

# SYLLABUS

**Cambridge IGCSE<sup>®</sup>**  
**IsiZulu as a Second Language**  
**0531**

For examination in November 2017, 2018 and 2019

### Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated, but there are no significant changes.

**You are 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?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. 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 set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **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. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/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.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

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

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

## 1.2 Why choose Cambridge 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 learners 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 and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### 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 learners' prior experience of the subject.

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

Cambridge IGCSE IsiZulu as a Second Language is for learners 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.

Learners 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.

### Prior learning

Candidates beginning this course are expected to have had prior contact with isiZulu 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 IsiZulu as a Second Language are well prepared to follow further courses of study in isiZulu.

## 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.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

## 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@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

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

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

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure 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. The resource lists include further suggestions for resources to support teaching.

### 2.3 Training

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

## 3. 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>

### 3.2 Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

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

Centres in the UK that receive government funding are advised to consult the Cambridge website [www.cie.org.uk](http://www.cie.org.uk) for the latest information before beginning to teach this syllabus.

### 3.3 Combining this with other syllabuses

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

- syllabuses with the same title at the same level

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate 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 IsiZulu as a Second Language syllabus are to enable learners 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.

### 4.2 Assessment objectives

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

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

### 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			✓	✓

#### Weighting of assessment objectives

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

Assessment objective	Paper 1 (marks)	Paper 2 (marks)	Paper 5 (marks)	Whole assessment (%)
<b>A01 Reading</b>	35	–	–	35
<b>A02 Writing</b>	35	–	–	35
<b>A03 Listening</b>	–	30	–	30

## 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 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

## 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.

Dictionaries **may not** be used.

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

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

## 6. Curriculum content

Assessment objective	<i>All candidates should be able to:</i>	<i>Candidates aiming for Grades A* to C should, in addition, be able to:</i>
<b>Reading</b>	<ul style="list-style-type: none"> <li>demonstrate the ability to recognise public notices and signs (including timetables and advertisements)</li> <li>demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds</li> <li>scan for particular information, organise the relevant information and present it in a logical manner/given format</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>draw conclusions from and see relations within an extended text</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of isiZulu in response to a written stimulus</li> <li>demonstrate the ability to describe, report, give personal information</li> <li>identify, organise and present given material in a particular form</li> </ul>	<ul style="list-style-type: none"> <li>carry out longer writing tasks on a wider range of topics in response to a written stimulus</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>demonstrate understanding of specific details, information and semi-formal announcements, e.g. news, weather, travel, and in interviews, dialogues and telephone conversations</li> <li>demonstrate general comprehension of the speaker's intentions where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>identify the important points or themes of the material they hear, including attitudes</li> <li>draw conclusions from and identify the relationships between ideas within the material they hear</li> <li>show awareness of major variations in register</li> </ul>

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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.

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

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

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

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



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## 8. Other information

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### Equality and inclusion

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

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

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

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

### Language

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

### 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 results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

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

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

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