Cambridge Assessment International Education
Cambridge Ordinary Level

SECOND LANGUAGE URDU	**3248/01**
Paper 1 Composition and Translation	**October/November 2018**
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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Cambridge Assessment
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[Turn over

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.

Question	Answer	Marks

Part 1 – banded mark scheme – for Question 1

Marks available:

Language – 9 marks
Content – 6 marks

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

General Marking Instructions

Content Marks	Language marks available
5/6	9
3/4	7
1/2	5

Question	Answer	Marks
1	Bullet Points: Any 2 appropriate points from each bullet point, e.g.	**15**
	صاف ماحول کی اہمیت۔ دو باتیں صحت پر اچھا اثر پڑتا ہے	2
	صحت پر آلودگی کے اثرات۔ دو باتیں (صحت کے متعلق ہونا ضروری ہے) گاڑیوں کا دھواں۔ سانس لینے میں مشکلات۔ دمہ کی بیماری۔ پھیپھڑوں کی بیماریاں۔ وغیرہ ۔ وغیرہ صاف پانی نہ ہونے کی وجہ سے۔ پیٹ کی بیماریاں۔	2
	علاقے کی صفائی کے متعلق تجاویز۔ دو باتیں صفائی کے متعلق مہم چلانا۔ ہفتہ صفائی بنانا۔ سکولوں میں بچوں میں آگاہی پیدا کرنا۔ محلوں اور کمیونٹی سنٹرز میں مہم چلانا وغیرہ۔ وغیرہ	2
	Total = Content 6 + Language 9 = 15 Marks	
	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.	
	If composition is more than 200 words ignore any extra material.	

Question	Answer	Marks

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

Marks available:

Language – 15 marks
Content – 5 marks

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

General Marking Instructions
The syllabus specifies that the candidates are to write a response in Urdu of about 200 words. Examiners are to read up to 250 words and ignore any further writing.

Question	Answer	Marks
Question 2(a)	**Speech Content**	
	Start of speech/introduction	1
	Importance of the charity work (3 points)	3
	End of speech (concluded sentence)	1
	Total	5 marks
Question 2(b)	**Report Content**	
	Introduction of the place	1
	Three details of the place	3
	Opinion/Conclusion	1
	Total	5 marks

General Marking Instructions

Rubric infringement:
If the candidate has attempted the wrong type of task (e.g. speech instead of report) award maximum of **3** marks for **Content** and maximum of **12** marks for **Language**.

Content marks	Language marks available
5	15
4	12
3	9
2	6
1	5

Question	Answer	Marks
2(a)	**Speech Content**	
	تقریر کا آغاز / تعارف	1
	خیراتی کام کی اہمیت کے متعلق تین مختلف باتیں تفصیل کے ساتھ	3
	تقریر کا اختتام (اختتامیہ جملہ)	1
2(b)	**Report Content**	
	تاریخی عمارت / جگہ کا تعارف	1
	تاریخی عمارت کے متعلق تین مختلف باتیں تفصیل کے ساتھ	3
	رائے / نتیجہ (ایک جملہ)	1

Question		Answer	Marks
3			**20**
	1–2	Ask an Englishman - what is the hardest thing to learn	**2**
		Accept کسی انگریز سے یہ پوچھا جائے/پوچھو کہ سیکھنے/ا کرنے کی سب سے مشکل چیز/بات کیا ہے۔ انگلستانی	
		Reject گورے۔ انگلش مین/یاد	
	3–5	and he will probably tell you – that learning a foreign language – is top of the list	**3**
		Accept اور شاید/غالباً وہ آپ سے یہ کہے گا کہ غیر ملکی زبان سیکھنا سرِ فہرست/کے سب سے اوپر ہے۔	
		Reject لسٹ۔ یقیناً۔ بیرونی زبان۔ باہر کی زبان۔ دوسری زبان۔ مختلف زبان۔	
	6–9	This is because England is a country where most of the population speak only one language.	**4**
		Accept یہ اس لیے ہے کیونکہ انگلینڈ/برطانیہ ایک ایسا ملک ہے جہاں آبادی کی اکثریت/زیادہ تر آبادی صرف ایک ہی زبان بولتی ہے۔	
		Reject یو-کے۔ لوگ۔ لوگوں۔ زبان آتی ہے۔	
	10–12	This means that they don't get many chances to hear people speaking other languages.	**3**
		Accept اس کا مطلب ہے کہ اُنہیں لوگوں کو دوسری زبانیں بولتے ہوئے سننے کے بہت زیادہ مواقع نہیں ملتے	
		Reject موقع۔ اگر فقرہ سے لگتا ہے کہ وہ جمع کا ہے تو پھر (موقع) کو مارک دے دیں	

Question		Answer	Marks
3	13–15	On the other hand, in many parts of the world – it is nothing unusual – to speak several languages	4
		Accept دوسری طرف/اس کے برعکس دنیا کے بہت سے حصوں میں لوگوں کا کئی زبانیں بولنا کوئی غیر معمولی/عام بات نہیں ہے۔	
		Reject دوسرے ہاتھ پر۔ مختلف حصوں میں۔ خاص بات۔ عجیب بات ہے۔	
	16–17	Take my old Pakistani friend Ghulam Ali as an example	2
		Accept میرے پرانے پاکستانی دوست غلام علی کی مثال لے لیں۔	
		Reject صرف دوست	
	18–20	His mother tongue is Hindko – but because he grew up in Peshawar – he also speaks Pashtu.	3
		Accept اس کی مادری/ماں کی زبان ہندکو ہے لیکن کیونکہ وہ پشاور میں پروان چڑھا/پلا بڑا ہوا ہے وہ پشتو بھی بولتا ہے۔	
		Reject اُس کی اپنی زبان۔	
	21–24	His parents taught him Urdu – and he went to a private school – where he learnt English.	4
		Accept اس کے والدین نے اسے اردو سکھائی اور وہ ایک نجی/پرائیویٹ اسکول/غیر سرکاری سکول میں پڑھتا تھا/پڑھنے کے لیے گیا تھا جہاں اس نے انگریزی سیکھی۔	
		Reject گورنمنٹ سکول۔ سرکاری سکول	

Question	Answer	Marks
3	25–26 He studied Arabic at the mosque since he was a child.	**2**
	Accept وہ بچپن سے مسجد میں عربی سیکھتا رہا۔	
	Reject مدرسہ۔ جب چھوٹا تھا۔	
	27–30 As well as these languages-he has taught himself Persian because he loves poetry.	**3**
	Accept ان زبانوں کے ساتھ ساتھ/علاوہ اس نے خود سے فارسی سیکھی کیونکہ اسے شاعری بہت پسند ہے/اسے بہت محبت ہے۔/شوق	
	31–33 It is said that you need a special talent to learn languages, but I think that is wrong.	**3**
	Accept کہا جاتا ہے کہ زبانیں سیکھنے لیے آپ کو خاص صلاحیت کی ضرورت ہے لیکن میرے خیال میں یہ غلط ہے۔	
	Reject ہنر۔ مہارت	
	34–37 You need strong willpower and as many chances to use it as possible.	**3**
	Accept آپ کو اس کے لیے پکا ارادہ کرنے کی ضرورت ہے اور اس کے استعمال کرنے کے لیے جتنا ممکن ہو زیادہ سے زیادہ مواقع ملنے چاہئیں۔ مضبوط قوت ارادہ	

Question	Answer	Marks
3	38–40 Most important of all, you have to be prepared to make lots of mistakes and be laughed at.	**4**
	Accept سب سے اہم بات یہ ہے کہ آپ کو اس بات کے لیے تیار رہنا ہوگا کہ آپ بہت سی غلطیاں کریں اور لوگ آپ پر ہنسیں۔ آپ کا مذاق اُڑایا جائے	
	Reject آپ ہنسنے کے لیے تیار ہو جائیں۔	