE 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 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.

3.2 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.

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

5.1 Scheme of assessment summary

All candidates take Paper 1 only.

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

5.2 Availability

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

This syllabus is available to private candidates.

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.

5.3 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 International Level 1/Level 2 Certificates and Cambridge IGCSE 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 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.

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.

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

8.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

| Paper 1: Composition | (1½ hours) |
|--|------------|
| <p>Section A – 15 marks One composition of about 120 words from a choice of three topics.</p> <p>Section B – 30 marks 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>Section A – 30 marks Two translations, one from the target language into English and one from English into the target language.</p> <p>Section B – 25 marks Open-ended comprehension questions on one set passage.</p> <p>Weighting: 55% of total marks</p> | |

8.2 Availability

Arabic is examined in the October/November examination series.

Sinhala and Tamil are examined in the May/June examination series.

These syllabuses are available to private candidates.

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.

8.3 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 (3206) may not also take Cambridge O Level Sinhala (3205)

Please note that Cambridge O Level, Cambridge International Level 1/Level 2 Certificates and Cambridge IGCSE 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 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.

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.

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

11.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

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

11.2 Availability

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

This syllabus is available to private candidates.

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.

11.3 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 International Level 1/Level 2 Certificates and Cambridge IGCSE 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 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.

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.

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

13.2 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 2013, and the mark allocations for the sections are as follows:

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

*For 2014 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

14.1 Scheme of assessment summary

All candidates take Paper 1 only.

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

14.2 Availability

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

This syllabus is available to private candidates.

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.

14.3 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 International Level 1/Level 2 Certificates and Cambridge IGCSE 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 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.

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.

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

17.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

| Paper 1: Translation and Composition | (1½ hours) |
|--|------------|
| <p>Candidates answer two questions.</p> <p>Question 1 – 30 marks One composition of about 140 words, based on a series of pictures.</p> <p>Question 2 – 30 marks One composition of about 140 words, from a choice of topics.</p> <p>Question 3 – 30 marks One translation from English into the target language.</p> <p>Weighting: 50% of total marks</p> | |
| Paper 2: Reading Comprehension | (1½ hours) |
| <p>Sections 1 and 2 – 40 marks Multiple-choice questions, questions on short and longer texts.</p> <p>Section 3 – 20 marks Cloze text.</p> <p>Weighting: 50% of total marks</p> | |

17.2 Availability

French is examined in the May/June examination series.

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

These syllabuses are available to private candidates.

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.

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

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

18. French, German, Spanish: Syllabus aims and objectives

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 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.

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.

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 target 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

Cambridge 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

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.

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

Cambridge 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.

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 percentage uniform 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 series to another and from one subject to another) and it has been turned into a percentage.

20.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

20.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/olevel**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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