

## **IMPORTANT NOTICE**

### **University of Cambridge International Examinations (CIE) in the UK and USA**

With effect from the June 2003 examination University of Cambridge International Examinations will only accept entries in the UK and USA from students registered on courses at CIE registered Centres.

UK and USA private candidates will not be eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination after June 2003.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

# **0512            First Language Afrikaans**

# **0548            Afrikaans as a Second**

# **Language**

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## **NOTE**

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**These syllabuses are available in the November examination only.**

# 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 speech and writing;
- 2 enable candidates to understand and respond appropriately to what they hear, read and experience;
- 3 encourage candidates to enjoy and appreciate the variety of language;
- 4 encourage candidates to enjoy and appreciate the reading of literature 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.

The papers in the assessment are as follows:

<p><b>Paper 2</b> (2¼ hours) Reading and Directed Writing</p> <p><b>Paper 3</b> (1¼ hours) Continuous Writing</p>
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## ***Weighting of papers***

Paper	Weighting
2	60%
3	40%

## **Paper 2**

There will be two comparable passages. Questions 1 and 2 will be based on Text 1, Question 3 on Text 1 and 2 while Question 4 will be based on Text 2.

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 text followed by three multiple-choice questions that will test the candidates' understanding of the main points of the structure and argument

[3]

Four open-ended questions will follow that will 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 text in a variety of ways. This will test the candidates' 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**

The first question will test candidates' ability to select, compare and summarise specific information from both texts of Parts 1 and 2.

[10]

#### **Question 4**

This question will test the candidates' 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: [60]**

**Paper 3**

This paper will test candidates' 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.

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

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# GRADE DESCRIPTIONS

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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.

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

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 as the language of communication in southern Africa.

Candidates will be expected to understand a wider range of social registers and styles than they can produce. They will be expected to communicate appropriately within formal and semi-formal relationships.

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 purpose, in places of work or in using public services.

## AIMS

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

The aims are to enable candidates to:

1. develop the ability to use Afrikaans effectively for the purpose of practical communication in a variety of second language situations and in foreign language situations where applicable;
2. form a sound base for the skills required for further study or employment using Afrikaans as the medium;
3. develop an awareness of the nature of language and language-learning skills along with skills of a more general application, (e.g. interfacing, analysing, synthesising material).

## **ASSESSMENT OBJECTIVES**

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The four assessment objectives in Afrikaans as a Second Language are:

- A Reading/Writing
- B Speaking
- C Listening
- D Usage.

A description of each assessment objective follows.

### **A READING/WRITING**

The skills of reading and writing have been integrated at Core and Extended curriculum level. Such integration is considered desirable in order to reflect the way in which language is actually used. It will allow writing tasks to be stimulated by authentic reading texts rather than seeing the two activities as diverse elements. The reading/writing domain will be tested separately at Core and Extended curriculum level, although much of the material will be common to both papers.

### **B SPEAKING**

The oral interview will be used to assess all the IGCSE grades for speaking. This may be carried out by the teacher in the classroom.

### **C LISTENING**

The aural assessment objective will be tested separately at Core and Extended curriculum level, although some material will be common to both.

### **D USAGE**

This assessment objective will test candidates' knowledge of the structure of the Afrikaans language. It will emphasise accuracy and an ability to use the grammatical rules of the language correctly. This domain will be tested, to a varying degree, throughout the papers.

# ASSESSMENT

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## *Scheme of assessment*

Candidates who have followed the Core curriculum are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A\* to E only.

The papers for assessment are as follows:

<i>Core curriculum</i>	<i>Extended curriculum</i>
Grades available: C to G	Grades available: A* to E
<b>Paper 1</b> (1 ½ hours) Reading/Writing	
	<b>Paper 2</b> (2 hours) Reading/Writing
<b>Paper 3</b> (½ hour) Listening	
	<b>Paper 4</b> (¾ hour) Listening

## **Oral communication**

Candidates **must**, *in addition*, offer Paper 5, and this will be certified additionally by grades 1 (high) - 5 (low).

## **Weighting of Papers**

Paper 1 } Paper 2 }	70%
Paper 3 } Paper 4 }	30%
Paper 5 – oral (15 minutes)	

Core curriculum candidates take Papers 1 and 3 *and* 5. Extended curriculum candidates take Papers 2 and 4 *and* 5.

**Description of Papers**

<i>Core Curriculum</i>	<i>Extended Curriculum</i>
<b>Paper 1</b> (90 minutes) Reading and Writing	<b>Paper 2</b> (120 minutes) Reading and Writing
<i>Part 1</i> Objective: Emphasis on reading skills	
1.1.1 Short text(s) such as notices, advertisements with brief questions on factual detail	2.1.1 As Paper 1 with extra, more difficult, questions
1.1.2 Text with questions designed to test skim-reading ability	2.1.2 Text with questions designed to test the ability to follow argument, assess content or evaluate
1.1.3 Text with questions testing detailed comprehension	2.1.3 As Paper 1, with extra, more difficult questions or a more challenging text
<i>Part 2</i> Objective: Integrated reading and writing skills	
1.2.1 Text, which may be statistical or otherwise combining lexical and visual information, followed by questions requiring sentence-length answers	2.2.1 As Paper 1 with an extra question requiring paragraph-length response
1.2.2 Text with question requiring paragraph-length answer presenting material given in candidates' own words	2.2.2 As Paper 1
1.2.3 Form-filling exercise	2.2.3 Text with question(s) requiring note-form or summary answer
<i>Part 3</i> Objective: Emphasis on writing skills	
1.3.1 Stimulus material, predominantly visual, requiring in response connected writing of a personal or factual nature, about 100 words	2.3.1 As paper 1, up to 150 words
1.3.2 Stimulus, either visual or verbal, requiring a response of approximately 150 words demonstrating the ability to narrate, give simple descriptions etc. (Candidates may be given a choice of subject for this question.)	2.3.2 As paper 1, up to 200 words
	2.3.3 Stimulus material, usually verbal, requiring a response of 100-200 words demonstrating the ability to use language for a purpose, e.g. describe, persuade, comment.

<i>Core Curriculum</i>	<i>Extended Curriculum</i>
<b>Paper 3</b> (approx. 30 minutes) Listening (recorded cassettes to be provided)	<b>Paper 4</b> (up to 45 minutes) Listening (recorded cassettes to be provided)
<i>Part 1</i> 6 very short comprehension pieces	<i>Part 1</i> As Paper 3, having 3 questions in common and 3 more difficult ones
<i>Part 2</i> Semi-formal conversation or monologue requiring comprehension of factual detail demonstrated in minimal written response (e.g. one word answers or labelling of diagram etc.)	<i>Part 2</i> The same or similar extracts as Paper 3 with more questions, testing note-taking skills
<i>Part 3</i> Conversation or monologue with questions testing gist comprehension by box-ticking, true/false or multiple-choice	<i>Part 3</i> Conversation or monologue with questions testing gist comprehension and the ability to identify attitudes, emotions and causal relationships requiring answers up to sentence-length

Centres will be supplied with one cassette tape for every 30 candidates, and one spare, and will be able to keep these after the examinations. Centres are strongly advised to hold the test in rooms which are suitable for up to 30 candidates at a time. If they have equipment which is especially powerful more candidates may be accommodated without special permission but no special appeals will be entertained. Reel-to-reel players will be allowed but Centres will have to exercise great care in transferring material under strict security conditions from their cassettes. Language laboratories may be used, but particular care must be taken to ensure adequate supervision.

Cassettes must be spot-checked as soon as they are received and then again in the room to be used for the examination to test the acoustics shortly before the examination day (i.e. the teaching day before).

Once the tape has been started no attempt may be made to go back for a question which may have been missed because of noise from outside, e.g. aircraft, and candidates should be warned of this before the test is started. Only if there is a serious emergency in a room, e.g. if a candidate faints, may the tape be stopped and later, when the emergency has been dealt with, restarted at exactly the same place. A note from the supervisor should be included with the answer booklets stating at which point on the tape any interruption took place, the nature of the occurrence and the length of the interruption. If there is good reason to doubt whether certain items have been clearly heard by all candidates, a note of the numbers of the items and the reason should also be included. The tape must never be stopped, except in the case of serious emergency as outlined above.

It is not anticipated that emergency instructions will be issued for breakdown of equipment, etc. Transcripts of the tape will not be issued.

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### **Paper 5, Oral**

The oral will cover a range of tasks and will last up to 15 minutes for both Core and Extended levels.

The Assessment Criteria and Notes on Conducting the Oral Tests are included below. Centres must study these materials carefully before conducting their first tests. Centres must use copies of the Working Mark Sheet to fill in their candidates' marks.

Each Centre will be required to record a certain number of orals for moderation by CIE. Candidates will be examined individually or in pairs. An interlocutor may be present together with the assessor.

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# CURRICULUM CONTENT

Candidates may follow the Core curriculum only or the Extended curriculum which includes both the Core and the Supplement. Candidates aiming for grades A\* to C must follow the Extended curriculum.

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

## GRADE DESCRIPTIONS

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

- 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 satisfactory range of language;
- spelling and punctuating accurately (with few mistakes);
- using well constructed paragraphs and sentences (of average complexity) and obeying and demonstrating knowledge of grammatical conventions;
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

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

- 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;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising the more obvious implicit 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 accurately (with comparatively infrequent mistakes, so that communication is not impaired);
- using adequate paragraphing and some variety of sentence construction, and obeying everyday grammatical conventions;
- 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 competence in:

- understanding and communicating arguments, ideas and information at a basic level;
- ensuring that all work has a beginning, a middle and an ending;
- selecting material from texts in answer to questions and providing basic explanations;
- describing experience and expressing what is felt and imagined;
- recognising the most obvious implicit meanings and attitudes;
- writing at least in single sentences with the possibility of varying it according to different types of writing, using a range of language adequate to most of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using paragraphing and some 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.

## **NOTES ON CONDUCTING ORAL TESTS (0548/5)**

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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 Languages 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 and notes about administration and computer-printed forms (MS1) for entering marks. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. The materials may be opened four working days before the Centre plans to conduct its tests. 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 Working Mark Sheets. 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 Working Mark Sheet.

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 Working Mark Sheet.



**(c) Working Mark Sheet**

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. This document can be photocopied from this booklet.

Please be careful to check all mark additions. The Working Mark Sheet 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 the completed MS1 and Working Mark Sheet 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 8-10 minutes.

**The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 15 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 Working Mark Sheets 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 continued over to the second side. At the end of examining on each side of a cassette the Examiner should state "No further recording 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 2006”

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

“Candidate Number:	[e.g.]	0021
Candidate Name:	[e.g.]	Abdui Zachariah”

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

Before the cassette is dispatched, 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.

## **ASSESSMENT CRITERIA FOR PAPER 5 (ORAL)**

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### **GENERAL PRINCIPLES**

- (a) Teacher/Examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.
- (b) The IGCSE examinations aim in particular to credit positive achievement at all levels. As far as possible, assessment will always credit the student with what he or she can do, rather than penalising for errors by marking with a hypothetical 'perfect' oral in mind. The Teacher/Examiner should consider 'Has she understood?', 'Does he communicate effectively?' rather than 'How many mistakes can I find?' This should not be understood as an invitation to neglect accuracy, whether of pronunciation or grammar. The candidate cannot communicate effectively if he or she speaks with an impenetrable first language accent, and the whole sense of a phrase can be lost if the word order is incorrect.
- (c) Above all else, please be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or generous marking. If you are unsure of the mark to award, err on the side of generosity.

**ORAL ASSESSMENT CRITERIA GRID**

Give a mark out of 10 for each category (structure, vocabulary and fluency), 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.



## A. INSTRUCTIONS FOR COMPLETING WORKING MARK SHEETS

1. Please photocopy this Working Mark Sheet and 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 (Cards 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 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 Working Mark Sheet to the computer-printed Coursework mark sheet MS1.
2. Despatch the top sheet of the computer-printed Coursework mark sheet MS1 (marked 'This copy is to be sent to the Syndicate'), to reach CIE **before the end of the oral examination session**.
3. Send samples of the candidates' work covering the full ability range, together with this Working Mark Sheet and the first copy of MS1 (marked 'This copy is to be sent to the Moderator'), to reach the Moderator **before the end of the oral examination session**.
4. Indicate those candidates whose tape recorded oral tests have been selected for external moderation by means of an asterisk (\*) against the candidates' names on the Working Mark Sheet. The number of recordings of candidate oral tests will depend on the number of teachers who conduct interviews as follows:
  - A Centre with only one teacher should submit 10 taped oral tests;
  - A Centre with two teachers should submit 5 taped oral tests each ( $5 \times 2 = 10$ );
  - A Centre with three teachers should submit 5 taped oral tests each ( $5 \times 3 = 15$ );
  - And so on.
5. If there are 10 or fewer candidates, all the oral tests must be taped for the sample.
6. CIE reserves the right to ask for further samples.

