

# Syllabus

[www.PapaCambridge.com](http://www.PapaCambridge.com)

Cambridge IGCSE IsiZulu as a Second Language  
Syllabus code 0531  
For examination in November 2012



UNIVERSITY *of* CAMBRIDGE  
International Examinations







## Cambridge IGCSE IsiZulu as a Second Language Syllabus code 0531

1. Introduction .....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge IGCSE IsiZulu as a Second Language?	
1.3 Cambridge International Certificate of Education (ICE)	
1.4 How can I find out more?	
2. Assessment at a glance .....	4
2.1 Scheme of assessment	
2.2 Availability	
2.3 Combining this with other syllabuses	
3. Syllabus aims and objectives .....	6
3.1 Aims	
3.2 Assessment objectives	
4. Description of components .....	9
4.1 Paper 1: Reading and Writing	
4.2 Paper 2: Listening	
5. Curriculum content .....	13
6. Grade descriptions .....	14
7. Additional information .....	15
7.1 Guided learning hours	
7.2 Recommended prior learning	
7.3 Progression	
7.4 Component codes	
7.5 Grading and reporting	
7.6 Resources	



# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. Educational research informs all we do to improve qualifications.



# 1. Introduction

## 1.2 Why choose Cambridge IGCSE IsiZulu as a Second Language?

Cambridge IGCSE IsiZulu as a Second Language is for candidates who want to improve their knowledge and understanding of the language in order to promote their educational or employment prospects. The qualification reflects the widespread use of isiZulu in education, commerce and entertainment throughout Southern Africa. Candidates will learn how to use isiZulu effectively in the type of situations, and isiZulu-speaking environments, they will encounter in their daily lives. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

## 1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. IsiZulu as a Second Language (0531) falls into Group I, Languages.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

## 1.4 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at [international@cie.org.uk](mailto:international@cie.org.uk).

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at [international@cie.org.uk](mailto:international@cie.org.uk). Learn more about the benefits of becoming a Cambridge Centre at [www.cie.org.uk](http://www.cie.org.uk).



## 2. Assessment at a glance

### Cambridge IGCSE IsiZulu as a Second Language Syllabus code 0531

#### 2.1 Scheme of assessment

All candidates take Papers 1 and 2, and are eligible for the award of grades A\* to G.

Paper 1	Duration	Weighting
<b>Reading and Writing</b> There are seven exercises testing reading, information transfer, note-making, summary writing and continuous writing.	<b>2 hours</b>	<b>70%</b>

  

Paper 2	Duration	Weighting
<b>Listening</b> There are four exercises: one true/false, one multiple choice and two comprehension exercises.	<b>approximately 35–45 minutes</b>	<b>30%</b>

#### 2.2 Availability

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

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.



## 2. Assessment at a glance

### 2.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level

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



# 3. Syllabus aims and objectives

## 3.1 Aims

The aims of the Cambridge IGCSE IsiZulu as a Second Language syllabus are to enable candidates to:

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

## 3.2 Assessment objectives

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

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

### AO1: 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

### AO2: 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



# 3. Syllabus aims and objectives

## AO3: 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

## Specification grids

### Paper 1: Reading and Writing

Assessment objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6	Exercise 7
AO1	R1	✓	✓	✓	✓		✓	
	R2		✓	✓	✓			
	R3			✓	✓		✓	
	R4		✓				✓	
AO2	W1		✓		✓	✓		✓
	W2				✓	✓		✓
	W3				✓	✓		✓
	W4				✓	✓		✓
	W5		✓		✓	✓		✓
	W6							✓

### Paper 2: Listening

Assessment objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4
AO3	L1	✓	✓	✓	✓
	L2	✓	✓	✓	✓
	L3	✓	✓	✓	✓
	L4			✓	✓



### 3. Syllabus aims and objectives

#### Weighting of assessment objectives

Assessment objective	Paper 1 (marks)	Paper 2 (marks)	Paper 5 (marks)	Whole assessment (%)
<b>AO1 Reading</b>	35	-	-	35
<b>AO2 Writing</b>	35	-	-	35
<b>AO3 Listening</b>	-	30	-	30



# 4. Description of components

## 4.1 Paper 1: Reading and Writing

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

		Marks for reading objectives	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	8		8
Exercise 2	Information transfer	6	3	9
Exercise 3	Note-making	8		8
Exercise 4	Summary	3	2	5
Exercise 5	Writing (1)		15	15
Exercise 6	Reading (2)	10		10
Exercise 7	Writing (2)		15	15
		Total 35	Total 35	Total 70



# 4. Description of components

## Description of exercises on Paper 1

### Exercise 1

- Reading exercise. Candidates read a short text printed in the question paper and answer a series of questions testing skim/gist reading skills which require short (single word/phrase) answers. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
- Assessment objective: R1
- Total marks: 8

### Exercise 2

- Information transfer. Candidates complete a form/notes template on the basis of information provided on the question paper.
- Assessment objectives: R1, R2, R4, W1, W5
- Total marks: 9

### Exercise 3

- Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
- Assessment objectives: R1, R2, R3
- Total marks: 8

### Exercise 4

- Summary writing. Candidates write a paragraph-length summary about an aspect or aspects of the text from Exercise 3. They make use of the notes they made in Exercise 3.
- Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5
- Total marks: 5

### Exercise 5

- Writing exercise. Candidates 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 question paper. Candidates are given a purpose, format and audience for writing.
- Assessment objectives: W1, W2, W3, W4, W5
- Total marks: 15

### Exercise 6

- Reading exercise. Candidates read a text printed in the question paper and answer a series of questions testing more detailed comprehension. The text will be a report/newspaper/magazine article.
- Assessment objectives: R1, R3, R4
- Total marks: 10



# 4. Description of components

## Exercise 7

- Writing exercise. Candidates 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 in the question paper. Candidates are given a purpose, format and audience for writing. (Note: The tasks for exercises 5 and 7 will require different purposes/formats/audiences/register. For example, candidates might write an informal letter to a friend describing events during a holiday for Exercise 5, and a formal article for a school newspaper arguing whether or not sport should be made compulsory for Exercise 7.)
- Assessment objectives: W1, W2, W3, W4, W5, W6
- Total marks: 15

## 4.2 Paper 2: Listening

Total mark: 30

Duration: approximately 35–45 minutes

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

Candidates listen to recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD and answer questions testing comprehension. They hear each text twice. The invigilator of the examination controls the CD, not the candidate(s).

For details about rooms, equipment, acoustics, checking the CD in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the CIE *Handbook for Centres*.

Dictionaries **may not** be used.

The question paper is divided into four exercises. Candidates should attempt all exercises.



# 4. Description of components

## Overview of exercises on Paper 2

		Total available marks
Exercise 1	True/False	6
Exercise 2	Multiple choice	5
Exercise 3	Comprehension	8
Exercise 4	Comprehension	11
		Total 30

## Description of exercises on Paper 2

### Exercise 1

- True-or-false exercise. Candidates indicate whether six sentence-long statements are either true or false, by ticking the correct box.
- Assessment objectives: L1, L2, L3
- Total marks: 6

### Exercise 2

- Multiple-choice exercise. Candidates answer five questions, each with four possible answers to choose from.
- Assessment objectives: L1, L2, L3
- Total marks: 5

### Exercise 3

- Comprehension exercise. Candidates are required to write short answers (single word or phrase) in response to open-ended questions.
- Assessment objectives: L1, L2, L3, L4
- Total marks: 8

### Exercise 4

- Comprehension exercise. Candidates are required to write longer answers (phrase or sentence) in response to open-ended questions.
- Assessment objectives: L1, L2, L3, L4
- Total marks: 11



## 5. Curriculum content

Assessment objective	<i>All candidates should be able to:</i>	<i>Candidates aiming for Grades A* to C should, in addition, be able to:</i>
<b>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>Writing</b>	<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 isiZulu 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>Listening</b>	<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>	<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>



# 6. Grade descriptions

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.

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.

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.



# 7. Additional information

## 7.1 Guided learning hours

IGCSE 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.

## 7.2 Recommended prior learning

Candidates beginning this course are expected to have had prior contact with isiZulu at school and/or in their community.

## 7.3 Progression

IGCSE 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 IGCSE isiZulu as a Second Language are well prepared to follow courses leading to AS and A Level isiZulu, or the equivalent.

## 7.4 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.

## 7.5 Grading and reporting

IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, Grade A\* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).



# 7. Additional information

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

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
  - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
  - ... no marks receives a percentage uniform mark of 0%.

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

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

## 7.6 Resources

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

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

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



University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) Website: [www.cie.org.uk](http://www.cie.org.uk)

© University of Cambridge International Examinations 2009