



# Syllabus

## Cambridge IGCSE™

### Afrikaans as a Second Language 0548

Use this syllabus for exams in 2023 and 2024.

Exams are available in the November series.



Afrikaans

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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 and 2024, go to page 20.**

The latest syllabus is version 2, published September 2022. 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.

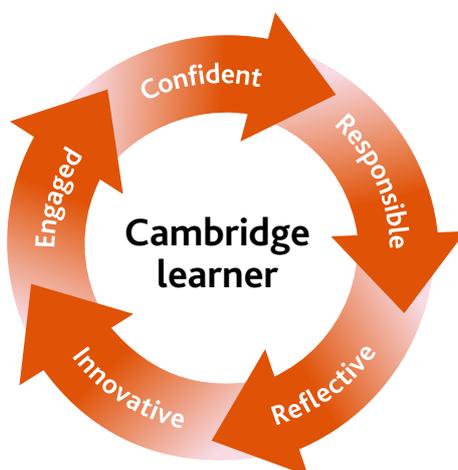
Students can choose from 70 subjects in any combination – it is taught by over 4800 schools in over 150 countries.

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

Learners will learn how to use Afrikaans effectively in the type of situations, and Afrikaans-speaking environments, they will encounter in their daily lives. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

Our approach in Cambridge IGCSE Afrikaans 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 Afrikaans 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 including Cambridge International AS Level Afrikaans Language and Cambridge International A Level Afrikaans or the equivalent.

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.'**

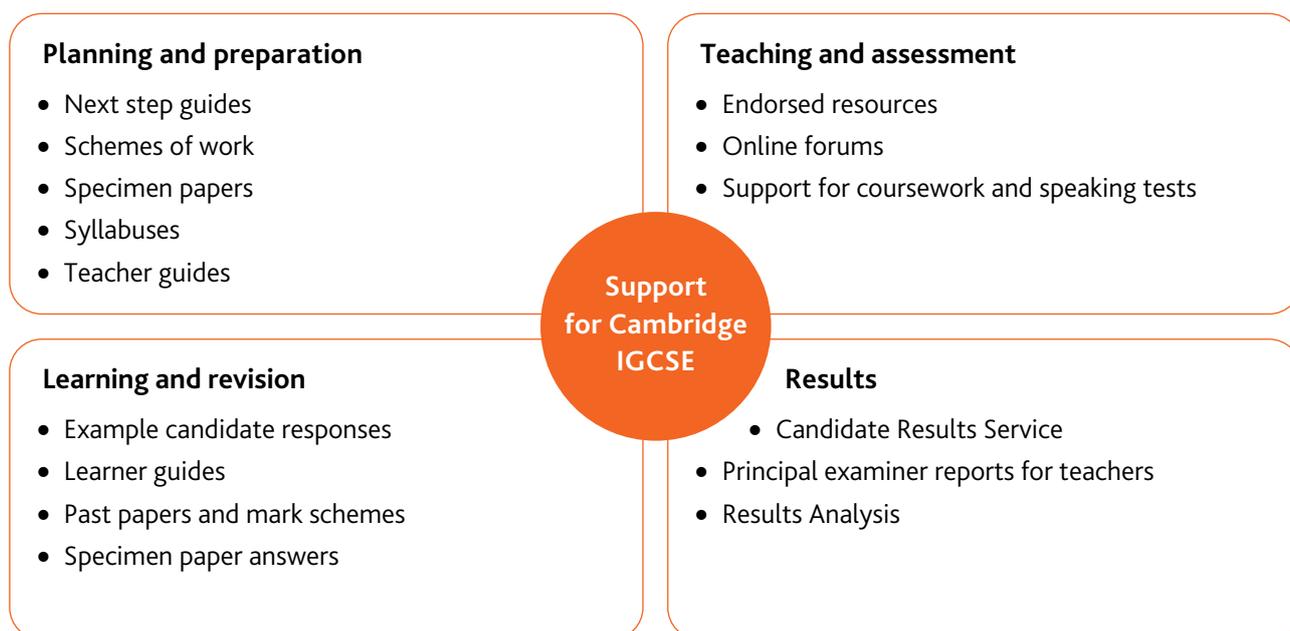
Managing Director of British School in Egypt BSE

## 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 describe the purposes of a course based on this syllabus.

The aims are to enable students to:

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

### Content overview

Cambridge IGCSE Afrikaans as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Afrikaans, 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 spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Afrikaans 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.

Centres can choose to enter candidates for an optional third component: Paper 5 Oral. Paper 5 is internally marked and externally moderated.

Marks for Paper 5 do not contribute to the overall qualification grade: this component is separately endorsed. Where candidates perform to an appropriate standard, certificates record separately a grade from 1 (high) to 5 (low) for Speaking.

### All candidates take:

**Paper 1** 2 hours  
Reading and Writing 70%  
70 marks

Written examination consisting of seven exercises that test a range of reading and writing skills.

The task types are: short answer questions, note-making, summary writing, comprehension questions and extended writing.

Externally assessed

### and:

**Paper 2** Approx. 35–40 minutes  
Listening 30%  
30 marks

Written examination consisting of four exercises that test listening skills.

Candidates listen to recordings of short and longer spoken texts. The task types are: true/false, multiple choice questions and two comprehension exercises.

Externally assessed

### Candidates can choose to take:

**Paper 5** Approx. 10–15 minutes  
Oral separately endorsed  
30 marks

The oral test consists of three parts: a non-assessed warm-up conversation (approx. 2–3 minutes), followed by time to read the Oral Assessment Card and prepare a response (approx. 2–3 minutes), followed by an assessed conversation (6–9 minutes).

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

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Paper 5.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Paper 5.

## Assessment objectives

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

Candidates must demonstrate ability in the following areas:

### AO1 Reading

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

### AO2 Writing

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

### AO3 Listening

- L1 understand and respond to information presented in a variety of forms
- L2 recognise, understand and distinguish between facts, ideas and opinions
- L3 select and organise material relevant to specific purposes
- L4 infer information from texts

### AO4 Speaking

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

## 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                   |
| AO4 Speaking         | separately endorsed  |
| Total                | 100                  |

### Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % |         |         |
|----------------------|---------------------------|---------|---------|
|                      | Paper 1                   | Paper 2 | Paper 5 |
| AO1 Reading          | 50                        | –       | –       |
| AO2 Writing          | 50                        | –       | –       |
| AO3 Listening        | –                         | 100     | –       |
| AO4 Speaking         | –                         | –       | 100     |
| Total                | 100                       | 100     | 100     |

## 3 Subject content

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 and 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.

The skills covered in the syllabus are outlined below.

### 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 Afrikaans 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

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

## Speaking (optional)

All candidates should be able to:

- 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

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

- demonstrate greater flexibility in dealing with new, topical ideas
- show a sense of audience

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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 Afrikaans.**

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 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 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 Afrikaans.**

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 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 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 four-option multiple-choice comprehension questions.

Assessment objectives: L1, L2, L3

Total marks: 5

**Exercise 3** – Comprehension exercise: 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 exercise: candidates write longer answers (phrases or sentences) in response to open-ended questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 11

## Paper 5 Oral (optional)

Speaking test, approximately 10–15 minutes, 30 marks

The Oral test is an optional component and is separately endorsed with grades of 1 (high) to 5 (low).

**The test will be conducted and assessed in Afrikaans.** The test must be recorded for **all** candidates.

Dictionaries may **not** be taken into the test.

Speaking tests take place before the main examination series (see the timetable for the relevant series). A teacher/examiner at the centre assesses candidates using the Oral assessment criteria grid (see pages 15–16). Centres will receive materials for the test before this period, and the tests must take place as soon as possible after opening the material. After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline.

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

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

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

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

### Administration of the Speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide). The forms for completion, information, dates and methods of submission of the speaking test marks, and sample size requirements are available from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Further guidance is supplied in the *Teachers' Notes Booklet* sent to centres as part of the examination materials each series.

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

## External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should ideally include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

## Structure of the Speaking test

The procedure for oral tests should be as follows:

### (A) Start the Recording

Give the candidate's name and number. Welcome the candidate(s) and explain briefly what is going to happen in the course of the test.

### (B) Warm-up section

Conduct a general conversation by asking the candidate(s) a few questions about herself/himself, the school, etc. to give candidate(s) time to get used to the examination situation.

The purpose of this section of the test is to put candidates at their ease. As a guide, spend about 2–3 minutes on this section.

### (C) Hand the Oral Assessment Card to the candidate

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

### (D) Main part of the test

Conversation based on the Oral Assessment Card. Either the examiner or the candidate may start the conversation. This section of the test should last approximately 6–9 minutes.

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

## Oral assessment criteria grid

### Guidance for examiners

You must award marks positively. In order to ensure that you reward what a candidate can do rather than penalise mistakes or omissions examiners should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best-fit' approach for each of the assessment criteria. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, check the descriptors in the level above to confirm whether or not there is just enough evidence to award a mark in the higher level.

To select the most appropriate mark within each set of descriptors, you should use the following guidance:

- If most of the descriptors fit the work, then award the top mark in the level.
- If there is just enough evidence (and you had perhaps been considering the level below), then the lowest mark in the level will be awarded.

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

| Mark | Structure [out of 10]                                                                                                                                                                                                                                   | Vocabulary [out of 10]                                                                                                                                                                                                              | Fluency [out of 10]                                                                                                                                                                                                                                                                   |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                  |

| Mark | Structure [out of 10]                                                                                                                                                                           | Vocabulary [out of 10]                                                                                                             | Fluency [out of 10]                                                                                                                                                                                                                                                       |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 Afrikaans words are known to convey occasional snippets of information, but conversation will be very limited and confused. | Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication. |
| 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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## 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

Learners starting this course are expected to have had prior contact with Afrikaans at school and/or in the 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/0548](http://www.cambridgeinternational.org/0548)

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:

- Cambridge International AS Level Afrikaans Language (8679)
- 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.

### Audio materials

You 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)

### 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 and carrying forward marks

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)

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series.

### 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 assessment materials are in Afrikaans.

## 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 Afrikaans as a Second Language will be published after the first assessment of the syllabus in 2023. Find more information at [www.cambridgeinternational.org/0548](http://www.cambridgeinternational.org/0548)

## Changes to this syllabus for 2023 and 2024

The syllabus has been updated. This is version 2, published September 2022.

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.

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

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### Changes to version 2, published September 2022

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#### Other changes

- This syllabus version is now for exams in 2023 and 2024 only. Please refer to the updated syllabus for exams in 2025, 2026 and 2027.
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### Changes to version 1, published September 2020

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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.
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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