

Syllabus

Cambridge O Level

First Language Urdu

Syllabus code 3247

For examination in June 2011

Second Language Urdu

Syllabus code 3248

For examination in June and November 2011



UNIVERSITY *of* CAMBRIDGE
International Examinations

Note for Exams Officers: Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled "Procedures for the Submission of Entries") relevant to the exam session. Please note that component and option codes are subject to change.

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Developed for an international audience

International O Levels have been designed specially for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The curriculum also allows teaching to be placed in a localised context, making it relevant in varying regions.

Recognition

Cambridge O Levels are internationally recognised by schools, universities and employers as equivalent to UK GCSE. They are excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. CIE is accredited by the UK Government regulator, the Qualifications and Curriculum Authority (QCA). Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 Why choose Cambridge O Level Urdu?

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

Cambridge O Level Urdu is recognised by universities and employers throughout the world as proof of linguistic knowledge and understanding. Successful Cambridge O Level Urdu candidates 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.

Candidates may also study for a Cambridge O Level in a number of other languages. In addition to Cambridge O Levels, CIE also offers Cambridge IGCSE and International A & AS Levels for further study in both Urdu as well as other languages. See www.cie.org.uk for a full list of the qualifications you can take.

1.3 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. your regional representative, the British Council or CIE Direct. If you have any queries, please contact us at international@cie.org.uk.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email either your local British Council representative or CIE at international@cie.org.uk. Learn more about the benefits of becoming a Cambridge Centre at www.cie.org.uk.

2. First Language Urdu: Assessment at a glance

Cambridge O Level First Language Urdu Syllabus code 3247

This syllabus is intended for those candidates who have Urdu as their mother-tongue. The certificates awarded to successful candidates will show that they have passed in the subject as a First Language.

Candidates whose mother-tongue is not Urdu, but who wish to give evidence of their proficiency in it, may also offer this syllabus.

Candidates take two papers and all questions are to be answered in Urdu.

Paper 1: Reading and writing

1 hour 30 minutes

Candidates answer **two** questions on two passages linked by a common theme.
There are 25 marks for each question.
50% of total marks

Paper 2: Texts

1 hour 30 minutes

There are two sections on this paper – Poetry and Prose. Candidates answer **two** questions – one from each section.
50% of total marks

This syllabus is available for examination in June only.

3. First Language Urdu: Syllabus aims and assessment

3.1 Aims

The aims are to:

1. enable students to communicate accurately, appropriately and effectively in writing
2. enable students to understand and respond appropriately to what they read
3. encourage students to enjoy and appreciate the variety of language
4. complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
5. promote the students' personal development and an understanding of themselves and others.

3.2 Assessment objectives

There are three Assessment Objectives for Cambridge O Level First Language Urdu:

A Reading and Writing

Candidates should be able to:

1. understand and convey information
2. understand, order and present facts, ideas and opinions
3. evaluate information and select what is relevant to specific purposes
4. articulate experience and express what is felt and what is imagined
5. recognise implicit meaning and attitudes
6. communicate effectively and appropriately.

B Usage

Candidates should be able to:

1. exercise control of appropriate grammatical structures
2. demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation
3. understand and employ a range of appropriate vocabulary
4. show a sense of audience and an awareness of register and style in both formal and informal situations.

3. First Language Urdu: Syllabus aims and assessment

C Literature (Texts)

Candidates should be able to:

1. acquire first-hand knowledge of the content of literary texts;
2. understand the literal meanings of texts and the contexts of those meanings;
3. understand literary texts beyond their literal meanings in terms of the issues and attitudes they raise;
4. recognise and appreciate ways in which writers use language to create their effects of narration, description, characterisation and literary structure;
5. explain and discuss evaluations of the texts;
6. communicate a sensitive and informed response to what is read.

3.3 Exam combinations

Candidates may combine syllabus 3247 O Level First Language Urdu in an examination session with any other CIE syllabus except:

- syllabuses with the same title at the same level
- 3196 Urdu
- 3209 Urdu (Mauritius)
- 3248 Second Language Urdu (Pakistan)

Please note that O Level, Cambridge International Level 1/Level 2 Certificates and IGCSE syllabuses are at the same level.

4. First Language Urdu: Description of components

4.1 Paper 1: Reading and writing

1 hour 30 minutes, 50 marks

There are two passages in Urdu linked by a common theme followed by two questions (25 marks each).

The first question tests candidates' ability to select, compare and summarise specific information from both passages.

The second question invites a response to the passages in a variety of forms, for example a selective summary, a letter, a report, a speech, a script of a conversation or broadcast, a contribution of a story, an expressive development of an idea in the passage, etc.

4.2 Paper 2: Texts

1 hour 30 minutes, 50 marks

The paper has two sections: Poetry and Prose. **Candidates answer one question from each section.**

On each of the five set texts there will be a choice of two questions: one passage-based question and one essay question.

Students must answer one passage-based question and one essay question.

In the passage-based questions candidates are asked to read a printed extract before answering the questions. All questions carry equal marks.

All questions encourage informed personal response, and are designed to test all the assessment objectives. In practical terms this means that students will be asked to demonstrate:

- personal response: sometimes directly, for example, 'What do you think?', 'What are your feelings about ...?' and sometimes by implication: 'Explore the ways in which ...'
- knowledge of the text through the use of close reference to details and use of quotations from it
- understanding of themes, characters, relationships and situations
- understanding of the writer's intentions and methods, and response to the writer's use of language.

4. First Language Urdu: Description of components

Unless otherwise indicated, students may use any edition of the set texts provided it is not an abridged or simplified version.

Section 1: Poetry

1 Ghazlein

The following twelve ghazals are to be studied:

Ghalib	'Yeh na thi humari kismat' 'Her aik baat pay kahtay ho tum'
Mir Taki Mir	'Jis sar ko ghurur aaj hai yan tajwari ka' 'Ulti hoon gayeen sab tadbeerain kuch na dawa nay kaam kia'
Momin	'Who jo hum main tum main karar tha' 'Asar us per zara nai hota'
Iqbal	'Karain gay ahlay nazar taza bastiyan abad' 'Tujhay yaad kiya nahi hai teray dil ka who zamna'
Faiz	'Kab yaad main tera saath nahi' 'Sitam ki rasmain bohat theen laykin'
Nasir Kazmi	'Dil main ek lahar si uthi hai abhi' 'Kuch yadgar e shehar e sitamgar he lay chalayen'

2 Nazmein

The following six nazms are to be studied:

Iqbal	'Taloo e Islam say iqtabaas' (From verse 'Dalil e subh roshan hay' to 'Zameer e lala main' and from verse 'Guhlami main na kaam' to 'Chay bayad mard e ra')
Hali	'Musadas-e-Hali say iqtabaas' (From stanza 'Bas ab elmo fan kay' to 'Raesoon kee jagirdaroon')
Akhtar Sharani	'O daes say anay walay'
Akabar Alahabadi	'Aagar mazhab gaya'
Nazir Akbar Abadi	'Qanaat'
Faiz Ahmed	'Bool kay lab azaad hain teray'

4. First Language Urdu: Description of components

Section 2: Prose

3 Mazameen

The following twelve articles are to be studied:

Ahmed Nadeem Qasmi	<i>Joota</i>
Younas Jawed	<i>Dastak</i>
Intezar Hussain	<i>Baadat</i>
Mulaana Hussain Azad	<i>Insan Kisis Hal Main Khush Nai Rehta</i>
Shafeeq-ur-Rehman	<i>Takyah Kalam</i>
Praim Chand	<i>Eid Gaah</i>
Farhatullah Baig	<i>Murda Badast-e-Zinda</i>
Imtiaz Ali Taj	<i>Anaar Kali Say Iqtabaas (Teesra Manzar)</i> <i>From: 'Akbar Ki Khuwab Gah Usi Raat Main Aur Taqreeban Usi Wakat' to 'Masnad Per Gir Parhta Hai'</i>
Mustansar Hussain Tarar	<i>Gori Soay Sayj Per Aur Mukh Pe Daaray Kase</i>
Saadat H Manto	<i>Naya Ganoon</i>
Patras Bukhari	<i>Marhoom Ki Yaad Main</i>
Ibn-e-Inshah	<i>Kissa Dal Chappati Ka</i>
4 Nazir Ahmed	<i>Mirat ul Aroos</i>
5 Altaf Fatima	<i>Dastak Na Do</i>

5. Second Language Urdu: Assessment at a glance

Cambridge O Level Second Language Urdu Syllabus code 3248

This syllabus is intended for candidates whose mother-tongue is not Urdu.

It is presumed that most candidates for Urdu as a Second Language are studying the language in order to promote their educational or employment prospects.

Candidates are expected to communicate appropriately within formal and semi-formal relationships. The topics selected are intended to relate to the interests and needs of the candidates in using Urdu as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

Candidates take two papers. All questions are to be answered in Urdu.

Paper 1: Composition and translation

2 hours

There are three sections in this paper. Candidates answer one question from each section.
There are 25 marks for each question.
50% of total marks

Paper 2: Language usage, summary and comprehension

1 hour 45 minutes

There are three sections on this paper and candidates answer questions in each section.
50% of total marks

This syllabus is available for examination in June and November.

6. Second Language Urdu: Syllabus aims and assessment

6.1 Aims

The aims are to enable students to:

1. develop the ability to use Urdu effectively for the purpose of practical communication in a variety of second language situations and in foreign language situations where applicable
2. form a sound base for the skills required for further study or employment using Urdu as the medium
3. develop an awareness of the nature of language and language-learning skills along with skills of a more general application, (e.g. interfacing, analysing, synthesising material).

6.2 Assessment objectives

There are two Assessment objectives for Cambridge O Level Second Language Urdu:

A Reading/Writing

Candidates should be able to:

1. understand and convey information
2. understand, order and present facts, ideas and opinions
3. evaluate information and select what is relevant to specific purposes
4. articulate experience and express what is felt and what is imagined
5. communicate effectively and appropriately.

B Usage

Candidates should be able to:

6. exercise control of appropriate grammatical structures
7. demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation
8. understand and employ a range of apt vocabulary
9. show an awareness of register in both formal and informal situations.

6. Second Language Urdu Syllabus aims and assessment

6.3 Exam combinations

Candidates may combine syllabus 3248 Second Language Urdu in an examination session with any other CIE syllabus except:

- syllabuses with the same title at the same level
- 3196 Urdu
- 3209 Urdu (Mauritius)
- 3247 First Language Urdu (Pakistan)

Please note that O Level, Cambridge International Level 1/Level 2 Certificates and IGCSE syllabuses are at the same level.

7. Second Language Urdu: Description of components

7.1 Paper 1: Composition and translation

2 hours, 55 marks

Part 1: Directed Writing (15 marks)

- Stimulus material, either visual or verbal is provided and candidates are required to demonstrate the ability to describe, persuade, comment or narrate in **one** essay of about 150 words which is to be written in the language.

Part 2: Letter, Report, Dialogue or Speech (20 marks)

- From a choice of two topics, candidates write one letter, report, dialogue or speech of about 200 words in Urdu.

Part 3: Translation (20 marks)

- Translation of a short passage of about 200 words from English into Urdu.

7.2 Paper 2: Language usage, summary and comprehension

1 hour 45 minutes, 55 marks

Part 1: Language Usage (15 marks)

- Questions set include Vocabulary, Sentence Transformation and a Cloze Passage.

Part 2: Summary (10 marks)

- Candidates read a passage and write a directed summary. The summary should include all of the main points which are provided for the candidate in the form of prompts. The summary should cover the points in a concise and condensed form and be no more than 100 words in length.

Part 3: Comprehension (open-ended questions) (30 marks)

- There are two comprehension passages of about 300 words each. Questions set on each passage will be direct, indirect and inferential in nature. Candidates have to answer questions on both passages.

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