



# Syllabus

## Cambridge IGCSE™

### IsiZulu as a Second Language 0531

Use this syllabus for exams in 2023, 2024 and 2025.

Exams are available in the November series.



IsiZulu

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## Why choose Cambridge International?

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Cambridge International 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 Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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 learners to progress from one stage to the next, and are well supported by teaching and learning resources.

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, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**'We think the Cambridge curriculum is superb preparation for university.'**

**Christoph Guttentag**, Dean of Undergraduate Admissions, Duke University, USA



### Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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## **Important: Changes to this syllabus**



**For information about changes to this syllabus for 2023, 2024 and 2025, go to page 16.**

The latest syllabus is version 1, published September 2020. There are no significant changes which affect teaching.

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# 1 Why choose this syllabus?

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## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

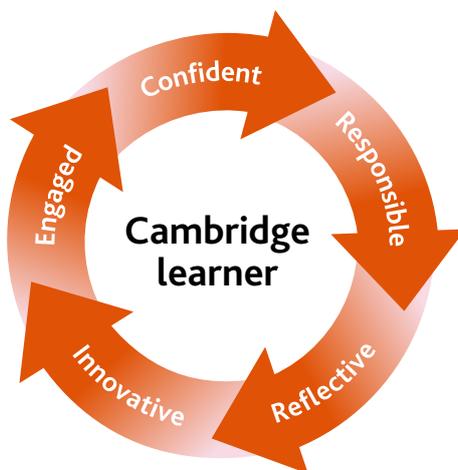
Students can choose from 70 subjects in any combination – it is taught by over 4800 schools in over 150 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**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.

Our approach in Cambridge IGCSE IsiZulu as a Second Language encourages learners to be:



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

**Gary Tan**, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE IsiZulu as a Second Language gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

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 the reformed 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)

**'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'**

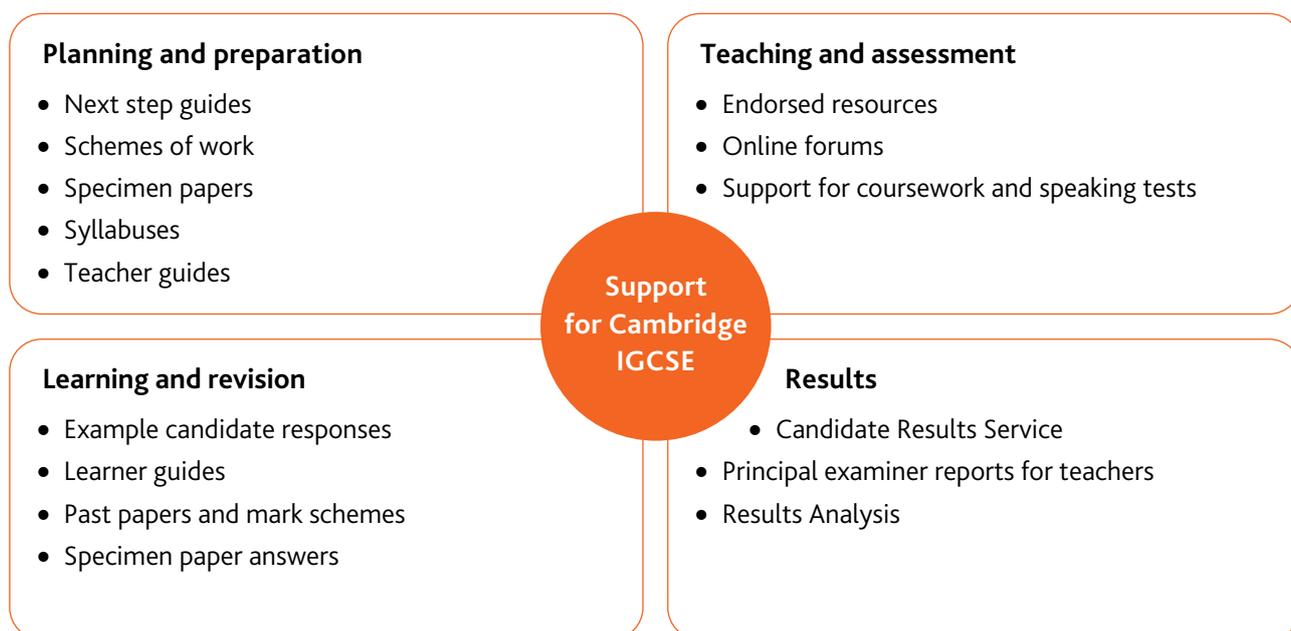
Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)



Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)

### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)



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## 2 Syllabus overview

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### 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.

### Content overview

Cambridge IGCSE IsiZulu as a Second Language offers learners the opportunity to develop practical communication skills in listening, reading and writing. In written isiZulu, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of isiZulu in a range of contexts.



Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to G.

All candidates take:	and:
<p><b>Paper 1</b> 2 hours</p> <p>Reading and Writing 70%</p> <p>70 marks</p> <p>Written examination consisting of seven exercises that test a range of reading and writing skills.</p> <p>The task types are: short answer questions, information transfer, note-making, summary writing, functional writing, comprehension questions and extended writing.</p> <p>These questions will assess AO1 and AO2.</p> <p>Externally assessed</p>	<p><b>Paper 2</b> Approx. 35–45 minutes</p> <p>Listening 30%</p> <p>30 marks</p> <p>Written examination consisting of four exercises that test listening skills.</p> <p>Candidates listen to recordings of short and longer spoken texts. The task types are: true or false, multiple-choice questions and two comprehension tasks.</p> <p>Externally assessed</p>

Information on availability is in the **Before you start** section.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

Candidates are 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 are 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

### AO3 Listening

Candidates are 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

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	35
AO2 Writing	35
AO3 Listening	30
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	50	–
AO2 Writing	50	–
AO3 Listening	–	100
Total	100	100

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## 3 Subject content

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This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

### Reading

All candidates should be able to:

- 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

Candidates aiming for Grades A\* to C should, in addition, be able to:

- 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

All candidates should be able to:

- 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 and give personal information
- identify, organise and present given material in a particular form

Candidates aiming for Grades A\* to C should, in addition, be able to:

- carry out longer writing tasks on a wider range of topics in response to a written stimulus

### Listening

All candidates should be able to:

- 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

Candidates aiming for Grades A\* to C should, in addition, be able to:

- 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

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## 4 Details of the assessment

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### Paper 1 Reading and Writing

**All questions and responses will be in isiZulu.**

Written paper, 2 hours, 70 marks

Candidates should attempt **all** questions.

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 has seven exercises:

**Exercise 1** – Reading exercise: candidates read a short text printed in the question paper and answer a series of questions that test their skimming and gist-reading skills and require short answers of a single word or phrase. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.

Assessment objectives: 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 read a text printed in the question paper and make brief notes under a number of supplied headings.

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. Candidates should make use of the notes they made for Exercise 3.

Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5

Total marks: 5

**Exercise 5** – Writing exercise: candidates write a short piece of continuous prose of approximately 150-200 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

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 that test detailed comprehension. The text will be one of the following types: report, newspaper, magazine article.

Assessment objectives: R1, R3, R4

Total marks: 10

**Exercise 7** – Extended writing exercise: candidates write a longer piece of continuous prose, of approximately 200-250 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5, W6

Total marks: 15

## Paper 2 Listening

**All questions and responses will be in isiZulu.**

Written paper, approximately 35–45 minutes, 30 marks

Candidates should attempt **all** questions.

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 spoken material (e.g. dialogues, interviews, conversations, talks) provided as an audio material file that will be played in the examination room. Candidates hear the spoken material for each exercise twice and appropriate pauses are included on the recording to allow candidates time to read the questions and write their answers.

The audio material is controlled by the invigilator of the examination, not the candidate(s). Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio materials will be available and how to access the materials at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* for details about the room, equipment, checking the audio material in advance and guidance on ensuring that candidates can hear the recording clearly.

The question paper has four exercises:

**Exercise 1** – True-or-false questions: 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 questions: candidates answer five four-option multiple-choice comprehension questions.

Assessment objectives: L1, L2, L3

Total marks: 5

**Exercise 3** – Comprehension questions: candidates write short answers (single words or phrases) in response to open-ended questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 8

**Exercise 4** – Comprehension questions: candidates write longer answers (phrases or sentences) in response to open-ended questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 11

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have had prior contact with isiZulu at school and/or in their community.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/0531](http://www.cambridgeinternational.org/0531)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

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

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

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

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### 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.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/entries](http://www.cambridgeinternational.org/entries)

### Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In our effort to comply with the UK Equality Act (2010) we have taken all reasonable steps to avoid any direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

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

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE IsiZulu as a Second Language will be published after the first assessment of the syllabus in 2023. Find more information at [www.cambridgeinternational.org/0531](http://www.cambridgeinternational.org/0531)

## Changes to this syllabus for 2023, 2024 and 2025

The syllabus has been updated. This is version 1, published September 2020.

We have updated the look and feel of this document. The Subject content remains the same. Minor changes to the wording of some sections have been made to improve clarity.

There are no significant changes which affect teaching.

**You must read the whole syllabus before planning your teaching programme.**

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### Other changes

- We have changed references to a CD provided by Cambridge International with the audio material for Paper 2 Listening to only make reference to the audio material. This is to ensure that when new technology for delivering the audio material is available the syllabus remains correct.
  - Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio materials will be available and how to access the materials.
  - It is anticipated that CDs will still be available but there may be other ways to access the material during the examinations series for this syllabus.
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'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