CAMBRIDGE
International Education

Cambridge O Level

SECOND LANGUAGE URDU **3248/02**

Paper 2 Grammar, Writing and Translation **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.
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Repetition.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Used to show that blank pages have been seen and any creditworthy material has been awarded.
	Irrelevant.
	Communication issue.
	Minor Error.
	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 (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

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Exercise 1

Question	Answer	Marks	Guidance
1	کھاتا ہوں/کھاتی ہوں/کھاؤں/کھالوں	1	
2	خوشی کا باعث/سبب/موقع/ذریعہ/ فخر کا باعث/باعثِ فخر	1	
3	نتیجہ نہ/فیصلہ نہ	1	
4	آمد/تشریف آوری/شرکت/حاضری	1	
5	غیر حاضر	1	دور۔گھر۔چھٹی (یہ جوابات قابل قبول نہیں ہیں۔)

A mark should only be awarded if the answer is grammatically correct. If a candidate has given two words in their answer and both have the same meaning and clearly grammatically correct, a mark should be awarded. However, if the candidates produce two answers and one is correct and the other incorrect, a mark should not be given, unless candidates clearly cross out the incorrect answer.

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Exercise 2

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

If a candidate ticks two answers and one is correct and the other is incorrect, a mark should not be given. However, if the candidate has ticked two answers and clearly crossed out the incorrect one, a mark should be awarded.

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Exercise 3

Question	Answer	Marks	Guidance
16		**20**	

Award up to 10 marks for content and up to 10 marks for the style and accuracy of language.

Table A
- Only apply the words limit if the length of the response is significantly over 250 words.
- Points may be **in favour**, **against**, or a **balanced mix of both.**

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.

Content: relevance and development of ideas			
Level	**Description**	**Guidance**	**Marks**
4	• 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.	• **Four or more distinctive well-developed ideas** with explanation, evidence or examples. • Clear and conclusive opinion – 10 marks. • Without a conclusive opinion – 9 marks.	**9–10**
3	• 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.	• **Three distinctive well-developed ideas** explained with conclusion – 8 marks. • **Three distinctive well-developed ideas** explained with no conclusion – 7 marks. • **Two distinctive well-developed ideas** explained – 6 marks.	**6–8**
2	• 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.	• **Three relevant less developed ideas** – 5 marks. • **Two relevant less developed ideas** – 4 marks. • **One relevant less developed idea and an attempt to write further ideas** – 3 marks.	**3–5**

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Question	Answer	Marks	Guidance

Content: relevance and development of ideas			
Level	**Description**	**Guidance**	**Marks**
1	• 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.	• **Attempt to write two or more relevant ideas** – 2 marks. • **Attempt to write one relevant idea** – 1 mark.	**1–2**
0	• No creditable response.		**0**

While marking this question put a tick on the content points you think are correct and clearly stated according to the question.

After reading and ticking all points, go through the mark scheme carefully and use the best-fit approach according to the descriptions on the table. Once the level is determined, the features on the guidance column can help to decide on the marks to award to the answers, within the selected band.

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Question	Answer	Marks	Guidance
16			

Table B
If the content marks are 5 or less, maximum available marks for language would be 5.

Minor errors could be: Spelling, grammar, sentences structures, inappropriate use of idioms, phrase, vocabulary but do not affect communication.

Major errors could be any of the above, but they affect communication.

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: style and accuracy			
Level	**Description**	**Guidance**	**Marks**
4	• Uses a range of language, including complex structures and less common words and phrases, effectively. • Consistently appropriate style and register. Uses well-constructed and linked paragraphs. • High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.	• **No more than three minor errors** – 10 marks. • **Up to six minor errors** – 9 marks.	**9–10**
3	• Uses a range of structures and words and phrases, generally appropriately. • Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words. • Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.	• **No more than eight minor errors** – 8 marks. • **Up to ten minor errors** – 7 marks. • **Up to twelve minor errors** – 6 marks.	**6–8**

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Question	Answer	Marks	Guidance

Language: style and accuracy

Level	Description	Guidance	Marks
2	• Uses mainly simple structures and vocabulary. • Some attempt to use appropriate style and register and to organise writing into paragraphs. • Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.	• **Over twelve minor errors and no major errors** – 5 marks. • **One major error** – 4 marks. • **Up to four major errors** – 3 marks.	**3–5**
1	• Uses simple structures and vocabulary. • Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. • Some lack of simple structures. Meaning is often obscured.	• **Several major errors** – 2 marks. • **Many errors and ambiguities making it difficult to read** – 1 mark.	**1–2**
0	• No creditable response.		**0**

To award marks for language you must go through the mark scheme carefully and use the best-fit approach according to the descriptions on the table. Once the level is determined, the features on the guidance column can help to decide on the marks to award to the answers, within the selected band.

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Exercise 4

Question	Answer	Marks	Guidance
17	**Translation** Award up to 5 marks for **communicating key points** and up to 10 marks for applying **linguistic knowledge and accuracy**. دوستی زندگی کے سب سے قیمتی تحفوں میں سے ایک ہے۔اچھے دوست انتہائی اہم ہوتے ہیں۔زندگی میں کسی ایسے شخص کا ہونا انمول ہے، جس کے ساتھ آپ خوشگوار لمحے گزار سکیں اور جو ہمیشہ آپ کی مدد کے لیے تیار ہو۔ یہ جاننا مشکل ہوتا ہے کہ کون آپ کا سچا دوست بن سکتا ہے۔ اس لیے ہمیں اپنے دوستوں کا انتخاب کرتے وقت محتاط رہنا چاہیے۔ایک غلط فیصلہ ہمارے لیے مزید مسائل پیدا کر سکتا ہے۔ صحیح دوستوں کا انتخاب آپ کی زندگی کو آسان بنا سکتا ہے کیونکہ آپ کے پاس ایسا شخص ہو گا جس پر آپ بھروسہ کر سکتے ہیں۔اس سے فرق نہیں پڑتا کہ وہ کون ہیں یا ان کی سماجی حیثیت کیا ہے۔ دوستوں کے درمیان مضبوط تعلق اعتماد کے ستونوں پر قائم ہونا چاہیے۔ دوستی کب تک قائم رہے گی یہ ہمیشہ آپ پر منحصر ہوتا ہے۔آپ کو اپنی دوستی کی قدر کرنے، وفادار رہنے، مددگار ہونے اور اچھے اور بُرے وقت میں ساتھ دینے کی ضرورت ہے۔دوستی کبھی بھی مفاد یا مادی فائدے کی بنیاد پر نہیں کرنی چاہیے کیونکہ یہ زیادہ دیر تک قائم نہیں رہے۔	**15**	

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Question	Answer	Marks	Guidance
17		**15**	

Table C

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.

Communicating key points			
Level	**Description**	**Guidance**	**Marks**
5	• All key points communicated clearly.	**Key points are individual sentences**. • All contents of the English passage should be translated into the Target Language without any omission. • Only allowed to transliterate the specified vocabulary as given in the instructions.	**5**
4	• Most key points are communicated clearly.	**Key points are individual sentences**. • Half or more than half of the passage is translated into the Target Language successfully.	**4**
3	• Some key points are communicated clearly.	**Key points are individual sentences.** • Less than half of the passage is translated into the Target Language successfully.	**3**
2	• Attempt at communicating key points. Meaning not always clear.	**Key points are individual sentences.** • Less than a quarter of the passage is translated into the Target Language, but meaning is not always clear.	**2**
1	• Communication of key points attempted but mostly unsuccessfully.	• Translation attempted but mostly unsuccessful.	**1**
0	• No creditable response.		**0**

Read the answer carefully and annotate the question accordingly. Go through the mark scheme and determine the level for Communicating key points, using the best-fit approach according to the descriptions on the table. Once the level is determined, the features on the guidance column can help to decide on the marks to award to the answers, within the selected band.

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Question	Answer	Marks	Guidance
17			

Table D

Minor errors could be: Spelling, grammar, omission, transliteration, sentences structures, inappropriate use of idioms, phrase, vocabulary but do not affect communication.

Major errors could be any of the above, but they affect communication.

- If a candidate achieves **level 4** or above in communicating key points, then **full marks** for linguistic knowledge are available.
- If a candidate achieves **level 3** in communicating key points, then they can only go up to **level 3** in linguistic knowledge.
- If a candidate achieves **level 2** in communicating key points, then they can only go up to **level 2** in linguistic knowledge.
- If a candidate achieves **level 1** in communicating key points, then they can only go up to **level 1** in linguistic knowledge.

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.

Applying linguistic knowledge and accuracy			
Level	**Description**	**Guidance**	**Marks**
5	• Excellent use of appropriate vocabulary and grammatical structures. • Complex sentence structures are used successfully throughout. • High level of accurate language with few minor errors.	• **No more than three minor errors** – 10 marks. • **Up to six minor errors** – 9 marks.	**9–10**
4	• Good use of appropriate vocabulary and grammatical structures. • Use of complex sentence structures but not always successfully. • Generally accurate language with some minor errors.	• **No more than eight minor errors** – 8 marks. • **Up to ten minor errors** – 7 marks.	**7–8**

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Question	Answer	Marks	Guidance

Applying linguistic knowledge and accuracy

Level	Description	Guidance	Marks
3	• Some attempt at using appropriate vocabulary and grammatical structures although not always successfully. • Use of simple sentence structures with occasional attempts at using more complex sentences. • Fairly accurate language with some minor and few major errors.	• **Up to twelve minor errors** – 6 marks. • **Up to fifteen minor errors** – 5 marks.	**5–6**
2	• Limited use of appropriate vocabulary and grammatical structures. • Use of simple sentence structures with no attempt at using complex sentences. • Many basic errors in language which sometimes impede communication.	• **Over fifteen minor errors or one major error** – 4 marks. • **Up to three major errors** – 3 marks.	**3–4**
1	• Poor application of vocabulary and grammatical structures. • Little use of simple sentence structures, attempts often unsuccessful. • Frequent basic errors in language which often impede communication.	• **Several major errors** – 2 marks. • **Many errors and ambiguities making it difficult to read** – 1 mark.	**1–2**
0	• No creditable response.		**0**

To award marks for language you must go through the mark scheme carefully and use the best-fit approach according to the descriptions on the table. Once the level is determined, the features on the guidance column can help to decide on the marks to award to the answers, within the selected band.

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Level	Available Language Marks
5	**Full**
4	**Full**
3	**5–6**
2	**3–4**
1	**1–2**

Please use the annotations **E** for **errors** and **C** for **communication issues**.

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