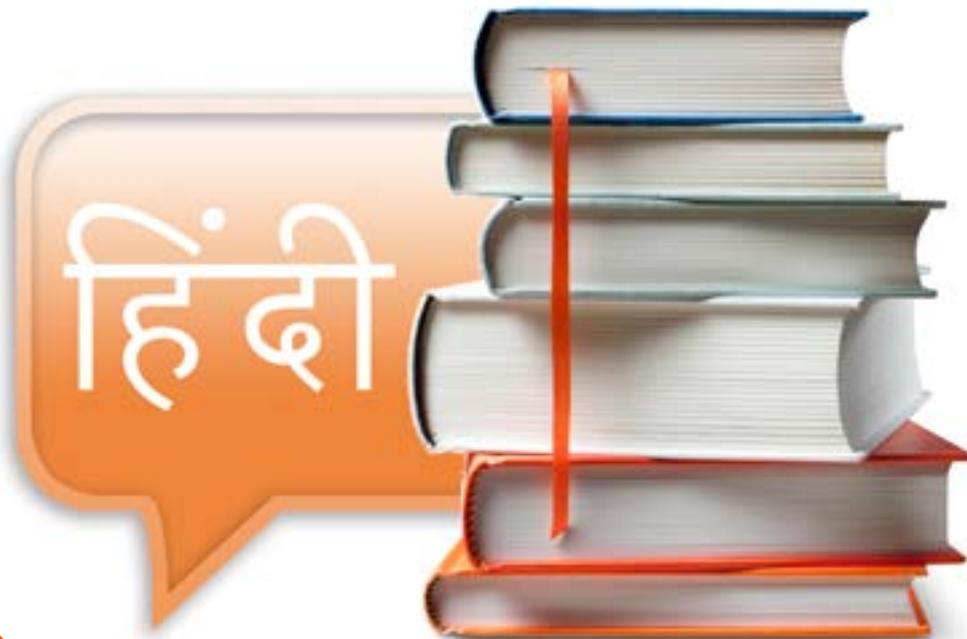




Syllabus

Cambridge O Level For centres in Mauritius Literature in Hindi 2026

Use this syllabus for exams in 2022, 2023 and 2024.
Exams are available in the November series.



Changes to the syllabus for 2022, 2023 and 2024

The latest syllabus is version 1, published September 2019.

There are no significant changes which affect teaching.

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Contents

1. Introduction.....	2
1.1 Why choose Cambridge International?	
1.2 Why choose Cambridge O Level?	
1.3 Why choose Cambridge O Level Languages?	
2. Teacher support.....	5
2.1 Support materials	
2.2 Training	
3. Syllabus overview.....	6
3.1 Scheme of assessment summary	
3.2 Availability	
3.3 Combining this with other syllabuses	
3.4 Syllabus aims and assessment objectives	
3.5 Description of papers	
4. Other information.....	10

1. Introduction

1.1 Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10000 schools in 160 countries prepare for their future with the Cambridge Pathway.

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE™ (International General Certificate of Secondary Education). There are over 700000 entries a year in nearly 70 countries. Learn more at www.cambridgeinternational.org/recognition



Cambridge Assessment International Education is an education organisation and politically neutral. The content 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.

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cambridgeinternational.org/teachers

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

1.2 Why choose Cambridge O Level?

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 aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at www.cambridgeinternational.org/olevel

Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

1.3 Why choose Cambridge O Level Languages?

Cambridge O Level Language and Literature qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge O Level Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Prior learning

We recommend that candidates who are beginning one of these courses should have previously studied the relevant language for 2–3 years.

Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

2. Teacher support

2.1 Support materials

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from the School Support Hub. Go to www.cambridgeinternational.org/support (username and password required). If you do not have access, speak to the School Support coordinator at your school.

Please see the syllabus materials DVD for access to resources.

2.2 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

3. Syllabus overview

3.1 Scheme of assessment summary

All candidates take Paper 1 only. Candidates will be eligible for grades A* to E.

Paper 1	(2½ hours)
Candidates must answer a total of five questions.	
Section A: Poetry Five questions on set works (Indian and Mauritian poets). Candidates answer a context question and one other essay question.	
Section B: Prose Questions on set novels and short stories. Candidates answer three essay questions.	
All questions in this paper carry equal marks.	
Weighting: 100% of total marks	

3.2 Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

It is available in Mauritius only.

3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- syllabuses with the same title at the same level.

3.4 Syllabus aims and assessment objectives

3.4.1 Syllabus aims

The aims of the syllabus are the same for all candidates. They are not listed in order of priority.

The aims are to:

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

3.4.2 Assessment objectives

Candidates will be assessed on their ability to:

1. recognise implicit meaning and attitudes
2. recognise and appreciate ways in which writers use language and how they achieve their effects
3. communicate a sensitive and informed personal response to what is read
4. recognise and appreciate literary aspects such as conflicts, theme, setting, climax, characterisation and plot
5. differentiate between modern and traditional poetry.

3.5 Description of papers

The question paper is set entirely in Hindi and all answers must be written in Hindi. Dictionaries may not be used in the examination.

3.5.1 Paper 1

2½ hours, 100 marks

The question paper is divided into two sections. Candidates must answer **five** questions in total:

- Question 1 from Section A (compulsory context question)
- one other question from Section A
- three questions from Section B

Section A: Poetry

Five questions will be set on the works of Indian and Mauritian poets. Candidates must answer a context question and **one** other question.

The compulsory context question will consist of four extracts from the prescribed texts: two from the Medieval Period and two from the Modern Period. Candidates must answer questions on two of the extracts, one from each period.

Section B: Prose

Questions on prescribed Hindi novels and short stories.

All questions in this paper carry equal marks.

Prescribed texts

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 suitable texts, resources and examples 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.

Section A: Poetry

Hindi poetry

Hindi Padya Paraag, an anthology of Hindi Poems, edited by Dr M Chintamunnee (3rd Edition, 1993).

Only poems from the following poets are to be studied:

Medieval:

- Kabirdas
- Mirabai

Modern:

- Maithilisharan Gupt
- Brajendra Bhagat 'Madhukar'

Section B: Prose

Hindi novels

Tyaagpatra by Jainendra Kumar

Pratigyaa by Premchand

Hindi short stories

23 Hindi Kahanian, edited by Jainendra Kumar (1984)

Published by Lokbharati Prakashan, Allahabad, India

Only the following five stories are to be studied:

- *Sacha kaa sauda* by Sudarshan
- *Kafan* by Premchand
- *Sharnaagat* by Vrindavanlal Verma
- *Saabun* by Dvijendranath Mishra 'Nirgun'
- *Khudaaraam* by Pandey Bechain Sharma 'Ugra'

4. Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

This syllabus and the associated assessment materials are available in English only.

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 one 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.

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Grading and reporting

Cambridge O Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

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