

International General Certificate  
of Secondary Education

**Syllabus**

FIRST LANGUAGE AFRIKAANS 0512  
AFRIKAANS AS A SECOND LANGUAGE 0548

For examination in November 2009

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# **0512 First Language Afrikaans**

## **0548 Afrikaans as a Second Language**

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#### **Exclusions**

Syllabus **0512** must not be offered in the same session with the following syllabus:

0548 Afrikaans as a Second Language

Syllabus **0548** must not be offered in the same session with the following syllabus:

0512 First Language Afrikaans



# 0512 FIRST LANGUAGE AFRIKAANS

## INTRODUCTION

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International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

Aims

Assessment Objectives

Assessment

Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

This syllabus is designed for candidates taking First Language as a single subject.

## AIMS

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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 First Language for the IGCSE examination. They are not listed in order of priority.

The aims are to:

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

# **ASSESSMENT OBJECTIVES**

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The assessment objectives in First Language are:

- A Reading and Directed Writing
- B Continuous Writing
- C Usage

A description of each assessment objective follows.

## **A READING AND DIRECTED WRITING**

Candidates should be able to:

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

## **B CONTINUOUS WRITING**

Candidates should be able to:

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

## **C USAGE**

Candidates should be able to:

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

# ASSESSMENT

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## ***Scheme of assessment***

All candidates take Papers 2 and 3 and are eligible for the award of grades A\* to G. (There is no Paper 1 in this syllabus.)

The papers in the assessment are as follows:

Paper	Duration	Weighting
<b>Paper 2</b> Reading and Directed Writing	2½ hours	70%
<b>Paper 3</b> Continuous Writing	1½ hours	30%

## **Paper 2**

There will be two comparable passages. Questions 1 and 2 will be based on Passage 1, Question 3 on Passages 1 and 2 while Question 4 will be either based on Passage 2 or on both passages.

The two passages will usually be of a different nature, one may be informative or argumentative while the other may be from a literary source.

### *Part 1*

#### **Question 1**

This will consist of a passage followed by three multiple-choice questions that will test the candidate's understanding of the main points of the structure and argument.

[3]

Four open-ended questions will follow that test other aspects of the text, such as the use of language and the author's attitude towards the subject matter.

[7]

#### **Question 2**

Candidates will be asked to respond to the passage in a variety of ways. This will test the candidate's understanding of the text and the ability to respond to a directed writing task like a report, speech, letter, a script of a conversation or broadcast, a continuation of a story, an expressive development of an idea in the text, etc. Candidates are required to write no more than 200 words.

[20]

### *Part 2*

#### **Question 3**

This question will test the candidate's ability to select, compare and summarise specific information from both passages.

[20]

#### **Question 4**

This question will test the candidate's understanding of the text and their ability to make a critical interpretation, a considered judgement or a personal response to the text. Such a task will be a directed writing task where the given information will be produced in another form, such as a letter (formal and informal), report, diary entry, CV, minutes of a meeting, etc. Candidates will be required to write no more than 250 words.

[20]

**Total: [70]**

## **Paper 3**

This paper will test a candidate's skill in continuous writing. A selection of nine titles will be provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates will be required to choose one assignment and will be advised to write 350-500 words.

[30]

# CURRICULUM CONTENT

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All candidates follow the same curriculum.

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## ASSESSMENT OBJECTIVES

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	All candidates should be able to:	Candidates who are aiming for Grades A* to C, in addition should be able to:
<b>A Reading and directed writing</b>	<p>-demonstrate understanding of extended texts</p> <p>-scan for and extract specific information, organise material and present it in a given format</p> <p>-show some sense of audience and awareness of style</p> <p>-identify main and subordinate topics, summarise, paraphrase, re-express</p> <p>-recognise and respond to simple linguistic devices including figurative language</p> <p>-edit or elaborate the work of others</p>	<p>-show a more precise understanding of extended texts</p> <p>-recognise the relationship of ideas, arrangement of concepts</p> <p>-draw inferences, evaluate effectiveness, compare, analyse, synthesise</p> <p>-recognise and respond to more sophisticated linguistic devices</p>
<b>B Continuous writing</b>	<p>-express thoughts, feelings and opinions in order to interest, inform or convince</p> <p>-demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling</p>	<p>-show a wider and more varied sense of audience and context and an awareness of different styles</p> <p>-demonstrate a sophisticated use of vocabulary and structures</p>
<b>C Usage</b>	<p>-exercise care over punctuation and spelling</p> <p>-write in accurate simple sentences</p> <p>-attempt a variety of sentence structures</p> <p>-recognise the need for paragraphing</p> <p>-use an appropriate vocabulary</p> <p>-show some sense of audience and awareness of style</p>	<p>-demonstrate accuracy in punctuation and spelling</p> <p>-write accurate complex sentences</p> <p>-employ a varied sentence structure</p> <p>-write in well constructed paragraphs</p> <p>-use an imaginative and varied vocabulary</p> <p>-show a clear sense of audience and awareness of style</p>

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## GRADE DESCRIPTIONS

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

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

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

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

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

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

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

# 0548 AFRIKAANS AS A SECOND LANGUAGE

## INTRODUCTION

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International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Afrikaans as a Second Language falls into Group I, Languages, of the International Certificate of Education (ICE).

It is presumed that most candidates for Afrikaans as a Second Language will have a primarily instrumental motivation – that is they will be studying the language in order to promote their educational or employment prospects. The rationale for Afrikaans as a Second Language is based on the widespread use of Afrikaans in educational, professional and social settings in Southern Africa. The subject matter of the examination material will strive to be ‘culture-fair’ rather than ‘culture-free’, and will use authentic or ‘semi-authentic’ material from a range of sources.

Candidates will be expected to understand a wider range of social registers and styles than they can produce and to communicate appropriately.

The topics selected will relate to the interests and needs of the candidates in using Afrikaans as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

The kinds of settings to be used will be the ones that candidates are likely to encounter, e.g. in dealings with official and semi-official bodies, in studying for academic or occupational purposes, in places of work or in using public services.

## AIMS

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

The aims set out below describe the general educational purposes of a course in an Afrikaans as a Second Language IGCSE examination, and are the same for all students. They are not listed in order of priority.

The aims are to:

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

## **ASSESSMENT OBJECTIVES**

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This syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

### **READING**

Candidates will be assessed on their ability to:

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

### **WRITING**

Candidates will be assessed on their ability to:

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

### **LISTENING**

Candidates will be assessed on their ability to:

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

### **SPEAKING**

Candidates will be assessed on their ability to:

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

**SPECIFICATION GRIDS****PAPER 1: READING AND WRITING**

The overall balance of assessment of reading:writing is 50:50.

<i>Assessment Objective</i>	<i>Ex 1</i>	<i>Ex 2</i>	<i>Ex 3</i>	<i>Ex 4</i>	<i>Ex 5</i>	<i>Ex 6</i>	<i>Ex 7</i>
R1	✓	✓	✓	✓		✓	
R2		✓	✓	✓			
R3			✓	✓		✓	
R4		✓				✓	
W1		✓		✓	✓		✓
W2				✓	✓		✓
W3				✓	✓		✓
W4				✓	✓		✓
W5		✓		✓	✓		✓
W6							✓

**PAPER 2: LISTENING**

<i>Assessment Objective</i>	<i>Ex 1</i>	<i>Ex 2</i>	<i>Ex 3</i>	<i>Ex 4</i>
L1	✓	✓	✓	✓
L2	✓	✓	✓	✓
L3	✓	✓	✓	✓
L4			✓	✓

**PAPER 5: SPEAKING (OPTIONAL)**

<i>Assessment Objective</i>	
S1	✓
S2	✓
S3	✓
S4	✓
S5	✓
S6	✓

# ASSESSMENT

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## SCHEME OF ASSESSMENT SUMMARY

*Candidates will take:*

	Duration of Examination	Weighting
PAPER 1 Reading and Writing	<b>2 hours</b>	<b>70%</b>

**AND:**

PAPER 2 Listening	<b>Approximately 35 – 45 minutes</b>	<b>30%</b>
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All candidates are eligible for the award of grades A\* to G.

**Candidates may, in addition, offer Paper 5.** Marks for the optional Oral component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievement of Grades 1 (high) to 5 (low) for Speaking.

PAPER 5 Oral (Optional)	<b>Approximately 10 – 12 minutes</b>	<b>n/a</b>
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## DESCRIPTION OF COMPONENTS

### PAPER 1: Reading & Writing

#### *General matters*

Total mark: 70

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

Duration: 2 hours.

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

Dictionaries may not be used.

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

#### *Overview of exercises on Paper 1*

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

**Description of exercises on Paper 1**

<b>Exercise 1</b>	
<i>assessment objective</i>	R1
<i>task</i>	Reading exercise. Candidates will be required to answer a series of questions testing skim/gist reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper.  Text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
<i>total marks</i>	8

<b>Exercise 2</b>	
<i>assessment objectives</i>	R1, R2, R4, W1, W5
<i>task</i>	Information transfer. Candidates will be required to complete a form/notes template on the basis of information provided on the question paper.
<i>total marks</i>	9

<b>Exercise 3</b>	
<i>assessment objectives</i>	R1, R2, R3
<i>task</i>	Note-making. Candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
<i>total marks</i>	8

<b>Exercise 4</b>	
<i>assessment objectives</i>	W1, W2, W3, W4, W5
<i>task</i>	Summary writing. Candidates will be required to write a paragraph-length summary about an aspect or aspects of the passage. They will make use of the notes they made in Exercise 4.
<i>total marks</i>	5

**Exercise 5**

*assessment objectives* W1, W2, W3, W4, W5

*task* Candidates will be required to write approximately 150-200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

*total marks* 15

**Exercise 6**

*assessment objectives* R1, R3, R4

*task* Reading exercise. Candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper.

Text will take the form of a report/newspaper/magazine article.

*total marks* 10

**Exercise 7**

*assessment objectives* W1, W2, W3, W4, W5, W6

*task* Candidates will be required to write approximately 200-250 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

Note: The tasks for Exercises 5 and 7 will be distinguished by requiring different purposes/formats/ audiences/register. (For example, Exercise 6 might be writing an informal letter to a friend describing events during a holiday, Exercise 7 a formal article for a school newspaper arguing whether or not sport should be made compulsory.)

*total marks* 15

<b>PAPER 2: Listening</b>
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**General matters**

Total mark: 30

Duration: approximately 35-45 minutes

For all parts of this component, candidates write their answers in spaces provided in a question paper booklet. Each part tests listening comprehension of recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD played in the examination room. Each text is heard twice.

The CD is controlled by the invigilator of the examination, not the candidate(s). For details about room, equipment, acoustics, checking the CD in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the *Handbook for Centres* about the conduct of listening tests.

Dictionaries may not be used.

The paper is divided into four exercises, as follows. Candidates should attempt all exercises.

**Description of exercises on Paper 2**

<b>Exercise 1</b>	
<i>assessment objectives</i>	L1, L2, L3
<i>task</i>	True-or-false exercise. Candidates will be required to indicate whether six sentence-long statements are either true or false, by ticking the correct box.
<i>total marks</i>	6

<b>Exercise 2</b>	
<i>assessment objectives</i>	L1, L2, L3
<i>task</i>	Multiple-choice exercise. Candidates will be required to answer five questions, each with four possible answers to choose from.
<i>total marks</i>	5

**Exercise 3**

*assessment objectives* L1, L2, L3, L4

*task* Comprehension exercise. Candidates will be required to answer open-ended question, in short – word to phrase-long – answers.

*total marks* 8

**Exercise 4**

*assessment objectives* L1, L2, L3, L4

*task* Comprehension exercise. Candidates will be required to answer open-ended question, in longer – phrase to sentence-long – answers.

*total marks* 11

**COMPONENT 5: Oral (Optional)**

Oral tests are conducted during a period before the main examination session (see relevant session's timetable). Materials for the test are despatched to Centres before this period, and once these have been opened the tests must be conducted as soon as possible, leaving sufficient time to ensure that material for external moderation is received by the advertised deadline.

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

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

The total duration of the oral test should be approximately 10-12 minutes, made up of:

- non-assessed 'warm-up' conversation (approximately 2-3 minutes)
- time for the candidate to read the Assessment Card and to prepare a response (no written notes are permitted) (approximately 2-3 minutes)
- assessed conversation (6-9 minutes)

Internal assessment will be conducted by a teacher/examiner at the Centre using the Oral Assessment Criteria grid (see the *Notes on Conducting the Oral Tests* section later in this booklet).

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

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

Full instructions on the administration of the oral will be found in the Teachers/Examiner's Notes accompanying the Oral Test cards. A summary is provided later in this booklet, and should be read in conjunction with general advice on submission of samples for moderation in the *CIE Handbook for Centres*.

# CURRICULUM CONTENT

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ASSESSMENT OBJECTIVE	
<b>1. Reading</b>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate the ability to recognise public notices and signs (including timetables and advertisements)</li> <li>- demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds</li> <li>- scan for particular information, organise the relevant information and present it in a logical manner/given format</li> </ul> <p><b>In addition, candidates aiming for Grades A* - C should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>- demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>- draw conclusions from and see relations within an extended text</li> </ul>
<b>2. Writing</b>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>- carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of Afrikaans in response to a written stimulus</li> <li>- demonstrate the ability to describe, report, give personal information</li> <li>- identify, organise and present given material in a particular form</li> </ul> <p><b>In addition, candidates aiming for Grades A* - C should be able to:</b></p> <ul style="list-style-type: none"> <li>- carry out longer writing tasks on a wider range of topics in response to a written stimulus</li> </ul>
<b>3. Listening</b>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate understanding of specific details, information and semi-formal announcements, e.g. news, weather, travel, and in interviews, dialogues and telephone conversations</li> <li>- demonstrate general comprehension of the speaker's intentions where appropriate</li> </ul> <p><b>In addition, candidates aiming for Grades A* - C should be able to:</b></p> <ul style="list-style-type: none"> <li>- identify the important points or themes of the material they hear, including attitudes</li> <li>- draw conclusions from and identify the relationships between ideas within the material they hear</li> <li>- show awareness of major variations in register</li> </ul>
<b>4. Speaking (Optional)</b>	<p><b>All students should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate competence in a range of speech activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs</li> <li>- conduct a sustained conversation</li> </ul> <p><b>In addition, candidates aiming for Grades A* - C should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate greater flexibility in dealing with new, topical ideas</li> <li>- show a sense of audience</li> </ul>

# NOTES ON CONDUCTING ORAL TESTS

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## GENERAL

- (i) The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests.
- (ii) Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
- (iii) Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings to allow sufficient time for external moderation. It is vital that material does not arrive late.
- (iv) There should be only one Examiner per Centre where possible. Each Centre will select its own Examiner. This is normally a teacher within the Afrikaans language department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples.

Centres with large numbers of candidates using more than one Examiner must make arrangements for their examiners to undertake internal moderation so that a common standard is applied to all candidates.

- (v) Centres entering candidates for the examination will receive a set of Oral Test Cards, notes about administration and forms for entering marks. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. The Oral Test Cards must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
- (vi) Each Centre must send to CIE the following: (a) tape-recorded sample on cassette(s); (b) completed MS1 Forms; (c) completed Oral Examination Summary Form(s). Please be careful to adhere to instructions given on the forms about their completion and return.

### (a) **Tape-recorded sample**

Each Centre must provide a sample of oral tests, to be recorded on cassette(s). The size of the sample required is given in the instructions on the back of the Oral Examination Summary Form.

The teacher responsible for internal standardisation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include in equal number candidates tested by all teachers.

For instructions on recording the samples see section (xv) below. Cassettes must be clearly labelled with details of the candidates whose interviews have been taped.

### (b) **Form MS1**

This is a computer-printed mark sheet which is completed by transferring the mark for each candidate from the Total Mark column on the Oral Examination Summary Form.

### (c) **Oral Examination Summary Form**

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse of the form.

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

- (vii) The sample cassette(s) along with completed MS1 and Oral Examination Summary Form should be returned as specified as soon as the oral tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

**CONDUCTING THE ORAL TESTS**

(viii) The oral tests should proceed along the following lines:

(A) Start the tape. Give the candidate's name and number. Welcome the candidate(s) and explain briefly what is going to happen in the course of the test.

(B) Warm-up section: conduct a general conversation by asking the candidate(s) a few questions about herself/himself, the school, etc. to give candidate(s) time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, about 2-3 minutes should be spent on this section.

(C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up has taken place. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2-3 minutes), when the candidate is at liberty to ask questions. The candidate may not make notes during this period. The tape recorder may be left on throughout this time, or it may be turned off. If it is turned off the Examiner should indicate the fact by saying 'The tape will be paused now': it is important for the Moderator to know that the candidate has been given an opportunity to study the card at this stage.

(D) Main part of the test: conversation based on the Oral Assessment Card. Either the Examiner or the candidate may start the conversation. This section of the test should last approximately 6-9 minutes.

**The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10-12 minutes.**

**Note that while (A) to (D) must be taped, only (D) is to be assessed.**

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

- (ix) Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that candidates leaving the room for the oral tests do not communicate with those waiting to enter.
- (x) No other person should be present during the oral test, with the exception of another Teacher/Examiner, Moderator or representative of CIE.
- (xi) Candidates may be examined singly or in pairs. In cases where paired candidates are being taped, it is important for the External Moderator to know which candidate is speaking at any one time. This should be achieved by pairing two candidates whose voices are clearly dissimilar. Avoid pairing candidates with the same first names.
- (xii) Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
- (xiii) A range of Oral Assessment cards is provided, and the Examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the oral tests at the Centre. In order that candidates are given every chance to do themselves justice, the Assessment Card should be selected with care. The warm-up may give the Examiner an indication of the best card to select.  
**Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the Examiner prompts in such cases.**
- (xiv) The Examiner should be positioned so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

**RECORDING THE SAMPLE**

- (xv) Centres must ensure that their recording equipment is in good working order. Cassette recorders must be used. The recorder and the cassette(s) should be tested on site, some time before the actual oral tests, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for candidate and Examiner. If only one microphone is used it should be placed facing the candidate.

It is important to check audibility levels before taping begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices on the tapes are clearly audible.

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

The recording must begin at the start of Side 1 of the cassette, and both sides of the cassette should be used before beginning a new cassette. A candidate's oral test should not be started on one side and continue over to the second side. At the end of examining on each side of a cassette the Examiner should state "No further recordings on this side".

Side 1 of each cassette should begin with a clear statement by the Examiner as follows:

Centre Number:	[e.g.]	AZ 999
Centre Name:	[e.g.]	Abcxyz Academy
Examination:	0548	Afrikaans as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2009"

Each candidate taped on the sample should be clearly indicated on the recording by the teacher as follows:

Candidate Number	[e.g.]	1234
Candidate Name	[e.g.]	Abdi Zachariah"

At the end of the sample the Examiner should state clearly "End of Sample".

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of Side 1. The contents of each cassette must be clearly labelled.

**ORAL ASSESSMENT CRITERIA GRID (0548/5)**

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

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

## GRADE DESCRIPTIONS

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

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

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

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

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

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





## A. INSTRUCTIONS FOR COMPLETING ORAL ASSESSMENT SUMMARY FORMS

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

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre showing the names and index numbers of each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Form to the computer-printed Coursework mark sheet MS1.
2. Despatch the top sheet of the computer-printed Coursework mark sheet MS1 to CIE as soon as possible, and no later than 30 April for the June session and 31 October for the November session.
3. Send samples of the candidates' work covering the full ability range together with this Summary Form and the first copy of MS1 (marked 'This copy is to be sent to the Moderator'), to CIE as soon as possible, and no later than 30 April for the June session and 31 October for the November session.
4. Indicate the candidates whose tape recorded oral tests have been selected for external moderation by means of an asterisk (\*) against the candidates' names on the Oral Examination Summary Form. The size of the sample should be as follows:

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

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