CAMBRIDGE
International Education

Cambridge O Level

SECOND LANGUAGE URDU **3248/01**

Paper 1 Reading and Writing **October/November 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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **15** printed pages.

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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.

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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.

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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 standard isation 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.
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.

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Annotation	Meaning
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.
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	دیگر چوٹیوں سے دور/تنہا/الگ/علیحدہ ہے(1) باقی چوٹیوں سے بلندی کم ہے/باقی چوٹیوں سے بلند نظر آتی ہے(1)	2	صرف پوزیشن کی وجہ سے لکھنے پر نمبر نہیں ملے گا۔
2	چوٹی کی شکل مچھلی کی دم سے ملتی جلتی ہے	1	
3	ٹیم چوٹی سر کیے بغیر نیچے اتر آئی/چوٹی سر کرنے میں ناکامی	1	
4	تجارتی کوہ پیمائی شروع کرنے میں اہم کردار(1) پہلی ٹریکنگ کمپنی شروع کی/ٹریکنگ کمپنی کی بنیاد رکھی(1)	2	ٹریکنگ کی اصطلاح کا استعمال لکھنے پر نمبر نہیں ملے گا
5	سیاحت آمدنی کا ذریعہ ہے	1	صرف پہاڑوں سے آمدنی یا صرف سیاحت زیادہ ہونا غیر واضح ہے، نمبر نہیں ملے گا
6	ممنوعہ چوٹی/اس پر چڑھنا منع ہے/اسے سر کرنے پر پابندی ہے/کوہ پیمائی یا سیاحت نہیں ہوتی	1	وجہ ناقابل تسخیر لکھنا غلط ہے، نمبر نہیں ملے گا

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Exercise 2

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

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Exercise 3

Question	Answer	Marks	Guidance
16	پندرھویں صدی میں پرنٹنگ پریس/اخبارات/رسائل (1) انیسویں صدی میں ریڈیو/ٹی وی(1) اکیسویں صدی میں انٹرنیٹ/سوشل میڈیا/ڈیجیٹل مارکیٹنگ(1)	3	ایجادات کی درست ترتیب ضروری ہے۔البتہ صدی کا ذکر کرنا لازمی نہیں، لیکن اگر کیا جائے تو اس صدی کی درست ایجاد کے ساتھ ہونا ضروری ہے۔
17	سوشل میڈیا کے صارفین کے لیے اشتہار بنانا(1) صارفین کے آن لائن ڈیٹا کا استعمال/عوام کی (دلچسپی/پسند/ترجیحات) کے مطابق اشتہارات(1)	2	
18	روزگار کی فراہمی(1) ذرائع ابلاغ یا(اخبار/رسائل/ٹی وی/ویب سائٹ) کے لیے آمدنی کا ذریعہ۔(1)	2	صرف وسیلہ لکھنا کافی نہیں۔اس کا نمبر نہیں ملے گا۔
19	غیر ضروری خریداری/فضول خرچی/بے مصرف سامان جمع کرنا(1) متوسط طبقے کا بجٹ متاثر ہونا/مالی پریشانیوں میں اضافہ (1) گمراہ کن اشتہارات/اشتہارات میں حقائق کو نظرانداز کرنا/فوائد کو بڑھا چڑھا کر پیش کرنا(1)	2	Any **two** points for 2 marks

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Exercise 4

Question	Answer	Marks	Guidance
20	Summary	**10**	

اشتہار سازی میں عوامی نفسیات کی اہمیت:

- پرکشش یا مقبول شخصیات/خوب صورت مناظر/شاندار ڈیزائن کا استعمال۔(1)
- مزاح/پرانی یادیں/خوشی کے جذبات کو ابھارنا۔(1)
- کسی چیز کے فوائد کو قابل یقین انداز میں پیش کرنا۔(1)
- خریدا ہوا مال تبدیل یا واپس کرنے کی ضمانت دینا۔(1)

آج کل دکھائے جانے والے اشتہارات کے منفی اثرات:

- (غیر ضروری خریداری/فضول خرچی/بے مصرف سامان جمع کرنے) کا باعث(1)
- متوسط طبقے کا بجٹ متاثر ہونا/مالی پریشانیوں میں اضافہ (1)
- گمراہ کن اشتہارات/حقائق کو نظر انداز کرنا/فوائد کو بڑھا چڑھا کر پیش کرنا(1)

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. 100 words.

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Question	Answer	Marks	Guidance

Content:

Content
4 marks Makes four clear points that answer the question.
3 marks Makes some clear points that answer the question.
2 marks Makes one or two points relevant to the question.
1 mark Content has limited relevance to the question.
0 mark No creditable response.

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Question	Answer	Marks	Guidance

Language:

Language
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.
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.
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.
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.
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.
1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies.
0 marks No creditable response.

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Exercise 5

Question	Answer	Marks	Guidance
21		**14**	

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:

• **Describe the time spent together** **Two** things about spending time together	• آپس میں اکٹھے وقت گزارنا کیسا لگا اکٹھے وقت گزارنے کے متعلق کوئی سی دو باتیں
• **What activity you liked the most and why** An example of an activity **and** the reason or explanation for liking it.	• چھٹیوں میں آپ کی پسندیدہ سرگرمی اور کیوں کسی ایک سرگرمی کی مثال **اور** پسندیدگی کی وجہ یا وضاحت
• **Invitation for the next holiday and activities planed** Inviting the friend **and** the plan for the next holidays	• اگلی چھٹیوں میں اپنے گھر آنے کی دعوت اور مصروفیات دوست یا سہیلی کو دعوت اور اگلی چھٹیوں کا پروگرام

A composition of approx. 150 words.

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Question	Answer	Marks	Guidance

Table A – Content: relevance and development of ideas

Level	Description	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.	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.	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.	1–2
0	• No creditable response.	0

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Question	Answer	Marks	Guidance

Table B – Language: style and accuracy

Level	Description	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.	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.	5–6
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.	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.	1–2
0	• No creditable response.	0

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