Syllabus

Cambridge IGCSE IsiZulu as a Second Language
Syllabus code 0531
For examination in November 2011

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Note for Exams Officers: Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled "Procedures for the Submission of Entries") relevant to the exam session. Please note that component and option codes are subject to change.

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1. Introduction

1.1 Why choose Cambridge?

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

Recognition

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

Support

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

Excellence in education

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

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

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

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1. Introduction

1.2 Why choose Cambridge IGCSE IsiZulu as a Second Language?

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

1.3 Cambridge International Certificate of Education (ICE)

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

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

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

Learn more about ICE at **www.cie.org.uk/qualifications/academic/middlesec/ice**.

1.4 How can I find out more?

If you are already a Cambridge Centre

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

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

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2. Assessment at a glance

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2.1 Scheme of assessment

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

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

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

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
Oral (optional)	**approximately 10–15 minutes**	**n/a**

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3. Aims and assessment

3.1 Aims

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

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

3.2 Assessment objectives

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

AO1: Reading

Candidates will be assessed on their ability to:

R1   understand and respond to information presented in a variety of forms

R2   select and organise material relevant to specific purposes

R3   recognise, understand and distinguish between facts, ideas and opinions

R4   infer information from texts

AO2: Writing

Candidates will be assessed on their ability to:

W1   communicate clearly, accurately and appropriately

W2   convey information and express opinions effectively

W3   employ and control a variety of grammatical structures

W4   demonstrate knowledge and understanding of a range of appropriate vocabulary

W5   observe conventions of paragraphing, punctuation and spelling

W6   employ appropriate register/style

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3. Aims and assessment

AO3: Listening

Candidates will be assessed on their ability to:

L1   understand and respond to information presented in a variety of forms

L2   recognise, understand and distinguish between facts, ideas and opinions

L3   select and organise material relevant to specific purposes

L4   infer information from texts

AO4: Speaking

Candidates will be assessed on their ability to:

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

Specification grids

Paper 1: Reading and Writing

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

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3. Aims and assessment

Paper 2: Listening

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

Paper 5: Speaking (optional)

Assessment objective		
AO4	S1	✓
	S2	✓
	S3	✓
	S4	✓
	S5	✓
	S6	✓

Weighting of assessment objectives

Assessment objective		Paper 1 (marks)	Paper 2 (marks)	Paper 5 (marks)	Whole assessment (%)
AO1	**Reading**	35	-	-	35
AO2	**Writing**	35	-	-	35
AO3	**Listening**	-	30	-	30
AO4	**Speaking**	-	-	30	-

3.3 Exam exclusions

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

• syllabuses with the same title at the same level.

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

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4. Description of components

4.1 Paper 1: Reading and Writing

Total mark: 70

Assessment of Reading and Writing skills is equally weighted within the component.

Duration: 2 hours.

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

Dictionaries **may not** be used.

The question paper is divided into 7 exercises. The exercises have different total mark allocations, and some are broken down into a series of sub-questions. Candidates should attempt all exercises.

Overview of exercises on Paper 1

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

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4. Description of components

Description of exercises on Paper 1

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Exercise 5

- Writing exercise. Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the question paper. Candidates are given a purpose, format and audience for writing.
- Assessment objectives: W1, W2, W3, W4, W5
- Total marks: 15

Exercise 6

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

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4. Description of components

Exercise 7

- Writing exercise. Candidates write approximately 200–250 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. Candidates are given a purpose, format and audience for writing. (Note: The tasks for exercises 5 and 7 will require different purposes/formats/audiences/register. For example, candidates might write an informal letter to a friend describing events during a holiday for Exercise 5, and a formal article for a school newspaper arguing whether or not sport should be made compulsory for Exercise 7.)
- Assessment objectives: W1, W2, W3, W4, W5, W6
- Total marks: 15

4.2 Paper 2: Listening

Total mark: 30

Duration: approximately 35–45 minutes

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

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

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

Dictionaries **may not** be used.

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

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4. Description of components

Overview of exercises on Paper 2

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

Description of exercises on Paper 2

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

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4. Description of components

4.3 Paper 5: Oral (optional)

Oral tests take place during a period before the main examination session (see relevant session's 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 CIE 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 – candidates may not write notes (approximately 2–3 minutes)
- assessed conversation (6–9 minutes)

A teacher/Examiner at the Centre assesses candidates using the Oral Assessment Criteria grid (see the *Oral Tests: Guidance for Centres* section later in this booklet).

The teacher/Examiner will usually be someone from the Centre's isiZulu 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 CIE. Centres will receive a brief report on the outcome of moderation.

Full instructions on the administration of the oral test are in the Teacher's/Examiner's Notes accompanying the Oral Assessment Cards. A summary is provided later in this booklet to be read in conjunction with general advice on submission of samples for moderation in the CIE *Handbook for Centres*.

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5. Curriculum content

Assessment objective	All candidates should be able to:	Candidates aiming for Grades A* to C should, in addition, be able to:
Reading	• demonstrate the ability to recognise public notices and signs (including timetables and advertisements) • 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 • scan for particular information, organise the relevant information and present it in a logical manner/given format	• demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people • demonstrate the ability to identify the important points or themes within an extended piece of writing • draw conclusions from and see relations within an extended text
Writing	• carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of isiZulu in response to a written stimulus • demonstrate the ability to describe, report, give personal information • identify, organise and present given material in a particular form	• carry out longer writing tasks on a wider range of topics in response to a written stimulus
Listening	• demonstrate understanding of specific details, information and semi-formal announcements, e.g. news, weather, travel, and in interviews, dialogues and telephone conversations • demonstrate general comprehension of the speaker's intentions where appropriate	• identify the important points or themes of the material they hear, including attitudes • draw conclusions from and identify the relationships between ideas within the material they hear • show awareness of major variations in register
Speaking (optional)	• 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 • conduct a sustained conversation	• demonstrate greater flexibility in dealing with new, topical ideas • show a sense of audience

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6. Grade descriptions

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

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style straightforwardly in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately (with few if any mistakes);
- using well constructed paragraphs and sentences (of average complexity) and obeying standard grammatical conventions;
- 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.

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6. Grade descriptions

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

- understanding and communicating information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions;
- speaking with some confidence, but usually in response to the directions of other speakers; showing a readiness to listen to others and to respond.

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General

1   The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests.

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   There should be only one Examiner per Centre where possible. Each Centre will select its own Examiner. This is normally a teacher within the isiZulu 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 large numbers of candidates using more than one teacher/Examiner must make arrangements for 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   Each Centre must send to CIE the following:

(a) recorded sample

(b) completed Oral Examination Summary Form(s)

(c) completed MS1 Forms

Please adhere to instructions given on the forms about their completion and return.

(a) recorded sample
Each Centre must provide a sample of oral tests, recorded on cassette(s) or CD(s). The size of the sample required is given in the instructions on the back of the Oral Assessment Summary Form.
The teacher/Examiner responsible for internal standardisation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark awarded to the lowest. Where there is more than one teacher/Examiner involved, the sample must include in equal number candidates tested by all teachers/Examiners.
For instructions on recording the samples see section 15 below. Centres must label cassettes/CDs clearly with details of the candidates whose tests have been recorded.

(b) completed Oral Examination Summary Form(s)
Enter marks in detail for each candidate on this form. Please follow the instructions about completion on the reverse of the form.
Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (*) against the names of candidates whose tests have been recorded on the cassette/CD.

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(c) completed MS1 Forms

This is a computer-printed mark sheet provided by CIE. Complete it by transferring the mark for each candidate from the Total Mark column on the Oral Examination Summary Form. Please follow the instructions on the form about completion and return.

As an alternative to the submission of the MS1 Mark Sheet, Centres may submit coursework marks in electronic form on floppy disk or CD-ROM. Electronic files of marks must be created using CAMEO.

7   Immediately after completing the oral tests, Centres should send to CIE the sample cassette(s)/CD(s) along with completed MS1 and Oral Examination Summary Form(s). Please do not wait until the end of the assessment period before sending them.

Conducting the oral tests

8   The procedure for oral tests should be as follows:

(A) <u>Start the tape. Give the candidate's name and number.</u> Welcome the candidate(s) and explain briefly what is going to happen in the course of the test.

(B) <u>Warm-up section:</u> 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) <u>Hand the Oral Assessment Card to the candidate.</u> 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 tape recorder on throughout this time, or turn it off. If turning it off, the examiner should indicate this by saying 'The tape will be paused now': it is important for the external moderator to know that the candidate has had an opportunity to study the card at this stage.

(D) <u>Main part of the test:</u> 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.

<u>Only</u> (D) is assessed.

The entire oral test must be conducted in isiZulu.

9   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.

10   No other person should be present during the oral test, with the exception of another teacher/Examiner, moderator or representative of CIE.

11   Candidates may be examined singly or in pairs. If the examiner records a pair of candidates, it is important for the external moderator to know which candidate is speaking at any one time. Therefore, pair two candidates whose voices are clearly dissimilar, and avoid pairing candidates with the same first names.

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12 Candidates may not bring any notes into the examination room, and they may not use dictionaries.

13 There is a range of Oral Assessment Cards, and the teacher/Examiner (<u>not</u> 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**.

14 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

15 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 cassette(s)/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 on the tape between the warm-up and the main part of the test, once the oral test has begun the recording should run without interruption.

For Centres using cassette tapes, the recording must begin at the start of Side 1. Use both sides of the cassette before beginning a new one. Do <u>not</u> start a candidate's oral test on one side and continue over to the second side. At the end of examining on each side of a cassette the teacher/Examiner should state "No further recordings on this side".

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:	0531	IsiZulu as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2011

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 cassettes/CDs to CIE, make spot checks to ensure that every candidate is clearly audible. Please rewind cassettes to the start of Side 1, and clearly label the contents of each cassette/CD.

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Oral Assessment Criteria grid (0531/5)

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

Mark	Structure [out of 10]	Vocabulary [out of 10]	Fluency [out of 10]
9–10	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.
7–8	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.
5–6	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.
3–4	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.
1–2	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 isiZulu 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.
0	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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CAMBRIDGE IGCSE ISIZULU AS A SECOND LANGUAGE 0531/05

Oral Examination Summary Form

Please read the instructions printed overleaf and in the Instructions and Mark Scheme before completing this form.

Centre Number						Centre Name		November	2	0	1	1

Candidate Number	Candidate Name	Teaching Group/Set	Oral Assessment Card	Structure (max 10)	Vocabulary (max 10)	Fluency (max 10)	Total Mark (max 30)	Externally Moderated Mark (max 30)

Name of teacher completing this form		Signature		Date					
Name of internal moderator (where appropriate)		Signature		Date					

November 2011

UNIVERSITY *of* CAMBRIDGE
International Examinations

0531/05/NCW/S/11

A. INSTRUCTIONS FOR COMPLETING ORAL EXAMINATION SUMMARY FORMS

1. Complete the information at the head of the form.

2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Internal Assessment Mark Sheet (MS1) at a later stage (i.e. in candidate number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Indicate the Oral Assessment Card (Card with Oral Topics) used, the individual marks for each section and the total mark in the appropriate column.

4. The final column on the form is for the use of the External Moderator only.

5. The teacher completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Internal Assessment Mark Sheet (MS1) to each Centre showing the names and numbers of each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Form to the MS1.

2. Despatch the top sheet of the MS1 to CIE as soon as possible, and no later than 31 October for the November session.

3. Send samples of the candidates' work covering the full ability range together with this Oral Examination Summary Form and the copy of the MS1 marked 'This copy is to be sent to the Moderator', to CIE as soon as possible, and no later than 31 October for the November session. If marks have been submitted to CIE as an electronic file, a signed print-out of the marks file should be submitted in place of the second copy of the MS1.

4. Indicate the candidates whose recorded oral tests have been selected for external moderation by means of an asterisk (*) against the candidates' names on the Oral Examination Summary Form. The size of the sample should be as follows:

Number of candidates entered	Number of candidates in sample
0–10	all candidates
11–50	10
51–100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.

6. CIE reserves the right to ask for further samples of Oral Tests.

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