



**Cambridge Assessment  
International Education**

**Syllabus**

**Cambridge IGCSE®**

**Afrikaans as a Second Language 0548**

For examination in November 2020, 2021 and 2022.



**Afrikaans**

### Changes to the syllabus for 2020, 2021 and 2022

This syllabus has been updated. The latest syllabus is version 2, published November 2017.

The information on pages 18–20 regarding the recording of the sample for external moderation has been updated.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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# 1. Introduction

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## 1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **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.

### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

### 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.cambridgeinternational.org/teachers](http://www.cambridgeinternational.org/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.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

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.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students 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 IGCSEs, 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 IGCSEs are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

## Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners 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 students' prior experience of the subject.

## 1.3 Why choose Cambridge IGCSE Afrikaans as a Second Language?

Cambridge IGCSE Afrikaans as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. The syllabus is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career. The qualification reflects the widespread use of Afrikaans in education and commerce, and also in entertainment, throughout Southern Africa.

Learners will learn how to use Afrikaans effectively in the type of situations, and Afrikaans-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.

## Prior learning

Candidates beginning 0548 Afrikaans as a Second Language are expected to have had prior contact with Afrikaans at school and/or in their community.

## Progression

Cambridge IGCSE Certificates are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE Afrikaans as a Second Language are well prepared to follow courses leading to Cambridge International AS Afrikaans Language and Cambridge International A Level Afrikaans, or the equivalent.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## 1.5 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@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)  
Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) 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

You can go to our public website at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse) to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from the School Support Hub. Go to [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

### 2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See [www.cambridgeinternational.org/i-want-to/resource-centre](http://www.cambridgeinternational.org/i-want-to/resource-centre) for further information.

### 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.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events) for further information.

## 3. Assessment at a glance

### 3.1 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>

Candidates may also take Paper 5. Marks for this optional Oral component do not contribute to the overall grade candidates receive for the written papers. Instead, where candidates perform to an appropriate standard, certificates record separately a grade from 1 (high) to 5 (low) for Speaking.

Paper 5	Duration	Weighting
<b>Oral (optional)</b>	<b>approximately 10–15 minutes</b>	<b>n/a</b>

### Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

All Cambridge schools are allocated one of six administrative zones. Each zone has a specific timetable. From 2020 this syllabus is not available in all these administrative zones. To find out about the availability, visit the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

### Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

Please note that Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.



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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus aims

The aims of the Cambridge IGCSE Afrikaans as a Second Language syllabus are to enable learners to:

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

### 4.2 Assessment objectives

This syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking. Assessment objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

Candidates must demonstrate ability in the following areas:

#### AO1: Reading

- 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

- 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

#### AO3: Listening

- 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

## A04: Speaking

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

## 4.3 Relationship between assessment objectives and components

### Paper 1: Reading and Writing

Assessment objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6	Exercise 7
<b>A01</b>	R1	✓	✓	✓	✓		✓	
	R2		✓	✓	✓			
	R3			✓	✓		✓	
	R4		✓				✓	
<b>A02</b>	W1		✓		✓	✓		✓
	W2				✓	✓		✓
	W3				✓	✓		✓
	W4				✓	✓		✓
	W5		✓		✓	✓		✓
	W6							✓

### Paper 2: Listening

Assessment objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4
<b>A03</b>	L1	✓	✓	✓	✓
	L2	✓	✓	✓	✓
	L3	✓	✓	✓	✓
	L4			✓	✓

## Paper 5: Oral (optional)

Assessment objective		Exercise 1
<b>A04</b>	S1	✓
	S2	✓
	S3	✓
	S4	✓
	S5	✓
	S6	✓

The weightings allocated to each of the assessment objectives are summarised in the tables below:

Assessment objective	Paper 1 (marks)	Paper 2 (marks)	Paper 5 (marks)	Weighting for qualification (%)
<b>A01: Reading</b>	35	–	–	35
<b>A02: Writing</b>	35	–	–	35
<b>A03: Listening</b>	–	30	–	30
<b>A04: Speaking</b>	–	–	30	separately endorsed

## 5. Description of components

### 5.1 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 the spaces provided on the question paper.

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
<b>Exercise 1</b>	<b>Reading (1)</b>	8		<b>8</b>
<b>Exercise 2</b>	<b>Information transfer</b>	6	3	<b>9</b>
<b>Exercise 3</b>	<b>Note-making</b>	8		<b>8</b>
<b>Exercise 4</b>	<b>Summary</b>	3	2	<b>5</b>
<b>Exercise 5</b>	<b>Writing (1)</b>		15	<b>15</b>
<b>Exercise 6</b>	<b>Reading (2)</b>	10		<b>10</b>
<b>Exercise 7</b>	<b>Writing (2)</b>		15	<b>15</b>
		<b>Total 35</b>	<b>Total 35</b>	<b>Total 70</b>

## 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 in 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

### 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 on 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

## 5.2 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 on the question paper.

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

Dictionaries may **not** be used.

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 *Cambridge Handbook*.

### Overview of exercises on Paper 2

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

## 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

## 5.3 Paper 5: Oral (optional)

Oral tests take place during a period before the main examination series (see relevant series' timetable). Centres will receive materials for the test before this period, and the tests must take place as soon as possible after opening the material. The centre must leave sufficient time to send material to Cambridge International for external moderation by the advertised deadline.

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

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

Each oral test lasts approximately 10–15 minutes, as follows:

- non-assessed warm-up conversation (approximately 2–3 minutes)
- time for the candidate to read the Oral Assessment Card and to prepare a response (they may not make written notes) (approximately 2–3 minutes)
- assessed conversation (6–9 minutes)

Candidates may not use dictionaries.

A teacher/Examiner at the centre assesses candidates using the Oral Assessment Criteria grid (see Section 8 *Oral test guidance for centres*).

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

The teacher/Examiner will conduct and internally assess the tests, and will submit a recorded sample of candidates' performances for external moderation by Cambridge International. Centres will receive a brief report on the outcome of moderation.

The internally moderated marks for all candidates must be recorded on the Oral Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 0548) and your centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

**The Teacher's/Examiner's Notes accompanying the Oral Assessment Cards contain full instructions on the administration of the oral test. There is a summary in Section 8 of this syllabus. Go to [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for details of which candidates are to be included in the sample.**



## 6. Syllabus 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 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>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>
<b>Speaking (optional)</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</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</li> </ul>

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## 7. Grade descriptions

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

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 mistakes
- using well constructed paragraphs and sentences of average complexity and applying standard grammatical conventions
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

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

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

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

- understanding and communicating information at a basic level
- ensuring that all work has a basic sequence
- selecting material from texts in answer to questions and providing basic explanations
- recognising straightforward meanings and attitudes
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set

- spelling and punctuating so that weaknesses do not seriously impair communication
- using occasional paragraphing and variety of sentence construction, with some regard to 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.

## 8. Oral test guidance for centres

### General

1. The oral tests take place in the period before the main examination series as notified on the timetable. Each centre decides on a convenient period within these dates for its oral tests.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. 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.
4. Centres with 30 or fewer candidates should use one examiner. Each centre will select its own teacher/ Examiner. This is normally a teacher within the Afrikaans language department, but could be someone local from outside the centre. A group of neighbouring centres might choose the same teacher/ Examiner to conduct all their tests; in such a case each centre is still responsible for submitting properly completed forms and samples.

Centres with more than 30 candidates may use more than one teacher/Examiner. If using more than one Examiner, centres must carry out internal moderation so that a common standard is applied to all candidates.

5. Centres entering candidates for the examination will receive a set of Oral Assessment Cards, notes about administration and forms for entering marks. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests take place. The Oral Assessment Cards must remain confidential and the centre must keep them in a secure place until the end of the examination period.
6. External moderation of internal assessment is carried out by Cambridge International.

Centres must submit the internally assessed **marks of all** candidates to Cambridge International.

Speaking tests take place during a period before the main examination series (see the timetable for the relevant series). A teacher/Examiner at the centre assesses candidates using the Oral assessment criteria grid (see page 21). After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline. The forms for completion and the size of the sample required are available from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

### Conducting the oral tests

7. The procedure for oral tests should be as follows:
  - (A) Start the Recording. 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, spend about 2–3 minutes on this section.
  - (C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up section. Give any necessary explanation at this point, then allow a short preparation period (approximately 2–3 minutes) when the candidate may ask questions. The candidate may not make notes during this period. The examiner may leave the recorder on throughout this time, or turn it off. If turning it off, the Examiner should indicate this by saying 'The recording will be paused now': it is important for the moderator to know that the candidate has had an opportunity to study the card at this stage.

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

**The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10–15 minutes. Note that only (D) is assessed. The oral test must be conducted in Afrikaans throughout.**

8. The oral tests must take place under examination conditions. The centre must provide adequate supervision to ensure that candidates leaving the room for the oral tests do not communicate with those waiting to enter.
9. No other person should be present during the oral test, with the exception of another teacher/Examiner, moderator or representative of Cambridge International.
10. Candidates may not bring any notes into the examination room, and they may not use dictionaries.
11. There is a range of Oral Assessment Cards, and the teacher/Examiner (not the candidate) chooses the card for each candidate. The teacher/Examiner should use as wide a variety as possible of the cards during the oral tests at the centre. In order to give candidates every chance to do themselves justice, the teacher/Examiner should select the Oral Assessment Card with care. The warm-up section may give the teacher/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.**
12. The teacher/Examiner should face the candidate, with a table or desk in between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

## Recording the sample

13. Centres must ensure that their recording equipment is in good working order. Before the Oral tests take place, centres should test the recording equipment and the CD(s) on site, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible, centres should use a recorder with external microphones so that there is a separate microphone for the candidate and the teacher/Examiner. If there is only one microphone it should face the candidate.

It is important to check audibility levels before taping begins; avoid adjustments to the volume control during an examination. Take care to avoid extraneous noise and long gaps. Make checks throughout the oral testing session to ensure that voices are clearly audible.

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

Each recording should begin with a clear statement by the teacher/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 2020”

The teacher/Examiner should give details of each candidate recorded on the sample as follows:

“Candidate number      [e.g.]      1234  
Candidate name          [e.g.]      Abdi Zachariah”

At the end of the sample the teacher/Examiner should state clearly “End of sample”.

Before despatching the CDs to Cambridge International, make spot checks to ensure that every candidate is clearly audible. The individual tracks on each CD should be re-named to those candidates, rather than ‘Track 1’, ‘Track 2’, etc. Each CD should be clearly labelled.

Please submit the recorded sample, marks of all candidates and *Oral Assessment Summary Form(s)* immediately after completing the oral tests at the centre. Do **not** wait until the end of the assessment period before sending them.

## Oral Assessment Criteria grid (0548/5)

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

Mark	Structure [out of 10]	Vocabulary [out of 10]	Fluency [out of 10]
<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.

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## 9. Other information

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### Equality and inclusion

We have 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), we have 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.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

This syllabus is available in English only. The associated assessment materials are in Afrikaans.

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and 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. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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