



**CAMBRIDGE**  
International Education

# Syllabus

**Cambridge IGCSE™**

**Urdu as a Second Language 0539**

Use this syllabus for exams in 2028 and 2029.  
Exams are available in the June series.



## 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**

The latest syllabus is version 1, published September 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.

# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

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 IGCSE Urdu as a Second Language

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 IGCSE Urdu as a Second Language encourages learners to be:

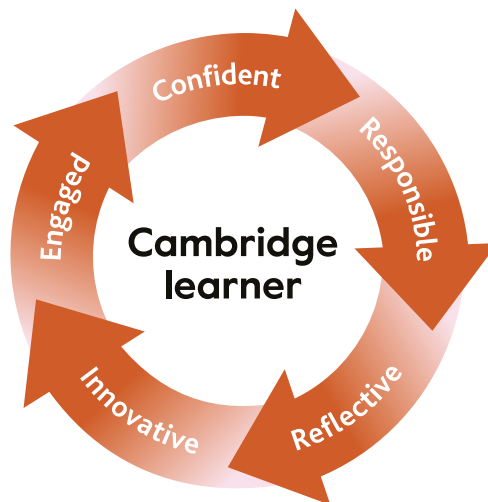
**confident**, understanding and communicating effectively in a range of situations

**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:** ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

## 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 IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE Urdu as a Second Language 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 IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**School feedback:** 'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

**Feedback from:** Managing Director of British School of Egypt BSE

## 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.

Students following a course based on this syllabus will:

- 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
- expand their vocabulary in Urdu
- enhance their personal development.

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.



## Content overview

Cambridge IGCSE Urdu as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken 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 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 spoken and 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 G.

### All candidates take:

**Paper 1** 2 hours  
Reading and Writing 67%  
60 marks  
Written examination consisting of six exercises that test a range of reading and writing skills. The task types are: short answer questions, multiple matching, note-making, summary writing, functional writing and extended writing.  
Externally assessed

### and:

**Paper 2** Approximately 35–45 minutes  
Listening 33%  
30 marks  
Written examination consisting of four exercises that test listening skills.  
Candidates listen to recordings of short and longer spoken texts. The task types are: short answer questions, gap-fill sentences, multiple matching and multiple-choice questions.  
Externally assessed

### and candidates can choose to take:

**Component 5** Approximately 10–12 minutes  
Speaking Separately endorsed  
60 marks  
The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.  
Internally assessed and externally moderated

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

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Component 5.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Component 5.

## 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 clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures and vocabulary accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

### AO3 Listening

- L1 identify and select relevant information
- L2 understand ideas, opinions and attitudes
- L3 show understanding of the connections between ideas, opinions and attitudes
- L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

### AO4 Speaking

- S1 communicate ideas/opinions clearly, accurately and effectively
- S2 develop responses and link ideas using a range of appropriate linking devices
- S3 use a range of grammatical structures and vocabulary accurately and effectively
- S4 show control of pronunciation and intonation patterns
- S5 engage in a conversation and contribute effectively to help move the conversation forward

## 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 IGCSE %
AO1 Reading	33
AO2 Writing	33
AO3 Listening	33
AO4 Speaking	Separately endorsed
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 5
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100
Total	100	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 resources and examples, texts and subject contexts 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 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 webpages
- 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 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 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

### 3 Listening

- understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, such as gist, purpose and intention

#### 4 Speaking (optional)

- communicate factual information, ideas and arguments
- use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation
- organise and link ideas with a range of appropriate linking devices
- give a short, clear presentation without a script on a topic of their choice
- demonstrate competence in a range of speech activities, such as respond to questions on topics within a defined range (for example, past and present schooling, future plans and current affairs)
- take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses
- show a sense of audience

**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

## 4 Details of the assessment

### Paper 1 – Reading and Writing

**All questions and responses will be in Urdu.**

Written paper, 2 hours, 60 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 six 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 120 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

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

Total marks: 8

**Exercise 6** – Extended writing exercise: candidates write a longer piece of continuous prose, of approximately 200 words. A stimulus of short prompts will be printed in the question paper. A purpose, format and audience for the writing will be specified.

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

Total marks: 16

## Paper 2 Listening

**All questions and responses will be in Urdu.**

Written paper, approximately 35–45 minutes, 30 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.

Each exercise tests listening comprehension of spoken material (e.g. dialogues, interviews, conversations, news items, public announcements, talks). Candidates hear the spoken material for each exercise twice and appropriate pauses are included on the recording to allow candidates time to read the questions and write their answers.

Centres must check the *Cambridge Handbook* for the year candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio materials for each examination series.  
**[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

The question paper has four exercises:

**Exercise 1** – Short answer questions: candidates hear a series of short spoken texts (e.g. travel announcement, recorded phone message, brief dialogue) and write short answers in response to eight questions.

Assessment objectives: L1, L2

Total marks: 8

**Exercise 2** – Gap-fill sentences: candidates hear a longer spoken text (e.g. conversation, interview, monologue, formal talk) and complete gaps in notes/sentences printed in the question paper.

Assessment objectives: L1, L2

Total marks: 8

**Exercise 3** – Multiple matching: Candidates hear six short extracts and match each speaker to appropriate content.

Assessment objectives: L3, L4

Total marks: 6

**Exercise 4** – Multiple-choice questions: candidates hear a discussion between two speakers and answer multiple-choice comprehension questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 8

## Component 5 Speaking (optional)

Speaking test, approximately 10–12 minutes, 60 marks

The Speaking test is an optional component and is separately endorsed with grades of 1 (high) to 5 (low). There is no question paper for the Speaking test. **The test will be conducted and assessed in Urdu.** The test must be recorded for **all** candidates.

Dictionaries may **not** be taken into the test.

Speaking tests take place before the main examination series (see the timetable for the relevant series). A teacher/examiner at the centre assesses candidates using the Speaking assessment criteria grid (see pages 20–22). After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline.

### Using the samples database

The samples database refers you to key information about administering coursework, speaking tests and examined coursework for each syllabus.

Use the database to find out:

- when and how to submit your marks for moderated coursework and non-coursework tests
- when and how to submit your candidates' work
- which forms to complete and return with your candidates' work.

The samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)** will ask you for:

- your country/territory
- the syllabus code (i.e. 0539 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out on the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**



## External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

## Structure of the Speaking test

There are three parts to the test:

### Part 1

A two- to three-minute presentation by the candidate on a chosen topic.

The topic of the presentation should be chosen by the candidate and must reflect an aspect, or aspects, of life in an Urdu-speaking community or Urdu-speaking culture.

**Note:** A written copy of the presentation is **not** allowed.

Candidates may prepare a single 'cue card' in Urdu to bring into the examination room. This should be no larger than a postcard, and could contain a maximum of five headings to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material (no more than three or four items), which may include maps, diagrams, statistics and pictures but must not provide additional written support for their presentation.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 1 Presentation.

### Part 2

A three- to four-minute discussion with the examiner, using spontaneous questions about the presentation. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 2 Topic conversation.

### Part 3

A three- to four-minute conversation with the teacher/examiner covering two or three general topics (see pages 18–19). The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 3 General conversation.

## Topics for Part 3 of the Speaking test

At least two topics will be covered in the general conversation: one from Areas A–B and one from Areas C–E. The candidate will not know in advance which topics will be covered by the teacher/examiner.

Topics must be chosen that do not overlap with the content of the candidate's presentation.

Area	Topics	Examples of the depth and scope in which areas should be covered in the general conversation
A Everyday activities	<b>Home life and school</b>	
	Home life	A1
	School routine	A2
	Eating and drinking	A3
	Health and fitness	A4
B Personal and social life	<b>Self, family and personal relationships</b>	
	Self, family and personal relationships	B1
	Everyday life	B2
	Eating out	B3
	<b>Holidays</b>	
	Holidays, school holidays and public holidays	B4
C The world around us	<b>Home town and local area</b>	
	Home town and geographical surroundings	C1
	Clothes	C2
	Shopping	C3
	Public services, local customs, etc.	C4
	<b>Natural and man-made environment</b>	
	The environment	C5
	Weather	C6
	Finding the way	C7
	<b>People, places and customs</b>	
	Meeting and greeting phrases	C8
	Travel and transport	C9
	Famous sites and famous cities	C10
	Animals	C11
	Festivals	C12

Area	Topics	Examples of the depth and scope in which areas should be covered in the general conversation	
D The world of work	<b>Continuing education</b>		
	Further education and training	D1	Examples of possible areas of discussion are: the advantages and disadvantages of going to university, going to work or having a gap year straight after school.
	<b>Careers and employment</b>		
	Future career plans	D2	
	Employment	D3	
E The international world	<b>Tourism at home and abroad</b>		
	Holiday travel and transport (see also C9)	E1	An example of a possible area of discussion is: the value of travel for young people.
	Geographical surroundings (see also C1)	E2	
	<b>Life in other countries</b>		
	Weather (see also C6)	E3	
	Places and customs	E4	
	Food and drink (see also A3)	E5	
	Meeting people (see also C8)	E6	

## Speaking assessment criteria grid

### Guidance for examiners

You must award marks positively. In order to ensure that you reward what a candidate can do rather than penalise mistakes or omissions examiners should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best-fit' approach for each of the assessment criteria. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, check the descriptors in the level above to confirm whether or not there is just enough evidence to award a mark in the higher level.

To select the most appropriate mark within each set of descriptors, you should use the following guidance:

- If most of the descriptors fit the work, then award the top mark in the level.
- If there is just enough evidence (and you had perhaps been considering the level below), then the lowest mark in the level will be awarded.

### Part 1: Presentation (Total: 20 marks)

	<b>Content and presentation</b> (communication of facts, ability to express opinion and raise issues for discussion)	<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)
	<b>9–10 marks – Very good</b>	<b>9–10 marks – Very good</b>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Thorough coverage of the topic</li> <li>• Ideas well sequenced and linked</li> <li>• Communicates a range of factual information, ideas and opinions</li> <li>• Engaging presentation that sustains interest fully</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of precise vocabulary generally accurately</li> <li>• Pronunciation and intonation are clear</li> <li>• Uses a variety of complex structures generally accurately</li> <li>• Errors do not impede communication</li> </ul>
	<b>7–8 marks – Good</b>	<b>7–8 marks – Good</b>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Good coverage of the topic</li> <li>• Ideas sequenced and mostly linked</li> <li>• Communicates relevant factual points and some ideas and opinions</li> <li>• Clear presentation that sustains interest</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a good range of vocabulary, which sometimes lacks precision</li> <li>• Pronunciation and intonation are generally clear</li> <li>• Uses some complex structures and a range of simple structures generally accurately</li> <li>• Errors rarely impede communication</li> </ul>
	<b>5–6 marks – Satisfactory</b>	<b>5–6 marks – Satisfactory</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Satisfactory coverage of the topic</li> <li>• Some attempts to sequence and link ideas</li> <li>• Communicates some factual points with simple ideas or opinions</li> <li>• Presentation is slow and stilted, though interest is generally sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a satisfactory range of vocabulary, though hesitates when going beyond simple language</li> <li>• Pronunciation and intonation sometimes lack clarity</li> <li>• Uses simple structures accurately, though errors occur when complex structures are attempted</li> <li>• Errors occasionally impede communication</li> </ul>

	<b>Content and presentation</b> (communication of facts, ability to express opinion and raise issues for discussion)	<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)
	<b>3–4 marks – Weak</b>	<b>3–4 marks – Weak</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Limited coverage of the topic</li> <li>Little evidence of sequencing of ideas</li> <li>Communicates limited factual information but few ideas or opinions</li> <li>Mostly coherent presentation but sometimes hard to follow</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>Pronunciation and intonation often unclear</li> <li>Uses very simple structures, such as single-word responses</li> <li>Errors often occur and some impede communication</li> </ul>
	<b>1–2 marks – Poor</b>	<b>1–2 marks – Poor</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Some ideas expressed but information is often irrelevant to the topic</li> <li>No evidence of linking ideas</li> <li>Communicates very little factual information, no ideas and opinions</li> <li>Incoherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>Uses enough words to convey only very short pieces of information</li> <li>Pronunciation and intonation is very unclear</li> <li>Uses only very simple structures</li> <li>Frequent errors often impede communication</li> </ul>
	<b>0 marks</b>	<b>0 marks</b>
	No rewardable content	No rewardable content

### Part 2: Topic conversation (Total: 20 marks) and Part 3: General conversation (Total: 20 marks)

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

	<b>Comprehension and responsiveness</b>	<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)
	<b>9–10 marks – Very good</b>	<b>9–10 marks – Very good</b>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>Very good comprehension</li> <li>Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation</li> <li>Shows sustained ability to initiate and maintain conversation and to contribute at some length</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of precise vocabulary generally accurately</li> <li>Pronunciation and intonation are clear</li> <li>Uses a variety of complex structures generally accurately</li> <li>Errors do not impede communication</li> </ul>
	<b>7–8 marks – Good</b>	<b>7–8 marks – Good</b>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Few problems of comprehension</li> <li>Responds thoughtfully and copes reasonably well with unexpected questions and with changes in direction of the conversation</li> <li>Responds relevantly and at length to questions which makes frequent prompting unnecessary</li> </ul>	<ul style="list-style-type: none"> <li>Uses a good range of vocabulary which sometimes lacks precision</li> <li>Pronunciation and intonation are generally clear</li> <li>Uses some complex structures and a range of simple structures generally accurately</li> <li>Errors rarely impede communication</li> </ul>

<b>Comprehension and responsiveness</b>		<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)	
<b>5–6 marks – Satisfactory</b>		<b>5–6 marks – Satisfactory</b>	
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Understands discussion of familiar situations and concepts, has difficulty with more complex ideas</li> <li>May rely heavily on seemingly prepared responses and may not cope well with changes in conversation</li> <li>Some delay in response and needs prompting and encouragement to develop topics</li> </ul>	<ul style="list-style-type: none"> <li>Uses a satisfactory range of vocabulary, though hesitates when going beyond simple language</li> <li>Pronunciation and intonation sometimes lack clarity</li> <li>Uses simple structures accurately though errors occur when complex structures are attempted</li> <li>Errors occasionally impede communication</li> </ul>	
	<b>3–4 marks – Weak</b>	<b>3–4 marks – Weak</b>	
	<ul style="list-style-type: none"> <li>Generally has difficulty understanding</li> <li>Responses to questions are limited and brief on the majority of topics</li> <li>Needs prompting and encouragement to go beyond simple responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>Pronunciation and intonation often unclear</li> <li>Uses very simple structures, such as single-word responses</li> <li>Errors often occur and some impede communication</li> </ul>	
<b>1–2 marks – Poor</b>		<b>1–2 marks – Poor</b>	
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Has significant difficulty understanding</li> <li>Responses are so brief and imprecise that little is communicated</li> <li>Limited responsiveness. Very marked hesitation</li> </ul>	<ul style="list-style-type: none"> <li>Uses enough words to convey only very short pieces of information</li> <li>Pronunciation and intonation is very unclear</li> <li>Uses only very simple structures</li> <li>Frequent errors often impede communication</li> </ul>	
	<b>0 marks</b>	<b>0 marks</b>	
No rewardable content		No rewardable content	

## 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 had prior contact with Urdu at school and/or in their community.

#### Guided learning hours

We design Cambridge IGCSE 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)

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. Some components are not available to private candidates. 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 O Level Urdu as a Second Language (3248)
- Cambridge O Level First Language Urdu (3247)
- syllabuses with the same title at the same level.

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

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## 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 and carrying forward marks

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)**

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

Marks achieved in 0539, Component 05 Speaking **cannot** be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

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, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. '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 IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

## How students and teachers can use the grades

Assessment at Cambridge IGCSE 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.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.



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 IGCSE.

### 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/)



**School feedback:** 'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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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