



CAMBRIDGE
International Education

Syllabus

Cambridge International AS Level Afrikaans Language 8679

Use this syllabus for exams in 2028, 2029 and 2030.
Exams are available in the November series.



Version I

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?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus



The latest syllabus is version 1, published September 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2001 are still suitable for use with this syllabus.

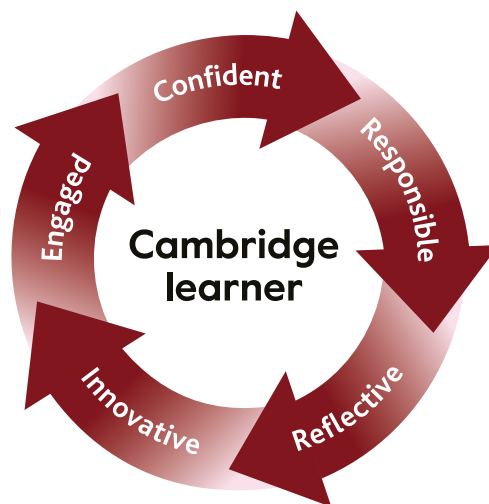
1 Why choose this syllabus?

Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



A Cambridge International AS Level in Afrikaans Language is accepted by universities and employers as proof of linguistic ability and understanding. Successful language students gain lifelong skills, including:

- the ability to communicate confidently and clearly in Afrikaans
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where Afrikaans is spoken
- better integration into communities where Afrikaans is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.

School feedback: ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

Feedback from: Principal, Rockledge High School, USA

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

UK ENIC, 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 International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

A choice of assessment routes

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level.

Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in Afrikaans or some other subjects. It is also suitable as part of a course of general education.

Cambridge International AS Level Afrikaans Language provides a foundation for the study of Afrikaans or related courses in higher education. Equally it is suitable as part of a course of general education.

Visit **www.cambridgeinternational.org/recognition-search** and university websites for the most up-to-date higher education entry requirements.

Learn more: **www.cambridgeinternational.org/recognition**

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

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 Cambridge International AS Level syllabus in Afrikaans Language aims to:

- develop the ability to understand Afrikaans from a variety of registers
- enable students to communicate confidently and clearly in Afrikaans
- form a sound base of skills, language and attitudes required for further study, work and leisure
- develop insights into the culture and civilisation of the countries where Afrikaans is spoken
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
- support intellectual and personal development by promoting learning and social skills.



We are 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

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 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.

All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where Afrikaans is spoken. More guidance on the topic areas is given in section 4.

- | | |
|-------------------------------|--|
| • Human relationships | • Sport |
| • Family | • Free time activities |
| • Generation gap | • Travel and tourism |
| • Young people | • Education |
| • Patterns of daily life | • Cultural life/heritage |
| • Urban and rural life | • War and peace |
| • The media | • Social and economic development |
| • Food and drink | • Scientific and medical advances |
| • Law and order | • Technological innovation |
| • Philosophy and belief | • Environment |
| • Health and fitness | • Conservation |
| • Work and leisure | • Pollution |
| • Equality of opportunity | • Contemporary aspects of the country or countries where Afrikaans is spoken |
| • Employment and unemployment | |

School feedback: 'Cambridge International AS & A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university.'

Feedback from: US Higher Education Advisory Council

Assessment overview

Component 1¹

Speaking Test	20 minutes
weighting: none	

Paper 2

Reading and Writing	1 hour 45 minutes
weighting: 70%	

Paper 3

Essay	1 hour 30 minutes
weighting: 30%	

¹ The optional Speaking Test does not contribute to candidates' overall grade. Where candidates perform to the appropriate standard, certificates will record whether a Distinction, Merit or Pass was achieved in the Speaking Test.

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

Note: The use of dictionaries is **not** permitted in any assessment.

Check the timetable at www.cambridgeinternational.org/timetables for the test date window for Component 1.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Component 1.

Assessment objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

- understand and respond to texts written in Afrikaans, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate Afrikaans accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- select information and present it in Afrikaans
- organise arguments and ideas logically.

Faculty feedback: 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

3 Description of components

Component 1 – Speaking Test

20 minutes, 100 marks

There is no question paper for the Speaking Test.

This component description should be read in conjunction with section 5 (Mark Schemes), and section 6 (Administrative guidance on the Speaking Test). It is important that the timings listed for the individual parts of the test are adhered to, within the tolerances given.

Centres/Ministries must appoint a local examiner to conduct the Speaking Test.

Section 1: Presentation

No more than 3½ minutes, 20 marks

The candidate gives a presentation, which they will have prepared in advance, lasting about three minutes, on a specific topic taken from one of the topic areas listed in section 4.

The presentation must demonstrate the candidate's knowledge of the contemporary society or cultural heritage of a country where Afrikaans is spoken. Candidates who do not do this will have their mark for Content/Presentation halved (see section 5, Mark Schemes). Centres wanting further advice on acceptable subject matter should contact the Cambridge International Languages Group.

The candidate should be able to present relevant facts, express opinions and hypotheses, and put forward points for discussion.

Ideally, the candidate should prepare a topic in which they have a personal interest, aiming to give a lively and interesting presentation. Candidates may prepare a 'cue card' (such as a postcard) in Afrikaans to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, such as maps, diagrams, statistics, pictures or short articles.

A script of the presentation is not allowed.

Examiners will only interrupt candidates to ask questions if the presentation shows no sign of finishing after 3½ minutes, or to prompt a candidate having obvious difficulty in continuing with their presentation.

Section 2: Topic conversation

7–8 minutes, 40 marks

The presentation will lead into a conversation about the chosen topic. During the presentation, the examiner can make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, examiners will use open-ended questions (such as 'tell me more about ...', 'why ...?', 'how ...?'), rather than closed questions which may be answered by 'yes/no'. When choosing a topic, candidates should consider how the subsequent conversation might develop: if they cannot think of six or more possible questions that the examiner could ask, the topic is unlikely to be a fruitful source of discussion.

The examiner will encourage the candidate to contribute as much as possible to the conversation. As part of this, the candidate is required to seek information from and the opinions of the examiner, and must be given every opportunity to do so (see section 5, Mark Schemes).

Section 3: General conversation

8–9 minutes, 40 marks

At the end of the Topic conversation the examiner will announce the transition to the General conversation.

This section begins with fairly straightforward questions about the candidate's background and interests, and moves quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate's interests and the subject of the presentation: for example, it would not be appropriate to continue talking about the environment if the candidate has already chosen to discuss ecology for the topic.

Candidates should be able to discuss some matters of current interest, though examiners should not expect candidates to be well informed on all matters of serious contemporary concern. If the candidate seems unresponsive, the examiner will try a change of topic.

For example, the examiner might begin this section with questions such as 'How do you spend your spare time?', leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate's interests, but open-ended questions beginning with 'why ...?', 'how ...?', or 'what do you think about ...?' will give the candidate more scope in their responses.

Each 'starter' question could, depending on the reaction of the candidate, lead away from factual matters towards more abstract areas, for example:

- 'How long have you lived here?' could lead on to 'What do you think of the area?' → 'What would attract people to the area/make them leave it?' → 'What would be your ideal place to live and why?'
- 'What subjects are you studying?' → 'What do you think of the way you've been taught?' → 'How could it be improved?' → discussion of school/education system, comparison with other countries.

The General conversation section might develop as follows:

'What do you do in your spare time?'	
<p>Answer: 'Sport'</p> <p>Supplementary questions – taking part?/watching?/ team/individual?</p> <p>→ Why?</p> <p>This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams.</p> <p>→ Feelings of nationalism/nationality; drugs in sport, etc., all according to the responses of the candidate. Any of these areas of discussion could lead to violence in sport → society, the need for government intervention/control → politics, etc.</p>	<p>Answer: 'Watch TV'</p> <p>Supplementary questions – what sort of programmes/news?</p> <p>This might develop along the lines of whether the news is unbiased/censorship in general.</p> <p>→ Films? what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.</p> <p>Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc.</p>

Candidates must seek information and opinions from the examiner, and should be given every opportunity to do so (see section 5, Mark Schemes).

The General conversation section might only cover two or three topic areas, possibly more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination (when given every opportunity to do so) cannot expect a high mark.

Important note:

It is intended that both conversation elements will be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material since Cambridge International's moderators are advised to penalise candidates who do so. Equally, teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of speaking tests (e.g. pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with Cambridge International's Malpractice procedures.

Paper 2 – Reading and Writing

1 hour 45 minutes, 70 marks

Two passages in Afrikaans are set which deal with related themes.

Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. Afrikaans will be used for all questions and answers.

The passages will have been written during the last twenty years, and will reflect the international scene. In addition:

- the two passages, taken together, will not exceed 750 words
- on the first passage, two tests (5 marks each) will cover vocabulary recognition and grammatical manipulation. These will be followed by a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- on the second passage, there will be a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- the last question will require candidates to write about 140 words, drawing information from both passages and adding their own opinions, (10 marks for information drawn from the passages, 5 marks for personal response to the material, and 5 marks for Quality of Language).

Paper 3 – Essay

1 hour 30 minutes, 40 marks

A list of five topics, selected from the topic areas in section 4, is published below for each year of examination. The list changes every year. A question will be set on each of the five topics corresponding to the year of examination; candidates choose **one** question and write an essay in Afrikaans of 250–400 words. Of the 40 marks available, 24 are for the Quality of the Language and 16 for the Content (see section 5, Mark Schemes).

Set topics for examination in 2028:

- 1 Young people
 - 2 Urban and rural life
 - 3 Food and drink
 - 4 Equality of opportunity
 - 5 Sport
-

Set topics for examination in 2029:

- 1 Family
 - 2 Patterns of daily life
 - 3 Cultural life/heritage
 - 4 Technological innovation
 - 5 Environment
-

Set topics for examination in 2030:

- 1 Human relationships
 - 2 The media
 - 3 Work and leisure
 - 4 Education
 - 5 Social and economic development
-

4 Topic areas: further guidance

Teachers can explore the topic areas **in any way they choose**. The following examples (which are not prescriptive) are a useful guide to planning courses. All these suggestions, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where Afrikaans is spoken.

Human relationships – family – generation gap – young people

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- generation gap; conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment
- young people; young people and their peer group; young people as a target group for advertisers and politicians

Patterns of daily life – urban and rural life – the media – food and drink – law and order – philosophy and belief – health and fitness

- daily routine; school; the individual's way of life; living conditions
- advantages and disadvantages of urban and rural life; transport and communications; shopping; housing
- the role and influence of the media; the power of advertising
- healthy eating; fast-food; national traditions of eating and drinking
- violence and crime; drug-related crime; the role of the police; law-enforcement
- the role of philosophy and belief in a local, national and an international context; attitudes towards different beliefs and philosophical issues; philosophical and religious practices/groups; values and morality
- healthy living; exercise; dieting; drugs; health care provision; stress

Work and leisure – equality of opportunity – employment and unemployment – sport – free time activities – travel and tourism – education – cultural life/heritage

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed, areas of high unemployment; demise of traditional industries; possible solutions, immigrant workers
- individual and team sports; amateur and professional sport
- value of leisure; balance between leisure and work; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations
- the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation

War and peace – social and economic development

- conflicts in the world: ethnic, religious, ideological
- positive and negative aspects of social and economic development; recent and predicted trends

Medical advances – scientific and technological innovation

- advances in the treatment of disease; ethical issues of medical and other technologies
- cloning; genetic modifications; modern communications systems

Environment – pollution – conservation

- the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications
- saving endangered species and landscapes

Contemporary aspects of the country/ies where Afrikaans is spoken

- e.g. political, regional, social issues

5 Mark Schemes

Component 1 – Speaking Test

Section 1: Presentation (20 marks)

- Content and Presentation – 10 marks
- Pronunciation and Intonation – 5 marks
- Language – 5 marks

Candidates who make no specific reference to the contemporary society or cultural heritage of a country where Afrikaans is spoken will have their mark for Content and Presentation halved.

Content and Presentation <i>Knowledge of facts; ability to express opinions and raise issues for discussion.</i>		Pronunciation and Intonation		Language	
9/10	Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	5	Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5	Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7/8	Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	4	Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4	Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3	A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	3	May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3/4	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	2	Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	2	Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/1/2	Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	0/1	Very poor; many gross errors; frequently incomprehensible.	0/1	Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

Section 2: Topic conversation (40 marks) and Section 3: General conversation (40 marks)

- Comprehension and Responsiveness – 10 marks
- Accuracy – 10 marks
- Feel for the Language – 10 marks

- Range of vocabulary and structures
- Providing Information and Opinions – 5 marks
- Seeking Information and Opinions – 5 marks

Comprehension & Responsiveness	Accuracy	Feel for the Language
9–10 Very good No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.	9–10 Very good Consistently accurate. Only occasional minor slips.	9–10 Very good Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
7–8 Good Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner's lead.	7–8 Good Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	7–8 Good Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
5–6 Satisfactory Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. OR Relies heavily on prepared responses.	5–6 Satisfactory Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	5–6 Satisfactory Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
3–4 Weak Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	3–4 Weak Generally inaccurate use of the language.	3–4 Weak Has scant feeling for the idiom. Generally translates literally from the mother tongue.
0–2 Poor Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	0–2 Poor No grasp of grammatical accuracy. Errors constant and repeated.	0–2 Poor Has no feeling for the foreign target language.

Range of vocabulary and structures	
Providing Information and Opinions	Seeking Information and Opinions*
5 Very good Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	5 Very good More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
4 Good Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	4 Good Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
3 Satisfactory Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	3 Satisfactory Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
2 Weak Severe limitations of vocabulary and structures restrict discussion to a very basic level.	2 Weak Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
0–1 Poor Very restricted vocabulary. Only simple sentences and no variety of structure.	0–1 Poor Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted.

Paper 2 – Reading and Writing

Quality of Language – Accuracy (Questions 3, 4 and 5)

5 Very good

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Additional marking guidance for Quality of Language – Questions 3 and 4

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

Response to the passage (Question 5)

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus, and their ability to express a personal point of view. Additional guidance on marking specific questions will be given to examiners.

5 Very good

Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.

4 Good

Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.

3 Sound

A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.

2 Below average

Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.

0–1 Poor

Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

Paper 3 – Essay

Language (24 marks)	Content (16 marks)
21–24 Very good Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	14–16 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.
16–20 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	11–13 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
10–15 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	7–10 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
5–9 Poor Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	3–6 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
0–4 Very poor Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	0–2 Very poor Vague and general, ideas presented at random.

6 Administrative guidance on the Speaking Test

This guidance should be read in conjunction with the Component 1 description (section 3) and the Mark Schemes (section 5). There is no question paper for Component 1, the Speaking Test. Information on how to conduct and assess the Speaking Test, and the website links to the forms required for assessment, are provided in this syllabus.

Conducting the Speaking Test

Candidates must be examined singly and face-to-face. Only one examiner may conduct the test. No other person should normally be present during the examination.

Examination conditions must prevail in the area where the examination takes place. Supervision should be provided to ensure candidates leaving the interview room do not communicate with those waiting to enter.

In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad their performance.

Other instructions for examiners:

- no smoking in the examination room
- do not walk about or distract the candidate in any way, for example by doodling or fiddling with papers
- always appear interested, even in mundane matters
- never show undue surprise, impatience or mockery
- never correct a candidate.

Administrative arrangements

Timing

Speaking Tests take place in the period before the main examination series as notified on the timetable. Each centre decides on a convenient period within these dates to conduct the Speaking Tests.

Appointment of examiners

To maintain a consistent standard only one examiner per centre is recommended. Each centre selects its own examiner. This is normally a teacher from within the centre's Languages Department, but could be a suitably qualified person from outside the centre. A group of centres can choose the same examiner. Cambridge International is not responsible for any fees agreed.

Recording and submitting candidates' marks and work

Centres should ensure, well in advance of the test, that a suitably quiet room is available and that the recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom should be avoided; unnecessary background noise must be excluded.

All recording equipment must be of as high a standard as possible and care should be taken to ensure that recording quality is good. The recording equipment must be tested in advance. The recording level should be tested before the start of the tests. Where possible, the recording equipment should have external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. If the candidate is softly-spoken, the microphone should be placed nearer to the candidate before the start of the test.

Each candidate should be introduced by their candidate number and their name.

For example: *'Candidate number 047, candidate name Jane Williams'*

Recording should be done as unobtrusively as possible and it should be emphasised that the recording is to check the examiner not the candidate.

Examiners should take care to avoid long gaps and extraneous noise on the recordings.

Once a test has begun, the recording should run without interruption. On no account should the examiner stop and re-start the recording during a test.

Centres must spot-check recordings at the end of each half day session of examining.

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and work.

Each candidate's test should be marked according to the Mark Scheme provided in section 5. Candidates must be marked as they are being examined and not afterwards from a recording. You should record candidates' marks for the AS Afrikaans Language Speaking Test on the Working Mark Sheet which you should download each year from the samples database at www.cambridgeinternational.org/samples. The database will ask you for your country/territory and the syllabus code (i.e. 8679), after which it will take you to the correct forms. Follow the instructions on the form to complete it.

The marks on this form must be identical to the marks you submit to Cambridge International.

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 the 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

You should record the internally moderated marks for all the 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 work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. Examiners who examine at more than one centre should provide a separate sample for each centre. The samples database at **www.cambridgeinternational.org/samples** explains how the sample will be selected.

A copy of the sample submitted to Cambridge International as well as other recordings must be retained at the centre until the result enquiry period has elapsed as they may be requested by Cambridge International at a later stage.

Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include:

- the centre number
- the centre name
- the syllabus and component number (i.e. 8679 Paper 1)
- the syllabus name (i.e. AS Level Afrikaans Language)
- the exam series/year (e.g. November 2028)
- the name of the examiner
- the date

The samples database at **www.cambridgeinternational.org/samples** also provides details of how to submit the marks and the work.

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

If the centre discovers that a candidate, whose recording should be sent as part of the moderation sample, has not been recorded or is inaudible, an email must be sent immediately to Cambridge International.

The email must include:

- the breakdown of the marks of the candidates who have been recorded (as required on the Working Mark Sheet), as well as the candidate whose recording is unsatisfactory
- detailed notes describing the unrecorded candidate's performance, mentioning specific features which led to the award of particular marks, made as soon as possible after discovery of the problem
- comparisons for each section of the test with other candidates in the sample.

Cambridge International will then advise on the appropriate course of action. In some cases, it will be necessary to redo the test.

7 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 completed a course in Afrikaans equivalent to Cambridge IGCSE™ or Cambridge O Level.

Guided learning hours

We design Cambridge International AS Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level. 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. Find your administrative zone at www.cambridgeinternational.org/adminzone

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. The accommodating centre must be able to make appropriate arrangements to conduct and assess the Speaking test, and submit the required sample and paperwork to Cambridge International for external moderation. 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.

Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages 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 AICE Diploma at www.cambridgeinternational.org/aice

Making entries

Exams officers are responsible for submitting entries. 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 access to 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 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 and carrying forward marks

Candidates can retake Cambridge International AS Level as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for re-marking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Component 1 Speaking Test **cannot** be carried forward on their own to future series. See the regulations for carry forward set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting, including spell check and grammar check
- candidates must **not** use a human reader.

After the exam

Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (e). '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 International AS Level is shown as General Certificate of Education, GCE Advanced Subsidiary Level (GCE AS Level).

School feedback: 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

Feedback from: Director of Studies, Auckland Grammar School, New Zealand

How students, teachers and higher education can use the grades

Cambridge International AS Level

Assessment at Cambridge International AS Level 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.
- 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
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
The outcomes guide teaching and learning in the next stages of a Cambridge International A Level course.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been updated. This is version 1, published September 2025.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Changes to version 1 of the syllabus, published September 2025

Changes to syllabus content

- The topics for Component 3: Essay have been updated.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Any textbooks endorsed to support the syllabus for examination from 2001 are still suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge International AS & A Level.

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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