



CAMBRIDGE
International Education

Syllabus

Cambridge O Level Literature in Hindi 2026 for centres in Mauritius

Use this syllabus for exams in 2029 and 2030.
Exams are available in the November series.



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.

Why choose Cambridge?

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

For information about changes to this syllabus for 2029 and 2030, go to page 17.



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 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.

Our approach in Cambridge O Level Literature in Hindi encourages learners to be:

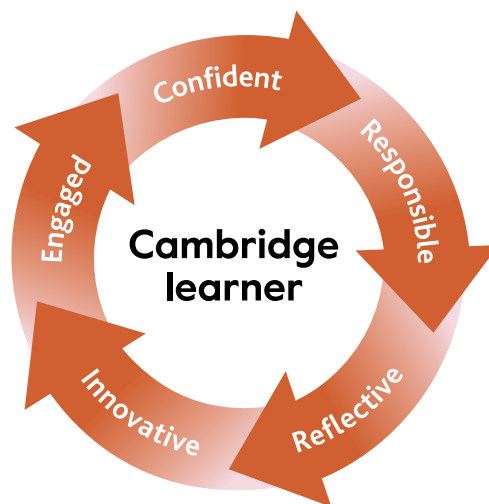
confident, in working with information and ideas – their own and those of others

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.



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 Literature in Hindi 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 Hindi Language and Literature.

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

Supporting teachers

Support materials

We provide a wide range of resources so that you can give your students the best possible preparation for Cambridge O Level.

Find out more on the School Support Hub at <https://schoolsupporthub.cambridge.org>, our secure online site for teachers (username and password required).

Training

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

2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

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



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.

Assessment overview

All candidates take one component. Candidates will be eligible for grades A* to E.

All candidates take:

Paper 1 2 hours 30 minutes
100%

100 marks

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.

Externally assessed

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

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 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.

2029

Section A: Poetry

Hindi poetry

हिंदी पद्य – पराग (संपादक – डा. मुनीश्वरलाल चिन्तामणि).

Only poems from the following poets are to be studied:

Medieval:

- सूरदास
- तुलसीदास

Modern:

- मैथिलीशरण गुप्त
- ब्रजेन्द्र भगत 'मधुकर'

Section B: Prose

Hindi novels

- आपका बंटी (लेखक – मन्नू भंडारी)
- प्रतिज्ञा (लेखक – प्रेमचंद)

Hindi short stories

२३ हिंदी कहानियाँ (संपादक – जैनेन्द्र कुमार)

Only the following five stories are to be studied:

- उसने कहा था (लेखक – चन्द्रधर शर्मा गुलेरी)
- रेल की रात (लेखक – इलाचंद्र जोशी)
- मक्रील (लेखक – यशपाल)
- रहमान का बेटा (लेखक – विष्णु प्रभाकर)
- हिरनी (लेखक – चंद्रकिरण सौनरेक्सा)

2030

Section A: Poetry

Hindi poetry

हिंदी पद्य – पराग (संपादक – डा. मुनीश्वरलाल चिन्तामणि).

Only poems from the following poets are to be studied:

Medieval:

- सूरदास
- तुलसीदास

Modern:

- सूर्यकांत त्रिपाठी 'निराला'
- सुभद्राकुमारी चौहान

Section B: Prose

Hindi novels

- आपका बंटी (लेखक – मन्नू भंडारी)
- छोटी-सी बात (लेखक – रांगेय राघव)

Hindi short stories

२३ हिंदी कहानियाँ (संपादक – जैनेन्द्र कुमार)

Only the following five stories are to be studied:

- उसने कहा था (लेखक – चन्द्रधर शर्मा गुलेरी)
- रेल की रात (लेखक – इलाचंद्र जोशी)
- मक्रील (लेखक – यशपाल)
- रहमान का बेटा (लेखक – विष्णु प्रभाकर)
- हिरनी (लेखक – चंद्रकिरण सौनरेक्सा)

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

4 Details of the assessment

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

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.

5 What else you need to know

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.

Before you start

Previous study

We recommend that learners starting this course should have studied Hindi for 2–3 years.

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

You can enter candidates in the November exam series.

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:

- 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

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. Please refer to the *Cambridge Guide to Making Entries* for the relevant series for the correct entry option code.

Retakes

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse linguistic, cultural and socio-economic 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 apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content. 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. 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. Our access arrangement regulations can be found in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

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 2029 and 2030

The syllabus has been updated. This is version 1, published September 2026.

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.

Changes to version 1 of the syllabus, published September 2026

Changes to syllabus content

- The list of set texts has been updated.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Any textbooks endorsed to support the Literature in Hindi syllabus for examination from 2025 are still suitable for use with this syllabus.

You should take account of the changes described above when using these textbooks.



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

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 3 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at 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.

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