



Syllabus

Cambridge IGCSE™

First Language Setswana 0698

Use this syllabus for exams in 2025, 2026 and 2027.

Exams are available in the November series.



Setswana

Version 1

Please check the syllabus page at www.cambridgeinternational.org/0698 to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department 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.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: 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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2025, 2026 and 2027, go to page 23.



1 Why choose this syllabus?

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 4500 schools in over 140 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 First Language Setswana encourages learners to read a variety of texts and improve their use and style of language in a range of contexts. Learners develop the ability to understand and respond to what they read and to communicate effectively in writing. These skills equip them for progression to further study or employment.

Our approach in Cambridge IGCSE First Language Setswana encourages learners to be:

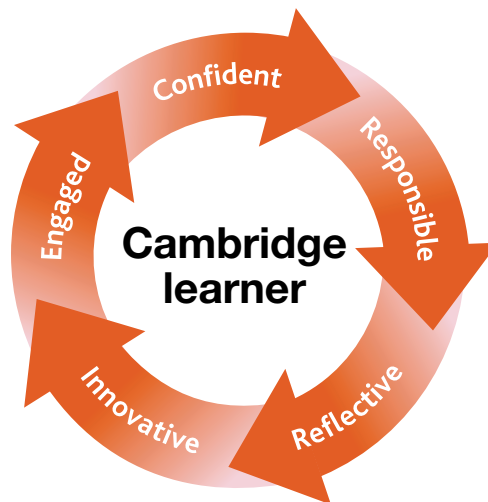
confident, exploring and evaluating ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others

responsible, understanding how to use language in different contexts and for different purposes to influence and affect the world around them

reflective, critically reviewing their own work and identifying ways to improve. They develop successful learning strategies to consolidate their skills

innovative, applying their knowledge and understanding to engage with a range of texts and styles of writing. They adapt their skills in order to respond to tasks in different contexts

engaged, taking inspiration from, and being interested in, the variety of language around them. They read critically, learn from others and understand how their learning fits within the wider context.



School feedback: ‘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.’

Feedback from: 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 First Language Setswana 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 & A Levels.

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 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.

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘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.’

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance, 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

Support for Cambridge IGCSE			
Planning and preparation <ul style="list-style-type: none"> Schemes of work Specimen papers Syllabuses Teacher guides 	Teaching and assessment <ul style="list-style-type: none"> Endorsed resources Online forums Support for coursework and speaking tests 	Learning and revision <ul style="list-style-type: none"> Example candidate responses Past papers and mark schemes Specimen paper answers 	Results <ul style="list-style-type: none"> Candidate Results Service Principal examiner reports for teachers Results Analysis

Sign up for email notifications about changes to syllabuses, including new and revised products and services at 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

- Cambridge Professional Development Qualifications

Find out more at 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

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- read a wide range of texts fluently and with good understanding, enjoying and appreciating a variety of language and laying a foundation for lifelong learning
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using standard Setswana appropriately
- work with information and ideas in Setswana in order to develop skills of critical evaluation, analysis, comparison and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions and usage in Setswana-speaking societies
- enjoy the experience of reading literary texts in different forms and appreciate ways in which writers achieve their effects
- engage with literary texts and communicate an informed personal response appropriately and effectively
- explore the contribution of literature to an understanding of Batswana culture and society.

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.



Content overview

Cambridge IGCSE First Language Setswana offers candidates the opportunity to respond knowledgeably to a range of reading texts during the course as a whole. Candidates will use some of these texts to inform and inspire their own writing and write in a range of text types for different purposes and audiences. Learners will have the opportunity to read a range of literary texts to help to deepen their knowledge of Batswana culture.

The reading texts cover a range of genres and types, including fiction and non-fiction, and may include such forms of writing as essays, reviews and articles.

Candidates are encouraged to become appreciative and critical readers and writers of Setswana.

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in Setswana. Learners develop an understanding of literary meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use Setswana to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

Assessment overview

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

All candidates take:		and:	
Paper 1	2 hours	Paper 2	2 hours
Reading and Writing	50%	Literature	50%
50 marks		50 marks	
Structured and extended writing questions.		Three compulsory essay-type questions on three literary genres (prose, drama, poetry).	
Questions are based on two reading texts.		Questions on prose and drama are based on set texts.	
One composition task.		The question on poetry is based on an unseen text.	
Externally assessed		Externally assessed	

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meaning
- R2 demonstrate understanding of implicit meaning and attitude
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R4 demonstrate understanding of how writers achieve effects and influence readers
- R5 select and use information for specific purposes.

AO2 Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

AO3 Literature

Candidates will be assessed on their ability to:

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary 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	25
AO2 Writing	35
AO3 Literature	40
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	50	0
AO2 Writing	50	20
AO3 Literature	0	80
Total	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 texts, 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

- demonstrate understanding of written texts, and of the words and phrases within them
- summarise and use material for a specific context
- develop, analyse and evaluate facts, ideas and opinions
- select appropriate information for specific purposes
- demonstrate understanding of how writers achieve their effects and influence readers
- recognise and respond to linguistic devices, figurative language and imagery.

In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as blogs, essays, reviews or articles, short stories in their entirety or extracts from a longer work of prose. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include facts, ideas, perspectives, opinions and bias.

Writing

- express what is thought, felt and imagined
- organise and convey facts, ideas and opinions effectively
- demonstrate a varied vocabulary appropriate to the context
- demonstrate an effective use of sentence structures
- demonstrate an understanding of audience, purpose and form
- demonstrate accuracy in spelling, punctuation and grammar.

As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive and argumentative. They should also learn to create a discursive/argumentative letter or article and a descriptive or narrative composition.

Literature

- demonstrate knowledge of the content of the text through reference to detail
- understand characters, relationships, situations and themes
- understand the writer's intentions, methods and use of language
- produce an informed personal response to the text.

Candidates should study texts from three different genres: prose, drama and poetry. Candidates will gain an appreciation of texts and themes, ranging from a straightforward knowledge of content and surface meaning, to the communication of an informed personal response.

Set texts for Paper 2

The set texts listed below are for examination in 2025, 2026 and 2027.

Set texts on the syllabus may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which your candidates will take the examinations.

Section A: Prose

Basadi, lwa reng? by T G Motsaathebe

Section B: Drama

Pelo e ja serati by J M Ntsime

Section C: Poetry

One unseen poem

4 Details of the assessment

Paper 1 – Reading and Writing

Written paper, 2 hours, 50 marks

Candidates answer **all** the questions in three compulsory sections. Candidates write all their answers in the space provided on the question paper.

The texts will be printed in the question paper insert.

Dictionaries may **not** be used.

Section A Comprehension and Use of Language (15 marks)

Question 1 Comprehension task

Candidates respond to a series of sub-questions based on a fiction text, Text A. These include short answers worth a total of ten marks testing understanding of both explicit and implicit meanings.

Text A will be approximately 850–950 words long and will be from either the twentieth or the twenty-first century.

This question tests the following Reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meaning
- R2 demonstrate understanding of implicit meaning and attitude

Question 2 Use of Language task

Candidates respond to a series of sub-questions based on Text A. These include short answers worth a total of five marks relating to figurative language, the author's use of language and structure, and the effect these have.

This question tests the following Reading assessment objective (5 marks):

- R4 demonstrate understanding of how writers achieve effects and influence readers.

Section B Directed Writing (15 marks)

Question 3 Directed Writing task

Candidates answer one compulsory question on one non-fiction text, Text B.

Candidates use and evaluate the information in the text to create an argumentative/discursive response. Candidates write about 250–350 words, responding in one of the following text types: letter, email, report, article or speech.

This exercise is about demonstrating understanding of the ideas in the reading text. Candidates can develop their ideas but they should not rely on their own ideas from outside the text.

Text B will be up to 500 words and will be from either the twentieth or the twenty-first century.

This question tests the following Reading assessment objectives (10 marks):

- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R5 select and use information for specific purposes.

This question also tests the following Writing assessment objectives (5 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Section C Descriptive/Narrative Writing (20 marks)

Question 4 Descriptive writing task or Question 5 Narrative writing task

Candidates answer **one** question from a choice of two titles: one descriptive and one narrative.

Candidates use the title to develop and write a response.

Candidates write about 300–400 words.

Descriptive:

A descriptive piece of writing describes a person, place or situation, painting a picture with words so that the reader can picture it in their mind.

Narrative:

A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary.

This paper tests the following Writing assessment objectives:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Paper 2 – Literature

Written paper, 2 hours, 50 marks

Candidates answer **three** questions, one from each section.

Dictionaries may **not** be used.

Set texts may **not** be taken into the examination room.

Section A Prose (20 marks)

Candidates answer **one** question on a set prose text.

Candidates write about 350–450 words.

This question tests the following Literature assessment objectives (15 marks):

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary texts.

This question also tests the following Writing assessment objectives (5 marks):

- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context.

Section B Drama (20 marks)

Candidates answer **one** question on a set play.

Candidates write about 350–450 words.

This question tests the following Literature assessment objectives (15 marks):

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary texts.

This question also tests the following Writing assessment objectives (5 marks):

- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context.

Section C Poetry (10 marks)

Candidates answer **one** question on an unseen poem.

Candidates write about 300–350 words.

This question tests the following Literature assessment objectives (10 marks):

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary texts.

Set texts for this component are listed in Section 3 Subject content.

Set texts regularly rotate on the syllabus and may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which your candidates will take their examinations.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse Sekaseka	examine in detail to show meaning, identify elements and the relationship between them
Comment Tshwaela	give an informed opinion
Compare Bapisa	identify/comment on similarities and/or differences
Consider Tlhomamisa	review and respond to given information
Describe Tlhalosa	state the points of a topic / give characteristics and main features
Discuss Tlotla	write about issue(s) or topic(s) in depth in a structured way
Evaluate Tlhagisa kakanyo	judge or calculate the quality, importance, amount, or value of something
Examine Tlhotlhomisa	investigate closely, in detail
Explain Tlhalosa	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Justify Tshegetsa/ sedifatsa	support a case with evidence/argument
Suggest Ttshitshinya	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

5 What else you need to know

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

Before you start

Previous study

We recommend that learners starting this course should have a level in Setswana equivalent to first language competence.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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/0698

You can view the timetable for your administrative zone at 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

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 an 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

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Language

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

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
 - candidates are not allowed to use voice-activated software to dictate their written work
 - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
 - candidates are not allowed to use human readers.

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:

- 1 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.
- 2 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.
The outcomes 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 First Language Setswana will be published after the first assessment of the syllabus in 2025.

Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been reviewed and revised for first examination in 2025.

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

Changes to syllabus code	<ul style="list-style-type: none"> This syllabus has been changed to IGCSE First Language Setswana (0698) from O Level Setswana (3158).
Changes to syllabus content	<ul style="list-style-type: none"> The content and layout of the syllabus have been updated. The syllabus now includes a subject content section outlining the skills to be covered for teaching.
Changes to assessment (including changes to specimen papers)	<p>Aims and assessment objectives</p> <ul style="list-style-type: none"> The syllabus aims and assessment objectives have been revised and updated. The weightings for assessment objectives have been included. <p>Specimen papers</p> <p>Paper 1</p> <ul style="list-style-type: none"> The title of Paper 1 has been changed to Reading and Writing to reflect the changes in assessment structure. Paper 1 includes three sections: <ul style="list-style-type: none"> Section A: comprehension and use of language questions based on one reading text (15 marks). Section B: directed writing task (15 marks). Candidates will write an essay of 250–350 words based on one reading text. Section C: one composition of 300–400 words from a choice of a descriptive or narrative task (20 marks). The number of marks for Paper 1 is reduced to 50. The duration of Paper 1 is reduced to 2 hours. The mark schemes have been updated according to the revised paper structure. <p>Paper 2</p> <ul style="list-style-type: none"> The duration of Paper 2 has been increased to 2 hours. Each section includes only one compulsory question. Section C includes only one question on an unseen poem. The levels-based mark schemes have been updated.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2024 are suitable for use with this syllabus.



School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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