

## **IMPORTANT NOTICE**

### **University of Cambridge International Examinations (CIE) in the UK and USA**

With effect from the June 2003 examination University of Cambridge International Examinations will only accept entries in the UK and USA from students registered on courses at CIE registered Centres.

UK and USA private candidates will not be eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination after June 2003.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

**You can find syllabuses and information about CIE teacher training events on the CIE Website ([www.cie.org.uk](http://www.cie.org.uk)).**

# URDU

## ORDINARY/ADVANCED/ADVANCED SUBSIDIARY LEVEL

### CONTENTS

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	<i>Page</i>
<i>GCE Ordinary Level</i>	
3247 FIRST LANGUAGE URDU	1
3248 SECOND LANGUAGE URDU	5
<i>GCE Advanced/Advanced Subsidiary Level</i>	
8686 URDU LANGUAGE (AS)	7
9686 URDU	7

### NOTES

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Copies of syllabuses, past papers and Examiners' reports are available on CD-ROM and can be ordered using the Publications Catalogue, which is available on CIE Online at <http://www.cie.org.uk/CIE/WebSite/qualificationsandawardshub/orderpublications/orderpublications.jsp>.

# FIRST LANGUAGE URDU

## GCE Ordinary Level

### (Syllabus 3247)

(Available in June only)

Candidates may not offer Syllabus 3247 and 3248 at the same examination.

## INTRODUCTION

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This syllabus is intended for 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. Candidates whose mother-tongue is not Urdu, but who wish to give evidence of their proficiency in it, may also offer this syllabus.

## AIMS

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The aims are to:

1. enable students to communicate accurately, appropriately and effectively in writing;
2. enable students to understand and respond appropriately to what they read;
3. encourage students to enjoy and appreciate the variety of language;
4. complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
5. promote the students' personal development and an understanding of themselves and others.

## ASSESSMENT OBJECTIVES

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### A Reading and Writing

Students should be able to:

1. understand and convey information;
2. understand, order and present facts, ideas and opinions;
3. evaluate information and select what is relevant to specific purposes;
4. articulate experience and express what is felt and what is imagined;
5. recognise implicit meaning and attitudes;
6. communicate effectively and appropriately.

### B Usage

Students should be able to:

1. exercise control of appropriate grammatical structures;
2. demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation;
3. understand and employ a range of appropriate vocabulary;
4. show a sense of audience and an awareness of register and style in both formal and informal situations.

**C. Literature (Texts)**

Students should be able to:

1. acquire first-hand knowledge of the content of literary texts;
2. understand the literal meanings of texts and the contexts of those meanings;
3. understand literary texts beyond their literal meanings in terms of the issues and attitudes they raise;
4. recognise and appreciate ways in which writers use language to create their effects of narration, description, characterisation and literary structure;
5. explain and discuss evaluations of the texts;
6. communicate a sensitive and informed response to what is read.

## SCHEME OF ASSESSMENT SUMMARY

Paper 1		Paper 2	
duration	weighting	duration	weighting
1h 30 minutes	50%	1h 30 minutes	50%

Two papers containing the following tests will be set. A candidate must take both papers. All questions are to be answered in Urdu.

### Paper 1: Reading and Writing (1 hour 30 minutes) (50 marks)

There will be two passages linked by a common theme followed by two questions (25 marks each). The first question will test candidates' ability to select, compare and summarise specific information from both passages. The second question will invite a response to the passages in a variety of forms, for example a selective summary, a letter, a report, a speech, a script of a conversation or broadcast, a contribution of a story, an expressive development of an idea in the passage, etc.

### Paper 2: Texts (1 hour 30 minutes) (50 marks)

Candidates must answer two questions, one on each of the two set texts. The paper will contain one passage-based and one essay question on each prescribed text. They must answer one passage-based question and one essay question. In the passage-based questions candidates will be asked to read a printed extract before answering the questions. All questions carry equal marks.

### Prescribed Texts

#### 1. Poetry

The following complete ghazals are to be studied:

- |        |  |
|--------|--|
| Mir    | (i) Ulti Hogaeen Sab Tadbiren<br>(ii) Faqirana Aaye Sada Kar Chale                               |
| Zafar  | (i) Lagta Nahin Hai Dil Mera<br>(ii) Ya Mujhe Afsar-e-Shahana Banaya Hota                        |
| Ghalib | (i) Dile Nadan Tujhe Hua Kya Hai<br>(ii) Aah Ko Chahiye Ik Umr Asar Hone Tak                     |
| Jigar  | (i) Ishq La Mahdood Jab Tak Rehnuma Hota Nahin<br>(ii) Mohabbat Kar Farmai Do Alam Hoti Jati Hai |
| Hali   | (i) Katiye Din Zindagi Ke Un Yaganon Kitrah<br>(ii) Yaron Ko Tujh Se Hali Ab Sargaranian Hain    |
| Faiz   | (i) Tum Aaye Ho Na Shabe Intizar Guzri Hai<br>(ii) Sab Qatl Ho Ke Tere Muqabil Se Aaaye Hain     |

The following complete nazms are to be studied:

- (i) *Is Haath De Us Haath Le*, Nazir Akbar Abadi
- (ii) *Mehnat Ki Barkaat*, Hali
- (iii) *Shikwa Jawabe Shikwa*, Iqbal
- (iv) *Nazm-e-Qaumi*, Akbar Ilahabadi
- (v) *Funkar*, Sahir
- (vi) *Shaam*, Hafeez Jalandhri

## 2. Prose/Short Stories

Pakistani Kahaniyan: Pakistani afsane ke pacas sal (An anthology of Pakistani short stories of fifty years), compiled and edited by Intzar Hussain and Asif Farrukhi

(Please note: Candidates are NOT required to prepare the following stories for the examination: Khol Do, Bhaag Bhari, Pacham Se Chali Purwa, Antar Howat Udaasi, Samay ka Bandhan, Cinderella, Rah o Rasm Sawab)

# **SECOND LANGUAGE URDU**

## **GCE Ordinary Level**

### **(Syllabus 3248)**

(Available in June and November)

Candidates may not offer Syllabus 3247 and 3248 at the same examination.

## **INTRODUCTION**

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This syllabus is intended for candidates whose mother-tongue is not Urdu.

It is presumed that most candidates for Urdu as a Second Language will be studying the language in order to promote their educational or employment prospects.

Candidates will be expected to communicate appropriately within formal and semi-formal relationships. The topics selected are intended to relate to the interests and needs of the candidates in using Urdu as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

## **AIMS**

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The aims are to enable students to:

1. develop the ability to use Urdu effectively for the purpose of practical communication in a variety of second language situations and in foreign language situations where applicable;
2. form a sound base for the skills required for further study or employment using Urdu as the medium;
3. develop an awareness of the nature of language and language-learning skills along with skills of a more general application, (e.g. interfacing, analysing, synthesising material).

## **ASSESSMENT OBJECTIVES**

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### **A Reading/Writing**

Students should be able to:

1. understand and convey information;
2. understand, order and present facts, ideas and opinions;
3. evaluate information and select what is relevant to specific purposes;
4. articulate experience and express what is felt and what is imagined;
5. communicate effectively and appropriately.

**B Usage**

Students should be able to:

6. exercise control of appropriate grammatical structures;
7. demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation;
8. understand and employ a range of apt vocabulary;
9. show an awareness of register in both formal and informal situations.

## SCHEME OF ASSESSMENT SUMMARY

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Paper 1		Paper 2	
duration	weighting	duration	weighting
2h	50%	1h 45 mins	50%

Two papers containing the following tests will be set. A candidate must take both papers. All questions are to be answered in Urdu.

## DESCRIPTION OF COMPONENTS

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### Paper 1: Composition and Translation (2 hours) (55 marks)

#### Part 1: Directed Writing (15 marks)

- Stimulus material, either visual or verbal will be provided and candidates will be required to demonstrate the ability to describe, persuade, comment or narrate in **one** essay of about 150 words which is to be written in the language.

#### Part 2: Letter, Report, Dialogue or Speech (20 marks)

- From a choice of two topics, candidates are to write one letter, report, dialogue or speech of about 200 words in the language.

#### Part 3: Translation (20 marks)

- Translation of a short passage of about 200 words from English into Urdu.

### Paper 2: Language Usage, Summary and Comprehension (1 hour 45 mins) (55 marks)

#### Part 1: Language Usage (15 marks)

- Questions set will include Vocabulary, Sentence Transformation and a Cloze Passage.

#### Part 2: Summary (10 marks)

- Candidates are required to read a passage and write a directed summary. The summary should include all of the main points which are provided for the candidate in the form of prompts. The summary should cover the points in a concise and condensed form and be no more than 100 words in length.

#### Part 3: Comprehension (open-ended questions) (30 marks)

- Two comprehension passages of about 300 words each will be set. Questions set on each passage will be direct, indirect and inferential in nature. Candidates will have to answer questions on both passages.

# URDU

## GCE Advanced Subsidiary and Advanced Level (Pakistan only)

### SYLLABUS CODES

	Advanced Level	Advanced Subsidiary Language
Urdu	9686	8686

### CONTENTS

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	<i>Page</i>
Introduction	8
Aims	8
Assessment Objectives	9
Topic Areas	9
Assessment Availability of Components	10
Rules of Combination	10
Scheme of Assessment Summary	10
Description of Components Reading and Writing	11
Essay	11
Texts	11
Further Guidance on the use of the Topic List	13
Mark Schemes Reading and Writing	14
Essay	15
Texts	16

## INTRODUCTION

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The Urdu syllabuses have been designed to provide Centres and candidates with flexibility of assessment within a common curriculum approach.

Centres and candidates may choose to take an assessment at either Advanced Level or Advanced Subsidiary level. Candidates who wish to take an Advanced Level qualification are required to take all units of assessment in the **same** examination session. It is not possible for such candidates to pursue a **staged** assessment of the qualification. Centres may offer an Advanced Subsidiary qualification either as a stand-alone assessment or as a means of testing the skills and competence of their candidates at an appropriate level in a session prior to their Advanced Level entry.

**Note:** Centres and candidates should note that the use of dictionaries is not permitted in any assessment.

## AIMS

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The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of following a course in a language at Advanced or Advanced Subsidiary Level.

- To develop the ability to understand the language from a variety of registers.
- To enable the student to communicate confidently and clearly in the language.
- To form a sound base of skills, language and attitudes required for further study, work and leisure.
- To develop insights into the culture and civilisation of the countries where the language is spoken, including the study of literary texts where appropriate (this does not apply to AS language).
- To encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations.
- To further intellectual and personal development by promoting learning and social skills.

## ASSESSMENT OBJECTIVES

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The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them to:

- understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing;
- manipulate the target language accurately in spoken and written forms to demonstrate a capacity to choose appropriate examples of lexis and structures;
- select information and present it in the target language, to organise arguments and ideas logically.

## TOPIC AREAS

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*All textual material used in the examination will be drawn from the topic areas below, with reference to the country/ies where the language is spoken. Further guidance on the Topic Areas is given later on in the syllabus.*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Human relationships</li> <li>• Family</li> <li>• Generation gap</li> <li>• Young people</li> <li>• Patterns of daily life</li> <li>• Urban and rural life</li> <li>• The media</li> <li>• Food and drink</li> <li>• Law and order</li> <li>• Religion and belief</li> <li>• Health and fitness</li> <li>• Work and leisure</li> <li>• Equality of opportunity</li> <li>• Employment and unemployment</li> </ul> | <ul style="list-style-type: none"> <li>• Sport</li> <li>• Free time activities</li> <li>• Travel and tourism</li> <li>• Education</li> <li>• Cultural life/heritage</li> <li>• War and peace</li> <li>• The developing world</li> <li>• Scientific and medical advances</li> <li>• Technological innovation</li> <li>• Environment</li> <li>• Conservation</li> <li>• Pollution</li> <li>• Contemporary aspects of the country/ies where the language is spoken</li> </ul> |
|--|--|

# ASSESSMENT

## AVAILABILITY OF COMPONENTS

	Component 2 Reading and Writing	Component 3 Essay	Component 4 Texts
Urdu	June & November	June & November	June & November

## RULES OF COMBINATION

Components may be combined in the following ways to achieve the following awards:

- Advanced Level** • Candidates for **Advanced Level** will take components 2, 3 and 4.
- Advanced Subsidiary** • Candidates for **Advanced Subsidiary Urdu Language** will take Components 2 and 3.

Where common components are used for two qualifications (for example, A Level and AS) the grading of candidates will be carried out separately.

## EXCLUSIONS

Where common components contribute to different awards, candidates may not take more than one of the awards in the same examination session.

For example,

- candidates may not offer **Advanced Subsidiary Language** and **A Level** in the same language in the same session.

## SCHEME OF ASSESSMENT SUMMARY

	Component 2		Component 3		Component 4	
	duration	weighting	duration	weighting	duration	weighting
<b>Advanced Level</b>	1h 45 mins	c45%	1h 30 mins	c20%	2h 30 mins	c35%
<b>Advanced Subsidiary Language</b>	1h 45 mins	c70%	1h 30 mins	c30%		

## DESCRIPTION OF COMPONENTS

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### COMPONENT 2: Reading and Writing (1h 45 mins) (70 marks)

Two passages in the foreign language will be set which deal with related themes.

Candidates will be expected to answer specific and general comprehension questions; and to respond to a task requiring summary/comparison of issues raised in both passages. The foreign language will be used for all questions and answers.

Passages will be chosen which were written during the last twenty years, and will reflect the international scene:

- the two passages taken together will not exceed 750 words
- on the first passage, the first two tests (5 marks each) will be concerned with vocabulary recognition and grammatical manipulation; there will then be a series of comprehension questions (15 marks for content; 5 for quality of language)
- on the second passage, there will be comprehension questions (15 marks for content; 5 for quality of language)
- the last question will require candidates to write about 140 words drawing information from both passages and adding their own opinions (10 marks for items drawn from the texts; 5 for personal response to the material; 5 for quality of language).

### COMPONENT 3: Essay (1h 30 mins) (40 marks)

Six topics, selected from the topic headings above, will be published annually in the syllabus. A question will be set on each of the six topics from which the candidate will choose **one** and write an essay in the foreign language of 250-400 words. Of the 40 marks available, 24 will be for the quality of the language and 16 for the content.

#### Set Topics for 2006:

- 1 Contemporary aspects of the country/ies where the language is spoken
- 2 Young people
- 3 Law and order
- 4 Urban and rural life
- 5 Sport
- 6 Technological innovation

Topic 1 will remain constant. Topics 2 to 6 will change every year.

### COMPONENT 4: Texts (2h 30 mins) (75 marks)

Candidates will answer three questions in the target language on three different texts, from a choice of 6 listed below (3 x 25 marks). Candidates will be expected to write 500-600 words for each of their answers. Candidates who write more than 600 words cannot be placed higher than the 16-17 category in the mark scheme for that answer.

Unannotated set texts may be taken into the examination room. These texts must not have been written in or marked in any way.

The paper will be divided into two sections: candidates must choose at least one text from each section. Candidates will be given a choice of two questions on each text.

**Section 1:** For each text in Section 1 there will be an extended passage from the text, inviting candidates to comment on a particular aspect or to indicate how the passage reflects the book as a whole. This will not be a context passage (the location of the passage will have been identified) but a stimulus which will allow candidates to bring a focus to their answer. Following the passage, there will be either a single question or a number of short questions. The alternative question will be an essay question, similar to those specified for Section 2.

**Section 2:** For each text in Section 2 there will be a choice of two questions.

Questions will focus on issues central to the text under discussion and candidates will be expected to display detailed knowledge of the text and to show some awareness of how the author conveys the message of the work.

**Set Texts for 2006**

**Section 1**

**1** *Muntakhab Ghazlein* (Publisher: Uttar Pradesh Urdu Academy, Lucknow, India)

- |              |       |                                      |
|--------------|-------|--------------------------------------|
| Mir Taqi Mir | (i)   | Patta Patta, Buta Buta               |
|              | (ii)  | Ashk Aankhon Mein Kab Nahin Aata     |
|              | (iii) | Ulti Ho Gaien Sab Tabbirein          |
| Mir Dard     | (i)   | Tohmatein Chand Apné                 |
|              | (ii)  | Seena-o-Dil Hasraton Se Cha Grya     |
|              | (iii) | Tujhi Ko Jo Yan Jalwa Farma Na Dekha |
| Ghalib       | (i)   | Bas Ke Dushwar Hè                    |
|              | (ii)  | Mazay Jahan Kè Apni                  |
|              | (iii) | Dil Hi To Hai Na Sang-o-Khisht       |
| Aatish       | (i)   | Sun To Sahi Jahan Men Hai            |
|              | (ii)  | Dahen Par Hen Un Ke Guman            |
|              | (iii) | Ye Aarzo Thi Tujhè                   |
| Faiz         | (i)   | Donon Jahan Teri Mohabbat            |
|              | (ii)  | Gulon Mein Rang Bharé                |
|              | (iii) | Wo Buton Ne Daale Hain Waswasè       |

**2** *Muntakhab Nazmein* (Publisher: Uttar Pradesh Urdu Academy, Lucknow, India)

- |        |       |                             |
|--------|-------|-----------------------------|
| Nazir  | (i)   | Aadmi Naama                 |
|        | (ii)  | Tandrusti                   |
|        | (iii) | Rootiyan                    |
| Iqbal  | (i)   | Zindagi                     |
|        | (ii)  | Sarmaya-o-Mehnat            |
|        | (iii) | 'Iblees' or 'Dunya-e-Islam' |
| Faiz   | (i)   | Nisaar Mein Teri Galyon     |
|        | (ii)  | Mujh Se Pehli Si Mohabbat   |
|        | (iii) | Dard Aaye Ga Dabe Paaon     |
| Saahir | (i)   | Taj Mahal                   |
|        | (ii)  | Awaz-E-Adam                 |
|        | (iii) | Aaj                         |

**3** *Urdu Ké Tera Afsané* (Editor: Athar Parwez; Publisher: Educational Book's House, Aligarh, India)

- |       |  |
|-------|--|
| (i)   | <i>Shatranj Ke Khilai</i> , Premchand            |
| (ii)  | <i>Kokkh Jali</i> , Rajinder Singh Bedi          |
| (iii) | <i>Sa'dat Hasan Manto</i> , Toba Tek Singh       |
| (iv)  | <i>Chauthi Ka Jorà</i> , Ismat Chughtai          |
| (v)   | <i>Nazara Darmiyan Hai</i> , Qurat Ul Ain Haider |

**Section 2**

**4** *Umrao Jan Ada*, Mirza Mohammad Hadi Ruswa

**5** *Aangan*, Khadijah Mastoor (Sang-e-Meel Publications, 25 Shamrah-e-Pakistan (Lower Mall) P.O. Box 997, Lahore, Pakistan)

**6** *Anar Kali*, Imtiaz Ali Taj

## FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

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Teachers are free to explore the topic areas **in any way they choose**. They may find the following examples (which are not prescriptive) a useful guide to planning courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where the language is spoken.

### **Human relationships; family; generation gap; young people**

- *family activities; new patterns of family relationships; the status of the elderly and responsibility for their care*
- *generation gap: conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment*
- *young people: young people and their peer group; young people as a target group for advertisers and politicians*

### **Patterns of daily life; urban and rural life; the media; food and drink; law and order; religion and belief; health and fitness**

- *daily routine; school; the individual's way of life; living conditions*
- *advantages and disadvantages of urban and rural life; transport and communications; shopping; housing*
- *the role and influence of the media; the power of advertising*
- *healthy eating; fast-food; national traditions of eating and drinking*
- *violence and crime; drug-related crime; the role of the police; law-enforcement*
- *the place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities*
- *healthy living; exercise; dieting; drugs; health care provision; stress; AIDS*

### **Work and leisure; equality of opportunity; employment and unemployment; sport; free time activities; travel and tourism; education; cultural life/heritage**

- *women in society and in the workforce; equality of opportunity for minority groups*
- *preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed; areas of high unemployment, demise of traditional industries; possible solutions; immigrant workers*
- *individual and team sports; amateur and professional sport*
- *value of leisure; balance between leisure and work; planning leisure time*
- *tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel*
- *education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations*
- *the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation*

### **War and peace; the developing world**

- *conflicts in the world: ethnic, religious, ideological*
- *problems of developing countries; future trends*

### **Medical advances; scientific and technological innovation**

- *advances in the treatment of disease; ethical issues of medical and other technologies*
- *cloning; genetic modifications; modern communications systems*

### **Environment, pollution, conservation**

- *the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness*
- *global warming, acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications*
- *saving endangered species and landscapes*

### **Contemporary aspects of the country/ies where the language is spoken**

- *eg political, regional, social issues*

## MARK SCHEMES

### COMPONENT 2: Reading and Writing

#### Quality of Language: Accuracy (for questions 3, 4 and 5)

<b>5</b>	<b>Very Good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4</b>	<b>Good</b> Higher incidence of error than above, but clearly has sound grasp of the grammatical elements in spite of lapses. Some capability to use accurately more complex structures.
<b>3</b>	<b>Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2</b>	<b>Below average</b> Almost all sentence-patterns are simple. Expression very forced and pedestrian. Vocabulary limited and pedestrian.
<b>0-1</b>	<b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

For questions 3 and 4, the 5 marks for the quality of language will be awarded globally for the whole performance on each set of answers. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, ie length does not determine the quality of language mark. An answer scoring 9 for content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0: reduce final assessment by -1

Answer(s) worth 4 or 5 scoring 0: reduce final assessment by -2

Answer(s) worth 6 or 7 scoring 0: reduce final assessment by -3

Answer(s) worth 8 or 9 scoring 0: reduce final assessment by -4

Note: A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (ie 0 language marks only if 0 content marks).

#### Response to the Text (for question 5)

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.

<b>5</b>	<b>Very Good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4</b>	<b>Good</b> Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
<b>3</b>	<b>Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2</b>	<b>Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0-1</b>	<b>Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

**COMPONENT 3: Essay**

<b>Language</b> (out of 24)	<b>Content</b> (out of 16)
<b>21-24 Very Good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>14-16 Very Good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>16-20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	<b>11-13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>10-15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>7-10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>5-9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	<b>3-6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
<b>1-4 Very Poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	<b>1-2 Very Poor</b> Vague and general, ideas presented at random.

**COMPONENT 4: Texts**

Candidates will write their answers in the foreign language. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communications.

*Passage based questions:* examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

*Essay questions:* a prime consideration is that candidates show detailed knowledge and understanding of the text.

**Extracts from Examiners' Notes**

This paper is intended to test candidates' knowledge of a text and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (though at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have read. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer.

Candidates do not tend to show **all** the qualities or faults described in any one mark-band. Examiners attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above. At the lower levels, the answer may mention a few 'facts' but these may be so poorly understood, badly organised and irrelevant that it falls into category 10-11; or there may be just enough sense of understanding and focus for the examiner to consider the 12-13 band. Again, at a higher level, an answer may be clear, solid and conscientious (perhaps 18-19), without showing quite the control and attention to perceptively chosen detail which would justify 20 or more.

Examiners take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

Candidates are expected to write 500-600 words for each of their answers. Candidates who write more than 600 words cannot be placed higher than the 16-17 category in the mark scheme.

Marks	Description
22+	Exceptional work. Excellent ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions, understanding of some literary techniques. Really articulate and intelligent answers should be considered in this band even if there are still flaws and omissions.
20-21	Very good. Close attention to detail of passages, controlled structure, perceptive use of illustration, good insight when discussing characters. Ability to look beyond the immediate material and to show some understanding of author's intentions and of underlying themes.
18-19	Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on passages. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.
16-17	Painstaking. Sound knowledge of texts; mainly relevant. Some attempt to analyse and compare, some sense of understanding. Possibly not in full control of material; solid but indiscriminate. Many very conscientious candidates fall into this category: they tend to write far too much as they are reluctant to leave out anything they have learnt. Focussed, coherent essays which lack really solid detail but convey a good understanding of the text should also be considered for this band.
14-15	Fair relevance and knowledge. Better organised than in previous band: the candidate probably understands the demands of the question without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some narrative and 'learnt' material but better control and focus than above. Many candidates probably fall into this category.
12-13	Sound, if simple and superficial, knowledge of plot and characters. Makes assertions without being able to illustrate or develop points. Probably still too dependent on narrative and memorised oddments but there may be a visible attempt to relate these to the question. Can extract one or two relevant points from a set passage.
10-11	Some very basic material but not much sense of understanding or ability to answer question. The candidate rarely reads the set passage but uses it as a springboard for storytelling and memorised bits and pieces about characters. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for the next category.
6-9	Marginally more knowledge here. The candidate may have read the text but is probably unable to see beyond the barest bones of the plot or half-remembered notes. Insubstantial; very little relevance. The candidate may have problems with the language and will be unable to express ideas comprehensibly.
0-5	No discernible material. Often very inadequate language. Marks in this section are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge, 4 or 5 where there is also a hint of relevance to the question. It is possible for a candidate to write a whole page demonstrating no knowledge at all (have they read the book?), or only misunderstood background facts or very vague general remarks unrelated to either text or question.