

SYLLABUS

Cambridge IGCSE[®]
Kazakh as a Second Language
0532

For examination in June 2019

Changes to syllabus for 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

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

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

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

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

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

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 Kazakh as a Second Language?

Cambridge IGCSE Kazakh as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Learners studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately.

The topics selected relate to the interests and needs of the learners in using Kazakh as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

Prior learning

Learners beginning this course are expected to have had prior contact with Kazakh 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 Kazakh as a Second Language are well prepared to follow courses leading to a Cambridge International AS and A Level Kazakh 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.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

If you are not yet a Cambridge school

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

2. Teacher support

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 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 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 |
|--|----------------|------------|
| Reading and Writing Section 1: four exercises – reading, information transfer, note-making and summary writing. Section 2: two exercises – reading and writing. | 2 hours | 67% |

| Paper 2 | Duration | Weighting |
|--|---------------------------|------------|
| Listening Four exercises – comprehension and true/false. | Approx. 35–45 mins | 33% |

3.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from www.cie.org.uk/examsOfficers

Centres in the UK that receive government funding are advised to consult the Cambridge website 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.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The aims set out below describe the general educational purposes of a course in Kazakh as a Second Language, and are the same for all learners. They are not listed in order of priority.

The aims are to:

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

4.2 Assessment objectives and their weighting

This syllabus assesses Reading, Writing and Listening.

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

4.3 Relationship between assessment objectives and components

Paper 1 – Reading and Writing

| Assessment Objective | | Section 1 | | | | Section 2 | |
|----------------------|----|------------|------------|------------|------------|------------|------------|
| | | Exercise 1 | Exercise 2 | Exercise 3 | Exercise 4 | Exercise 5 | Exercise 6 |
| A01 | R1 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | R2 | | ✓ | ✓ | ✓ | | |
| | R3 | | | ✓ | ✓ | ✓ | |
| | R4 | | ✓ | ✓ | | ✓ | |
| A02 | W1 | | | | ✓ | | ✓ |
| | W2 | | | | ✓ | | ✓ |
| | W3 | | | | ✓ | | ✓ |
| | W4 | | | | ✓ | | ✓ |
| | W5 | | | | ✓ | | ✓ |
| | W6 | | | | ✓ | | ✓ |

Paper 2 – Listening

| Assessment Objective | | Exercise 1 | Exercise 2 | Exercise 3 | Exercise 4 |
|----------------------|----|------------|------------|------------|------------|
| A03 | L1 | ✓ | ✓ | ✓ | ✓ |
| | L2 | | | ✓ | ✓ |
| | L3 | | ✓ | | ✓ |

Weighting of assessment objectives

The weighting allocated to each of the assessment objectives is summarised below:

| Assessment Objective | Paper 1 (marks) | Paper 2 (marks) | Whole assessment (%) |
|----------------------|-----------------|-----------------|----------------------|
| A01 | 36 | | 40 |
| A02 | 24 | | 27 |
| A03 | | 30 | 33 |

5. Description of components

5.1 Paper 1: Reading and Writing

All questions and responses to be in Kazakh.

Total mark: 60

Duration: 2 hours

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises:

Section 1

- Exercise 1** – Reading exercise: candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
Assessment objective: R1
Total mark: 6
- Exercise 2** – Information transfer: candidates will be required to complete a form/notes template on the basis of information provided on the question paper.
Assessment objectives: R1, R2, R4
Total mark: 7
- Exercise 3** – Note making: candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Assessment objectives: R1, R2, R3, R4
Total mark: 7
- Exercise 4** – Summary writing: candidates will be required to write a paragraph-length summary about an aspect or aspects of a passage printed on the question papers.
Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5, W6
Total mark: 10

Section 2

- Exercise 5** – Reading exercise: candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. The text will take the form of a report/newspaper/magazine article.
Assessment objectives: R1, R3, R4
Total mark: 10
- Exercise 6** – Writing exercise: candidates will be required to 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 paper. A purpose, format and audience for the writing will be specified.
Assessment objectives: W1, W2, W3, W4, W5, W6
Total mark: 20

5.2 Paper 2: Listening

All questions and responses to be in Kazakh.

Total mark: 30

Duration: approx. 35–45 minutes

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

Each exercise tests listening comprehension of recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD played in the examination room. All listening material will be heard twice by candidates and appropriate pauses for candidates to write answers will be included on the recording.

The CD is controlled by the invigilator of the examination, not the candidate(s).

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

The question paper is divided into four exercises, as follows, and candidates should attempt all exercises:

- **Exercise 1** – Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief message), requiring short answers.
Assessment objectives: L1
Total mark: 6
- **Exercise 2** – Comprehension exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to complete gaps on forms/charts printed on the question paper.
Assessment objectives: L1, L3
Total mark: 8
- **Exercise 3** – True-or-false exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to indicate whether statements printed on the question paper are either true or false by ticking the correct box.
Assessment objectives: L1, L2
Total mark: 6
- **Exercise 4** – Comprehension exercise based on longer spoken texts (e.g. conversation, interview, monologue, talk): candidates will be required to answer open-ended questions, with short or sentence-length answers.
Assessment objectives: L1, L2, L3
Total mark: 10

6. Syllabus content

| Assessment Objective | |
|----------------------|---|
| 1 Reading | <p>All candidates should be able to:</p> <ul style="list-style-type: none"> • demonstrate the ability to understand 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 <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> • 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 |
| 2 Writing | <p>All candidates should be able to:</p> <ul style="list-style-type: none"> • carry out simple writing tasks, e.g. completing forms, short pieces in an appropriate and accurate form of Kazakh 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 <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> • carry out longer writing tasks on a wider range of topics in response to a written stimulus |
| 3 Listening | <p>All candidates should be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of specific details, information and semi-formal announcements in contexts such as news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations • demonstrate general comprehension of the speaker’s intentions where appropriate <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> • 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 |

7. Grade descriptions

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 on some other.

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
- recognising and explaining underlying meaning and the writer's attitude to the subject matter
- varying style 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 and obeying 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
- using adequate paragraphing and some variety of sentence construction and showing awareness of standard grammatical conventions.

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.

8. Other information

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

Language

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

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*.

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