

# SYLLABUS

**Cambridge International AS and A Level  
For Centres in Pakistan**

**Urdu Language 8686**

**Urdu 9686**

For examination in June and November 2016

### Changes to syllabus for 2016

This syllabus has been updated, but there are no significant changes.

Cambridge International Examinations retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

® IGCSE is the registered trademark of Cambridge International Examinations

© Cambridge International Examinations 2014

---

# Contents

---

|  |    |
|--|----|
| 1. Introduction .....  | 2  |
| 1.1 Why choose Cambridge?  |    |
| 1.2 Why choose Cambridge International AS and A Level?                       |    |
| 1.3 Why choose Cambridge International AS and A Level Urdu?                  |    |
| 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma |    |
| 1.5 How can I find out more?   |    |
| 2. Teacher support .....   | 6  |
| 2.1 Support materials  |    |
| 2.2 Resource lists   |    |
| 2.3 Training   |    |
| 3. Assessment at a glance .....  | 7  |
| 3.1 Availability   |    |
| 3.2 Scheme of assessment summary   |    |
| 3.3 Combining these with other syllabuses                                    |    |
| 4. Syllabus aims and assessment objectives .....                             | 9  |
| 4.1 Syllabus aims  |    |
| 4.2 Assessment objectives  |    |
| 5. Topic areas .....   | 10 |
| 6. Description of components .....   | 11 |
| 6.1 Component 2: Reading and Writing   |    |
| 6.2 Component 3: Essay   |    |
| 6.3 Component 4: Texts   |    |
| 6.4 Set texts for 2016   |    |
| 7. Topic areas: further guidance .....                                       | 15 |
| 8. Mark schemes .....  | 17 |
| 8.1 Component 2: Reading and Writing   |    |
| 8.2 Component 3: Essay   |    |
| 8.3 Component 4: Texts   |    |
| 9. Other information .....   | 22 |

---

# 1. Introduction

---

## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **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.

## Support for teachers

A wide range of support materials and resources is available for 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.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

## Support for exams officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects, and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

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

Cambridge International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

## Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge International AS and A Level Urdu?

Cambridge International AS and A Level Urdu are 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 Urdu;
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study and leisure;
- insight into the culture and contemporary society of countries where the language is spoken;
- better integration into communities where the language 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.

## Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE assessment/course or equivalent in Urdu.

## Progression

A Cambridge International A Level in a language provides a suitable foundation for the study of languages or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in languages, or as part of a course of general education.

A Cambridge International AS Level in a language provides a suitable foundation for the study of the language at Cambridge International A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in languages or some other subjects. It is also suitable for candidates intending to pursue careers or further study in languages, or as part of a course of general education.

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

Urdu Language (8686) and Urdu (9686) are in Group 2, Languages.

Credits gained from Cambridge AS Level Global Perspectives (8987) or Cambridge Pre-U Global Perspectives and Independent Research (9766) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/qualifications/academic/uppersec/aice](http://www.cie.org.uk/qualifications/academic/uppersec/aice)

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

---

## 2. Teacher support

---

### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/alevel](http://www.cie.org.uk/alevel) to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs, etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 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. See [www.cie.org.uk/events](http://www.cie.org.uk/events) for further information.



### 3. Assessment at a glance

Centres and candidates can choose to take an assessment at either

- Advanced (A) Level or
- Advanced Subsidiary (AS) Level.

Candidates wishing to take a Cambridge International A Level must take **all components** of the assessment in the **same** examination series. It is not possible for candidates to follow a staged assessment of these qualifications. Centres can offer an AS qualification either as a stand-alone assessment, or as a means of testing candidates' skills and competence before they enter for the Cambridge International A Level exam. See Section 6 for an outline of the components.

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

#### 3.1 Availability

These syllabuses are examined in the June and November examination series.

They are available in Pakistan only.

These syllabuses are available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge website [www.cie.org.uk](http://www.cie.org.uk) for the latest information before beginning to teach these syllabuses.

#### 3.2 Scheme of assessment summary

|                    | Component 2<br>Reading and writing |           | Component 3<br>Essay |           | Component 4<br>Texts |           |
|--------------------|------------------------------------|-----------|----------------------|-----------|----------------------|-----------|
|                    | duration                           | weighting | duration             | weighting | duration             | weighting |
| <b>A Level</b>     | 1 hour<br>45 mins                  | c45%      | 1 hour<br>30 mins    | c20%      | 2 hours<br>30 mins   | c35%      |
| <b>AS Language</b> | 1 hour<br>45 mins                  | c70%      | 1 hour<br>30 mins    | c30%      | –                    | –         |

Where a component is common to more than one qualification, grading of each qualification is carried out separately.

### 3.3 Combining these with other syllabuses

Candidates can combine these syllabuses in an examination series with any other Cambridge syllabus except syllabuses with the same title at the same level.

In addition, where a component contributes to different awards, candidates may not take more than one of these awards in the same examination series:

- Cambridge International A Level candidates may **not** take the Cambridge International AS Level qualification in the same language in the same series
- Cambridge International AS Level candidates may **not** take the Cambridge International A Level qualification in the same language in the same series.

In addition:

- Syllabus 9686 may **not** be taken in the same series as 9676 Urdu.

---

## 4. Syllabus aims and assessment objectives

---

### 4.1 Syllabus aims

Cambridge International AS and A Level Urdu syllabuses aim to:

- develop the ability to understand a language from a variety of registers
- enable students to communicate confidently and clearly in the target language
- 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 the language is spoken, including the study of literary texts where appropriate (this does not apply to AS Language qualifications)
- 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.

### 4.2 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 Urdu, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate the language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- select information and present it in the target language
- organise arguments and ideas logically.

---

## 5. Topic areas

---

All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where the language is spoken. More guidance on the topic areas is given in Section 7.

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

## 6. Description of components

### 6.1 Component 2: Reading and Writing

**1 hour 45 minutes, 70 marks**

Two passages in Urdu 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. Urdu 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).

### 6.2 Component 3: Essay

**1 hour 30 minutes, 40 marks**

A list of five topics, selected from the topic areas in Section 5, is published annually in the syllabus, and changes every year. A question will be set on each of the five topics; candidates choose **one** question and write an essay in Urdu of 250–400 words. Of the 40 marks available, 24 are for the quality of the language and 16 for the content (see Section 8, Mark Schemes).

**Set topics for 2016:**

- 1 Young people
- 2 The media
- 3 Education
- 4 Technological innovation
- 5 Environment

## 6.3 Component 4: Texts

### 2 hours 30 minutes, 75 marks

Candidates answer **three** questions in Urdu. Each question must be on a different text, taken from the list in Section 6.4. The list is divided into two sections: candidates must choose at least one text from each section.

Each question is marked out of 25. Candidates are advised to write between 500 and 600 words. Candidates who write more than 600 words cannot be placed higher than the 16–17 category for that answer (see Section 8, Mark Schemes).

Unannotated set texts may be taken into the examination room. These texts must not have been written in or marked in any way. Where any Editors' Notes appear at the beginning or end of a set text, these must be separated off with an elastic band.

#### Section 1

Candidates are given a choice of two questions for each text.

For each text in this section there will be an extended passage taken from the text followed by either a single question or a number of short questions. This will not be a context passage (the location of the passage is given) but a stimulus to allow candidates to bring a focus to their answer. Candidates are asked to comment on particular aspects of the passage and/or to indicate how the passage reflects the book as a whole.

The alternative question will be an essay question, similar to those in Section 2.

#### Section 2

For each text there is a choice of two questions focusing on issues central to the text. Candidates are expected to show detailed knowledge of the text and awareness of how the author conveys the message of the work.

## 6.4 Set texts for 2016

### Section 1

Students may use any edition of the set texts provided it is not an abridged or simplified version.

#### 1 Ghazlein

|              |   |
|--------------|---|
| Mir Taqi Mir | <p><i>Dekh to dil ke jan se uthta hai (Yeh dhuaan sa kahan se uthta hai)</i><br/> <i>Hasti apni hubaab ki si hai (Yeh numaaish saraab ki si hai)</i><br/> <i>Qatl kiye par ghussa kya hai laash meri uthwaane do (Jaan se bhi hum jaate rahe hain tum bhi aao jaane do)</i></p>   |
| Mir Dard     | <p><i>Hum tujh se kiss hawas ki falak justuju karein (Dil hi nahin raha hai jo kuch aarzo karein)</i><br/> <i>Arz o-sama kahan teri wus'at ko pa sake (Mera hi dil hai woh ke jahan tu sama sake)</i><br/> <i>Tujhi ko jo yaan jalwa farma na dekha (Baraabar hai dunya ko dekha na dekha)</i></p>  |
| Aatish       | <p><i>Yeh aarzo thi tujhe gul Ke ru baru karte (Hum aur bulbul e betaab guftagu karte)</i><br/> <i>Sun to sahi jahaan mein hai tera fasaana kia (Kehti hai tujh ko khalq e khuda ghaibaana kia)</i><br/> <i>Dehan par hain un ke gumaan kaisse kaisse (Kalaam aate hain darmiyaan kaisse kaisse)</i></p>                                  |
| Ghalib       | <p><i>Maze jahaan ke apni nazar mein khaak nahin (Siwaa e khoon e jigar so jigar mein khaak nahin)</i><br/> <i>Dil e naadan tujhe hua kia hai (Aakhir iss dard ki dawa kia hai)</i><br/> <i>Dil hi to hai na sango khisht dard se bhar na aae kyun (Roenge hum hazaar baar koi humein sataae kyun)</i></p>                                |
| Hasrat       | <p><i>Husn e beparwa ko khudbeen o khudaara kar diya (Kia kiya mein ne ke izhaar e tamanna kar diya)</i><br/> <i>Chupke chupke raat din aansoo bahana yaad hai (Hum ko ab tak aashiqi ka who zamaana yaad hai)</i><br/> <i>Bhulaata laakh hoon lekin baraabar yaad aate hain (Ilaahi tark e ulfat par who kyunkar yaad aate hain)</i></p> |

This selection makes up one set text and should be studied as a whole. In the examination, candidates must answer no more than **one** question on this selection.

**2** Nazmein

|        |  |
|--------|--|
| Nazir  | <i>Aadmi Namaa</i><br><i>Dunya Daarul Mukafaat Hay</i><br><i>Rotiyan</i>                               |
| Iqbal  | <i>Roh-e-Arzi Adam Ka Istaqbal Ker Ti Hei</i><br><i>Zindagi</i><br><i>Aik Arzoo</i>                    |
| Faiz   | <i>Nissar Mein Teri Galyon Pe</i><br><i>Mujh Se Pehli Si Mohabbat</i><br><i>Chand Roz Aur Meri Jan</i> |
| Saahir | <i>Taj Mahal</i><br><i>Kabhi Kabhi</i><br><i>Woh Subh Kabhi To Aae Gi</i>                              |

This selection makes up one set text and should be studied as a whole. In the examination, candidates must answer no more than **one** question on this selection.

**3** Nazmein

|                    |   |
|--------------------|---|
| Josh Malih Abadi   | <i>Badli Ka Chaand</i><br><i>Kisaan</i><br><i>Shikast-e-Zindaan ka Khaab</i>                      |
| Nun Mim Rashid     | <i>Bekaran Raat Ke Sannate Mein</i><br><i>Mein Usay Wakif-e-Ulfat na Karoon</i><br><i>Rukhsat</i> |
| Asrar-UI Haq Majaz | <i>Nazr-e-Aligarh</i><br><i>Awara</i><br><i>Kiss Se Mohabbat Hai</i>                              |
| Akhtara-UI Imaan   | <i>Yadein</i><br><i>Aik larka</i><br><i>Masjid</i>  |

This selection makes up one set text and should be studied as a whole. In the examination, candidates must answer no more than **one** question on this selection.

**Section 2**

**4** *Umrao Jan Ada*, Mirza Mohammad Hadi Ruswa

**5** Afsané

*Kafan*, Premchand  
*Garam Kot*, Rajinder Singh Bedi  
*Toba Tek Singh*, Sa'dat Hasan Manto  
*Nazaara Darmiyan Hai*, Qurat Ul Ain Haider  
*Maha Lakshmi Ka Pul*, Krishn Chander

This selection makes up one set text and should be studied as a whole. In the examination, candidates must answer no more than **one** question on this selection.

**6** *Anar Kali*, Imtiaz Ali Taj



## 7. 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 the language 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 – religion 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 place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities
- healthy living; exercise; dieting; drugs; health care provision; stress; AIDS

### **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 – the developing world**

- conflicts in the world: ethnic, religious, ideological
- problems of developing countries; future 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 the language is spoken**

- e.g. political, regional, social issues

## 8. Mark schemes

### 8.1 Component 2: Reading and Writing

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

|            |  |
|------------|--|
| <b>5</b>   | <b>Very good</b><br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                   |
| <b>4</b>   | <b>Good</b><br>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.                      |
| <b>3</b>   | <b>Sound</b><br>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. |
| <b>2</b>   | <b>Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.   |
| <b>0–1</b> | <b>Poor</b><br>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.

|            |   |
|------------|---|
| <b>5</b>   | <b>Very good</b><br>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.  |
| <b>4</b>   | <b>Good</b><br>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. |
| <b>3</b>   | <b>Sound</b><br>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.  |
| <b>2</b>   | <b>Below average</b><br>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.                    |
| <b>0–1</b> | <b>Poor</b><br>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.  |

## 8.2 Component 3: Essay

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

## 8.3 Component 4: Texts

Candidates must write their answers in Urdu. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communication.

### Passage-based questions

Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: Examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

### Essay questions

A prime consideration is that candidates show detailed knowledge and understanding of the text.

### Extracts from Examiners' Notes

This paper is intended to test candidates' knowledge of a text and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (though at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have read. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer.

Candidates do not tend to show **all** the qualities or faults described in any one mark-band. Examiners attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above. At the lower levels, the answer may mention a few 'facts' but these may be so poorly understood, badly organised and irrelevant that it falls into category 10–11; or there may be just enough sense of understanding and focus for the examiner to consider the 12–13 band. Again, at a higher level, an answer may be clear, solid and conscientious (perhaps 18–19), without showing quite the control and attention to perceptively chosen detail which would justify 20 or more.

Examiners take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

Candidates are expected to write 500–600 words for each of their answers. Candidates who write more than 600 words cannot be placed higher than the 16–17 category in the Mark Scheme.

| Marks        | Description  |
|--------------|--|
| <b>22–25</b> | Exceptional work. Excellent ability to organise material, thorough knowledge, considerable sensitivity to language and to author’s intentions, understanding of some literary techniques. Really articulate and intelligent answers should be considered in this band even if there are still flaws and omissions.   |
| <b>20–21</b> | Very good. Close attention to detail of passages, controlled structure, perceptive use of illustration, good insight when discussing characters. Ability to look beyond the immediate material and to show some understanding of author’s intentions and of underlying themes.   |
| <b>18–19</b> | Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on passages. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.   |
| <b>16–17</b> | Painstaking. Sound knowledge of texts; mainly relevant. Some attempt to analyse and compare, some sense of understanding. Possibly not in full control of material; solid but indiscriminate. Many very conscientious candidates fall into this category: they tend to write far too much as they are reluctant to leave out anything they have learnt. Focused, coherent essays which lack really solid detail but convey a good understanding of the text should also be considered for this band. |
| <b>14–15</b> | Fair relevance and knowledge. Better organised than work in the 12–13 band: the candidate probably understands the demands of the question without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some narrative and ‘learnt’ material but better control and focus than work in the 12–13 band. Many candidates probably fall into this category.   |
| <b>12–13</b> | Sound, if simple and superficial, knowledge of plot and characters. Makes assertions without being able to illustrate or develop points. Probably still too dependent on narrative and memorised oddments but there may be a visible attempt to relate these to the question. Can extract one or two relevant points from a set passage.   |
| <b>10–11</b> | Some very basic material but not much sense of understanding or ability to answer the question. The candidate rarely reads the set passage but uses it as a springboard for storytelling and memorised bits and pieces about characters. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for a mark in the 12–13 band.   |
| <b>6–9</b>   | Marginally more knowledge here than in the 0–5 band. The candidate may have read the text but is probably unable to see beyond the barest bones of the plot or half-remembered notes. Insubstantial; very little relevance. The candidate may have problems with the language and will be unable to express ideas comprehensibly.  |
| <b>0–5</b>   | No discernible material. Often very inadequate language. Marks in this section are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge, 4 or 5 where there is also a hint of relevance to the question. It is possible for a candidate to write a whole page demonstrating no knowledge at all (have they read the book?), or only misunderstood background facts or very vague general remarks unrelated to either text or question.              |

## 9. Other information

### Equality and inclusion

Cambridge International Examinations has 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), Cambridge has 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 found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and reporting

Cambridge International A 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 (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades 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 (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

### Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.



Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

® IGCSE is the registered trademark of Cambridge International Examinations

© Cambridge International Examinations 2014

