

## **IMPORTANT NOTICE**

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

With effect from the June 2003 examination 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 Cambridge International Examinations.

# URDU LITERATURE 8674

## GCE Advanced Subsidiary Level

### for examination in 2005

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## NOTE

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Additional copies of this syllabus and/or the accompanying specimen paper booklet can be ordered from CIE Publications.

# 1 INTRODUCTION

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Candidates may take this 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 this 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 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 foreign 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.
- 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;
- manipulate the target language accurately in written and, where the speaking endorsement is offered, spoken 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.

### 4 ASSESSMENT

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#### AVAILABILITY OF COMPONENTS

	<b>Component 4 Texts</b>	
<b>Urdu</b>	November only	

#### Advanced Subsidiary

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

#### EXCLUSIONS

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

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

However, candidates may take **Advanced Subsidiary Language** and **Advanced Subsidiary Literature** in the same language in the same session.

#### SCHEME OF ASSESSMENT SUMMARY

	<b>Component 4</b>	
	duration	weighting
<b>Advanced Subsidiary Literature</b>	2h 30 mins	100%

## 5 DESCRIPTION OF COMPONENT

### 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 8 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 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.

### Urdu Set Texts for 2005

#### Section 1 – Poetry

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

The following ghazals are to be studied:

- |        |      |   |
|--------|------|---|
| Mir    | (i)  | <i>Qatl Kié Par</i>                           |
|        | (ii) | <i>Patta Patta, buta buta</i>                 |
| Ghalib | (i)  | <i>Hai bas ke har ek</i>                      |
|        | (ii) | <i>Huwi Taakhir to kuch Baiisé takhir</i>     |
| Momin  | (i)  | <i>Ghairon pé khul na jayé</i>                |
|        | (ii) | <i>Kab tak nibhayié buté na-ashna ke sath</i> |
| Hasrat | (i)  | <i>Bhulata Lakh Hoon Lekin</i>                |
|        | (ii) | <i>Husné pé parwa</i>                         |
| Faiz   | (i)  | <i>Gulon mein rang bharé</i>                  |
|        | (ii) | <i>Donon jahan teri muhabbat mein haar ké</i> |

#### 2 *Intekhab – é – Urdu Shairi* (Publisher: Mahatma Gandhi Institute Moka, Mauritius)

The following ghazals and nazms are to be studied:

- |         |       |              |   |
|---------|-------|--------------|---|
| Ghazals | (i)   | Mir Dard     | <i>Tohmatein Chand apné</i><br><i>Hum tujh sé kiss hawas</i>              |
|         | (ii)  | Mir Taqi Mir | <i>Hamaré agé jab kisso ne</i><br><i>Faqirana ayé sada kar chalé</i>      |
|         | (iii) | Ghalib       | <i>Yé na thi hamari qismat</i><br><i>Dil hi to hai na sang – o Khisht</i> |
| Nazm    | (iv)  | Josh         | <i>Husn aur Mazdoori</i>  |
|         | (v)   | Faiz         | <i>Watan – Nisaar mein teri galyon mein</i>                               |

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

The following nazms are to be studied:

- (i) *Aadmi Nama*, Nazir
- (ii) *Jibrail aur Ibliss*, Iqbal
- (iii) *Mujh sé pehli si muhabbat*, Faiz
- (iv) *Ek Larka*, Akhtar-UI-Imaan
- (v) *Taj Mahal*, Sahir

4 *Bangé – Dara* (Publisher: Educational Book's House, Aligarh, India)

The following complete poems are to be studied:

- (i) *Shikwa*, Iqbal
- (ii) *Jawab – e – Shikwa*, Iqbal

## Section 2 – Prose

5 *Umrao Jaan Ada*, Mirza Mohammad Hadi Ruswa

6 *Miratul-Uroos*, Molvi Nazir Ahmad

7 *Anar Kali*, Imtiaz Ali Taj

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

The following stories are to be studied:

- (i) *Kafan*, Premchand
- (ii) *Apné dukh mujhé dédo*, Rajinder Singh Bedi
- (iii) *Toba tek Singh*, Sa'dat Hasan Manto
- (iv) *Chauthi Ka Jorà*, Ismat Chughtai
- (v) *Nazara Darmiyan hai*, Qurat UI Ain Haider

## 6 MARK SCHEMES

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### 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 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.
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.