CAMBRIDGE
International Education

Cambridge O Level

SECOND LANGUAGE URDU **3248/01**

Paper 1 Reading and Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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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.

Annotations

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.
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.

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Annotation	Meaning
IR	Irrelevant.
C	Communication issue.
E	Minor Error.
LM	Lifted material.
/	To show the end of word count.
Off Page Comment	Used to make a holistic comment about the script.

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This component tests the following Assessment Objectives:

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 1

Exercise	Task type	Reading objectives tested	Marks for Reading objectives	Writing objectives tested	Marks for Writing objectives	Total available marks
1	Short answer reading	R1, R2, R3, R4	8			8
2	Multiple matching	R1, R2, R3	9			9
3	Note-making	R1, R2, R3, R4	9			9
4	Summary	R2, R3	4	W1, W2, W3, W4, W5	6	10
5	Writing exercise			W1, W2, W3, W4, W5	14	14
Total Marks						50

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Exercise 1

Question	Answer	Marks	Guidance
1	علم/ثقافت	1	
2	ابن سینا سے	1	
3	پروں کی مدد سے پرواز کی کوشش، نتیجے میں گرا/زخمی ہوا پیراشوٹ کی مدد سے چھلانگ، بحفاظت زمین پر آیا/کامیاب ہوا	2	پرواز میں ناکامی لکھنے پر نمبر نہیں ملے گا۔ پرواز کے دو تجربے اور ہر تجربے کا متعلقہ نتیجہ واضح ہونا ضروری ہے۔
4	بے رنگ شیشہ تیار کیا اصلاحی عدسے بنائے/کمزور نظر کے لیے عدسے بنائے	2	صرف عدسہ لکھنے پر نمبر نہیں ملے گا۔
5	سیاروں/ستاروں	1	
6	خطاطی کے نمونے (مساجد/محلات) کی زینت بنتے تھے	1	صرف ماضی کے بارے میں ہی جواب قابل قبول ہو گا۔

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Exercise 2

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

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Exercise 3

Question	Answer	Marks	Guidance
16	کمپیوٹر/انٹرنیٹ کا درست استعمال(1) مطلوبہ معلومات تک رسائی(1)	2	
17	ٹیکنالوجی/انٹرنیٹ/کمپیوٹر کا ذمہ دارانہ/اخلاقی/محفوظ استعمال(1) ٹیکنالوجی/آن لائن/انٹرنیٹ پر اپنے حقوق/ذمہ داریوں/خطرات سے باخبر ہونا(1)	2	ٹیکنالوجی کا ذمہ دارانہ استعمال اور آن لائن ماحول میں اپنی ذمہ داریوں سے باخبر ہونا دو الگ باتیں ہیں۔
18	دوسروں کے حقوق/رازداری کا احترام(1) ایمانداری(1) گفتگو میں اخلاقی معیار(1)	3	
19	اعلیٰ انسانی اقدار کی حوصلہ افزائی(1) (غیر اخلاقی رویے/جرائم/سائبر کرائم) کے نتائج کے بارے میں آگاہی(1)	2	

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Exercise 4

Question	Answer	Marks	Guidance
20	Summary	**10**	

ڈیجیٹل شہریت کا نظریہ اور اس کی افادیت:

- ٹیکنالوجی/انٹرنیٹ/کمپیوٹر کا ذمہ دارانہ/اخلاقی/محفوظ استعمال۔
- ٹیکنالوجی/آن لائن/انٹرنیٹ پر اپنے حقوق/ذمہ داریوں/خطرات سے باخبر رہنا۔

آن لائن معلومات کی درستی کی اہمیت:

- غلط مواد کا آن لائن پھیلاؤ منفی نتائج پیدا کر سکتا ہے/دوسروں کو بھیجنے سے پہلے معلومات کی تصدیق کریں تاکہ نقصان سے بچا جا سکے۔
- انٹرنیٹ کی افادیت برقرار رکھی جا سکے/حقائق کو غیر جانبداری سے پیش کیا جائے تاکہ لوگوں تک درست معلومات پہنچائی جا سکیں گی۔

Both aspects of the question should be equally addressed for (2+2) = 4 marks

Award up to 10 marks, with up to **4 marks for content** and up to **6 marks for accurate and concise language**.

Summary of approx. hundred words – (Max word limit is 120 words)

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Question	Answer	Marks	Guidance

Content:

Use the left-hand column to judge the quality of the response, referring to the right-hand column for clarification where needed. Apply a best-fit approach when awarding the final mark.

Awarding Content Marks	Guidance
4 marks Makes four clear points that answer the question.	Four clear points – 4 marks.
3 marks Makes some clear points that answer the question.	Three clear points – 3 marks.
2 marks Makes one or two points relevant to the question.	Two clear points **OR** one clear point and attempted another point with limited relevance – 2 marks.
1 mark Content has limited relevance to the question.	One clear point **OR** at least some content which is relevant to the question – 1 mark.
0 mark No creditable response.	No point relevant to the question.

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Question	Answer	Marks	Guidance

Language:

- If content mark is 3, full language marks are available.
- If content mark is 2, then max language marks available would be 5.
- If content mark is 1, then max language marks available would be 3.

Use the left-hand column to judge the quality of the response, referring to the right-hand column for clarification where needed. Apply a best-fit approach when awarding the final mark.

Language	Guidance
6 marks Very good attempt to use own words and to organise and sequence points cohesively. A concise summary. Wide range of vocabulary and grammatical structures, used accurately. Assured control of punctuation and spelling.	A concise summary with almost no errors or omissions – 6 marks. (No more than two minor errors)
5 marks Good attempt to use own words and to organise and sequence points cohesively. Good range of vocabulary and grammatical structures, used accurately. Good control of punctuation and spelling.	Up to five minor mistakes that **do not** impede communication – 5 marks.

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Question	Answer	Marks	Guidance

Language	Guidance
4 marks Reasonable attempt to use own words and to organise and sequence points cohesively. A range of vocabulary and grammatical structures, used mostly accurately. Some inaccuracies of punctuation and spelling but these do not obscure meaning.	More than five minor mistakes that **do not** impede communication – 4 marks.
3 marks Some reliance on language from the text, but with an attempt to organise and sequence points. Satisfactory use of language, although sometimes inaccuracies obscure the meaning.	There is **ambiguity due to inaccuracy** – 3 marks.
2 marks Mainly reliant on language from the text with no attempt to organise and sequence points cohesively. Inaccuracies of vocabulary, grammatical structures, punctuation and spelling make the meaning frequently unclear.	**More ambiguities than once** due to inaccuracy – 2 marks.
1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies.	Almost every single sentence has ambiguity and lacks clarity – 1 mark.
0 marks No creditable response.	If there are no content marks, no language marks should be awarded.

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Exercise 5

Question	Answer	Marks	Guidance
21		**14**	

Email Composition

Award up to **6 marks for content** and up to **8 marks for the style and accuracy of language**.

Content: (2 marks for each point) – This could be either two separate points or a point and an elaboration of the same point.

Indicative Content: deal with each bullet point separately, as per the information asked.

• **Who did you went to the museum with and what you saw** Who they went with **and** what they saw	• عجائب گھر کس کے ساتھ گئے اور کیا دیکھا کسی کے ساتھ یا اکیلے جانا **اور** وہاں کیا دیکھا
• **Importance of museum in today's modern age** Two things about the importance of museum	• آج کے جدید دور میں عجائب گھر کی اہمیت عجائب گھر کی اہمیت کے بارے میں کوئی سی دو باتیں (دلیل کے ساتھ مثبت اور منفی دونوں باتیں قابل قبول)
• **Opinions about museum entry fees** Any two things about entry fees	• عجائب گھر میں داخلے پر فیس کے بارے میں رائے داخلہ فیس کے بارے میں کوئی سی دو باتیں

A composition of approx. 150 words. Apply word limit only if significantly over 200 words.

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Question	Answer	Marks	Guidance

Table A – Content: relevance and development of ideas

Use the description column to judge the quality of the response, referring to the guidance column for clarification where needed. Apply a best-fit approach when awarding the final mark.

Level	Description	Guidance	Marks
3	• Fulfils the task, with appropriate register and a good sense of purpose and audience. • Ideas are well developed and communicated effectively at appropriate length. • Effectively organised and coherent.	**Six** well developed clear points for three prompts (6 marks). **Five** well developed clear points for three prompts (5 marks).	**5–6**
2	• Fulfils the task, with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. • Although ideas are adequately developed, sometimes communication is unclear. • Generally well organised and coherent.	**Four** well developed clear points for two or three prompts (4 marks). **Three** well developed clear points for two or three prompts (3 marks).	**3–4**
1	• Limited engagement with the task, with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. • There is some attempt at development of ideas, although in places this is incomplete and/or repetitive. • Organisation may lack coherence.	**Two** developed points for one or two prompts (2 marks). **One** developed point for any prompt – (1 mark).	**1–2**
0	• No creditable response.	No point relevant to the question.	**0**

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Question	Answer	Marks	Guidance

Table B – Language: style and accuracy

- If content marks are 4 or above, then full language marks are available.
- If content marks are 3 or less, then max. language marks would be 6.
- If content mark is only 1, then max. language marks would be 2.

Use the description column to judge the quality of the response, referring to the guidance column for clarification where needed. Apply a best-fit approach when awarding the final mark.

Level	Description	Guidance	Marks
4	• Uses a wide range of vocabulary and complex structures consistently and appropriately. • Consistently appropriate style and register. Uses well-constructed and linked paragraphs. • High level of accuracy with excellent control of language. There may be a few minor errors.	No more than two minor errors **and** at least **two paragraphs** (8 marks). Up to 4 minor errors – (7 marks).	**7–8**
3	• Uses a range of vocabulary and structures mostly appropriately. • Appropriate style and register. Uses well-constructed paragraphs. • Mostly accurate with good control of language. Any errors do not impede meaning.	No more than eight minor errors – (6 marks). Minor errors that do not impede communication Level 3 – (5 marks).	**5–6**

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Question	Answer	Marks	Guidance

Level	Description	Guidance	Marks
2	• Uses a limited range of vocabulary and mainly simple structures. Some successful attempts to use more ambitious vocabulary. • Some attempt to use appropriate style and register. Some attempt to group ideas into paragraphs. • Uses simple structures with some control of language. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.	Many minor errors **and** up to two ambiguities (4 marks). Several minor errors **and** more than two ambiguities (3 marks).	**3–4**
1	• Uses basic vocabulary and simple structures. • Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. • Limited control of language. Meaning is sometimes in doubt.	Several errors and ambiguities (2 marks). Many errors and ambiguities make it difficult to read (1 mark).	**1–2**
0	• No creditable response.	If there are no content marks, no language marks should be awarded.	**0**

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