



Cambridge O Level

SECOND LANGUAGE URDU

3248/01

Paper 1 Composition and Translation

October/November 2022

MARK SCHEME

Maximum Mark: 55

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **11** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Part 1 – banded mark scheme – for Question 1

Marks available:

Language – 9 marks

Content – 6 marks

Content	Language
<p>5–6 Very good Detailed, clearly relevant and well-illustrated; coherently argued and structured.</p>	<p>8–9 Very good Confident use of complex sentence patterns; generally accurate; extensive vocabulary, good sense of idiom.</p>
<p>4 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>	<p>6–7 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</p>
<p>3 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.</p>	<p>4–5 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>
<p>2 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p>	<p>2–3 Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</p>
<p>0–1 Very poor Vague and general; ideas presented at random.</p>	<p>0–1 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</p>

Question	Answer	Marks
1.1	جنگلی حیات کی اہمیت کے متعلق کوئی ایک بات	1
1.2	جنگلی حیات کی اہمیت کے متعلق ایک اور بات	1
1.3	جنگلی جانوروں کا تحفظ ایک بات	1
1.4	جنگلی جانوروں کا تحفظ ایک اور بات	1
1.5	حکومت اور عوام کا کردار۔ ایک بات	1
1.6	حکومت اور عوام کا کردار۔ ایک بات	1
1.7	زبان کے معیار کے لیے	9
If only 2 out of 3 bullet points attempted total available language mark is 7		
If only 1 out of 3 bullet points attempted total available language mark is 5		

Part 2 – banded mark scheme – for Questions 2(a) and (b)

Marks available:

Language – 15 marks

Content – 5 marks

Content	Language
<p>5 Very good Detailed, clearly relevant and well-illustrated; coherently argued and structured.</p>	<p>13–15 Very good Confident use of complex sentence patterns; generally accurate; extensive vocabulary, good sense of idiom.</p>
<p>4 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>	<p>10–12 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</p>
<p>3 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.</p>	<p>7–9 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>
<p>2 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p>	<p>4–6 Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</p>
<p>0–1 Very poor Vague and general; ideas presented at random.</p>	<p>0–3 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</p>

Question 2(a)	Letter	
	Start of the letter	1
	Three details of the unexpected event	3
	End of the letter	1
TOTAL		5 marks
Question 2(b)	Speech	
	Start of the speech	1
	Three details of the best use of time	3
	End of speech	1
TOTAL		5 marks

Question	Answer	Marks
EITHER		
2(a)	خط	
	خط کا آغاز	1
	غیر متوقع واقعہ اور اسکی وضاحت (ایک مارکس غیر متوقع واقعہ کا اور دو مارکس وضاحت کے لیے)	3
	خط کا اختتام	1
	زبان کے معیار کے لیے	15
OR		
2(b)	تقریر	
	تقریر کا آغاز	1
	'وقت کا بہترین استعمال' کے متعلق تین باتیں	3
	تقریر کا اختتام	1
	زبان کے معیار کے لیے	15

Part 3 – Question 3

General Marking Instructions	
Crossing out:	
(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed-out work. (Please note that a 'second attempt' could be a single word.)

Question	Answer	Marks
3	Education plays a significant role in creating successful people .	3
	لوگوں کی کامیابی میں تعلیم ایک اہم کردار ادا کرتی ہے۔	
	Accept پڑھائی اہم کردار۔ بڑے آدمی/لوگ بنانے	
	Reject چیز/ترقی یافتہ انسان بنانے میں	
	Skills and knowledge learnt at school open up the variety of opportunities available to young people .	4
	سکول میں سیکھی جانے والی مہارتیں اور علم نوجوان لوگوں کے لیے کئی قسم کے مواقع پیدا کرتی ہیں۔	
	Accept ہنر/صلاحیتیں۔ کئی راہیں کھولتی ہیں/کئی دروازے کھول دیتی۔ امکانات کھول دیتا/کئی قسم کی سہولتیں	
	Reject چیزیں۔ معلومات/کم عمر کے لوگوں/بچوں	
	Through education , we learn to deal with challenges and to overcome obstacles .	3
	تعلیم کے ذریعے ہم مشکلات سے نپٹنا/سامنا کرنا اور رکاوٹوں پر قابو پانا سیکھتے ہیں۔	
	Accept پڑھائی کے ذریعے۔ رکاوٹوں کو پار کرنا/مسائل/مشکلات کو حل کر سکتے۔	
	Reject چیلنجز/مقابلوں/آگے بڑھنا۔	

Question	Answer	Marks
3	We learn new ways of working and how to respect other cultures which provide important social and economic benefits in the future.	4
	ہم کام کرنے کے نئے طریقے اور دوسروں کی ثقافت کا احترام کیسے کیا جاتا ہے سیکھتے ہیں جس سے ہمیں مستقبل میں اہم معاشرتی/ سماجی اور معاشی فوائد حاصل ہوتے ہیں۔	
	Accept	
	مالی فوائد۔ تہذیبوں	
3	The opportunity to expand our knowledge and interests is not just limited to the classroom.	3
	ہمارے علم اور دلچسپیوں کو بڑھانے کے مواقع صرف کلاس روم تک محدود نہیں ہیں۔	
	Accept	
	علم/ تعلیم، شوق/ مفادات/ پھیلائے/ دلچسپیاں میں اضافہ۔	
4	Educational trips mean that we can apply our classroom knowledge to real life and to see how the different subjects are interconnected .	4
	تعلیمی دوروں کا مطلب یہ ہے کہ ہم کلاس روم میں سیکھا جانے والا علم حقیقی/ اصلی زندگی پر لاگو کریں اور دیکھیں کہ مختلف مضامین کا آپس میں کیا تعلق ہے۔	
	Accept	
	تعلیمی ٹرپ/ سفر/ سیر۔ عملی زندگی۔ مختلف/ الگ الگ مضامین آپس میں کیسے ملے/ جڑے ہوئے	
4	Reject	4
	سبجیکٹ/ اسباق/ مختلف عنوان/ الگ موضوع۔	

Question	Answer	Marks
3	In very real terms , what you learn in the classroom can have an effect on the world.	2
	اصل میں جو کچھ آپ کلاس روم میں سیکھتے ہیں اس کا اثر باہر کی دنیا پر پڑتا ہے۔	
	Accept اصلی معنوں میں / حقیقت میں / آسان / اصل / سیدھے لفظوں میں	
	Reject کردار دنیا پر۔	
3	For example , in order for the space station to be operational , people with design and mathematics skills were needed to build it, knowledge of physics to launch it,	5
	مثال کے طور پر خلائی اسٹیشن کو کام کرنے کے لیے، ڈائریزن اور ریاضی کے ماہر لوگوں کی ضرورت تھی جو اسے بنائیں اور اسے خلا میں چھوڑنے کے لیے علم طبیعیات کی ضرورت تھی۔	
	Accept فزکس کا علم۔	
	Reject اسپیس / ہوائی۔ گنتی کے ماہر۔	
3	and people with medical, nutrition and health knowledge in order to send people to live on it.	3
	اور طب / میڈیکل، غذا اور صحت کا علم رکھنے والے ماہرین کی تاکہ لوگوں کو اس پر رہنے کے لیے بھیجا جاسکے۔	
	Accept کھانے / خوراک	
	Reject ادویات / دوا / ڈاکٹری۔ نیوٹریشن	

Question	Answer	Marks
3	Our <u>entire</u> life is a process of learning and gaining new and useful knowledge.	4
	ہماری تمام زندگی نئے اور مفید علم کو سیکھنے اور حاصل کرنے کا عمل ہے۔	
	Accept نئے اور کام کے / اچھے علم۔	
	Reject ہماری اندورنی زندگی میں۔ ذریعہ ہے۔ نئی معلومات	
	We should <u>always</u> remember that attaining a good quality education is imperative in today`s society	3
	ہمیں ہمیشہ یاد رکھنا چاہیے کہ اچھی / معیاری تعلیم کا حصول موجودہ معاشرے میں لازمی ہے	
	Accept ایک اچھی تعلیم۔	
	Reject سوسائٹی	
	since it is considered a <u>strong foundation</u> of a <u>successful future</u>.	2
	کیوں کہ یہ ایک کامیاب مستقبل کی مضبوط بنیاد کا درجہ رکھتی ہے۔	
	Accept اچھے مستقبل کی / طاقتور / اچھی بنیاد مانا جاتا ہے۔	
	Reject مضبوط نشانی / اچھا ذریعہ مانا جاتا ہے۔ قابل مستقبل / کامیاب منزل۔	