

# SYLLABUS

Cambridge O Level  
First Language Urdu

**3247**

For examination in June 2016

### Changes to syllabus for 2016

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

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# 1. Introduction

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## 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 O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). 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 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.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams 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 O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for learners 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.

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.

Through our professional development courses and our support materials for Cambridge O 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 O Levels are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, 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.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 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 learners' prior experience of the subject.

## 1.3 Why choose Cambridge O Level First Language 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 First Language Urdu is recognised by universities and employers throughout the world as proof of linguistic knowledge and understanding. Successful Cambridge O Level First Language 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 areas 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 subjects. In addition to Cambridge O Levels, Cambridge also offers Cambridge International AS and A Levels for further study in Urdu as well as in other subjects. See [www.cie.org.uk](http://www.cie.org.uk) for a full list of the qualifications you can take.

### Prior learning

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

### Progression

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

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

## 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 [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.

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## 2. Teacher support

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### 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/olevel](http://www.cie.org.uk/olevel) 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 online 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

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

Components	Weighting
<p><b>Paper 1 Reading and Writing</b> <span style="float: right;"><b>1 hour 30 minutes</b></span></p> <p>This paper has two parts. Candidates answer all questions in Part 1 Reading and one question in Part 2 Writing.</p> <p>50 marks Externally assessed</p>	50%
<p><b>Paper 2 Texts</b> <span style="float: right;"><b>2 hours</b></span></p> <p>This paper has three parts: Part 1 Unseen Passage, Part 2 Poetry and Part 3 Prose. Candidates answer one question from each part.</p> <p>50 marks Externally assessed</p>	50%

#### Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

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

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 Cambridge O Level Second Language Urdu
- 0539 Cambridge IGCSE Urdu as a Second Language.

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



## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

This syllabus will appeal to 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.

Cambridge O Level First Language Urdu aims to develop learners who:

- communicate accurately, appropriately and effectively in writing
- understand and respond appropriately to what they read
- enjoy and appreciate the variety of language
- possess skills of a more general application (e.g. analysis, synthesis, drawing of inferences).

### 4.2 Assessment objectives

Assessment objectives (AOs) 1 and 2 have been grouped under skill headings, but it is recognised that these are interrelated.

#### Assessment objective 1 Reading

Candidates should be able to:

R1 understand and convey information

R2 understand, order and present facts, ideas and opinions

R3 evaluate information and select what is relevant to specific purposes

R4 recognise implicit meanings and attitudes.

#### Assessment objective 2 Writing

Candidates should be able to:

W1 present relevant facts, ideas and opinions in an engaged manner and using appropriate detail

W2 articulate relevant experience and express what is thought, felt and imagined

W3 show a sense of audience and an awareness of appropriate register and style

W4 order, develop and link facts, ideas, opinions and arguments

W5 exercise control of a range of appropriate grammatical structures

W6 understand and accurately employ a range of appropriate vocabulary.

#### Assessment objective 3 Literature (texts)

Candidates should be able to:

T1 demonstrate first-hand knowledge of the content of literary texts

T2 understand the literal meanings of texts and the contexts of those meanings

T3 understand literary texts beyond their literal meanings in terms of the issues and attitudes they raise

T4 recognise and appreciate ways in which writers use language to create their effects of narration, description, characterisation and literary structure

T5 communicate an appropriate and informed response to what is read.

### 4.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives are summarised below.

Assessment objective	Paper 1 Reading and Writing (marks)	Paper 2 Texts (marks)	Weighting for qualification
AO1 Reading	25	–	25%
AO2 Writing	25	–	25%
AO3 Literature (texts)	–	50	50%

## 5. Description of components

### 5.1 Paper 1 Reading and Writing

**1 hour 30 minutes, 50 marks**

The paper has two parts: Part 1 Reading and Part 2 Writing. Each part is worth 25 marks. Candidates answer all questions in Part 1 Reading and one question in Part 2 Writing.

In Part 1 Reading, candidates answer comprehension questions requiring answers of differing lengths on a non-literary text of approximately 400 words.

Candidates are assessed on how far they fulfil the following reading skill objectives (Assessment objectives R1, R2, R3, R4):

- understand and convey information
- understand, order and present facts, ideas and opinions
- evaluate information and select what is relevant to specific purposes
- recognise implicit meanings and attitudes.

In Part 2 Writing, candidates write one composition of 300–400 words in response to a choice of argumentative, discursive, descriptive and narrative titles. Each title is taken from a different topic or sub-topic.

Candidates will be assessed on:

- task achievement and content (Assessment objectives W1, W2, W3)
- structure (Assessment objective W4)
- language (Assessment objectives W5, W6).

The passage in Part 1 Reading and the titles in Part 2 Writing will be taken from the specified topic areas below.

Topic areas:

- 1 Health and fitness:  
e.g. food and diet, sport
- 2 The world of youth:  
e.g. music, traditional and modern culture, technology, fashion, family
- 3 Education and training:  
e.g. school and college, work, professions
- 4 The world we live in:  
e.g. current affairs, the environment, travel and tourism, the media

## 5.2 Paper 2 Texts

**2 hours, 50 marks**

The paper has three parts:

Part 1 Unseen Passage	20 marks	One passage-based question. Candidates read an extract (from poetry or prose) which they have not seen before and then answer a question which tests critical understanding of the text and response to the ways in which the writer achieves effects. The question will include prompts which will suggest aspects that candidates may consider in their answer.
Part 2 Poetry	15 marks	Two essay questions based on the prescribed set texts listed in the syllabus. Candidates answer one question.
Part 3 Prose	15 marks	Two essay questions based on the prescribed set texts listed in the syllabus. Candidates answer one question.

All questions in Part 1 Unseen Passage, Part 2 Poetry and Part 3 Prose encourage informed personal response, and are designed to test Assessment objective 3 Literature (texts). In practical terms, this means that candidates will be asked to demonstrate:

- informed and appropriate personal response: sometimes directly, for example, 'What do you think?', 'What are your feelings about ... ?' and sometimes by implication, 'Explore the ways in which ...' (Assessment objective T5)
- knowledge of the text through the use of close reference to details and use of quotations from the text (Assessment objective T1)
- understanding of themes, characters, relationships, situations, issues and attitudes (Assessment objectives T2 and T3)
- understanding of the writer's intentions and methods, including use of language (Assessment objectives T3 and T4).

## 5.2.1 Set texts

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

Unless otherwise specified, the entire work should be studied.

Set texts may not be taken into the examination.

There are no set texts for Part 1 Unseen Passage.

## Part 2 Poetry

### Ghazlein

The following eight ghazals are to be studied:

Ghalib	'Saab Kahaan kuch lala o Gul main numayain hoo gain' 'Hazaroon Khuaishain asee kay her Khuaish pay dam niklay'
Mir Taki Mir	'Jis sar ko ghurur aaj hai yan tajwari ka' 'Ghafil hain asaay sutay hain goyaa jihan kay loog'
Momin	'Yee uzar imtihan jazbay dil kisaa nikal aayaa' 'Taanee thee dil main aab naa milain gay kisee say ham'
Parveen Shakir	'Koo baa Koo Phail Ghaee baat shanasae kee' 'Tarash ker mare bazoo Uhraan choor gayaa'

### Nazmein

The following three nazms are to be studied:

Iqbal	'Khitab baa Jawaanan e Islam'
Hali	'Musadas-e-Hali say iqtabaas' (from stanza 'Bas ab elmo fan kay' to 'Raesoon kee jagirdaroon')
Hafeez Jalanderi	'Insaan e Kamil kee BerKaat' from 'Shahnama e Islam'

## Part 3 Prose

The following eight articles are to be studied:

Ahmed Nadeem Qasmi	<i>Joota</i>
Younas Jawed	<i>Dastak</i>
Intezar Hussain	<i>Akhari Admee</i>
Mulaana Hussain Azad	<i>Insan Kisis Hal Main Khush Nai Rehta</i>
Praim Chand	<i>Eid Ghaa</i>
Farhatullah Baig	<i>Murda Badast-e-Zinda</i>
Patras Bukhari	<i>Hostel main pherna</i>
Ghulan Abbas	<i>Overcoat</i>

## 6. Mark schemes

### 6.1 Paper 1 Reading and Writing

#### Part 2 Writing: levels mark scheme

The levels mark scheme should be applied according to a 'best-fit' approach. Responses will not necessarily contain all the features of one level. First fit the response into a level then adjust upwards or downwards in marks as appropriate.

Marks available:

- Task achievement and content – 10 marks
- Structure – 5 marks
- Language – 10 marks

#### Task achievement and content [maximum 10 marks]

Level 5	9–10 marks	<ul style="list-style-type: none"> <li>• very detailed response</li> <li>• wholly relevant to task</li> <li>• makes points thoughtfully</li> <li>• shows insight or engagement with the subject matter</li> <li>• style fully appropriate.</li> </ul>
Level 4	7–8 marks	<ul style="list-style-type: none"> <li>• detailed response</li> <li>• mostly relevant to task</li> <li>• makes some clear points</li> <li>• shows some engagement with the subject matter</li> <li>• style generally appropriate.</li> </ul>
Level 3	5–6 marks	<ul style="list-style-type: none"> <li>• competent response</li> <li>• usually relevant to task</li> <li>• may lack detail or clarity in places</li> <li>• a mechanical response to the subject matter</li> <li>• some attempt at appropriate style.</li> </ul>
Level 2	3–4 marks	<ul style="list-style-type: none"> <li>• a limited attempt</li> <li>• limited relevance to task</li> <li>• lacks detail and clarity</li> <li>• an unfocussed response to the subject matter</li> <li>• limited expression.</li> </ul>
Level 1	1–2 marks	<ul style="list-style-type: none"> <li>• a weak attempt</li> <li>• very limited relevance to task</li> <li>• content very limited</li> <li>• very limited expression.</li> </ul>
Level 0	0 marks	<ul style="list-style-type: none"> <li>• no rewardable response.</li> </ul>

**Structure [maximum 5 marks]**

Level 5	5 marks	confidently argued and structured
Level 4	4 marks	some ability to develop argument; clear structure
Level 3	3 marks	some linked ideas; attempt at structure but not entirely successful
Level 2	2 marks	few linked ideas; little attempt at structure
Level 1	1 mark	ideas presented at random
Level 0	0 marks	no rewardable response

**Language [maximum 10 marks]**

Level 5	9–10 marks	<ul style="list-style-type: none"> <li>• confident use of a range of complex sentence structures</li> <li>• uses a wide range of appropriate vocabulary</li> <li>• generally accurate.</li> </ul>
Level 4	7–8 marks	<ul style="list-style-type: none"> <li>• generally sound grasp of complex sentence structures</li> <li>• uses a range of generally appropriate vocabulary</li> <li>• mostly accurate, errors may occur when complex language is attempted.</li> </ul>
Level 3	5–6 marks	<ul style="list-style-type: none"> <li>• tends to be simple and repetitive in use of structures</li> <li>• attempts to use appropriate vocabulary</li> <li>• basics mostly accurate, errors do not impede communication.</li> </ul>
Level 2	3–4 marks	<ul style="list-style-type: none"> <li>• nearly all that is written is simple and repetitive</li> <li>• vocabulary is limited</li> <li>• errors may impede communication.</li> </ul>
Level 1	1–2 marks	<ul style="list-style-type: none"> <li>• very simple and repetitive sentence structures</li> <li>• vocabulary is very limited</li> <li>• many errors that impede communication.</li> </ul>
Level 0	0 marks	<ul style="list-style-type: none"> <li>• no rewardable response.</li> </ul>

## 6.2 Paper 2 Texts

### Part 1 Unseen Passage: levels mark scheme

The levels mark scheme should be applied according to a 'best-fit' approach. Responses will not necessarily contain all the features of one level. First fit the response into a level then adjust upwards or downwards in marks as appropriate.

Level 6	18–20 marks	<p><i>Sustains a perceptive, convincing and relevant personal response.</i></p> <ul style="list-style-type: none"> <li>• shows a clear critical understanding of the text and its deeper implications</li> <li>• responds sensitively and in detail to the way the writer achieves effects</li> <li>• integrates much well-selected reference to the text.</li> </ul>
Level 5	15–17 marks	<p><i>Makes a well-developed, detailed and relevant personal response.</i></p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the text and some of its deeper implications</li> <li>• makes a developed response to the way the writer achieves effects</li> <li>• supports with careful and relevant reference to the text.</li> </ul>
Level 4	11–14 marks	<p><i>Makes a reasonably developed relevant personal response.</i></p> <ul style="list-style-type: none"> <li>• shows understanding of the text and some of its deeper implications</li> <li>• makes some response to the way the writer uses language</li> <li>• shows some thoroughness in the use of supporting evidence from the text.</li> </ul>
Level 3	7–10 marks	<p><i>Begins to develop a relevant personal response.</i></p> <ul style="list-style-type: none"> <li>• shows some understanding of meaning</li> <li>• makes a little reference to the language of the text</li> <li>• uses some supporting textual detail.</li> </ul>
Level 2	4–6 marks	<p><i>Attempts to communicate a basic personal response to the task.</i></p> <ul style="list-style-type: none"> <li>• makes some relevant comments</li> <li>• shows a basic understanding of surface meaning of the text</li> <li>• makes a little supporting reference to the text.</li> </ul>
Level 1	1–3 marks	<p><i>Some evidence of simple personal response.</i></p> <ul style="list-style-type: none"> <li>• makes a few straightforward comments</li> <li>• shows a few signs of understanding the surface meaning of the text</li> <li>• makes a little reference to the text.</li> </ul>
Level 0	0 marks	<p><i>No rewardable response.</i></p>



## Part 2 Poetry and Part 3 Prose: levels mark scheme

The levels mark scheme should be applied according to a 'best-fit' approach. Responses will not necessarily contain all the features of one level. First fit the response into a level then adjust upwards or downwards in marks as appropriate.

Level 5	13–15 marks	<p><i>Makes a well-developed and detailed response.</i></p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the text and its deeper implications</li> <li>• makes a developed exploration of the way the writer achieves her/his effects (sustaining an appropriate voice in an empathic task)</li> <li>• supports with careful and relevant reference to the text</li> <li>• fully addresses the focus of the question.</li> </ul>
Level 4	10–12 marks	<p><i>Makes a reasonably developed relevant response.</i></p> <ul style="list-style-type: none"> <li>• shows understanding of the text and some of its deeper implications</li> <li>• explores the way the writer uses language (using suitable features of expression in an empathic task)</li> <li>• shows some thoroughness in the use of supporting evidence from the text</li> <li>• addresses the focus of the question.</li> </ul>
Level 3	7–9 marks	<p><i>Makes a relevant response.</i></p> <ul style="list-style-type: none"> <li>• shows some understanding of meaning</li> <li>• makes some reference to the way the writer uses language (beginning to assume a voice in an empathic task)</li> <li>• uses some supporting textual detail</li> <li>• partly addresses the focus of the question.</li> </ul>
Level 2	4–6 marks	<p><i>Attempts to communicate a basic response to the task.</i></p> <ul style="list-style-type: none"> <li>• makes some relevant comments</li> <li>• shows a basic understanding of surface meaning of the text (of character in an empathic task)</li> <li>• makes a little supporting reference to the text</li> <li>• makes some attempt to address the question.</li> </ul>
Level 1	1–3 marks	<p><i>Limited attempt to respond.</i></p> <ul style="list-style-type: none"> <li>• makes a few straightforward comments</li> <li>• shows a few signs of understanding the surface meaning of the text (of character in an empathic task)</li> <li>• makes a little reference to the text</li> <li>• little relevance to the question.</li> </ul>
Level 0	0 marks	<p><i>No rewardable response.</i></p>

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## 7. Other information

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### 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/exams/officer](http://www.cie.org.uk/exams/officer)

### Language

This syllabus is available in English only. Assessment materials are in Urdu.

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

### 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 can be found in the *Cambridge Guide to Making Entries*.

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