



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge O Level

## Second Language Urdu 3248

Use this syllabus for exams in 2027, 2028 and 2029. Exams are available in the June and November series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at [www.cambridgeinternational.org/3248](http://www.cambridgeinternational.org/3248) to see if this syllabus is available in your administrative zone.



### Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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# Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

## Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

## Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

## Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

## Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

## Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

## Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

## Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

## **School feedback:** 'We think the Cambridge curriculum is superb preparation for university.'

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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## **Important: Changes to this syllabus**

The latest syllabus is version 1, published September 2024. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2024 are still suitable for use with this syllabus.

# 1 Why choose this syllabus?

## Key benefits

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**Cambridge O Level Second Language Urdu** encourages learners to develop their use of the language for the purpose of practical communication. The syllabus provides opportunities for learners to consolidate their language skills and extend their language range and expression through working with a variety of materials and contemporary resources. The syllabus is designed to equip learners with the essential skills and language required for further study or employment using Urdu.

Our approach in Cambridge O Level Second Language Urdu encourages learners to be:

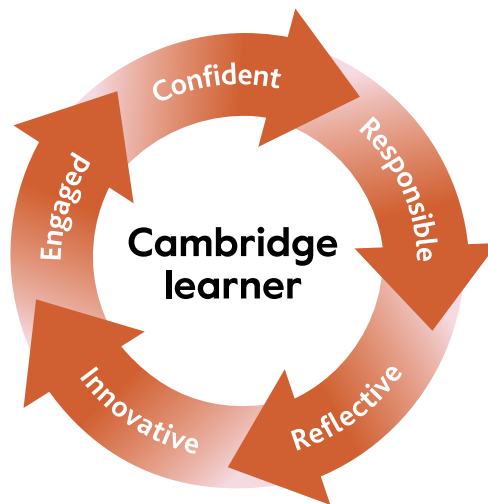
**confident**, understanding and communicating effectively in a range of situations

**responsible**, through developing language skills to express ideas

**reflective**, developing an awareness of how to use language effectively for communication

**innovative**, experimenting with language and applying their skills in different situations

**engaged**, taking an active interest in the ways language is used.



**School feedback:** ‘Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.’

**Feedback from:** Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level Second Language Urdu gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Urdu.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

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

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at [www.cambridge.org/education](http://www.cambridge.org/education) and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

## Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit [www.cambridgeinternational.org/support-for-teachers](http://www.cambridgeinternational.org/support-for-teachers)

### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)



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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to:

- develop the ability to use Urdu effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Urdu as the medium
- develop an awareness of the nature of language and language-learning skills
- encourage learners to expand their vocabulary in Urdu
- promote learners' personal development.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



## Content overview

Cambridge O Level Second Language Urdu offers learners the opportunity to develop practical communication skills in reading and writing. In written Urdu, learners will be able to follow factual information as well as abstract ideas, select relevant details and understand what is directly stated or implied. Learners are encouraged to support their reading and writing skills with listening and speaking but these skills are not formally assessed.

Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Urdu in a range of contexts.



## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to E.

### All candidates take:

**Paper 1** 1 hour 45 minutes  
Reading and Writing 50%  
50 marks

- Written exam consisting of five exercises that test a range of reading and writing skills.
- The task types are short-answer questions, multiple matching, note-making, summary writing and writing exercise.

Externally assessed

### and:

**Paper 2** 1 hour 30 minutes  
Grammar, Writing and Translation 50%  
50 marks

- Written exam consisting of four exercises that test a range of grammar, writing and translation skills.
- The task types are short-answer questions, multiple-choice questions, extended writing and translation.

Externally assessed

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

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

### AO2 Writing

- W1 communicate information/ideas/opinions/key points clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 manipulate the target language accurately to use appropriate examples of grammatical structures and vocabulary in context
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

### Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

#### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in O Level %
AO1 Reading	35
AO2 Writing	65
Total	100

#### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	60	10
AO2 Writing	40	90
Total	100	100

## 3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples, texts, topics and subject contexts to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

The texts used as sources for each exercise are from areas of contemporary interest and relevance for second language learners. These might include, for example, conservation/environment, culture/history, science/technology, music/arts and human achievement. This list is not exhaustive; source texts may be from any other area of contemporary interest.

### Skills

The skills covered in the syllabus are outlined below.

#### 1 Reading

- understand public notices and signs (including timetables and advertisements)
- identify and select correct details from simple texts
- select and organise relevant information from a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers and web pages
- identify some ideas, opinions and attitudes in a range of texts
- understand what is implied but not directly stated within a text, such as gist, opinion, writer's purpose and intention
- identify the important points or themes within an extended piece of writing
- draw conclusions from an extended text and recognise connections between related ideas within a text

#### 2 Writing

- communicate factual information, ideas and arguments in short and extended writing and translation tasks in appropriate and accurate Urdu
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, such as a summary, an informal letter/email, an article, a blog, a report or review
- use and manipulate a range of grammatical structures, punctuation and vocabulary
- express opinions and use appropriate register/style
- select and organise information and ideas into coherent paragraphs and use a range of linking devices

**Faculty feedback:** 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

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## 4 Details of the assessment

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### Paper 1 – Reading and Writing

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

Written paper, 1 hour 45 minutes, 50 marks

Candidates should attempt **all** questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet.

Dictionaries may **not** be used in the examination.

The question paper has five exercises:

**Exercise 1** – Short-answer questions: candidates read a short text printed in the question paper and answer a series of questions that test their skimming and gist-reading skills and require short answers of a single word or phrase. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions, newspaper/magazine article.

Assessment objectives: R1, R2, R3, R4

Total marks: 8

**Exercise 2** – Multiple matching: candidates read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs.

Assessment objectives: R1, R2, R3

Total marks: 9

**Exercise 3** – Note-making: candidates read a longer text printed in the question paper and make brief notes under a number of supplied headings.

Assessment objectives: R1, R2, R3, R4

Total marks: 9

**Exercise 4** – Summary: candidates write a paragraph-length summary (of no more than 100 words) about an aspect or aspects of the text in Exercise 3. Candidates should use their own words as far as possible.

Assessment objectives: R2, R3, W1, W2, W3, W4, W5

Total marks: 10

**Exercise 5** – Writing exercise: candidates write a short piece of functional prose such as an email, of approximately 150 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

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

Total marks: 14

## Paper 2 – Grammar, Writing and Translation

**For Exercise 1, 2 and 3, all questions and responses will be in Urdu. For Exercise 4, the question will be in English and the response in Urdu.**

Written paper, 1 hour 30 minutes, 50 marks

Candidates should attempt **all** questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet.

Dictionaries may **not** be used in the examination.

The question paper has four exercises:

**Exercise 1** – Sentence transformation: candidates read five short sentences and transform the sentences using given prompts, without changing their original meaning.

Assessment objectives: R2, W3, W4, W5

Total marks: 5

**Exercise 2** – Multiple-choice cloze passage: candidates read a short text with gaps to be filled from multiple-choice options. This exercise tests the application of grammatical usage in context, such as conjugation of verbs, subject/verb agreement, comparatives, superlatives, parts of speech, nouns, prepositions, post positions, articles and vocabulary appropriate to the context.

Assessment objectives: R2, W3, W4, W5

Total marks: 10

**Exercise 3** – Extended writing exercise: candidates write a piece of continuous prose of approximately 200 words. A stimulus of short prompts will be printed in the question paper. A purpose, format and audience for the writing will be specified.

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

Total marks: 20

**Exercise 4** – Translation: candidates translate a short passage of approximately 150 words from English into Urdu.

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

Total marks: 15

## Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words which may be used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word Urdu – formal	Command word Urdu – informal	What it means
تجزیہ کیجیے	تجزیہ کریں	examine in detail to show meaning, identify elements and the relationship between them
تبصرہ کیجیے	تبصرہ کریں	give an informed opinion
موازنہ کیجیے	موازنہ کریں	identify/comment on similarities and/or differences
غور کیجیے	غور کریں	review and respond to given information
بیان کیجیے	بیان کریں	state the points of a topic / give characteristics and main features
مزید اضافہ کیجیے	مزید اضافہ کریں	take forward to a more advanced stage or build upon given information
بحث کیجیے	بحث کریں	write about issue(s) or topic(s) in depth in a structured way
جانچ کیجیے	جانچ کریں	investigate closely, in detail
وضاحت کیجیے	وضاحت کریں	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
دیجیے	دیں	produce an answer from a given source or recall/memory
نشانہ ہی کیجیے	نشانہ ہی کریں	name/select/recognise
دلیل سے ثابت کیجیے	دلیل سے ثابت کریں	support a case with evidence/argument
بتائیے	بتائیں	express in clear terms
تجویز کیجیے	تجویز کریں	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
خلاصہ لکھیے	خلاصہ لکھیں	select and present the main points, without detail

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have had prior contact with Urdu at school and/or in their community.

#### Guided learning hours

We design Cambridge O Level syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone). This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/3248](http://www.cambridgeinternational.org/3248)

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the Cambridge Guide to Making Entries.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE Urdu as a Second Language (0539)
- Cambridge O Level First Language Urdu (3247)
- syllabuses with the same title at the same level.

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

## Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

## Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

## Language

This syllabus is available in English only. The related assessment materials are in Urdu.

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

### Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.



### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

Please note that we cannot provide Braille papers for this syllabus. We can only provide Braille papers for languages which use the Roman alphabet.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A\* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

## How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- 2 to show likely future success

The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.

The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2027, 2028 and 2029

The syllabus has been updated. This is version 1, published September 2024.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2024 are still suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge O Level.

### Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](https://www.cambridgeinternational.org/about-us/our-standards/)



We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 (0)1223 553554      email: info@cambridgeinternational.org      www.cambridgeinternational.org

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