



Cambridge Assessment  
International Education



Interactive

Learner Guide

Cambridge IGCSE™

Urdu as a Second Language 0539

For examination from 2021



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## About this guide

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This guide explains what you need to know about your Cambridge IGCSE Urdu as a Second Language course and examinations. You should use this guide alongside the support of your teacher.

It will help you to:

- ✓ understand what skills you should develop by taking this Cambridge IGCSE course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your revision programme
- ✓ revise by providing revision tips and an interactive revision checklist (Section 5).

Cambridge IGCSE Urdu as a Second Language encourages you to develop your use of the language for the purpose of practical communication. The syllabus provides opportunities for you to consolidate your language skills and extend your language range and expression through working with a variety of materials and contemporary resources. The syllabus is designed to equip you with the essential skills and language required for further study or employment using Urdu. Our approach in Cambridge IGCSE Urdu as a Second Language encourages you to be confident, responsible, reflective, innovative and engaged.

### Section 1: Syllabus content

Find out what topics you will be learning about. Your teacher can give you more detail.

#### Section 2: How you will be assessed

Find out

- how many examinations you will take
- how long each examination lasts
- what different question types the examination will contain
- how to tackle each examination.

#### Section 3: What skills will be assessed

Find out what areas of knowledge, understanding and skills you will need to demonstrate throughout the course and in your examinations.

#### Section 4: Example candidate responses

Take a look at a learner's response taken from a real examination. Find out:

- how to interpret the question
- how to avoid common mistakes
- how to improve your exam technique.

#### Section 5: Revision

Discover:

- ways to help you plan your revision
- some basic revision skills
- some 'top revision tips'
- revision checklist for each topic.

#### Section 6: Useful resources

Find out about our endorsed textbook.

## Section 1: Syllabus content - what you need to know about

This section gives you an outline of the syllabus content for this course. Ask your teacher for more detail about each skill. You can also find more detail in the Revision checklists of this guide.

Cambridge IGCSE Urdu as a Second Language offers you the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Urdu, you will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

You will be encouraged to respond effectively to a variety of stimuli. You will be able to express your viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable you to become an independent user of Urdu in a range of contexts.

Component	Title	Percentage of total marks
<b>Paper 1</b>	Reading and Writing	67%
<b>Paper 2</b>	Listening	33%
<b>Component 3 (optional)</b>	Speaking	Separately endorsed

Make sure you always check the latest syllabus, which is available at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

## Section 2: How you will be assessed

You will be assessed at the end of the course using two or three components. Find out from your teacher which components you will be taking, and when you will be taking them.

### Components at a glance

This table summarises the key information about each examination paper and component. You can find details and advice on how to approach each component in the 'About each paper and component' sub-section below.

Component	Time and marks	Skills assessed	Details	Percentage of qualification
<b>Paper 1</b>	2 hours 60 marks	Reading and Writing	Written examination consisting of six exercises that test a range of reading and writing skills. The task types are: <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• multiple matching</li> <li>• note-making</li> <li>• summary writing</li> <li>• functional writing</li> <li>• extended writing.</li> </ul> Externally assessed	67%
<b>Paper 2</b>	Approx. 35–45 minutes 30 marks	Listening	Written examination consisting of four exercises that test listening skills. You need to listen to recordings of short and longer spoken texts. The task types are: <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• gap-fill sentences</li> <li>• multiple matching</li> <li>• multiple-choice questions.</li> </ul> Externally assessed	33%
<b>Component 3 (optional)</b>	Approx. 10–12 minutes 60 marks	Speaking	The Speaking test consists of three parts: <ul style="list-style-type: none"> <li>• you need to give a two- to three-minute presentation</li> <li>• a short discussion with the examiner about the presentation</li> <li>• a short conversation with the examiner about general topics.</li> </ul> Internally assessed and externally moderated	Separately endorsed

## About each paper and component

Component	Time and marks	Questions	Percentage of qualification
<b>Paper 1</b> <b>Reading and Writing</b>	2 hours 60 marks	<p>All questions and responses will be in Urdu and you should attempt all questions.</p> <p>The question paper has six exercises.</p> <p><b>Exercise 1</b> – Short answer questions: You are required to read a short text printed in the question paper and answer a series of questions. Total marks: 8</p> <p><b>Exercise 2</b> – Multiple matching: You are required to read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs. Total marks: 9</p> <p><b>Exercise 3</b> – Note-making: You are required to read a longer text printed in the question paper and make brief notes under a number of supplied headings. Total marks: 9</p> <p><b>Exercise 4</b> – Summary: You are required to write a paragraph-length summary (of no more than 100 words) about an aspect or aspects of the text in exercise 3. You should use your own words as far as possible. Total marks: 10</p> <p><b>Exercise 5</b> – Writing exercise: You are required to write a short piece of functional prose such as an email, of approximately 120 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified. Total marks: 8</p> <p><b>Exercise 6</b> – Extended writing exercise: You are required to write a longer piece of continuous prose, of approximately 200 words. A stimulus of short prompts will be printed in the question paper. A purpose, format and audience for the writing will be specified. Total marks: 16</p>	67%

Component	Time and marks	Questions	Percentage of qualification
<b>Paper 2</b> <b>Listening</b>	Approx. 35–45 minutes  30 marks	<p>All questions and responses will be in Urdu. You should attempt all questions.</p> <p>The question paper has four exercises.</p> <p><b>Exercise 1</b> – Short answer questions: You are required to hear a series of short spoken texts (e.g. travel announcement, recorded phone message, brief dialogue) and write short answers in response to eight questions.</p> <p>Total marks: 8</p> <p><b>Exercise 2</b> – Gap-fill sentences: You are required to hear a longer spoken text (e.g. conversation, interview, monologue, formal talk) and complete gaps in notes/sentences printed in the question paper.</p> <p>Total marks: 8</p> <p><b>Exercise 3</b> – Multiple Matching: You are required to hear six short extracts and match each speaker to appropriate content.</p> <p>Total marks: 6</p> <p><b>Exercise 4</b> – Multiple-choice questions: You are required to hear a discussion between two speakers and answer multiple-choice comprehension questions.</p> <p>Total marks: 8</p>	33%
<b>Component 3</b> <b>Speaking</b> <b>(optional)</b>	Approx. 10–12 minutes  60 marks	<p>The Speaking test is an optional component and is separately endorsed with grades of 1 (high) to 5 (low).</p> <p>There is no question paper for the Speaking test. The test will be conducted and assessed in Urdu and will be recorded.</p> <p>Speaking tests take place before the main examination by your teacher or examiner at the centre. The final marks, a recorded sample of your work and completed forms are sent for external moderation to Cambridge International before the advertised deadline.</p> <p>Cambridge International will externally moderate all internally assessed components and will provide feedback on your teacher's marking and administration of the assessment.</p>	Separately endorsed

## Section 3: What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AOs).

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100
Total	100	100	100

Assessment objectives (AO)	What do you need to be able to do?
<p><b>AO1 Reading</b></p> <p>Identify and select relevant information.</p> <p>Understand ideas, opinions and attitudes.</p> <p>Show understanding of the connections between ideas, opinions and attitudes.</p> <p>Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings.</p>	<p>Show you understand public notices and signs (including timetables and advertisements).</p> <p>Show you can identify and select correct details from simple texts.</p> <p>Show you can select and organise relevant information from a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers and webpages.</p> <p>Show you can identify some ideas, opinions and attitudes in a range of texts.</p> <p>Show you understand what is implied but not directly stated within a text, such as gist, opinion, writer's purpose and intention.</p> <p>Show you can identify the important points or themes within an extended piece of writing.</p> <p>Show you can draw conclusions from an extended text and recognise connections between related ideas within a text.</p>
<p><b>AO2 Writing</b></p> <p>Communicate information ideas, opinions clearly, accurately and effectively.</p> <p>Organise ideas into coherent paragraphs using a range of appropriate linking devices.</p> <p>Use a range of grammatical structures and vocabulary accurately and effectively.</p> <p>Show control of punctuation and spelling.</p> <p>Use appropriate register and style/format for the given purpose and audience.</p>	<p>Show you can respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, such as a summary, an informal letter/email, an article, a blog, a report or review.</p> <p>Show you can use a range of grammatical structures, punctuation and vocabulary.</p> <p>Show you can express opinions and use appropriate register/style.</p> <p>Show you can select and organise information and ideas into coherent paragraphs and use a range of linking devices.</p>

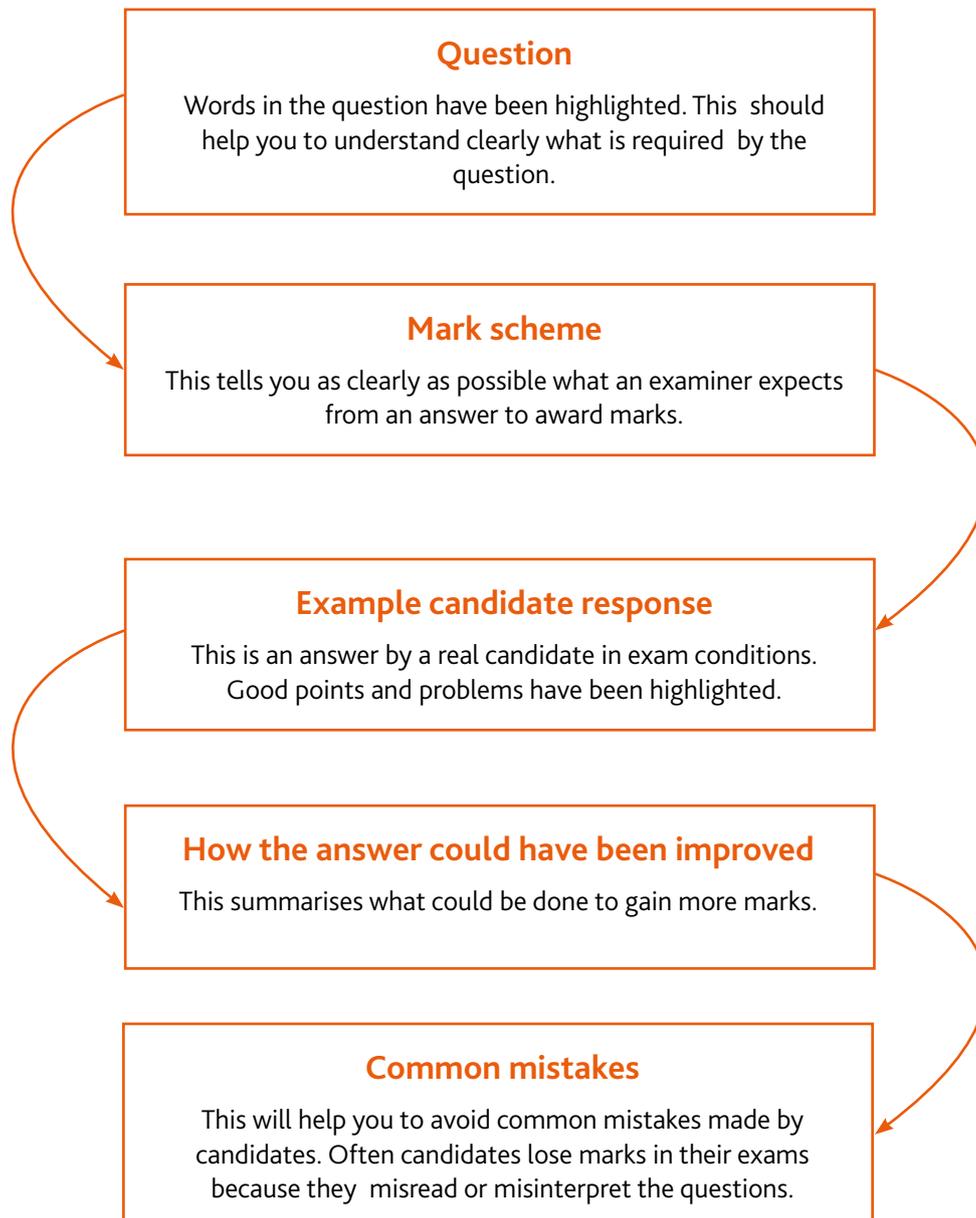
Assessment objectives (AO)	What do you need to be able to do?
<p><b>AO3 Listening</b></p> <p>Identify and select relevant information.</p> <p>Understand ideas, opinions and attitudes.</p> <p>Show understanding of the connections between ideas, opinions and attitudes.</p> <p>Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings.</p>	<p>Show you can understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation.</p> <p>Show you can identify relevant information and select correct details from a range of sources.</p> <p>Show you can identify ideas, opinions and attitudes from a range of sources and understand the connections between them.</p> <p>Show some awareness of what is implied but not directly stated, such as gist, purpose and intention.</p>
<p><b>AO4 Speaking</b></p> <p>Communicate ideas/opinions clearly, accurately and effectively.</p> <p>Develop responses and link ideas using a range of appropriate linking devices.</p> <p>Use a range of grammatical structures and vocabulary accurately and effectively.</p> <p>Show control of pronunciation and intonation patterns.</p> <p>Engage in a conversation and contribute effectively to help move the conversation forward.</p>	<p>Show you can communicate factual information, ideas and argument.</p> <p>Show you can use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation.</p> <p>Show you can organise and link ideas with a range of appropriate linking devices.</p> <p>Show you can give a short, clear presentation without a script on a topic of their choice.</p> <p>Show you can demonstrate competence in a range of speech activities, such as respond to questions on topics within a defined range (for example, past and present schooling, future plans and current affairs).</p> <p>Show you can take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses.</p> <p>Show a sense of audience.</p>

## Section 4: Example candidate response

This section takes you through an example question and learner response from a Cambridge IGCSE Urdu as a Second Language past paper. It will help you to see how to identify words within questions and to understand what is required in your response. A command word or phrase is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, argue a point of view or list what you know.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is separated as follows:



## Exercise 6 - Question 18

## Exercise 6

مشق نمبر: 6

انعامی مقابلے میں حصہ لینے کے لیے درج ذیل عنوان پر ایک مضمون لکھیں۔

## Question 18

سوال نمبر: 18

For this exercise, candidates are asked to write an essay on their favourite organisation which they would like to fund using prize money from a competition.

Date: _____	
Pay: _____	Rs. 10,000
Signed: _____	
078066	53-39-98 24455677

آپ اپنی پسندیدہ تنظیم یا ادارے کی مالی مدد کے لیے ایک انعامی مقابلے میں حصہ لینا چاہتی / چاہتے ہیں۔  
جیتنے والے طالب علم کو 10 ہزار روپے کا چیک دیا جائے گا، جس سے وہ اپنی پسندیدہ تنظیم کی مدد کر سکیں گے۔

Make sure you notice the word count and try to keep within it.

آپ کا مضمون 150-200 الفاظ پر مشتمل ہونا چاہیے۔

آپ چاہیں تو مندرجہ ذیل نکات سے مدد لے سکتے ہیں۔

Many candidates used the suggested **prompts/bullet points** to organise the information and their reasoning in relation to a particular organisation.

- فلاحی ادارے یا تنظیم کا نام اور مختصر تعارف
- تنظیم کے مقاصد
- آپ کے خیال میں ان کی مالی مدد کیوں کرنی چاہیے۔

مضمون کے مواد کے 10 نمبر

اور صحیح زبان کے استعمال کے 10 نمبر

Many candidates handled this task extremely well. The best written compositions gave interesting, logical and descriptive accounts by employing appropriate **register/style** and a variety of **language structures**.

There were also candidates who decided to choose to write on the given theme in their own format, rather than by following the suggested prompts. Both approaches were equally eligible for credit.

## Mark scheme

### General criteria for marking Exercise 6 – Question 18

Mark for **Content** is out of 10 and a mark for **Language** is out of 10.

**Content** covers relevance (i.e. whether the piece fulfils the task and the awareness of purpose/ audience/register) and the development of ideas (i.e. the detail/explanation provided and how enjoyable it is to read).

**Language** covers style (i.e. complexity of vocabulary and sentence structure) and accuracy (of grammar, spelling, punctuation and use of paragraphs).

Mark band	<b>CONTENT: relevance and development of ideas (AO: W1, W2, W6)</b>	Mark band	<b>LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)</b>
9-10	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	9-10	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
7-8	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	7-8	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style a turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>

When deciding on a mark for content or language, first of all it is decided which **mark band** is most appropriate.

There will not necessarily be an exact fit. Then it is decided between two marks within that band. The lower mark is used if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
5-6	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	5-6	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
<p>If the essay is considerably shorter than the stated word length but does fulfil the task, it is in mark band 5–6 for content or lower.</p>			
3-4	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	3-4	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</li> </ul>
<p>If the essay is considerably shorter than the stated word length and does not fulfil the task, it is in mark band 3–4 for content or lower. If the essay is partly relevant and therefore in mark band 3–4, the full range of marks for language are available.</p>			
0-2	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. Award 1-2 marks.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. Completely irrelevant. Award 0 marks.</li> </ul>	0-2	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1-2 marks.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Urdu writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul>
<p>If the essay is totally irrelevant and has nothing to do with the question asked, it will be given 0 marks for content and language, even if it is enjoyable to read and fluent.</p>			

When deciding on a mark for content, both relevance and development of ideas is considered.

The writing needs to fulfil the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.

When deciding on a mark for language, both the style and the accuracy of the language is considered. A starting point at first is to determine whether errors cause confusion or misunderstanding. If they do not, it will be in one of the top three mark bands.

The use of paragraphs is the primary basis of deciding which mark band the work is in. Language used is looked at first and when the appropriate mark band has been decided, paragraphing is used as a factor in helping to decide whether the work warrants the upper or lower mark in the mark band.

## Example candidate response

### انعامی مقابلے میں حصہ

میں انعامی مقابلے میں حصہ لینا چاہتا ہوں تاکہ میں جیتنے والے انعام کو عیدھی سنٹر کو دے سکوں۔ یہ ادارہ بوڑھے لوگوں، بچے، بچیوں اور عورتوں کے لیے رہنے اور کھانے پینے کا بندوبست کرتا ہے۔

یہ ادارہ اس لیے بنا ہے تاکہ لوگوں کے دئیے ہوئے پیسوں سے بوڑھے لوگوں، بچے، بچیوں اور عورتوں کو رہنے کی جگہ فراہم کر سکے اور ساتھ ہی ان کو کھانے پینے کا بندوبست بھی کر سکے۔ یہ ادارہ کافی پڑھا ہے اور یہ بیت سے لوگوں کو بچپن ہی سے بہولتیں دے رہا ہے تاکہ وہ اپنی زندگی گزار سکیں۔

میں اس مقابلے میں حصہ لینا چاہتا ہوں اور جیتنے والا انعام اس ادارے کو دینا چاہتا ہوں تاکہ ان لوگوں کی مدد میں، میں بھی کچھ کر سکوں اور اس کے بدلے یہ مجھے دعا دیں تاکہ میں مستقبل میں کامیاب ہو سکوں اس لیے میں اس ادارے کی مدد کرنا چاہتا ہوں۔

### Examiner comment

This is a good response to the task. The candidate has produced an interesting essay which is reasonably relevant to the set task. There is some successful development of ideas but there is also some repetition of content in paragraph two and three from paragraph one. Most sentences show variety of structure and length and the written piece is divided into three paragraphs. The language used is accurate and clear but lacks varied verb forms and tenses.

Mark awarded for Content = 8 out of 10

Mark awarded for Language = 7 out of 10

Total mark awarded = 15 out of 20

### How the answer could have been improved

You are reminded that the key to a successful performance in terms of content is to ensure that your composition is of clear relevance to the given task title and to make sure that ideas are fully developed; the written account should sustain the reader's interest.

Similarly, in order to achieve the highest marks for language, you should use a variety of verbs, good language structures, idioms, and suitable, accurate vocabulary all the way through. You should also present your ideas in well-structured paragraphs that have clear links with each other. You should avoid using English written words, though transcribed words for certain names and places are permissible.

### Common mistakes

The Writing exercises are often answered very well. In relation to the quality of language, the most successful responses should demonstrate an ability to use a variety of grammatical structures and vocabulary. It should be noted that you are expected to make appropriate use of writing conventions such as paragraphing and punctuation.

In this exercise, you are expected to develop your ideas. Many candidates do this and their written compositions are often interesting to read. Areas for improvement in Exercise 6 included the organisation and layout of written compositions, e.g. the formation of paragraphs. More generally, you are reminded to ensure that your answers fulfil the requirements of the task.

## General advice

- You can find sample questions and mark schemes on the Cambridge website at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)
- When you are attempting a past question paper (or questions from a past paper), complete it without referring to your notes so that you get a true idea of your strengths and weaknesses. Then, go back through the paper using your notes and a different coloured pen to make corrections and changes. After you have done as much as you can on the paper, mark it using the mark scheme. Take notes of any points that you lost marks on.
- Don't just revise what you enjoy and are confident in. If you identify an area that you are weaker in, review your notes and then practise again using different exam questions.
- During your revision, test yourself again on your weaker areas to check your progress. This will help you to remember these skills when you get to the examination.
- Remember to practise each skill. Advice is given below. Each skill that you practise will also help with another skill.

## Section 5: Revision

This advice will help you revise and prepare for the examinations. It is divided into general advice for all papers and more specific advice for Paper 1, and Paper 2.

**Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.**

For more advice on revision, see the [Cambridge Learner Revision Guide](#) on our website.

### General advice

#### Before the examination

Make sure that you have practised Urdu in a wide variety of contexts.

Success in learning Urdu is linked to using a variety of different resources so that you can practise all the skills and combinations of skills that will be tested in your examination.

Textbooks and work books cover a wide range of topics and preparation exercises for the examination. Carry out as many types of exercises as you can.

You can find sample questions and mark schemes on the Cambridge website [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

Have a look at past questions so that you are clear of what to expect in an examination.

Look at mark schemes to help you to understand how the marks are awarded for each question.

#### In the examination

Read the instructions carefully and answer the right number of questions from the right sections.

Do not answer more questions than are needed, as this will not gain you more marks in the examination.

Plan your time according to the marks for each question. For example, a question worth three marks requires less time and a shorter answer than one worth 10 marks. If a question has several parts, then the parts with more marks will need more time and more developed answers.

Do not leave out questions or parts of questions. Remember, no answer means no mark.

Read each question very carefully.

- Identify the command words – you could underline or highlight them
- Identify the other key words and perhaps underline them too
- Try to put the question into your own words to understand what it is really asking.

Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat material.

Look very carefully at the resource material you are given.

- Read the title, key, axes of graphs, etc. to find out exactly what it is showing you
- Look for dates, scale, and location
- Try using coloured pencils or pens to pick out anything that the question asks you about.

**Answer the question.** This is very important.

Use your knowledge and understanding.

Do not just write all you know, only write what is needed to answer the question.

Use the resource material given in the question to support your answer.

Make sure your writing is clear and easy to read. It is no good writing a brilliant answer if the examiner cannot read it.

### Paper 1 advice

Read as widely and as often as you can – use a variety of fiction and non-fiction, for example books, articles, newspapers, magazines, as well as the internet. Put simply, the more reading you can do, the better.

Practise skimming a range of texts. Read the text quickly and decide what each paragraph is mainly about.

Practise scanning a range of texts. Read the text carefully looking for certain words or phrases.

In the examination, you will be asked to make **notes** based on an article or text which might be quite long. This means writing down the main points, in single words or short phrases. Practise making notes as you read a long article or text.

In the examination, you will also be asked to write a **summary** of what you have read. This means that you should include all the relevant information in a clear and organised way. Practise writing a summary of a specific topic after reading a long article or text.

Write as widely and as often as you can – write formally and informally and in different forms, e.g. an email, a letter to a friend, a report. Put simply, the more writing you can do, the better.

Practise re-writing sentences using your own words.

Practise checking and editing your writing.

Look at the example candidate response in this guide. Can you identify the strengths of the response and where they have made mistakes or lost marks?

### Paper 2 advice

Listen as widely and as often as you can – listen to a person or two people speaking formally and informally and listen to people talking from different places. Put simply, the more listening you can do, the better.

Practise listening for particular words or phrases. Can you predict when the word or phrase may be said?

In the examination you will be asked to make **notes** based on conversations which might be quite long. This means writing down the main points, in single words or short phrases. You will be asked to fill in gaps using notes. Practise making notes while you listen to a long conversation.

## Revision checklists

In the next part of this guide we have provided some revision checklists. These include information from the syllabus that you should revise. They don't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

You should be able to	Ways to practise skills	R	A	G	Comments
Here is a list of the skills you need to cover and work on.	Here are some suggestions of how to practise your skills.	<p>You can use the tick boxes to show when you have revised an item and how confident you feel about it.</p> <p>R = <b>RED</b> means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = <b>AMBER</b> means you are reasonably confident but need some extra practice</p> <p>G = <b>GREEN</b> means you are very confident.</p> <p>As your revision progresses, you can concentrate on the <b>RED</b> and <b>AMBER</b> items in order to turn them into <b>GREEN</b> items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can use the Comments column to:</p> <ul style="list-style-type: none"> <li>• add more information about the details for each point</li> <li>• include a reference to a useful resource</li> <li>• add learning aids such as stories, articles or word play</li> <li>• highlight areas of difficulty or things that you need to talk to your teacher about.</li> </ul>

Note: the tables below cannot contain absolutely everything you need to know, but it does use examples wherever it can.

## Paper 1 Reading and writing

You should be able to	Ways to practise skills	R	A	G	Comments
Understand main ideas by skim reading and select exact details by scanning texts.	Read a text quickly, deciding what each paragraph is mainly about. Then read the text more slowly, looking for certain words, phrases or information.				
Read short texts.	Read newspaper or magazine advertisements.				
Read longer texts.	Read: <ul style="list-style-type: none"> <li>• blogs or web pages</li> <li>• articles from newspapers and magazines which also state a viewpoint</li> <li>• articles in textbooks and journals</li> <li>• a newspaper or your favourite magazine regularly.</li> </ul>				
Understand certain ideas, opinions and views of a writer in a text.	Read any text and answer the following: <ul style="list-style-type: none"> <li>• What specific ideas are included?</li> <li>• What are the writers opinions/thoughts on the ideas given?</li> </ul>				
Show some awareness of ideas that are not actually written down.	Read any text and answer the following: <ul style="list-style-type: none"> <li>• What is the real purpose of this writing?</li> <li>• What does the writer really think/feel?</li> </ul>				
Make notes based on what you have read.	<ul style="list-style-type: none"> <li>• Fill in forms you find in newspapers and magazines or on websites.</li> <li>• Read more complex texts and practise finding exact information and making notes on precise details under specific headings.</li> <li>• Read interesting articles about people or places and then make some notes so that you can write a paragraph about it in your own words.</li> </ul>				

You should be able to	Ways to practise skills	R	A	G	Comments
Write a summary based on what you have read.	<ul style="list-style-type: none"> <li>Read a short story or magazine article and write a summary in your own words about it.</li> <li>Read about your favourite film star/sports personality and write a short summary of their life.</li> <li>Read about an unusual hobby or activity and make notes. Then write a summary about it.</li> </ul>				
Write using the correct language for the audience (informal and formal).	<p>Write:</p> <ul style="list-style-type: none"> <li>emails to different people in different situations, e.g. an email to apply for a job or a letter to a friend about some work experience</li> <li>about your feelings and opinions, e.g. in diary entries</li> <li>about your experiences in other ways, e.g. internet diaries/postcards</li> <li>descriptions of events, places or people, etc.</li> <li>an email to friends/family explaining about an event which happened to you recently.</li> </ul>				
Write using language for a specific purpose, e.g. i) to persuade ii) to discuss advantages/disadvantages iii) to argue in favour/against iv) to convince with a strong argument.	<p>Write:</p> <ul style="list-style-type: none"> <li>the conclusions of a debate, either from both sides, from one side or from your own point of view</li> <li>an article about a specific topic, e.g. to persuade your local council not to build a new road; to argue that smoking should/shouldn't be allowed in a particular place</li> <li>a report for your teacher after you have visited a new place of learning, e.g. a museum or library</li> <li>a review of a book you have read, film you have seen or new app you have used.</li> </ul>				
Write with some development of facts or ideas.	<ul style="list-style-type: none"> <li>Re-write a piece of your writing which contains some facts. Try to include more detail to support each fact.</li> <li>Re-write a piece of your writing which contains some of your own ideas on a topic. Try to include more detail to expand.</li> </ul>				

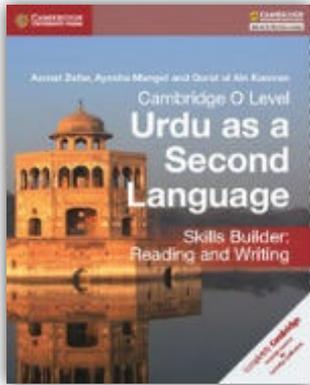
## Paper 2 Listening

You should be able to	Ways to practise skills	R	A	G	Comments
<p>Listen for specific information in short, separate statements.</p> <p>Listen for specific information in longer conversations and talks.</p>	<p>Listen:</p> <ul style="list-style-type: none"> <li>• for factual detail (e.g. news, weather or travel reports)</li> <li>• to announcements (e.g. on the radio, at train stations, at airports)</li> <li>• to recorded phone messages</li> <li>• to recordings of interviews, on news programmes or chat shows</li> <li>• to people (e.g. friends, family, teachers) you are talking to in everyday situations about a particular topic</li> <li>• to talks on a particular topic (e.g. history of your local area; a new invention).</li> <li>• As you listen to each different source, write down the important information.</li> </ul>				
<p>Listen for gist – understand the main idea of a conversation; follow the overall theme.</p>	<ul style="list-style-type: none"> <li>• Listen to/watch television interviews where the host is asking a guest about his/her lifestyle, hobbies, job, future career, etc. Then write a profile of the guest.</li> <li>• After a class discussion, write a paragraph outlining your classmates' opinions.</li> <li>• Interview a friend. Then write short sentences to show your overall understanding of what they said.</li> <li>• Write some true/false questions, based on an interview/conversation that you heard.</li> </ul>				
<p>Understand what is said in formal and informal conversations.</p>	<ul style="list-style-type: none"> <li>• Listen to different people talking in different situations and from different places and check that you understood what was said.</li> </ul>				

## Section 6: Useful resources

The endorsed textbook is a useful resource to help you study for your Cambridge IGCSE Urdu as a Second Language course.

### Cambridge O Level Urdu as a Second Language Skills Builder: Reading and Writing



**Endorsed by Cambridge**

**Publisher:** Cambridge University Press

**Author:** Zafar, A, Mangel, A and ul Ain Kamran, Q

**ISBN:** 9781316609422

**Published:** 2018

**Website:** [www.cambridge.org/education](http://www.cambridge.org/education)

This book supports the full Cambridge O Level Second Language Urdu syllabus for examination from 2020. It also covers the reading and writing components of the Cambridge IGCSE Urdu as a Second Language 0539 syllabus.

This book contains authentic, culturally relevant material especially selected to stimulate language awareness and critical thinking in teenage learners. Engaging, progressive activities offer flexible support to help students to develop their skills, while self-assessment advice and exam-style questions at the end of each unit build confidence in the use of the Urdu language.

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