



Cambridge O Level

SECOND LANGUAGE URDU

3248/02

Paper 2 Grammar, Writing and Translation

May/June 2025

MARK SCHEME

Maximum Mark: 50

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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 guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotation	Meaning
	Credit for good language or content point.
	Incorrect.
	Omission.
	Meaning unclear or illegible.
BOD	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
NBOD	If the examiner considers the answer to be more incorrect than correct, then ' no benefit of the doubt' is given.
HA	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
REP	Repetition.
INVL	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
SEEN	Used to show that blank pages have been seen and any creditworthy material has been awarded.
IR	Irrelevant.
C	Communication issue.
E	Minor Error.
	To show the end of word count.
Off Page Comment	Used to make a holistic comment about the script.

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

Exercise	Task type	Reading objectives tested	Marks for Reading objectives	Writing objectives tested	Marks for Writing objectives	Total available marks
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	شوقین/دلدادہ/شیدائی/مشتاق	1
2	قیمت/لاگت	1
3	عرصہ لگا/وقت لگا/دورانیہ لگا	1
4	تکمیل/انتہا	1
5	سبب/باعث/فیصلہ/جواز	1

Exercise 2

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

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17	<p>Translation Award up to 5 marks for communicating key points and up to 10 marks for applying linguistic knowledge and accuracy.</p> <p>خیراتی کام میں آپ کے فارغ وقت میں کچھ رضاکارانہ طور پر کام کرنا اور دوسروں کو مدد فراہم کرنا شامل ہو سکتا ہے۔ یہ کمیونٹی کے لیے کچھ کرنے اور لوگوں کی زندگیوں پر مثبت اثر ڈالنے کا بہترین طریقہ ہے۔ بہت سے خیراتی ادارے معاشرے کے اندر مخصوص گروہوں پر توجہ مرکوز کرتے ہیں جن میں بوڑھے اور سب سے زیادہ کمزور لوگ شامل ہیں۔ لوگ مختلف وجوہات کی بنا پر رضاکارانہ طور پر کام کرنے کا انتخاب کرتے ہیں۔ کچھ لوگوں کے لیے یہ سماجی اختلافات کو دور کرنے میں مدد کرنے کا موقع فراہم کرتا ہے جبکہ دوسرے لوگ عظیم/بڑے مقاصد میں مدد کرنے کے لیے وسیع تر منصوبوں میں حصہ لینا چاہتے ہیں۔</p> <p>رضاکارانہ کام کے بہت سے ذاتی فوائد بھی ہیں جن میں خود اعتمادی پیدا کرنا اور زندگی کے اہم/قیمتی تجربات حاصل کرنا شامل ہو سکتے ہیں۔ نئے دوست بنانے کے لیے لوگ اپنے اندر سماجی سوجھ بوجھ پیدا کر سکتے ہیں۔ بہت سے لوگوں نے اس بات کا اظہار کیا ہے خیراتی کام انہیں زندگی کے بامقصد ہونے کا احساس دلاتا ہے۔ شاید لوگوں کی مدد کرنے کے دیگر نتائج میں سے ایک ہمارے لیے ملازمت کے نئے مواقع کا پیدا ہونا جب کہ دوسروں کے لیے خوشیاں لانا ہے۔</p> <p>Table C</p> <table border="1"> <thead> <tr> <th colspan="3">Communicating key points</th></tr> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <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> </tbody> </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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