



## Syllabus

### Cambridge O Level

### First Language Urdu 3247

Use this syllabus for exams in 2025 and 2026.

Exams are available in the June series.



Version 2

Please check the syllabus page at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel) 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 Certificate of Secondary Education.

### **Changes to the syllabus for 2025 and 2026**

The syllabus has been updated. The latest syllabus is version 2, published November 2022.

Clarification of set texts has been added to page 14, Part 3 Prose, *Khatoot o Ghalib* by Mirza Ghalib

### **Changes to version 1 of the syllabus, published September 2022**

The list of set texts for Paper 2 has been updated.

| Significant changes to the syllabus are indicated by black vertical lines either side of the text. |

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

**Any textbooks endorsed to support the syllabus for examination from 2015 are still suitable for use with this syllabus.**

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# 1. Introduction

## 1.1 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 Cambridge University Press & Assessment, which is a department 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 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 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

### 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

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world.

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 600 000 entries a year in over 50 countries. Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)



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.

## 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/eoguide](http://www.cambridgeinternational.org/eoguide)

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

## 1.2 Why choose Cambridge O Level?

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 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, 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 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 clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed
- the opportunity to read, interpret, evaluate and respond to a range of literature in Urdu.

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.cambridgeinternational.org](http://www.cambridgeinternational.org) 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 to progress either directly to employment, or to proceed to further qualifications.

## 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/join](http://www.cambridgeinternational.org/join)

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 School Support coordinator at your school.

### 2.2 Endorsed resources

We work with a range of publishers to provide a choice of high-quality resources to help teachers plan and deliver Cambridge programmes and qualifications. All Cambridge endorsed resources have been through a detailed quality assurance process to make sure they closely reflect the syllabus and provide a high level of support for teachers and learners.

You can find resources to support this syllabus by clicking the Published resources link on the syllabus page [www.cambridgeinternational.org/3247](http://www.cambridgeinternational.org/3247)

### 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

Candidates take two papers and all questions are to be answered in Urdu. Candidates will be eligible for grades A\* to E.

Components	Weighting
<p><b>Paper 1 Reading and Writing</b> <b>1 hour 30 minutes</b></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> <b>2 hours</b></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.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

This syllabus is **not** available in all administrative zones. To find out about availability check 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 Second Language Urdu (3248)
- 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.

## 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.

<b>Assessment objective</b>	<b>Paper 1 Reading and Writing (marks)</b>	<b>Paper 2 Texts (marks)</b>	<b>Weighting for qualification</b>
AO1 Reading	25	0	25%
AO2 Writing	25	0	25%
AO3 Literature (texts)	0	50	50%

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## 5. Description of components

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### 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 ten ghazals are to be studied:

Khwaja Haider Ali Ahtish	'Hawae dur mah e Khush Gawar raah main he' 'Sun to sahi jahan men hai tera fasana kya'
Parveen Shakir	'Ko ba Ko phail gae baat shanasae kee' 'Tarash ker miray bazoo Uran choor gaya'
Momin Khan Momin	'Aser uss koo zara nahin hota' 'Thani thee dil mai abb nah milain gay kisee say Ham'
Allama Iqbal	'Kabee ah haqeeqat muntazir nazar Ah ja lebaas' 'Khiraad mand oon say kiya phochoon ky maree abtada kiya he'
Ahmed Faraz	'Tum bhee Khafa hoo loog bhee berham hain dostoo' 'Silsilay tor gaya who sabhi jaate jaate'

### Nazmein

The following three nazms are to be studied:

Altaf Hussain Hali	Musadas Hali, 17 selected stanzas: 1. Kisee nay buqraat say ja kay poocha ... 2. Sabab yaa alamat ger un koo samjain ... 3. Yahee haal duniya mai uss qoom kaa he ... 4. Gata ser pay udbaar krr chaa rahee he... 5. Per uss qoom ghafil kee ghafat wahee he ... 6. Kaheen tha mawashee caranay pay jagrah ... 7. Joo hotee thee payda kisee ghar main dukhtar ... 8. Jo un kee din raat kee dil lagee thee ... 9. Yakayaq huwee gharat Haq koo herkat ... 10. Huway mahw alam say Asaar zulmat ... 11. Woo nabiyoon mai rahmat laqab panay wala ... 12. Khata kar say der guzar kernay wala ... 13. Misay Kham koo jis nay kundan banaya ... 14. Pharee kaan mai daat thee ik nikami ... 15. Woo fakhr e arab zeb mahraab o mimber ...
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16. Kaha sab nay Qul Aaj tak koe tara ....

17. Kaha taree her baat kaa yaan yaqeen he ...

Syed Zameer Jafree

'Admee'

Mirza Mahmood Sarhadi

'Qitaat' (1 Tamam zer kay ..., 2 Kabee tou in ..., 3 Jis kaa bas ...,  
4 Qaim kuch aisay ..., 5 Nokree kay liyee ..., 6 Bay khaber abb ... .)

### Part 3 Prose

The following eight articles are to be studied:

Muhammad Hussain Azad

*Rishta Nata*

Mirza Farhatullah Baig

*Imtahaan*

Ghulam Abbas

*Overcoat*

Ahmad Nadeem Qasmi

*Shafarish*

Sir Syed Ahmed Khan

*Umeed kee Khushi*

Mushtaq Ahmed Yousafi

*Ur ahna ghar mai murgiyoon kaa*

Syed Imtiaz Ali Taj

*Ahraam o Sakoon*

Mirza Ghalib

*Khatoot e Ghalib*

1. *Ba Naam Her Gopal Tifta: 'Allah Allah! Ham tou ... Maray kahnay ur likhnay kee kiya Hajat?'* (Charshamba 3 November 1858)

2. *Ba Naam Mir Mahdi Majroo: 'Bhai! Kiya poochtay hoo? kiya likhooon?'* ... *Yousaf e Hind Mir Afzal Ali koo Dua'* (2 December 1859)

## 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 unfocused 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>
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**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>

## 7. Other information

### Accessibility and equality

#### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity 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](http://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](http://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 syllabus because they affect the assessment objectives:
  - candidates are not allowed to use voice-activated software to dictate their written work
  - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
  - candidates are not allowed to use human readers.

Please note that we are unable to provide Braille papers for this syllabus; we can only provide Braille papers for languages which use the Roman alphabet.

## Additional information

### Language

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

### 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.

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

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

### How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- 1 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.
- 2 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.  
The outcomes help students choose the most suitable course or career.

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