



Syllabus

Cambridge O Level

Second Language Urdu 3248

Use this syllabus for exams in 2024, 2025 and 2026.
Exams are available in the June and November series.



Version 1

Please check the syllabus page at www.cambridgeinternational.org/3248
to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE
refers to Cambridge International General Certification of Secondary Education.

Why choose Cambridge International?

Cambridge International 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 Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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 learners to progress from one stage to the next, and are well supported by teaching and learning resources.

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, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

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Important: Changes to this syllabus

For information about changes to this syllabus for 2024, 2025 and 2026, go to page 19.



1 Why choose this syllabus?

Key benefits

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge O Level Second Language Urdu encourages learners to develop their use of the language for the purpose of practical communication. The syllabus provides opportunities for learners to consolidate their language skills and extend their language range and expression through working with a variety of materials and contemporary resources. The syllabus is designed to equip learners with the essential skills and language required for further study or employment using Urdu.

Our approach in Cambridge O Level Second Language Urdu encourages learners to be:

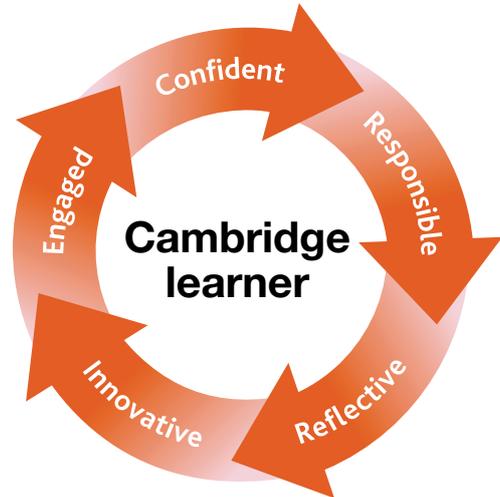
confident, understanding and communicating effectively in a range of situations

responsible, through developing language skills to express ideas

reflective, developing an awareness of how to use language effectively for communication

innovative, experimenting with language and applying their skills in different situations

engaged, taking an active interest in the ways language is used.



School feedback: ‘Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.’

Feedback from: Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge O Level Second Language Urdu gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Urdu.

Cambridge O Levels are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

Learn more at www.cambridgeinternational.org/recognition

Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge O Level. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

Support for Cambridge O Level			
<p>Planning and preparation</p> <ul style="list-style-type: none"> • Next steps guides. • Schemes of work. • Specimen papers. • Syllabuses. • Teacher guides. 	<p>Teaching and assessment</p> <ul style="list-style-type: none"> • Endorsed resources. • Online forums. • Support for coursework and speaking tests. 	<p>Learning and revision</p> <ul style="list-style-type: none"> • Example candidate responses. • Past papers and mark schemes. • Specimen paper answers. 	<p>Results</p> <ul style="list-style-type: none"> • Candidate Results Service. • Principal examiner reports for teachers. • Results Analysis.

Sign up for email notifications about changes to syllabuses, including new and revised products and services at www.cambridgeinternational.org/syllabusupdates

Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to:

- develop the ability to use Urdu effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Urdu as the medium
- develop an awareness of the nature of language and language-learning skills
- encourage learners to expand their vocabulary in Urdu
- promote learners' personal development.



Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

Cambridge O Level Second Language Urdu offers learners the opportunity to develop practical communication skills in reading and writing. In written Urdu, learners will be able to follow factual information as well as abstract ideas, select relevant details and understand what is directly stated or implied. Learners are encouraged to support their reading and writing skills with listening and speaking but these skills are not formally assessed.

Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Urdu in a range of contexts.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to E.

All candidates take:

Paper 1 1 hour 45 minutes
Reading and Writing 50%
50 marks

- Written exam consisting of five exercises that test a range of reading and writing skills.
- The task types are short-answer questions, multiple matching, note-making, summary writing and writing exercise.

Externally assessed

and:

Paper 2 1 hour 30 minutes
Grammar, Writing and Translation 50%
50 marks

- Written exam consisting of four exercises that test a range of grammar, writing and translation skills.
- The task types are short-answer questions, multiple-choice questions, extended writing and translation.

Externally assessed

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

AO2 Writing

- W1 communicate information/ideas/opinions/key points clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 manipulate the target language accurately to use appropriate examples of grammatical structures and vocabulary in context
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in O Level %
AO1 Reading	35
AO2 Writing	65
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	60	10
AO2 Writing	40	90
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting texts, topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

The texts used as sources for each exercise are from areas of contemporary interest and relevance for second language learners. These might include, for example, conservation/environment, culture/history, science/technology, music/arts and human achievement. This list is not exhaustive; source texts may be from any other area of contemporary interest.

Skills

The skills covered in the syllabus are outlined below.

1 Reading

- understand public notices and signs (including timetables and advertisements)
- identify and select correct details from simple texts
- 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 web pages
- identify some ideas, opinions and attitudes in a range of texts
- understand what is implied but not directly stated within a text, such as gist, opinion, writer's purpose and intention
- identify the important points or themes within an extended piece of writing
- draw conclusions from an extended text and recognise connections between related ideas within a text

2 Writing

- communicate factual information, ideas and arguments in short and extended writing and translation tasks in appropriate and accurate Urdu
- 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
- use and manipulate a range of grammatical structures, punctuation and vocabulary
- express opinions and use appropriate register/style
- select and organise information and ideas into coherent paragraphs and use a range of linking devices

4 Details of the assessment

Paper 1 Reading and Writing

All questions and responses will be in Urdu.

Written paper, 1 hour 45 minutes, 50 marks

Candidates should attempt **all** questions.

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

Dictionaries may **not** be used in the examination.

The question paper has five exercises:

Exercise 1 – Short-answer questions: candidates read a short text printed in the question paper and answer a series of questions that test their skimming and gist-reading skills and require short answers of a single word or phrase. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions, newspaper/magazine article.

Assessment objectives: R1, R2, R3, R4

Total marks: 8

Exercise 2 – Multiple matching: candidates read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs.

Assessment objectives: R1, R2, R3

Total marks: 9

Exercise 3 – Note-making: candidates read a longer text printed in the question paper and make brief notes under a number of supplied headings.

Assessment objectives: R1, R2, R3, R4

Total marks: 9

Exercise 4 – Summary: candidates write a paragraph-length summary (of no more than 100 words) about an aspect or aspects of the text in Exercise 3. Candidates should use their own words as far as possible.

Assessment objectives: R2, R3, W1, W2, W3, W4, W5

Total marks: 10

Exercise 5 – Writing exercise: candidates write a short piece of functional prose such as an email, of approximately 150 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.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 14

Paper 2 Grammar, Writing and Translation

For Exercise 1, 2 and 3, all questions and responses will be in Urdu. For Exercise 4, the question will be in English and the response in Urdu.

Written paper, 1 hour 30 minutes, 50 marks

Candidates should attempt **all** questions.

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

Dictionaries may **not** be used in the examination.

The question paper has four exercises:

Exercise 1 – Sentence transformation: candidates read five short sentences and transform the sentences using given prompts, without changing their original meaning.

Assessment objectives: R2, W3, W4, W5

Total marks: 5

Exercise 2 – Multiple-choice cloze passage: candidates read a short text with gaps to be filled from multiple-choice options. This exercise tests the application of grammatical usage in context, such as conjugation of verbs, subject/verb agreement, comparatives, superlatives, parts of speech, nouns, prepositions, post positions, articles and vocabulary appropriate to the context.

Assessment objectives: R2, W3, W4, W5

Total marks: 10

Exercise 3 – Extended writing exercise: candidates write a 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.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 20

Exercise 4 – Translation: candidates translate a short passage of approximately 150 words from English into Urdu.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 15

Command words

Command words and their meanings help candidates know what is expected from them in the exam. The table below includes command words which may be used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word Urdu – formal	Command word Urdu – informal	What it means
تجزیہ کیجیے	تجزیہ کریں	examine in detail to show meaning, identify elements and the relationship between them
تبصرہ کیجیے	تبصرہ کریں	give an informed opinion
موازنہ کیجیے	موازنہ کریں	identify/comment on similarities and/or differences
غور کیجیے	غور کریں	review and respond to given information
بیان کیجیے	بیان کریں	state the points of a topic / give characteristics and main features
مزید اضافہ کیجیے	مزید اضافہ کریں	take forward to a more advanced stage or build upon given information
بحث کیجیے	بحث کریں	write about issue(s) or topic(s) in depth in a structured way
جانچ کیجیے	جانچ کریں	investigate closely, in detail
وضاحت کیجیے	وضاحت کریں	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
دیجیے	دیں	produce an answer from a given source or recall/memory
نشانہ ہی کیجیے	نشانہ ہی کریں	name/select/recognise
دلیل سے ثابت کیجیے	دلیل سے ثابت کریں	support a case with evidence/argument
بتائیے	بتائیں	express in clear terms
تجویز کیجیے	تجویز کریں	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
خلاصہ لکھیے	خلاصہ لکھیں	select and present the main points, without detail

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have had prior contact with Urdu at school and/or in their community.

Guided learning hours

We design Cambridge O Level syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/3248

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

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

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

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

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.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/entries

Language

This syllabus is available in English only. The related assessment materials are in Urdu.

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

Some access arrangements are not allowed in this qualification because they affect the assessment objective:

- candidates are not allowed to use voice-activated software to dictate their written work
- human readers are not allowed.

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION (GCE O LEVEL).

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge O Level Second Language Urdu will be published after the first assessment of the syllabus in 2024. Find more information at www.cambridgeinternational.org/olevel

Changes to this syllabus for 2024, 2025 and 2026

The syllabus has been reviewed and revised for first examination in 2024.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content	<ul style="list-style-type: none"> • We now include a description of how this syllabus can help develop your students as Cambridge learners. • The syllabus aims have been refreshed. • The content has been reorganised so that there is now a content overview and subject content detail. • Reading: it is now made explicit that candidates are expected to be able to identify opinions and attitudes and understand what is implied but not directly stated within a text. • Writing: it is now made explicit that candidates are expected to be able to express opinions and use appropriate register/style. • Source texts and topics: information has been added. • A glossary of command words has been added.
Changes to assessment (including changes to specimen papers)	<ul style="list-style-type: none"> • The assessment objectives (AOs) have been updated. There are no substantive changes to the skills being assessed. • Weightings for the AOs in the qualification and in each component have been added. • While many of the task types are similar, these are rearranged differently across the two papers. • Each paper is no longer divided into parts 1–3; instead, the exercises are presented sequentially. • Paper 1 title is changed to ‘Reading and Writing’. • Paper 1 duration is 1 hour 45 minutes. • Paper 1 has 50 marks and five exercises: <ul style="list-style-type: none"> – Exercise 1 is a familiar task type but consists of short-answer questions and has 8 marks. – Exercise 2, multiple matching, is a new task type and has 9 marks. – Exercise 3, note-making, is a new task type and has 9 marks. – Exercise 4, summary writing, still has 10 marks but will now be based on the text used for Exercise 3. – Exercise 5 is a familiar task type, a writing exercise, and has 14 marks. • Paper 2 title is changed to ‘Grammar, Writing and Translation’. • Paper 2 duration is 1 hour 30 minutes.

continued

**Changes to assessment
(including changes
to specimen papers)
continued**

- Paper 2 has 50 marks and four exercises:
 - Exercise 1, sentence transformation, is a familiar task type and has 5 marks.
 - Exercise 2, multiple-choice cloze passage, is a familiar task type but candidates answer using multiple-choice responses. It has 10 marks.
 - Exercise 3 is a familiar task type, an extended writing exercise, and has 20 marks.
 - Exercise 4 is a familiar task type, a translation, and has 15 marks.
 - The specimen assessment materials have been updated to show the changes to the assessment.
-

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes explain how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2024 are suitable for use with this syllabus.



We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or you think we're not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org

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