

General Certificate of Education
Ordinary Level

Syllabus

ARABIC 3180 – November only
BENGALI 3204 – June only
FRENCH 3015 – June only
GERMAN 3025 – November only
HINDI 3195 – November only
NEPALI 3202 – June only
SETSWANA 3158 – November only
SINHALA 3205 – June only
SPANISH 3035 – November only
SWAHILI 3162 – June only
TAMIL 3206 – June only

For examination in 2011

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GCE ORDINARY LEVEL LANGUAGES

(For examination 2011)

Syllabus Codes:

Arabic	3180	Setswana	3158
Bengali	3204	Sinhala	3205
French	3015	Spanish	3035
German	3025	Swahili	3162
Hindi	3195	Tamil	3206
Nepali	3202		

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Exclusions

Schools can combine the syllabuses in this booklet in an exam session with any other CIE syllabus, except:

- syllabuses with the same title at the same level.

In addition:

Syllabus **3015** must not be offered in the same session with the following syllabus:

0501 First Language French

Syllabus **3035** must not be offered in the same session with the following syllabus:

0502 First Language Spanish

Syllabus **3205** must not be offered in the same session with the following syllabus:

3206 Tamil

Syllabus **3206** must not be offered in the same session with the following syllabus:

3205 Sinhala

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

GCE Ordinary Level**3204 Bengali
3195 Hindi****ASSESSMENT**

AVAILABILITY

3204 Bengali is available in June only. **3195 Hindi** is available in November only.

RULES OF COMBINATION

Candidates will take Papers 1 and 2.

SCHEME OF ASSESSMENT SUMMARY

Paper 1		Paper 2	
duration	weighting	duration	weighting
2 h	45%	1 h 30 mins	55%

DESCRIPTION OF COMPONENTS

Two papers containing the following sections will be set in each language:

Note: Centres and candidates should note that the use of dictionaries is not permitted in any assessment.

PAPER 1: Composition (2 hours) (90 marks)**Section A – Letter, Report, Dialogue or Speech (30 marks)**

- From a choice of two topics, one letter, report, dialogue or speech of about 120 words is to be written in the language.

Section B – Essay (60 marks)

- From a choice of three topics, one essay of about 200 words is to be written in the language.

PAPER 2: Language Usage and Comprehension (1 hour 30 mins) (110 marks)**Section A – Language Usage (50 marks)**

- Questions set will include Combination or Separation of Words, Idioms, Proverbs and Words in Pairs, Sentence Transformation and Cloze Passage.

Section B – Comprehension (multiple-choice questions) (14 marks)

- Seven questions based upon a prose passage of about 280 words will be set.

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

- Six questions based upon a prose passage of about 270 words will be set. A Vocabulary question will follow the Comprehension questions in this section.

GCE Ordinary Level 3202 Nepali

ASSESSMENT

AVAILABILITY

3202 Nepali is available in June only.

RULES OF COMBINATION

Candidates will take Paper 1 only.

SCHEME OF ASSESSMENT SUMMARY

Paper 1	
duration	weighting
3 h	100%

DESCRIPTION OF COMPONENTS

One paper containing the following sections will be set in each language:

PAPER 1: (3 hours) (100 marks)

Section A – Composition (50 marks)

From a choice of five topics, two compositions – each of about 150 words – are to be written in the language. 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 will be required to:

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

Section C – Reading Comprehension (20 marks)

One passage in the language 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. Answers are to be written in the language.

GCE Ordinary Level

3180 Arabic
3205 Sinhala
3206 Tamil

ASSESSMENT

AVAILABILITY

3205 Sinhala and **3206 Tamil** are available in June only.
3180 Arabic is available in November only.

RULES OF COMBINATION

Candidates will take Papers 1 and 2.

SCHEME OF ASSESSMENT SUMMARY

Paper 1		Paper 2	
duration	weighting	duration	weighting
1 h 30 mins	45%	1 h 30 mins	55%

DESCRIPTION OF COMPONENTS

Two papers containing the following sections will be set in each language:

PAPER 1: Composition (1 hour 30 mins) (45 marks)

Section A – Letter, Report or Speech, Dialogue (15 marks)

From a choice of three titles, one composition, of about 120 words, is to be written in the language. The choice of genres 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 titles (narrative, descriptive or argumentative), one essay of about 200 words is to be written in the language.

PAPER 2: Translation and Reading Comprehension (1 hour 30 mins) (55 marks)

Section A – Translation (30 marks)

Candidates will be required to:

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

Section B – Reading Comprehension (25 marks)

Candidates will be required to answer a variety of questions testing understanding of the passage.

GCE Ordinary Level

3158 Setswana

PLEASE NOTE THAT THE POEMS SELECTED FROM THE SET TEXTS HAVE CHANGED

AIMS

The aims are to:

- 1 enable students to develop the ability to use Setswana effectively for the purpose of practical communication in a variety of situations;
- 2 enable students to develop an awareness of the nature and structure of the Setswana language;
- 3 enable students to understand and respond appropriately to what they hear, read and experience;
- 4 encourage students to enjoy and appreciate the variety of language;
- 5 encourage students to enjoy and appreciate the reading of the literature;
- 6 complement the students' other areas of study by developing skills of a more general application (analysis, synthesis, drawing of inferences);
- 7 promote the students' personal development, understanding and appreciation of their culture;
- 8 form a sound base for the skills required for further study or employment using Setswana as a medium;
- 9 equip students with knowledge and appreciation of their cultural practices;
- 10 equip students with study skills, including reference and research skills.

ASSESSMENT OBJECTIVES

The four assessment objectives are:

- A Continuous Writing**
- B Writing for a Specific Purpose**
- C Usage/Reading Comprehension**
- D Literature**

A description of each assessment objective follows:

A Continuous Writing

Students should be able 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

Students should be able 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 Usage/Reading Comprehension

Students should be able 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

Students should be able to:

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

ASSESSMENT

AVAILABILITY

This syllabus is available in November only.

RULES OF COMBINATION

Candidates for **Setswana** will take Papers 1 and 2.

SCHEME OF ASSESSMENT SUMMARY

Paper 1		Paper 2	
duration	weighting	duration	weighting
2 h 30 mins	approx 60%	1 h 30 mins	approx 40%

DESCRIPTION OF COMPONENTS

PAPER 1: Language (2 hours 30 mins) (100 marks)

Section A – Composition (25 marks)

A selection of four titles will be provided requiring an imaginative, narrative or argumentative response in an appropriate style. Candidates will be required to choose one title and will be expected to write 250-300 words.

Section B – Writing for a Specific Purpose (25 marks)

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

Section C – Usage/Reading Comprehension (25 marks)

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

Section D – Translation (25 marks)

Two alternative passages will be set: 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

PAPER 2: Literature (1 hour 30 mins) (75 marks)

This paper will be divided into three sections. Candidates will be required to answer four questions, one from Section A on a set text, one from Section B on a set text, and two from Section C, one on a set text and one on an unseen poem.

The set texts for 2011, and the mark allocations for the sections are as follows:

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

For 2011 the following poems have been selected from each of the two texts:

Mahura a poko: Balwela kgololosego; Jonane wa mokolobetsi; Masole a Botswana; Twantsho borukhutli; Tlaholele

or

Masalela a puo: Gakeitse le gasenna; Malatsi a maloba; Lorato lo ntsha tlhogo; Tumagole; Lekwa noka e tshetlha

GCE Ordinary Level**3162 Swahili****REVISED SCHEME OF ASSESSMENT FROM 2009****ASSESSMENT**

AVAILABILITY**3162 Swahili** is available in June only.**RULES OF COMBINATION**Candidates for **Swahili** take Paper 1 only.**SCHEME OF ASSESSMENT SUMMARY**

Paper 1	
duration	weighting
3 h	100%

DESCRIPTION OF COMPONENTS

One paper containing four questions will be set:

- Question 1** (20 marks) Translation from Swahili into English.
- Question 2** (30 marks) Translation from English into Swahili.
- Question 3** (25 marks) Reading comprehension. One passage in the language 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. Answers are to be written in the language.
- Question 4** (25 marks) A short composition of about 120 words in Swahili. A choice of subjects will be given.

GCE Ordinary Level

3015 French
3025 German
3035 Spanish

ASSESSMENT

AVAILABILITY

3015 French is available in June only. **3025 German** and **3035 Spanish** are available in November only.

RULES OF COMBINATION

Candidates for **French**, **German** and **Spanish** take Papers 1 and 2.

SCHEME OF ASSESSMENT SUMMARY

Paper 1		Paper 2	
duration	weighting	duration	weighting
1 h 30 mins	50%	1 h 30 mins	50%

DESCRIPTION OF COMPONENTS

PAPER 1: Translation and Composition (1 hour 30 mins) (60 marks)

Candidates must attempt **2 questions only**.

Question 1: A composition in the foreign language of approximately 140 words based on a series of pictures.

Question 2: A composition in the foreign language of approximately 140 words based on a choice of topics set in the foreign language in the form of a letter, dialogue or narrative.

Question 3: A translation from English into the foreign language.

PAPER 2: Reading Comprehension (1 hour 30 mins) (60 marks)

The test will be in three sections:

Sections 1 and 2 (40 marks)

All questions requiring written answers are to be answered in the foreign language. Marks will be awarded according to the comprehension shown.

- Signs, notices, advertisements etc. tested – 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 knowledge of structure.