



# Syllabus

## Cambridge O Level

## Second Language Urdu 3248

For examination in June and November 2020.



### Changes to the syllabus for 2020

The latest syllabus is version 2, published October 2017.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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# 1. Introduction

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## 1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

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

### Recognition

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

### Support for teachers

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

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.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/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 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.

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

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

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

### Guided learning hours

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

## 1.3 Why choose Cambridge O Level Second 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 Second Language Urdu is recognised by universities and employers throughout the world as proof of linguistic knowledge and understanding. Successful Cambridge O Level Second 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 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 International also offers Cambridge International AS and A Levels for further study in both Urdu as well as other languages. See [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel) for a full list of the qualifications you can take.

## Prior learning

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.

## Progression

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

Candidates who are awarded 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.

## 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@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)  
Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) 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

You can go to our public website at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel) to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

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

### 2.2 Endorsed resources

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

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

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events) for further information.

### 3. 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 June and November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. From 2020 this syllabus is not available in all these administrative zones. To find out about the availability visit the syllabus page at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

#### Combining this with other syllabuses

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

- Cambridge IGCSE Urdu as a Second Language (0539)
- Cambridge O Level First Language Urdu (3247)
- syllabuses with the same title at the same level.

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



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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus 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).

### 4.2 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.

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## 5. Description of components

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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.

### 5.1 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.

### 5.2 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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## 6. Other information

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### Equality and inclusion

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

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

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

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

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

### 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 result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Exam administration

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

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

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