



# SYLLABUS

**Cambridge O Level**

**First Language Urdu**

**3247**

For examination in June 2014

**Second Language Urdu**

**3248**

For examination in June and November 2014

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# 1. Introduction

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## 1.1 Why choose Cambridge?

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

### Developed for an international audience

Cambridge O Levels have been designed 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 Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

### Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

### Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

## 1.2 Why choose Cambridge O Level?

Cambridge helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Schools worldwide have helped develop Cambridge O Levels, which provide an excellent preparation for Cambridge International AS and A Levels.

Cambridge O Level incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

## 1.3 Why choose Cambridge O Level Urdu?

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 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, Cambridge also offers Cambridge International AS and A Levels for further study in both Urdu as well as other languages. See [www.cie.org.uk](http://www.cie.org.uk) for a full list of the qualifications you can take.

## 1.4 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 [international@cie.org.uk](mailto:international@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 [international@cie.org.uk](mailto:international@cie.org.uk) to find out how your organisation can become a Cambridge school.

## 2. First Language Urdu: Assessment at a glance

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 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. Candidates answer **one** question from each section.  
50% of total marks

### Availability

This syllabus is examined in the May/June examination series.

This syllabus is available to private candidates.

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

### Combining this with other syllabuses

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

- syllabuses with the same title at the same level
- 3248 Second Language Urdu

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

## 3. First Language Urdu: Syllabus aims and objectives

### 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.

#### 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.

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## 4. First Language Urdu: Description of components

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### 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.



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'

## 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

This syllabus is aimed at candidates for whom Urdu is not a first language/mother tongue but for whom it is a lingua franca or language of study.

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

### Paper 1: Composition and Translation

2 hours

There are three sections in this paper. In each section, candidates answer **one** question.  
50% of total marks

### Paper 2: Language Usage, Summary and Comprehension

1 hour 45 minutes

There are three sections in this paper. Candidates answer **all** questions in each section.  
50% of total marks

### Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

This syllabus is available to private candidates.

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

### Combining this with other syllabuses

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- syllabuses with the same title at the same level
- 3247 First Language Urdu

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

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## 6. Second Language Urdu: Syllabus aims and objectives

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### 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 situations
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. analysis, synthesis, drawing of inferences).

### 6.2 Assessment objectives

There are two assessment objectives for Cambridge O Level Second 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. 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 an awareness of register in both formal and informal situations.

## 7. Second Language Urdu: Description of components

Candidates are expected to communicate appropriately in formal and semi-formal registers. 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.

### 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 Urdu.

**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**

For all parts of this paper candidates write their answers in spaces provided in the question paper booklet.

**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. Candidates are given a series of points that they must include in their summary. The summary should 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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## 8. Additional information

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### 8.1 Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

### 8.2 Recommended prior learning

We recommend that candidates beginning the course for **3247 First Language Urdu** have a level in Urdu equivalent to first language competence.

Candidates beginning the course for **3248 Second Language Urdu** are expected to have had prior contact with Urdu at school and/or in their community.

### 8.3 Progression

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

Candidates who are awarded grades C to A\* in Cambridge O Level Urdu are well prepared to follow courses leading to Cambridge International AS and A Level Urdu, or the equivalent.

### 8.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

### 8.5 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, Grade A\* being the highest and Grade 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.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.

- ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
- ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
- ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

## 8.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk](http://www.cie.org.uk)

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 8.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to [www.cie.org.uk/olevel](http://www.cie.org.uk/olevel). Click the **Subjects** tab and choose your subject.

Additional syllabus-specific support is available from our secure Teacher Support website <http://teachers.cie.org.uk> which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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

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