

# Cambridge O Level

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**SECOND LANGUAGE URDU****3248/02**

Paper 2 Grammar, Writing and Translation

**May/June 2024****MARK SCHEME**Maximum Mark: 50

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**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.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** 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 descriptions 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.

## Annotations

Annotation	Meaning
	Credit for good language or good content point
	Incorrect
	Omission
	Unclear meaning or illegible
	Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
	No Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is not given to the candidate and the mark is not awarded.
	Harmless Addition
	To show the end of word count
	Repetition
	Irrelevant
	Communication issue
	Minor Error
	Lifted material
	Use to show that blank pages have been seen

This component tests the following assessment objectives (AOs):

### **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

### **Overview of exercises on Paper 2**

<b>Exercise</b>	<b>Task type</b>	<b>Reading objectives tested</b>	<b>Marks for Reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for Writing objectives</b>	<b>Total available marks</b>
1	Sentence transformation	R2	2	W3, W4, W5	3	5
2	Multiple-choice cloze passage	R2	4	W3, W4, W5	6	10
3	Extended writing exercise			W1, W2, W3, W4, W5	20	20
4	Translation			W1, W2, W3, W4, W5	15	15
Total marks						50

## Exercise 1

Question	Answer	Marks
1	خراب / بُری	1
2	آئے / رہتے / آباد	1
3	نہیں بھولوں گا / نہیں بھول سکتا / نہیں بھولتا / بھول نہیں پاؤں گا	1
4	عرصہ / زمانہ / المباوقت / ایک سال سے زیادہ	1
5	بغیر کام پر جاتی ہے	1

## Exercise 2

Question	Answer	Marks
6	D	1
7	B	1
8	A	1
9	C	1
10	D	1
11	C	1
12	A	1
13	B	1
14	C	1
15	D	1

**Exercise 3**

Question	Answer	Marks																					
16	<p>Award up to 10 marks for content and up to 10 marks for the style and accuracy of language.</p> <p><b>Table A</b></p> <table> <tr> <td></td><td><b>Content: relevance and development of ideas</b></td><td></td></tr> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> <tr> <td><b>4</b></td><td> <ul style="list-style-type: none"> <li>Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</li> <li>Ideas are well developed and communicated effectively, at appropriate length.</li> <li>Effectively organised and coherent.</li> </ul> </td><td><b>9–10</b></td></tr> <tr> <td><b>3</b></td><td> <ul style="list-style-type: none"> <li>Fulfils the task, with appropriate register and a good sense of purpose and audience.</li> <li>Ideas are well developed at appropriate length.</li> <li>Well organised and coherent.</li> </ul> </td><td><b>6–8</b></td></tr> <tr> <td><b>2</b></td><td> <ul style="list-style-type: none"> <li>Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li> <li>Ideas are satisfactorily developed at appropriate length.</li> <li>Generally well organised and coherent.</li> </ul> </td><td><b>3–5</b></td></tr> <tr> <td><b>1</b></td><td> <ul style="list-style-type: none"> <li>Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li> <li>There is some development of ideas, although in places this is incomplete and/or repetitive.</li> <li>Organisation may lack coherence.</li> </ul> </td><td><b>1–2</b></td></tr> <tr> <td><b>0</b></td><td> <ul style="list-style-type: none"> <li>No creditable response</li> </ul> </td><td><b>0</b></td></tr> </table>		<b>Content: relevance and development of ideas</b>		Level	Description	Marks	<b>4</b>	<ul style="list-style-type: none"> <li>Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.</li> <li>Ideas are well developed and communicated effectively, at appropriate length.</li> <li>Effectively organised and coherent.</li> </ul>	<b>9–10</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Fulfils the task, with appropriate register and a good sense of purpose and audience.</li> <li>Ideas are well developed at appropriate length.</li> <li>Well organised and coherent.</li> </ul>	<b>6–8</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li> <li>Ideas are satisfactorily developed at appropriate length.</li> <li>Generally well organised and coherent.</li> </ul>	<b>3–5</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li> <li>There is some development of ideas, although in places this is incomplete and/or repetitive.</li> <li>Organisation may lack coherence.</li> </ul>	<b>1–2</b>	<b>0</b>	<ul style="list-style-type: none"> <li>No creditable response</li> </ul>	<b>0</b>	<b>20</b>
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## Exercise 4

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17	<p><b>Translation</b> Award up to 5 marks for <b>communicating key points</b> and up to 10 marks for applying <b>linguistic knowledge and accuracy</b>.</p> <p>دنیا بھر میں بہت سے بچوں کے لیے اسکول سب سے زیادہ دلچسپ اوقات میں سے ایک ہے۔ دنیا بھر میں بچوں کے اسکول شروع کرنے / جانے کی عمر مختلف ہوتی ہے، مثال کے طور پر، برطانیہ میں پانچ سال کی عمر کے بچوں کے لیے تعلیم لازمی ہے۔ جبکہ بچوں کی اکثریت اسکولوں میں جاتی ہے کچھ والدین اپنے بچوں کے لیے گھر پر تعلیم کو ترجیح دیتے ہیں۔</p> <p>برطانیہ میں بچے اسکول میں روزانہ تقریباً چھ گھنٹے گزارتے ہیں۔ معمول کے اسباق ختم کرنے کے بعد اسکولوں میں عام طور پر بہت سی تعلیمی اور غیر نصابی سرگرمیوں کا انتظام کیا جاتا ہے۔ طلباء کو اسکول کے بعد ان سرگرمیوں میں حصہ لینے کا موقع ملتا ہے جہاں پر وہ مختلف مہارتیں سیکھ سکتے ہیں جو ان کی صلاحیتوں کو فروغ دینے میں مدد دیتی ہیں۔</p> <p>اسکول کی زندگی جہاں تفریح، حیرت انگیز تجربات اور دوستی سے بھرپور ہوتی ہے، وہاں یہ طلباء کو معاشرے کے ذمہ دار اور مفید رکن بننے کے لیے بھی تیار کرتی ہے۔ بچوں کو اسکول میں اپنے وقت کی قدر کرنی چاہیے کیونکہ وہ اپنی زندگی میں کسی موڑ پر اس کی اہمیت کو جان لیں گے۔</p> <p><b>Table C</b></p> <table> <tr> <th></th><th>Communicating key points</th><th></th></tr> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> <tr> <td>5</td><td>• All key points communicated clearly.</td><td>5</td></tr> <tr> <td>4</td><td>• Most key points are communicated clearly.</td><td>4</td></tr> <tr> <td>3</td><td>• Some key points are communicated clearly.</td><td>3</td></tr> <tr> <td>2</td><td>• Attempt at communicating key points. Meaning not always clear.</td><td>2</td></tr> <tr> <td>1</td><td>• Communication of key points attempted but mostly unsuccessfully.</td><td>1</td></tr> <tr> <td>0</td><td>• No creditable response.</td><td>0</td></tr> </table>		Communicating key points		Level	Description	Marks	5	• All key points communicated clearly.	5	4	• Most key points are communicated clearly.	4	3	• Some key points are communicated clearly.	3	2	• Attempt at communicating key points. Meaning not always clear.	2	1	• Communication of key points attempted but mostly unsuccessfully.	1	0	• No creditable response.	0	15
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