

**ARABIC (9680, 8680), HINDI (9687, 8687, 8675), MARATHI (9688, 8688),  
TAMIL (9689, 8689), TELUGU (9690, 8690), URDU (9676, 8686)  
GCE A/AS Level  
FOR EXAMINATION IN 2008**

Exclusions

Syllabus **8675** must not be offered in the same session with the following syllabus:

9687 Hindi

Syllabus **8680** must not be offered in the same session with any of the following syllabuses:

8187 Arabic (Singapore)  
9680 Arabic  
9692 Arabic (Singapore)

Syllabus **8686** must not be offered in the same session with any of the following syllabuses:

9676 Urdu  
9686 Urdu

Syllabus **8687** must not be offered in the same session with the following syllabus:

9687 Hindi

Syllabus **8688** must not be offered in the same session with the following syllabus:

9688 Marathi

Syllabus **8689** must not be offered in the same session with the following syllabus:

9689 Tamil

Syllabus **8690** must not be offered in the same session with the following syllabus:

9690 Telugu

Syllabus **9676** must not be offered in the same session with any of the following syllabuses:

8686 Urdu Language  
9686 Urdu

Syllabus **9680** must not be offered in the same session with any of the following syllabuses:

8187 Arabic (Singapore)  
8680 Arabic Language  
9692 Arabic (Singapore)

Syllabus **9687** must not be offered in the same session with the following syllabus:

8675 Hindi Literature  
8687 Hindi Language

Syllabus **9688** must not be offered in the same session with the following syllabus:

8688 Marathi Language

Syllabus **9689** must not be offered in the same session with the following syllabus:

8689 Tamil Language

Syllabus **9690** must not be offered in the same session with the following syllabus:

8690 Telugu Language



# ARABIC, HINDI, MARATHI, TAMIL, TELUGU, AND URDU

GCE Advanced Subsidiary Level, for examination in 2008  
GCE Advanced Level, for examination in 2008

## SYLLABUS CODES

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	Advanced Level	Advanced Subsidiary Language	Advanced Subsidiary Literature
Arabic	9680	8680	n/a
Hindi	9687	8687	8675
Marathi	9688	8688	n/a
Tamil	9689	8689	n/a
Telugu	9690	8690	n/a
Urdu	9676	8686	n/a

## CONTENTS

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	<i>Page</i>
1 INTRODUCTION	1
2 AIMS	2
3 ASSESSMENT OBJECTIVES	2
4 TOPIC AREAS	2
5 ASSESSMENT	3
AVAILABILITY OF COMPONENTS	3
RULES OF COMBINATION	3
SCHEME OF ASSESSMENT SUMMARY	3
6 DESCRIPTION OF COMPONENTS	4
READING AND WRITING	4
ESSAY	4
TEXTS	5
PROSE	5
7 SET TEXTS FOR PAPER 4	6
8 FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST	12
9 MARK SCHEMES	13
READING AND WRITING	13
ESSAY	14
TEXTS	15

### NOTE

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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 at [www.cie.org.uk](http://www.cie.org.uk) under 'Qualifications & Diplomas' – 'Order Publications'.



# 1 INTRODUCTION

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This document contains syllabuses for a number of languages other than English for which University of Cambridge International Examinations provides Advanced Subsidiary (AS) and Advanced Level awards.

The 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.

These syllabuses are available in November only.

Languages within this syllabus are as follows:

- Arabic**
- Hindi**
- Marathi**
- Tamil**
- Telugu**
- Urdu**

Syllabuses are also available in Afrikaans, Chinese (Mandarin), French, German, Portuguese and Spanish.

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

## 2 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 target 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.

## 3 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 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.

## 4 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 in Section 8 of this syllabus.*

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

## 5 ASSESSMENT

### AVAILABILITY OF COMPONENTS

	Component 2 Reading and Writing	Component 3 Essay	Component 4 Texts	Component 5 Prose
Arabic	November only	November only	November only	November only
Hindi	November only	November only	November only	November only
Marathi	November only	November only	November only	November only
Tamil	November only	November only	November only	November only
Telugu	November only	November only	November only	November only
Urdu	November only	November only	November only	November only

### 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, 4 and 5.

#### Advanced Subsidiary

Candidates for **Advanced Subsidiary Language** will take Components 2 and 3.

Candidates for **Advanced Subsidiary Literature\*** will take Component 4.

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

### SCHEME OF ASSESSMENT SUMMARY

	Component 2		Component 3		Component 4		Component 5	
	duration	weighting	duration	weighting	duration	weighting	duration	weighting
Advanced Level	1 h 45 mins	c35%	1 h 30 mins	c20%	2 h 30 mins	c35%	45 mins	c10%
Advanced Subsidiary Language	1 h 45 mins	c70%	1 h 30 mins	c30%				
Advanced Subsidiary Literature*					2 h 30 mins	100%		

\* Hindi only

## 6 DESCRIPTION OF COMPONENTS

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

Two passages in the target 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 target 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 (1 h 30 mins) (40 marks)**

Five topics, selected from the topic headings listed in Section 4, will be published annually in the syllabus. A question will be set on each of the five topics from which the candidate will choose one and write an essay in the target 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 2008:**

- 1 Generation gap
- 2 Media
- 3 Education
- 4 Developing world
- 5 Cultural life and heritage

Topics 1 to 5 will change every year.



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

Candidates will answer three questions in the target language on three different texts, from a choice of 6 (see Section 7 for lists of Set Texts). 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.

Set texts may **not** be taken into the examination room.

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.

#### **COMPONENT 5: Prose (45 mins) (40 raw marks weighted to 20 marks)**

Candidates will translate a short passage from English into the target language.

# 7 SET TEXTS FOR PAPER 4

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## Arabic Set Texts for 2008

### Section 1

- 1 *Bayt sayyi' al-sum'a*, Najīb Mahfūz, the following short stories:
  1. Hulm nisf al-layl
  2. al-Samt
  3. Bayt sayyi' al-sum'a
  4. al-Khawf
  5. Kalimat al-sirr
  6. al-Hārib min al-i'dām
  7. Sā'iq al-qitār
  8. Lūnā Pārḳ
  9. 'Ābirū al-sabīl
- 2 *Dīwān Imru' al-Qays*, pp 3-25, 43-44, 110-114, 117, 119-122 (Dār al-Kutub al-'ilmiyya. Beirut, First edition 1983)
- 3 *Umarā' al-shi'r al-'Abbāsī*, Anīs al-Miqdasī, pp 104-130, 325-362, 363-364, 369-370 (Dar al-'ilm Lilmalayeen)

### Section 2

- 4 *Damī, dumū'ī wa-btisāmatī*, Ihsān 'Abd al-Quddūs
- 5 *al-'Abarāt*, Mustafā Lutfī al-Manfalūtī
- 6 *Shahrazād*, Tawfīq al-Hakīm

## Hindi Set Texts for 2008

### Section 1

- 1 (i) Tulsidas, *Sri Ramcaritmanas* (Publisher: Gita Press, Gorakhpur)  
*Sunderkand – Dohas 37-60 (Ravan ko Vibhishan ka samjhana aadi)*  
(ii) Surdas, *Madhyakaleen Hindi Kavya* (1999) (Edited by Dr Manoharlall, Kitabghar, Daryagunj, Delhi) – pp 21-28  
Vinay, Bal Lila, Bhramargeet.
- 2 *Prasad, Nirala, Pant and Mahadevi ki Shresth Racnaein* (Editor: Vacaspati Pathak; Publisher: Lok Bharti Prakashan, 15-A Mahatma Gandhi Marg, Allahabad-1))
- (i) mere navik! Jayshankar Prasad  
(ii) dhvani, Suryakant Tripathi Nirala  
(iii) gahan hai yah andhkara, Suryakant Tripathi Nirala  
(iv) main nir bhari dukh ki badli, Mahadevi Verma  
(v) bataja re abhimani! Mahadevi Verma  
(vi) Yah dharti kitna deti hai, Sumitranandan Pant
- 3 Maithilisharan Gupt, *Bharat Bharti*, Saket Prakashan, Chirgaon, Jhansi M.P.
- Atit khand – verses 123 – 135  
Vartman khand – verses 11-27, 138-156  
Bhavishyat khand – verses 99-111, 117-120

### Section 2

- 4 Premchand, *Pratigya*, In Premchand Rachnavali, Khand-4 (Publisher Janvani Prakashan Pvt. Ltd, 30/22A, Street 9, Vishvas Nagar, Delhi-110032). OR  
(Publisher: Hindi Book Centre, 4/5 B Asaf ALI Road, New Delhi. ISBN 81-85244-04-9).
- 5 *Teis Hindi Kahaniyan* (Editor: Jainendra Kumar: Publisher: Lok Bharti Prakashan, 15A Mahatma Gandhi Marg. Allahabad 1).
- The following stories to be studied:
- (i) Kafan, Premchand  
(ii) Usne kaha tha, Chandradhar Sharma Guleri  
(iii) Gunda, Jaishankar Prasad  
(iv) Instalment, Bhagwati Charan Verma  
(v) Tatsat, Jainendra Kumar
- 6 *Marishashiya Hindi Kahaniyan* (1987) edited by Abhimanyu Unuth  
Mahatma Gandhi Institute Press, Moka, Mauritius

The following stories to be studied:

- (i) Vish-manthan – Ramdeo Dhoorundhur  
(ii) Chakkar – Mahesh Ramjeeawon  
(iii) Confession – Lochan Beedassy  
(iv) Chahé-anchahé – Jai Jeewoth  
(v) Mawt Ka Sandagar – Moonishwarlall Chintamunnee  
(vi) Toota Pahiya – Abhimanyu Unuth

## Marathi Set Texts for 2008

### Section 1

- 1 Sartha Shri Djananeshwari, *Adhyaya Doosara*, verses 1 – 101  
Editor: Gopal Nilkant, Publisher: Ashok Keshav Kothvale, Majestic Prakashan, 1987,  
316 Prasad Chambers, Girgaon, Mumbai -4
- 2 Sartha Tukaramachi Gatha, verses 2301-2340 and 2680-2740  
Editor: Sant Shree Tukaramchi Gatha; Publisher: Dhananjay Balkrishna Dhavle, Shri Samartha  
Sadana, 1986, Pahil Bhatwadi, Mumbai – 4.
- 3 *Pimpal Paan* by Govindagraj; Publisher: Continental Prakashan, Pune – 30.
  - (i) Allad Premas
  - (ii) Premakhatar
  - (iii) Aweli Oradnarya Kokiles
  - (iv) Jeevitaas
  - (v) Eka Junya Shlokachi Athawan
  - (vi) Divya Premachi Jaati
  - (vii) Fansache Paan
  - (viii) Phule Wechili Pan!
  - (ix) Gof
  - (x) Ekhadyache Nasheeb
  - (xi) Ekach Magne
  - (xii) Shree Maharashtra Geet

### Section 2

- 4 Drama – *Aai Ritayar Hoteya*, Ashok Patole, 3<sup>rd</sup> edition  
Publisher: Popular Prakashan, 35 S.P. Malviya, Ramdas Bhatkal Road, Taddeo, Mumbai, 400 034
- 5 Short Stories – *Maarwa*, Asha Bage, 5<sup>th</sup> edition, Publisher: Mouj Prakashan Gruha, Khatawadi,  
Girgaon, Mumbai, 400 004
- 6 Novel – *Padghawli*, G.N. Dandekar, 8<sup>th</sup> edition, 2001, Publisher: Mouj Prakashan Gruha, Khatawadi,  
Girgaon, Mumbai, 400 004

## Tamil Set Texts for 2008

### Section 1

- 1 Cankam Literature
  - (i) Kuruntokari, 4 poems: 4, 44, 92, 104
  - (ii) Puranaanuru, 4 poems: 101, 183, 189, 192
- 2 Tirukkural, 30 couplets: chapters 4, 8, 43
- 3 Teevaaram, Tirugnana Sambantan Teevaaram, 11 poems, Kolaru Pathikam

(Publisher for the above texts: Thirunelveli Saiva Siddhanta Publishing Society, 1/40 Prakasam Saalai, Chennai 600 108, Tamilnadu, India.)

### Section 2

- 4 Ikkaala Kavitaikal
  - (i) Bharathiyar Kavithaikal: Tamil, Kannan En Thozhan
  - (ii) Bharathidasan Kavithaikal: Kaanal, Puthaka Saalai, Publisher: Paari Nilayam, 184, Prakaasam Salai, Chennai 600 108, Tamilnadu, India.
- 5 Thanneer Thanneer (drama): Komal Swaminathan
- 6 Mul (short stories)
  - (i) Oru Unnaaviradathin Kathai: Puudukan
  - (ii) Mazhai Oyndhathu: R. Somasundaram
  - (iii) Olindiruntha Vayothikam: Alagapuri Alagappan
  - (iv) Madhippu Miguntha Malar: Vallikkannan
  - (v) Ninaivu Chinnam: Mumtaz Yaseen

(Publisher for the above texts: Vaanathi Pathippakam, 13, Dheenadayalu Street, T. Nagar, Chennai 600 017, Tamilnadu, India)

## Telugu Set Texts for 2008

### Section 1

- 1 (i) *Ratii Manmatha Samvaadamu* - Kumaara Sambhavamu - **Nanne Choda Kavi**, verses 1–30, Manimekhala, Praachina Kavita Sankalanam, Pages 35–40, Published (1995) by Prasaranga, Bangalore University, Bangalore - 560 056.
- (ii) Sri Krishnuni dudukujetalu – Andhra Mahabagavatam, Dasamaskandham, **Potana**, verses 40 – 63, Manimekhala, Praachina Kavita Sankalanam, Pages 233–236, Published (1995) by Prasaranga, Bangalore University, Bangalore 560 056.
- 2 (i) *Nandiswarudu Basaveswarudugaa Janminchuta* – Basavapuram, **Palkuriki Somanathakavi**, Dwipada Lines 49–218, Manimekhala, Praachina Kavita Sankalanam, Pages 419 – 425, Published (1995) by Prasaranga, Bangalore University, Bangalore - 560 056.
- (ii) *Jiivuni Veedana* - Sri Kalahastiswara Satakam – **Dhurjati**, verse numbers 5, 6, 8, 10, 12, 13, 15, 20, 39, 45, 47 and 48, Manimekhala, Praachina Kavita Sankalanam, Pages 342 – 349, Published (1995) by Prasaranga, Bangalore University, Bangalore - 560 056.
- 3 (i) *Praboodham* – (Bhavakavitvam), **Rayaprolu Subbarao**, Manidarpanam, Published (1994) by Prasaranga, Bangalore University, Bangalore - 560 056.
- (ii) *Bikshu Varshiyasi* – **Sri Sri** Mahaprasthanam, Pages 19-21, Published by Vishalandra Publications, Hyderabad (5000).
- (iii) *Kaasulu, Gurajaada* – Rachanalu – kavitala samputam, Pages 8-10, Visalandhra Publishing House, Hyderabad.
- (iv) *Kandishiikundu, G. Jaashua*, Pages 21-28 (Extracts opening *anipaluku* to verse *Ettuparishkarimpa*, both inclusive), Jaashua Padyaalu, Publisher: Hemalata Lawanam, Patapata, Vijayawada 520 006.

### Section 2

- 4 (i) *Vimaanam Yekkabootuunu* – **Sripada Subrahmanya Sastri**, Sripada Subrahmanya Sastri kathalu – vol. 1, Pages 73 – 82, Published (1982) by Visalandhra Publishing House, Vigyanbhavan, 4-1-435, Bank Street, Hyderabad - 500 001.
- (ii) '*Maanavulanta*' *soodarulee (naa?)* - **P. Padmaraju**, Eduru Chustunna Muhurtam, Pages 218-229, Palagummi Padma Raju Katha Sankalanam (Edition: 1989; Publisher: Satya Publications, Plot no. 187 Jawahar Nagar Layout, Moulali, Hyderabad – 500 001.
- (iii) *Phalitakeesam* – **Balagangadhara Tilak** – Tilak Kathalu, Pages 71–78, Published (1998, IV Edition) by Visalandhra Publishing House, Vigyanbhavan, 4-1-435, Bank Street, Hyderabad - 500 001.
- (iv) *Khadgaalu–Kaatuka Pittalu* – Ketu Viswanatha Reddy, Kethu Viswanatha Reddy kathalu, Pages 228 – 244, Published (1994, II Edition) by Visalandhra Publishing House, Vigyanbhavan, 4-1-435, Bank Street, Hyderabad - 500 001.
- 5 *Chaduvu, Kodavatiganti Kutumba Rao*, Published 2000 by Vishalandra Publications, Hyderabad.
- 6 *Katha cheppina nizam* (Natika), **Indira Parthasarathy**, translated by **G. Ramakrishna Rao**, Published (1976) by Navodaya Publishers, Vijayawada– 2.

## Urdu Set Texts for 2008

### 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) Dahren 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 Pelhi 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) *Shatranj ke Khilai*, Premchand  
(ii) *Kokkh Jali*, Rajinder Singh Bedi  
(iii) *Sa'dat Hasan Manto*, Toba tek Singh  
(iv) *Chauthi Ka Jorà*, Ismat Chughtai  
(v) *Nazara Darmiyan Hai*, 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

## 8 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**

*e.g. political, regional, social issues*



## 9 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 a sound grasp of the grammatical elements in spite of lapses. Some capacity 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> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<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, i.e. length does not determine the quality of language mark. An answer scoring 0 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 (i.e. 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</b>	<b>Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>14-16</b>	<b>Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>16-20</b>	<b>Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	<b>11-13</b>	<b>Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>10-15</b>	<b>Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>7-10</b>	<b>Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>5-9</b>	<b>Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	<b>3-6</b>	<b>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</b>	<b>Poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	<b>1-2</b>	<b>Very poor</b> Vague and general, ideas presented at random.

## **COMPONENT 4: Texts**

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

*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 12-13 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 work in the 12-13 band. 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 a mark in the 12-13 band.
6-9	Marginally more knowledge here than in the 0-5 band. 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.