



## Learner Guide – Component 2

### Cambridge International AS & A Level

For centres in Pakistan only

Urdu Language 8686

Urdu 9686

For examination from 2020



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## About this guide

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This guide explains what you need to know about your Cambridge International AS & A Level Urdu course.

This guide will help you to:

- ✓ understand what skills you should develop by taking this Cambridge International AS & A Level course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ revise, by providing revision tips and a revision checklist.

Following a Cambridge International AS & A level programme will help you to develop abilities that universities value highly, including a deep understanding of your subject; higher order thinking skills (analysis, critical thinking, problem solving); presenting ordered and coherent arguments; and independent learning and research.

Studying Cambridge International AS & A Level Urdu will help you to develop a set of transferable skills and provide a solid foundation for your continuing educational journey. Some of those lifelong skills include:

- the ability to communicate confidently and clearly in Urdu
- a good understanding of the nature of language and language study, and of the skills and abilities required for further study and leisure
- insight into the culture and contemporary society of countries where Urdu is spoken
- better integration into communities where Urdu is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.

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## Section 1: Syllabus content - what you need to know

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There are two possible assessment approaches for Cambridge International AS & A Level Urdu:

- **Option one:** Cambridge International AS Level 8686 (standalone AS Level)
- **Option two:** Cambridge International A Level 9676 or 9686 (Pakistan only).

Candidates in Pakistan take syllabus 9686.

The context of all the examinations will be drawn from the topic areas listed below, with reference to the country or countries where Urdu is spoken:

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Philosophy and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- Social and economic development
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where the language is spoken

For further guidance on the topic areas please refer to the syllabus (Section 4) and make sure you always check the latest syllabus, which is available from our [public website](#).

## About Component 2

The table gives you further information about the Component 2:

Component	Time and marks	Questions
<b>Reading and Writing</b>	<b>1 hour 45 minutes</b> <b>70 marks</b>	<p>Two passages in the target language are set which deal with related themes. Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. The target language will be used for all questions and answers.</p> <p>The passages will have been written during the last twenty years, and will reflect the international scene.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• the two passages, taken together, will not exceed 750 words</li> <li>• on the first passage, two tests (5 marks each) will cover vocabulary recognition and grammatical manipulation. These will be followed by a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)</li> <li>• on the second passage, there will be a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)</li> <li>• the last question will require candidates to write about 140 words, drawing information from both passages and adding their own opinions, (10 marks for information drawn from the passages, 5 marks for personal response to the material, and 5 marks for Quality of Language).</li> </ul>

## Section 2: How you will be assessed

The examiners take account of the following skills areas (**assessment objectives**) in the examinations:

Assessment objectives (AO)	What does the AO mean?
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	You will need to show the examiner that you have developed your reading skills and techniques using the texts provided in the exam paper. The examiner will be looking at your knowledge and understanding of linguistic features, as well as your ideas about the ways audience, purpose, style and context influence the meaning of texts.
Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures	You will need to demonstrate understanding of key vocabulary. You will also need to show that you can use your own words to answer the questions on the paper.  Your writing needs to be consistently accurate. To score full marks for Quality of Language examiners are looking for only very few errors of minor significance and accurate use of more complex structures (verb forms, tenses, prepositions, word order).
Select information and present it in the target language	In questions 3 and 4 you will need to identify relevant information from the texts and present it in your own words.
Organise arguments and ideas logically.	In question 5(a) you will need to summarise particular information from the texts.  In Question 5(b) you will need to express your opinions and give explanations for those opinions.

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work.

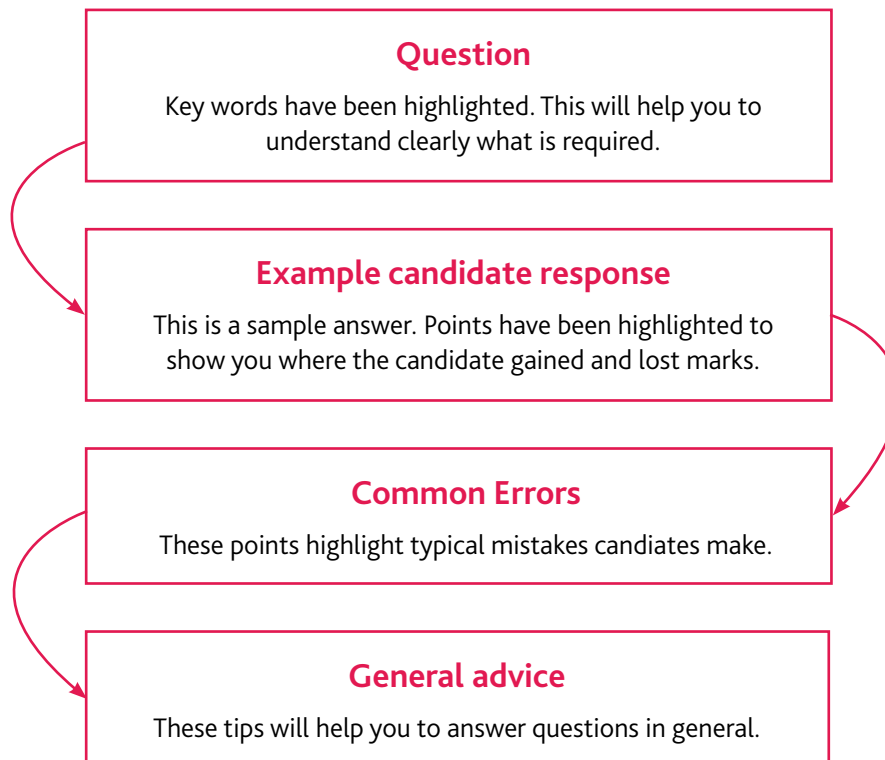
Component 2 Reading and Writing		
	Duration	Weighting
<b>A Level</b>	<b>1 hour 45 minutes</b>	35% (9676) c39% (9686)
<b>AS Language (8686)</b>	<b>1 hour 45 minutes</b>	70%

## Section 3: Example candidate response

This section takes you through an example question and candidate response. It will help you to see how to identify the key words within questions and to understand what is required in your response. Understanding the questions will help you to know what you need to do with your knowledge.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is separated as follows:





## Question 5

Question 5 is divided into two parts, 5(a) and 5(b); you will need to be able to write in a very different way for each of these two separate tasks.

5 سوالوں کے دونوں حصوں کے جوابات مجموعی طور پر 140 الفاظ پر مشتمل اردو میں لکھیے۔

ہر سوال کے بعد دیے گئے مارکس لکھے گئے ہیں۔ اس کے علاوہ زبان کے معیار کے لیے مزید 5 مارکس تک دیے جاسکتے ہیں۔

کل: 20 = 5 + 15

(a) The key words in Question 5(a) are **'both passages /** 'positive and negative effects of media / اور 'منفی اثرات ذرائع ابلاغ کے مثبت

(a) دونوں عبارتوں کی روشنی میں ذرائع ابلاغ کے مثبت اور منفی اثرات کے بارے میں لکھیں۔

[5]

(b) آپ کی رائے میں خبروں کے لیے کون سا ذرائع ابلاغ سب سے اچھا ہے اور کیوں؟

(b) The key words in Question 5(b) are **'in your opinion /** آپ کی 'best form of media / 'رائے میں 'سب سے اچھا ذرائع ابلاغ and **'why /** 'کیوں'.

## Example candidate response

Example Candidate Response	Examiner comments
<p>1 (ا) ذرائع ابلاغ کے جدید مقام پر عوام کو ملنے والی حالات سے آگاہ کرنا اور دنیا میں انسانی ساری چیزوں سے عوام کو آگاہ رکھنا۔ لیکن ٹیکنالوجی کے بغیر حکومت کے اپنے ایسی ایسی کی رائے میں لے سکتی۔ ذرائع ابلاغ کی آزادی بھی خاصی طور میں محدود ہے۔ ذرائع ابلاغ عوام کو اپنی سیدھی معلومات دیتا ہے جس کی وجہ سے عوام کو ملک کے غلط فیصلے بھی پتے پتے۔</p> <p>2 (ب) ذرائع ابلاغ پوری دنیا میں عوام کو آگاہ کرنے کے لیے بہت اہم ہے۔ انٹرنیٹ میں ذرائع ابلاغ نے انٹرنیٹ سے نیا رخ بھی لے لیا ہے۔ لیکن اس سے والدین کے قلم بردار اور پریشان ہیں کیونکہ یہ بچوں کو غلط چیزوں کے بارے میں بھی معلومات دے دیتا ہے۔</p> <p>3 ذرائع ابلاغ قوم کو حکومت کے لائحہ عمل سے بھی دیتے ہیں۔ لیکن ذرائع ابلاغ سے حکومت بھی پریشان ہے۔</p>	<p>1 Here the candidate mentions just six points from the texts.</p> <p>2 Spelling error.</p> <p>3 Spelling error.</p>
<p>4 (ط) میری رائے میں چیزوں کے بڑے بڑے اچھے ذرائع ابلاغ انٹرنیٹ ہے۔ انٹرنیٹ پر انسان کے موبائل فون میں موجود ہے اور ہم جس کی تصویر بھی دیکھ سکتے ہیں۔ انٹرنیٹ موجود ہے اس پر حکم ہے۔ والدین بچوں کو جمعہ کی غم سے انٹرنیٹ پر اچھی چیزوں سے ان کو آگاہ کرنا تاکہ ان کو غلط</p>	<p>4 Full marks are awarded because the candidate clearly expresses an original point of view and gives explanations for it.</p>
<p>5 اثر نہ ہو۔ وہ ان کو اپنے ساتھ بیٹھا کہ ذرائع ابلاغ سے آگاہ کریں۔ اس سے والدین بچوں سے بھی گریب ہو سکتے ہیں۔</p> <p>6</p>	<p>5 Spelling error.</p> <p>6 The quality of language is very good as there are only a few errors of minor significance and there is evidence of accurate use of complex structures.</p>

**Question 5(a)** asks candidates to write about the positive and negative effects of media given in both texts. Candidates are required to write at least ten points, selecting relevant information from both texts. They are not allowed to write anything from outside the texts.

**Question 5(b)** requires candidates to give a personal response about which media they like most, and the reason why.

**Mark awarded for 5(a) Content (Summary) = 6 out of 10**

**Mark awarded for 5(b) Content (Response to Text) = 5 out of 5**

**Mark awarded for 5(b) Quality of Language (Accuracy) = 5 out of 5**

**Total mark awarded = 16 out of 20**

## Common errors

- You will need to plan your exam time carefully – often candidates will put all their energy into Question 5(a) and run out of steam for the second part of the question. It is a common misconception that your opinion is a supplementary or add-on item to the question – in fact, it is an important part of the overall requirement of the exam. You will be demonstrating to the examiner that you can write in two distinct ways.
- Before you start your answer, you may want to plan in order to help you focus. However, do not put so much time and detail into the plan that there's not enough time left to complete the tasks.
- Look upon the plan as a tool to help you, rather than something elaborate which you will then duplicate in your finished writing.

- Many candidates forget about paragraphing when ideas are in full creative flow! Make sure your writing is clearly set out, with well-defined paragraphs separating your ideas. It will help you to organise your work in this way and will help you to maintain a clear focus.
- It is a common misconception that a response to Question 5(b) should be merely a brief description of what you have written in Question 5(a). To achieve good marks make sure you give explanations for your opinion and that at least one opinion/explanation is original and not something you have already read in the texts.
- It is a common mistake to answer Question 5(a) and 5(b) as one essay. Answer each question separately and write the question number at the start of each answer.
- Many candidates write too much. Candidates are advised to stick to the specified number of words as anything in excess of this will not be marked by examiners.

## General advice

Look carefully at the weighting of marks for each part of the question: 10 marks are available for Question 5(a) and 5 marks are available for Question 5(b) and 5 marks for the quality of language.

It is always a good idea to read the question carefully, noticing the command words and key instructions. You may want to underline them to help you think what they mean. Read the question first and pause to think about what you need to write before you start – this will help you to focus the content of your response.

If you have had a good attempt at a question and still not managed to finish it, it is best to move on to another question and come back to it later. This will help you to make good use of the time you have available.

Allow a few minutes at the end of the examination to check your work. This will help you to spot errors.

Read all parts of the question very carefully before deciding on your approach.

For **Question 5(a)** you could consider the following points to get you started:

- Make sure you understand the **specific focus** of the question
- Select relevant information from **both** passages
- Do not write an introduction or conclusion as they are not required, and they waste valuable words.
- Keep to the word limit as anything exceeding the word limit is not marked
- Questions 5(a) and 5(b) are marked separately so clearly indicate where Question 5(a) ends and 5(b) starts
- What about the overall layout (graphology) of your finished text?

For **Question 5(b)** you might think about:

- Expressing your opinion clearly.
- Giving two explanations for your opinion and at least one of them should be something original which isn't already mentioned in the texts in order to have access to the full range of marks.

It is a good idea to practise answers to Questions 5(a) and 5(b) so that you have an idea of what 140 words looks like and how long the task takes so you can leave enough time for it in the exam.

Each time you perform this task, keep an eye on the time and try to think how you would alter your writing times to fit in with the exam timing.

Headings are not required in the exam but for your practice, they will help you to focus clearly. In the exam you could use headings as a brief plan for your summary.

Whenever you write, whether it is in class, for homework, or in the exam – read through your finished piece and check your spelling and grammar. Of course, in class or at home you will be able to use a dictionary – make sure you learn those tricky spellings before the exam!

## Section 4: Revision

This advice will help you revise and prepare for the examinations. It is divided into general advice and specific advice for Component 2.

**Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.**

### General advice

#### Before the examination

Find out when the examinations are and plan your revision so you have enough time for each topic. A revision timetable will help you.

Find out how long each paper is and how many questions you have to answer.

Know the meaning of the key words used in questions and how to apply them to the information given. Highlight the key words in past papers and check what they mean.

Make revision notes; try different styles of notes.

Work for short periods then have a break. Revise small sections of the syllabus at a time.

Build your confidence by practising questions on each of the topics.

Make sure you practise lots of past examination questions so that you are familiar with the format of the examination papers. You could time yourself when doing a paper so that you know how quickly you need to work in the real examination.

Look at mark schemes to help you to understand how the marks are awarded for each question.

#### During the examination

Read the instructions carefully and answer the required number of questions.

Check the number of marks for each question or part question. This helps you to judge how long you should spend on the response. You don't want to spend too long on some questions and then run out of time at the end.

Do not leave out questions or parts of questions. Remember, no answer means no mark.

You do not have to answer the questions in the order they are printed in the question paper. You may be able to do a later question more easily then come back to an earlier one for another try.

Read each question very carefully. Misreading a question can cost you marks:

- Identify the command words – you could underline or highlight them.
- Identify the other key words and underline them too.
- Try to put the question into your own words to understand what it is really asking.

Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat material.

Look very carefully at the information you are given.

- Try using coloured pencils or pens to pick out anything that the question asks you about.

**Answer the question.** This is very important!

- Use your knowledge and understanding.
- Do not just try all the methods you know. Only use the ones you need to answer the question.

Make sure that you have answered everything that a question asks.

## Revision checklists

In the next part of this guide we have provided some revision checklists. These include information from the syllabus that you should revise. They do not contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

Topic	You should be able to	R	A	G	Comments
These are the topic areas listed in the syllabus.	Content in the syllabus you need to cover	<p>You can use the tick boxes to show when you have revised an item and how confident you feel about it.</p> <p>R = <b>RED</b> means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = <b>AMBER</b> means you are reasonably confident but need some extra practice</p> <p>G = <b>GREEN</b> means you are very confident.</p> <p>As your revision progresses, you can concentrate on the <b>RED</b> and <b>AMBER</b> items in order to turn them into <b>GREEN</b> items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can:</p> <ul style="list-style-type: none"> <li>• add further information of your own</li> <li>• add learning aids, such as rhymes, poems or word play</li> <li>• pinpoint areas of difficulty you need to check further with your teacher or textbooks</li> <li>• include reference to a useful resource</li> </ul>

Note: the tables below cannot contain absolutely everything you need to know, but it does use examples wherever it can.

## Component 2

Topic	You should be able to	R	A	G	Comments
<p><b>Human relationships – family – generation gap – young people</b></p> <ul style="list-style-type: none"> <li>family activities; new patterns of family relationships; the status of the elderly and responsibility for their care</li> <li>generation gap; conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment</li> <li>young people; young people and their peer group; young people as a target group for advertisers and politicians</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Select information and present it in the target language.</li> <li>Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures.</li> </ul>				
<p><b>Patterns of daily life – urban and rural life – the media – food and drink – law and order – philosophy and belief – health and fitness</b></p> <ul style="list-style-type: none"> <li>daily routine; school; the individual's way of life; living conditions</li> <li>advantages and disadvantages of urban and rural life; transport and communications; shopping; housing</li> <li>the role and influence of the media; the power of advertising</li> <li>healthy eating; fast-food; national traditions of eating and drinking</li> <li>violence and crime; drug-related crime; the role of the police; law-enforcement</li> <li>the role of philosophy and belief in a local, national and an international context; attitudes towards different beliefs and philosophical issues; philosophical and religious practices/groups; values and morality</li> <li>healthy living; exercise; dieting; drugs; health care provision; stress; AIDS</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Select information and present it in the target language.</li> <li>Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures.</li> </ul>				

Topic	You should be able to	R	A	G	Comments
<p><b>Work and leisure – equality of opportunity – employment and unemployment – sport – free time activities – travel and tourism – education – cultural life/ heritage</b></p> <ul style="list-style-type: none"> <li>women in society and in the workforce; equality of opportunity for minority groups</li> <li>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</li> <li>individual and team sports; amateur and professional sport</li> <li>value of leisure; balance between leisure and work; planning leisure time</li> <li>tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel</li> <li>education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Select information and present it in the target language.</li> <li>Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures.</li> </ul>				

Topic	You should be able to	R	A	G	Comments
<p><b>War and peace – social and economic development</b></p> <ul style="list-style-type: none"> <li>conflicts in the world: ethnic, religious, ideological</li> <li>positive and negative aspects of social and economic development; recent and predicted trends</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Select information and present it in the target language.</li> <li>Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures.</li> </ul>				
<p><b>Medical advances – scientific and technological innovation</b></p> <ul style="list-style-type: none"> <li>advances in the treatment of disease; ethical issues of medical and other technologies</li> <li>cloning; genetic modifications; modern communications systems</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Select information and present it in the target language.</li> <li>Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures.</li> </ul>				
<p><b>Environment – pollution – conservation</b></p> <ul style="list-style-type: none"> <li>the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness</li> <li>global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications</li> <li>saving endangered species and landscapes</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Select information and present it in the target language.</li> <li>Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures.</li> </ul>				



Topic	You should be able to	R	A	G	Comments
<p><b>Contemporary aspects of the country/ies where the language is spoken</b></p> <ul style="list-style-type: none"> <li>e.g. political, regional, social issues</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Select information and present it in the target language.</li> <li>Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures.</li> </ul>				

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