

# SYLLABUS

## Cambridge O Level

**Bengali 3204**

**French 3015**

**Nepali 3202**

**Sinhala 3205**

**Swahili 3162**

**Tamil 3206**

**Arabic 3180**

**German 3025**

**Setswana 3158**

**Spanish 3035**

For examination in  
November 2015

For examination in  
June 2015

## Changes to syllabus for 2015

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

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# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

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

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Developed for an international audience

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

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

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

### Support for teachers

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

## Support for exams officers

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

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

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

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

## 1.2 Why choose Cambridge O Level?

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

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

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

## Guided learning hours

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

## 1.3 Why choose Cambridge O Level Languages?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge O Level Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

## Prior learning

We recommend that candidates who are beginning one of these courses should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

## Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in a Cambridge O Level language syllabus are well prepared to follow courses leading to Cambridge International AS and A Level, or the equivalent, in the same language.

## 1.4 How can I find out more?

### If you are already a Cambridge school

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

### If you are not yet a Cambridge school

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

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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

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

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

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

Where available, the resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

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



## 3. Bengali

### 3.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

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

### 3.2 Availability

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

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

This syllabus is available to private candidates.

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

### 3.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

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

### 3.4 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

### 3.5 Assessment objectives

There are three assessment objectives:

#### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined
- 2 order and present facts, ideas and opinions
- 3 communicate effectively and appropriately
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5 express thoughts, feelings and opinions in order to interest, inform or convince
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

#### B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 communicate effectively and appropriately
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

#### C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures
- 2 understand and employ a range of apt vocabulary
- 3 recognise implicit meaning and attitude
- 4 evaluate information and express it in their own words.

## 3.6 Description of papers

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

### 3.6.1 Paper 1: Composition

**2 hours, 90 marks**

**Section A: Letter, report, dialogue or speech (30 marks)**

From a choice of two topics, candidates must write one letter, report, dialogue or speech of about 120 words in Bengali.

**Section B: Essay (60 marks)**

From a choice of three topics, candidates must write one essay of about 200 words in Bengali.

### 3.6.2 Paper 2: Language Usage and Comprehension

**2 hours, 110 marks**

**Section A: Language Usage (50 marks)**

Questions will include combination or separation of words, idioms, proverbs and words in pairs, sentence transformation and a cloze passage.

**Section B: Comprehension (multiple-choice questions) (14 marks)**

Candidates must answer seven questions based on a prose passage of about 280 words.

**Section C: Comprehension (open-ended questions) and Vocabulary (46 marks)**

Candidates must answer six questions based on a prose passage of about 270 words. A vocabulary question will follow the comprehension questions in this section.

## 4. Nepali

### 4.1 Scheme of assessment summary

All candidates take Paper 1 only.

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

### 4.2 Availability

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

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

This syllabus is available to private candidates.

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

### 4.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

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

## 4.4 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

## 4.5 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined
- 2 order and present facts, ideas and opinions
- 3 communicate effectively and appropriately
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5 express thoughts, feelings and opinions in order to interest, inform or convince
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

### B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 communicate effectively and appropriately
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

### C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures
- 2 understand and employ a range of apt vocabulary
- 3 recognise implicit meaning and attitude
- 4 evaluate information and express it in their own words.

## 4.6 Description of papers

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

### 4.6.1 Paper 1

**3 hours, 100 marks**

#### **Section A: Composition (50 marks)**

Candidates must write two compositions in Nepali, of about 150 words each, from a choice of five topics. The choice of topics will allow candidates to demonstrate ability in using the written language to:

- express an opinion
- communicate by letter
- narrate a story or series of events
- describe a scene or occasion
- compose or report a dialogue.

#### **Section B: Translation (30 marks)**

Candidates must:

- translate a passage from Nepali into English (10 marks)
- translate a passage from English into Nepali (20 marks).

#### **Section C: Reading Comprehension (20 marks)**

One passage in Nepali will be set, with questions to test the candidates' general understanding of the gist of the passage, as well as their understanding of specific information given. The passage may be drawn from fiction, non-fiction, newspapers, magazines, etc. Candidates must write their answers in Nepali.

## 5. Arabic, Sinhala, Tamil

### 5.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

Paper 1: Composition	(1½ hours)
<p><b>Section A – 15 marks</b> One composition of about 120 words from a choice of three topics.</p> <p><b>Section B – 30 marks</b> One essay of about 200 words from a choice of four topics.</p> <p>Weighting: 45% of total marks</p>	
Paper 2: Translation and Reading Comprehension	(1½ hours)
<p><b>Section A – 30 marks</b> Two translations, one from the target language into English and one from English into the target language.</p> <p><b>Section B – 25 marks</b> Open-ended comprehension questions on one set passage.</p> <p>Weighting: 55% of total marks</p>	

### 5.2 Availability

Arabic is examined in the October/November examination series.

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

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

These syllabuses are available to private candidates.

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

### 5.3 Combining these with other syllabuses

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

- syllabuses with the same title at the same level.

In addition:

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

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

### 5.4 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

### 5.5 Assessment objectives

There are three assessment objectives:

#### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined
- 2 order and present facts, ideas and opinions
- 3 communicate effectively and appropriately
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5 express thoughts, feelings and opinions in order to interest, inform or convince
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.



## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 communicate effectively and appropriately
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures
- 2 understand and employ a range of apt vocabulary
- 3 recognise implicit meaning and attitude
- 4 evaluate information and express it in their own words.

## 5.6 Description of papers

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

### 5.6.1 Paper 1: Composition

**1½ hours, 45 marks**

#### **Section A: Letter, report or speech, dialogue (15 marks)**

From a choice of three topics, candidates must write one composition of about 120 words in the target language. The choice of topics will allow candidates to demonstrate ability in using the written language to:

- communicate by letter
- compose a report or speech
- compose a dialogue.

#### **Section B: Essay (30 marks)**

From a choice of four topics (narrative, descriptive or argumentative), candidates must write one essay of about 200 words in the target language.

### 5.6.2 Paper 2: Translation and Reading Comprehension

**1½ hours, 55 marks**

#### **Section A: Translation (30 marks)**

Candidates must:

- translate a passage from the target language into English (10 marks)
- translate a passage from English into the target language (20 marks).

#### **Section B: Reading Comprehension (25 marks)**

Candidates must answer a variety of questions testing their understanding of a set passage.

## 6. Setswana

### 6.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

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

### 6.2 Availability

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

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

This syllabus is available to private candidates.

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

## 6.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

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

## 6.4 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others
- encourage students to enjoy and appreciate the reading of Setswana literature.

## 6.5 Assessment objectives

There are four assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined
- 2 order and present facts, ideas and opinions
- 3 communicate effectively and appropriately
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5 express thoughts, feelings and opinions in order to interest, inform or convince
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

### B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 communicate effectively and appropriately
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures
- 2 understand and employ a range of apt vocabulary
- 3 recognise implicit meaning and attitude
- 4 evaluate information and express it in their own words.

## D Literature

Candidates will be assessed on their ability to

- 1 recognise implicit meaning and attitudes
- 2 recognise and appreciate ways in which writers use language and how they achieve effects
- 3 communicate a sensitive and informed personal response to what is read
- 4 recognise and appreciate literary aspects such as conflicts, theme, setting, climax, characterisation and plot
- 5 differentiate between modern and traditional poetry.

## 6.6 Description of papers

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

### 6.6.1 Paper 1: Language

**2½ hours, 100 marks**

#### **Section A: Composition (25 marks)**

Candidates must choose one topic from a selection of four and must write an imaginative, narrative or argumentative response of 250–300 words in an appropriate style.

#### **Section B: Writing for a specific purpose (25 marks)**

One task requiring candidates to write 200–250 words for a specific purpose (such as an article, letter, report or speech) related to a given situation.

#### **Section C: Language Usage/Reading Comprehension (25 marks)**

A series of comprehension questions on a reading passage. Candidates will be tested on their understanding of specific details (e.g. reading language structure, figurative language), general themes and arguments in the passage.

#### **Section D: Translation (25 marks)**

There are two alternative passages: one in English to be translated into Setswana, and one in Setswana to be translated into English. Candidates must translate **one** of the passages only.

#### **Resource materials for Paper 1 are:**

- *Thutapuo ya Setswana* – K. Mogapi (Grammar)
- *Tshekatsheko ya Tlhamo* – A. Molosiwa (Composition)
- *Diteko - Tlhaloganyo* – N. Mokgachane (Comprehension)
- *Diane le Maele* – M. Seboni (Proverbs/Idioms)
- *Sedibeng 4 and 5* – N. Ratsoma and A. Molosiwa

## 6.6.2 Paper 2: Literature

**1½ hours, 75 marks**

This paper is divided into three sections. Candidates must answer four questions:

- one from Section A on a set text
- one from Section B on a set play
- two from Section C: one on a set poem and one on an unseen poem.

**The set texts for 2015, and the mark allocations for the sections are as follows:**

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

\*For 2015 the following poems have been selected from each of the two texts:

- *Mahura a poko*: Kgorogo ya losea; Kgosi Monare Gaborone; Boipuso mo Botswana; Tsatsi la Tshipi; Lorato
- or**
- *Masalela a puo*: Botho jwa motho mo bathong; Lehuma, ngwana a rakhumo; Babusa-batho; Motse wa Teemane; Mola wa Godimo

## 7. Swahili

### 7.1 Scheme of assessment summary

All candidates take Paper 1 only.

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

### 7.2 Availability

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

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

This syllabus is available to private candidates.

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

### 7.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

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

## 7.4 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

## 7.5 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined
- 2 order and present facts, ideas and opinions
- 3 communicate effectively and appropriately
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5 express thoughts, feelings and opinions in order to interest, inform or convince
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

### B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 communicate effectively and appropriately
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

### C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures
- 2 understand and employ a range of apt vocabulary
- 3 recognise implicit meaning and attitude
- 4 evaluate information and express it in their own words.

## 7.6 Description of papers

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

### 7.6.1 Paper 1

**3 hours, 100 marks**

**Question 1: Translation (20 marks)**

Candidates must translate one passage from Swahili into English.

**Question 2: Translation (30 marks)**

Candidates must translate one passage from English into Swahili.

**Question 3: Reading Comprehension (25 marks)**

One passage in Swahili with questions to test candidates' general understanding of the gist of the passage as well as their understanding of specific information given. The passage may be drawn from fiction, non-fiction, newspapers, magazines, etc. Answers must be written in Swahili.

**Question 4 (25 marks)**

Candidates must write a short composition of about 120 words, in Swahili, from a choice of three topics.



## 8. French, German, Spanish

### 8.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

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

### 8.2 Availability

French is examined in the May/June examination series.

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

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

These syllabuses are available to private candidates.

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

## 8.3 Combining these with other syllabuses

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

- syllabuses with the same title at the same level.

In addition:

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

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

## 8.4 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

## 8.5 Assessment objectives

There are three assessment objectives:

### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined
- 2 order and present facts, ideas and opinions
- 3 communicate effectively and appropriately
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5 express thoughts, feelings and opinions in order to interest, inform or convince
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

## B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 communicate effectively and appropriately
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures
- 2 understand and employ a range of apt vocabulary
- 3 recognise implicit meaning and attitude
- 4 evaluate information and express it in their own words.

## 8.6. Description of papers

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

### 8.6.1 Paper 1: Translation and Composition

**1½ hours, 60 marks**

Candidates must answer **two** of the following three questions:

**Question 1 (30 marks)**

A composition in the target language, of approximately 140 words, based on a series of pictures.

**Question 2 (30 marks)**

A composition in the target language, of approximately 140 words, based on a choice of topics set in the target language. Candidates are required to write in the form of a letter, dialogue or narrative.

**Question 3 (30 marks)**

A translation from English into the target language.

### 8.6.2 Paper 2: Reading Comprehension

**1½ hours, 60 marks**

The test will be in three sections:

**Sections 1 and 2 (40 marks)**

Candidates must answer all questions requiring written answers in the target language. Marks will be awarded according to the comprehension shown.

- Signs, notices, advertisements etc. – multiple-choice questions.
- Brochures, guides, short texts etc. – objective questions testing specific detail; questions to test scanning for required information.
- Two or three longer texts. Questions will be set to test general and specific understanding. Candidates may also be asked to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions and make inferences.

**Section 3 (20 marks)**

Cloze text with 20 gaps, mainly testing candidates' knowledge of structure.

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## 9. Other information

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### Equality and inclusion

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

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

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

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

### Language

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

### Grading and reporting

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

### Entry codes

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

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