



Syllabus

Cambridge O Level

For centres in Mauritius

English Language (Syllabus B) 1126

Use this syllabus for exams in 2022.

Exams are available in the November series.



Changes to the syllabus for 2022

The latest syllabus is version 1, published September 2019.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2003 are still suitable for use with this syllabus.

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1. Introduction

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

Every year, nearly a million Cambridge learners from 10000 schools in 160 countries prepare for their future with the Cambridge Pathway.

Cambridge learners

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** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE™ (International General Certificate of Secondary Education). There are over 700000 entries a year in nearly 70 countries. Learn more at www.cambridgeinternational.org/recognition



Cambridge Assessment International Education is an education organisation and politically neutral. The content 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.

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cambridgeinternational.org/teachers

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

1.2 Why choose Cambridge O Level?

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at www.cambridgeinternational.org/olevel

Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

1.3 Why choose Cambridge O Level English Language?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level English Language is accepted by universities and employers as proof of linguistic ability and understanding. The Cambridge O Level English Language syllabus encourages candidates to develop lifelong skills, including:

- The ability to communicate clearly, accurately and effectively.
- The use of a wide range of vocabulary and correct grammar, spelling and punctuation.
- A personal style and an awareness of the audience being addressed.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge O Level English Language study also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Candidates may also study for a Cambridge O Level in Literature in English. In addition to Cambridge O Levels, Cambridge International also offers Cambridge IGCSE and Cambridge International AS and A Levels for further study in English as well as other languages. See www.cambridgeinternational.org for a full list of the qualifications you can take.

Prior learning

We recommend that candidates who are beginning this course should have sufficient competence in English to be able to achieve a level of English equivalent to First Language competence during the course.

Progression

Cambridge O Levels are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded at least a grade C in Cambridge O Level English Language are well prepared to follow courses leading to Cambridge International AS Level English Language, or the equivalent.

2. Teacher support

2.1 Support materials

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from the School Support Hub. Go to www.cambridgeinternational.org/support (username and password required). If you do not have access, speak to the School Support coordinator at your school.

Please see the syllabus materials DVD for access to resources.

2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See www.cambridgeinternational.org/i-want-to/resource-centre for further information.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

3. Syllabus content at a glance

There are three compulsory papers, weighted as follows:

- Paper 1 (Reading and Directed Writing): 53%
- Paper 2 (Continuous Writing): 35%
- Paper 3 (Oral): 12%

	Paper 1: Reading and Directed Writing 2 hours		Paper 2: Continuous Writing 1 hour 15 minutes
Weighting	53%		35%
Candidate response	On the question paper		On the question paper
Section	1	2	
Task	Prose extract with 6 multiple-choice questions and 4 open-ended questions	2nd prose extract with 2 tasks	Candidates choose 1 from 9 titles and write 350–500 words

Paper 3 consists of a revised Reading Aloud Passage and a Conversation based on a given topic. Specimen papers are available. The Oral mark is part of the final mark for the subject.

Availability

This syllabus is examined in the November examination series.

It is available in Mauritius only.

This syllabus is available to private candidates.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge IGCSE First Language English (0500)
- Cambridge IGCSE English as a Second Language (0510)
- Cambridge IGCSE English as a Second Language (count-in oral) (0511)
- Cambridge International Level 1/Level 2 Certificate First Language English (0522)
- Cambridge O Level English Language (Malaysia) (1119)
- Cambridge O Level English Language (Brunei) (1120)
- Cambridge O Level English Language (1123)
- Cambridge O Level English Language (Mauritius) (1125)
- Cambridge O Level English Language (Singapore) (1128)
- syllabuses with the same title at the same level

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

Candidates for Cambridge O Level English Language **MUST** enter as follows:

- Candidates in **Brunei** *must* enter for **Subject 1120**
- Candidates in **Mauritius** *must* enter for **Subject 1125 or 1126**
- Candidates in **Singapore** *must* enter for **Subject 1128**
- Candidates elsewhere (including previous subject 1115) *must* enter for **Subject 1123**.

No candidate may enter for more than one English Language subject.

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

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

A qualification in this syllabus demonstrates to universities and employers that candidates can communicate effectively in Standard English through

- **Communicative competence:** the ability to communicate accurately, appropriately and effectively in speech and writing.
- **Comprehension:** the ability to understand and respond appropriately and imaginatively to what is read and experienced.
- **Appreciation:** the ability to enjoy and appreciate reading texts in the English Language.

4.2 Assessment objectives

Candidates should be able to:

- Recount personal experience, views and feelings.
- Use language to inform and explain.
- Show an awareness of how spoken and written communication varies according to situation, purpose and audience.
- Read a variety of texts accurately and with confidence.
- Select, retrieve, evaluate and combine information from written texts.
- Appreciate the ways writers make use of language.
- Employ different forms of writing to suit a range of purposes.
- Plan, organise and paragraph, using appropriate punctuation.
- Choose a vocabulary which is suited to its purpose and audience, and use correct grammar and punctuation.
- Write in Standard English.
- Spell accurately the words within the working vocabulary.
- Write legibly, and present finished work clearly and attractively.

5. Description of components

5.1 Paper 1: Reading and Directed Writing

Paper 1 consists of two parts:

- **Part 1** will consist of a prose extract followed by six multiple-choice questions which will test the candidates' understanding of the main points of the structure and the argument, and four open-ended questions which will test other aspects of the extract, such as the use of language and the author's attitude towards the subject matter.
- **Part 2** Candidates will be asked to respond to a second passage in a variety of ways, for example a selective summary, a letter, a report, a speech, a script of a conversation or broadcast, a continuation of a story, an expressive development of an idea in the passage, etc. Two tasks will be set, one of which may be subdivided.

The two set passages will usually be of a different nature: one may be informative or argumentative while the other may be from a literary source.

5.2 Paper 2: Continuous Writing

Paper 2: This paper tests continuous writing skills. A selection of nine titles are provided and call for an imaginative, narrative or argumentative response in an appropriate style. Candidates choose one assignment and write 350–500 words.

For information on the Grade Descriptions for Continuous Writing see section 6.

5.3 Paper 3: Oral

Paper 3 consists of a Reading Aloud Passage and a Conversation based on a given topic.

- Candidates read aloud a **passage**.
- Candidates are given **three discussion points** to help them develop a conversation with the Examiner.

Specimen papers are available. The Oral mark is part of the final mark for the subject.

6. Marking band descriptors

Marking band descriptors for the assessment of continuous writing

Band 3: 34–40 marks

Content arouses some interest and is structured throughout. Language is grammatically mainly accurate.

- Candidate uses a range of punctuation to separate sentences and to define meaning, mainly accurately; spelling generally accurate.
- A range of appropriate vocabulary with some well-used words.
- Coherent paragraphs with occasional links.
- Sentence structures that are fairly simple, but varied.

Band 4: 27–33 marks

Parts of the writing suggest some originality and clear beginnings and endings are provided. Language maintains grammatical accuracy for a few lines at a time, though this is not consistent.

- Less consistent accuracy of sentence separation/punctuation, and/or spelling.
- Adequate vocabulary, often without precision.
- Use of paragraphs, but occasionally lacking in coherence.
- Sentence structures which are mainly correct, occasionally varied.

Band 5: 20–26 marks

Content is simple and may be recognisably derivative and structurally inconsistent. Gist can be followed, but error and linguistic limitations affect precise understanding of detail.

- Numerous errors of sentence separation/punctuation, and/or spelling.
- Limited and plain vocabulary.
- Haphazard use of paragraphs.
- Simple sentence structures, sometimes inaccurate.

Band 6: 13–19 marks

Content is basic, perhaps meagre or only partly relevant, and hard to follow. Structure is unsound. Error, particularly of grammar, leads to blurring and difficulties for the reader.

- For the most part, faulty punctuation and spelling.
- Very simple and sometimes inaccurate vocabulary.
- Paragraphs rarely or wrongly used.
- Limited understanding of writing in sentences.

Band 7: 6–12 marks

Content and structure are full of confusion and inconsistencies. Meaning can barely be deciphered and sentences need rewriting.

- Random use of punctuation marks and wrong spelling (except for simplest words).
- Very simple and often inappropriate vocabulary.
- In general, no paragraphing.
- The occasional accurate sentence.

Below Band 7: 0–5 marks

Reserved for scripts which cannot be followed except for rare examples of relative clarity, or where the reader is aware that the writing has some relevance to the topic. Otherwise there is extreme blurring of meaning throughout. No judgements can be made on specific aspects of the writing. 0 given only where nothing has been written or where the work is in a language other than English.

7. Resource list

Teachers may find the following books helpful.

Author	Title	Publisher	ISBN
Angela Burt	<i>A Guide to Better Grammar</i>	Stanley Thornes	0 7487 0537 6
Angela Burt	<i>A Guide to Better Spelling</i>	Stanley Thornes	0 7487 1234 8
Angela Burt	<i>A Guide to Better Punctuation</i>	Stanley Thornes	0 7487 1122 8
Robert M. Glover, Gordon Rodway, Patrick Shirley & Helen Toner	<i>Revision English for O Level</i>	Cambridge	0521 644 216
A.R.B. Etherton	<i>General Certificate English</i>	Nelson	Student's book 0 17 433326 9 Teacher's key 0 17 433327 7
A.R.B. Etherton	<i>Nelson's Target English</i>	Nelson	Student's book 0 17 433071 5 Teacher's key 0 17 433072 3
Nigel Kent, (ed.)	<i>The Student Writer's Guide</i>	Stanley Thornes	0 7487 0499 x
P.S. Morrel	<i>Secondary Certificate English</i>	Nelson	11 – 16 0 17 433001 4
Rachel Redford	<i>Oxford Progressive English, 9 and 10</i>	OUP Pakistan	9780195473209 9780195473216
Edward Redmayne & Joan Redmayne	<i>Basic English</i>	Nelson	11 – 14 0 17 422730 2
Elaine and Peter Robins	<i>Watch Your English: A Students' Guide to Language</i>	Oxford	0 19 553430 1
Helen Toner & John Reynolds	<i>O Level English</i>	OUP India	9780521720021

8. Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

This syllabus and the associated assessment materials are available in English only.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Grading and reporting

Cambridge O Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- to measure learning and achievement

The assessment:

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

- to show likely future success

The outcomes:

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

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