



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge O Level First Language Urdu 3247

Use this syllabus for exams in 2028 and 2029.

Exams are available in the June series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at [www.cambridgeinternational.org/3247](http://www.cambridgeinternational.org/3247) to see if this syllabus is available in your administrative zone.



### Version I

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

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## Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

### Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

### Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

### Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

### Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

### Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

### Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

### Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

### School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

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

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2028 and 2029, go to page 24.**

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

# 1 Why choose this syllabus?

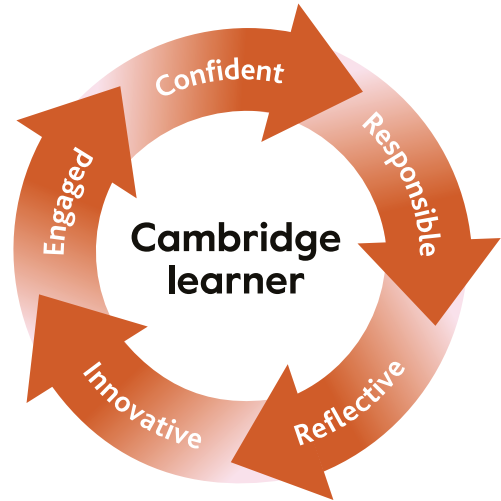
## Key benefits

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 promote 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 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.



**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

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level First 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.

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](https://www.cambridgeinternational.org/recognition)

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at [www.cambridge.org/education](http://www.cambridge.org/education) and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit [www.cambridgeinternational.org/support-and-training-for-schools](http://www.cambridgeinternational.org/support-and-training-for-schools)

### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.  
Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)



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## 2 Syllabus overview

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### Aims

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

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.

Students following a course based on this syllabus will:

- 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).



We are 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.

## Assessment overview

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

### All candidates take:

**Paper 1** 1 hour 30 minutes  
 Reading and Writing 50%  
 50 marks  
 This paper has two parts. Candidates answer all questions in Part 1 Reading and one question in Part 2 Writing.  
 Externally assessed

### and:

**Paper 2** 2 hours  
 Texts 50%  
 50 marks  
 This paper has three parts: Part 1 Unseen Passage, Part 2 Poetry and Part 3 Prose. Candidates answer one question from each part.  
 Externally assessed

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



## Assessment objectives

The assessment objectives (AOs) are:

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

### AO1 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.

### AO2 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.

### AO3 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.

## 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	25
AO2 Writing	25
AO3 Literature (texts)	50
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	50	0
AO2 Writing	50	0
AO3 Literature (texts)	0	100
Total	100	100

### 3 Description of components

#### 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

## 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).

## 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

### Ghazleln

شاعر: میر تقی میر

1- تھامستعار حُسن سے اُس کے، جو نور تھا

2- بے رنگ بے ثباتی یہ گلستاں بنایا

شاعر: خواجہ حیدر علی آتش

1- ہوائے دور مئے خوش گوار راہ میں ہے

2- سُن تو سہی جہاں میں ہے تیرا فسانہ کیا

شاعر: مومن خان مومن

1- اثر اس کو، ذرا نہیں ہوتا

2- ٹھانی تھی دل میں، اب نہ ملیں گے کسی سے ہم

شاعرہ: ادا جعفری

مجموعہ کلام: غزالاں تم تو واقف ہو

1- کس کس نے ساتھ چھوڑ دیا ڈھوپ چھاؤں میں

صفحہ 86-87

2- گلوں کو چھو کے شمیم دعا نہیں آئی

صفحہ 132-133

شاعر: احمد فراز

1- تم بھی خفا ہو لوگ بھی برہم ہیں دوستو

2- سلسلے توڑ گیا وہ سبھی جاتے جاتے

**Nazmein**

The following three nazms are to be studied:

شاعر: الطاف حسین حالی

نظم کا عنوان: مسدسِ حالی (اقتباس)

مسدسِ حالی 17 منتخب کردہ بند

1۔ کسی نے یہ بقراط سے جا کے پوچھا۔۔۔

2۔ سبب یا علامت گران کو بھائیں۔۔۔

3۔ یہی حال دنیا میں اس قوم کا ہے۔۔۔

4۔ گھٹا سر پہ ادبار کی چھارہ ہی ہے۔۔۔

5۔ پر اس قوم غافل کی غفلت وہی ہے۔۔۔

6۔ کہیں تھا مولیٰ پشی چرانے پہ جھگڑا۔۔۔

7۔ جو ہوتی تھی پیدا کسی گھر میں دختر۔۔۔

8۔ جو اُن کی دن رات کی دل لگی تھی۔۔۔

9۔ یکایک ہوئی غیرت حق کو حرکت۔۔۔

10۔ ہوئے محو عالم سے آثارِ ظلمت۔۔۔

11۔ وہ نبیوں میں رحمت لقب پانے والا۔۔۔

12۔ خطا کار سے درگزر کرنے والا۔۔۔

13۔ مسِ خام کو جس نے کندن بنایا۔۔۔

14۔ پڑی کان میں دھات تھی اک نکمی۔۔۔

15۔ وہ فخر عرب زیبِ محراب و منبر۔۔۔

16۔ کہا سب نے قول آج تک کوئی تیرا۔۔۔

17۔ کہا تیری ہر بات کا یاں یقین ہے۔۔۔

نظم کا عنوان: روحِ ارضی آدم کا استقبال کرتی ہے۔

نظم کا عنوان: آدمی

شاعر: علامہ اقبال

شاعر: سید ضمیر جعفری

## Part 3 Prose

عنوان: خطوطِ غالب

مصنف: مرزا غالب

۱۔ بنام ہر گوپال تفتہ : ”اللہ اللہ ہم تو-----میرے کہنے اور لکھنے

کی کیا حاجت؟”

(چار شنبه 3 نومبر 1858ء)

2۔ بنام میر مہدی مجروح: “بھائی کیا پوچھتے ہو؟ کیا کہوں؟  
----- یوسف ہند میر افضل علی کو دعا”

( 2، ستمبر 1859ء )

عنوان: اُمید کی خوشی

عنوان: رشته نانا

عنوان: نام دیومالی

عنوان: کندن

نوان: آرام و سکون

عنوان: اوور کوٹ

عنوان: اور آنا گھر میں مرے غیوں کا

مصنف: سر سید احمد خان

مصنف: محمد حسین آزاد

مصنف: مولوی عبدالحق

مصنف: رشید احمد صدیقی

مصنف: سید امتیاز علی تاج

مصنف: غلام عباس

مصنف: مستاق احمد یوسفی

## 4 Mark schemes

### 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>



**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>

## 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	<i>Sustains a perceptive, convincing and relevant personal response.</i> <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	<i>Makes a well-developed, detailed and relevant personal response.</i> <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	<i>Makes a reasonably developed relevant personal response.</i> <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	<i>Begins to develop a relevant personal response.</i> <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	<i>Attempts to communicate a basic personal response to the task.</i> <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	<i>Some evidence of simple personal response.</i> <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	<i>No rewardable response.</i>

## 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	<i>Makes a well-developed and detailed response.</i> <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	<i>Makes a reasonably developed relevant response.</i> <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	<i>Makes a relevant response.</i> <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	<i>Attempts to communicate a basic response to the task.</i> <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	<i>Limited attempt to respond.</i> <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	<i>No rewardable response.</i>

**Faculty feedback:** 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

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

### Before you start

#### Previous study

We recommend that learners starting this course should have a level in Urdu equivalent to first language competence.

#### Guided learning hours

We design Cambridge O Level syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone). This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/3247](http://www.cambridgeinternational.org/3247)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June exam series.

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 Second Language Urdu (3248)
- 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. 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 access to 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 an 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 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](http://www.cambridgeinternational.org/eoguide)**

### Retakes

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

### Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

## Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook*

**[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

### Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

Please note that we cannot provide braille papers for this syllabus. We can only provide braille papers for languages which use the Roman alphabet.

## 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, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

## 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.
- 2 to show likely future success  
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.  
The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2028 and 2029

The syllabus has been updated. This is version 1, published September 2025.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

### Changes to syllabus content

- 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.

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

You should take account of the changes described above when using these textbooks.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge O Level.

### Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](https://www.cambridgeinternational.org/about-us/our-standards/)





We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are 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.

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