
SECOND LANGUAGE URDU

3248/01

Paper 1 Composition and Translation

May/June 2019

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.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **12** 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 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.

Part 1 – banded mark scheme – for Question 1

Marks available:

Language – 9 marks

Content – 6 marks

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

Question	Answer	Marks
1	Bullet Points: Any 2 appropriate points from each bullet point, e.g.	
1.1	طاب علموں کے لیے انٹرنیٹ کے استعمال کا فائدہ	1
1.2	طاب علموں کے لیے انٹرنیٹ کے استعمال کا فائدہ	1
1.3	انٹرنیٹ کے استعمال کا ممکنہ خطرہ	1
1.4	انٹرنیٹ کے استعمال کا ممکنہ خطرہ	1
1.5	انٹرنیٹ کے محفوظ استعمال کا اصول	1
1.6	انٹرنیٹ کے محفوظ استعمال کا اصول	1
1.7	زبان کے معیار کے لیے 9 مارکس کل مارکس 15	
	Content 6 Language 9 TM = 15	

General Marking Instructions

If only 2 out of 3 bullet points fully attempted total available language mark is 7

If only 1 out of 3 bullet points fully attempted total available language mark is 5

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

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 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.	0–3 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.

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

General Marking Instructions

The syllabus specifies that the candidates are to write a response in Urdu of about **200 words**.

IF CANDIDATE HAS ATTEMPTED WRONG TYPE OF TASK (E.G. SPEECH INSTEAD OF LETTER)

MAXIMUM FOR CONTENT 3 Marks (Available)

MAXIMUM FOR LANGUAGE 12 Marks (Available)

Please note that if the content is ZERO language mark will be ZERO as well.

Question	Answer	Marks
2(a)	Letter Content	
	APPROPRITE START	1
	THREE POINTS ABOUT HIS/HER FAVOURITE CITY IN DETAILS	3
	APPROPRITE END	1
2(b)	Report Content	
	INTRODUCTION	1
	THREE SUGGESTIONS FOR IMPROVEMENT OF THE SCHOOL	3
	ENDING /CONCLUDED SENTENCES	1

Question	Answer	Marks
2(a)	Letter	
	خط کا مناسب آغاز	1
	پسندیدہ شہر کی سیر کے متعلق تین باتیں وضاحت کے ساتھ	3
	خط کا مناسب اختتام	1
	زبان کے معیار کے لیے	15
2(b)	Report	
	رپورٹ کا آغاز/تعارفی جملے	1
	سکول کو بہتر بنانے کے متعلق تین تجاویز وضاحت کے ساتھ	3
	رپورٹ کا اختتام (اختتامی جملہ)	1
	زبان کے معیار کے لیے	1–15

Part 3 – Question 3**General Marking Instructions**

The mark scheme will identify 40 marking units. Mark each unit by putting the number of INCORRECT answers using the Red Cross tool.

Place the *Red Cross* annotation just above the end of the incorrect unit

Add up the number of crosses awarded (*RM Assessor adds up the total in the tool bar*)

Subtract the number of crosses from the 40 marking units and then divide by 2 in order to get a mark out of 20 (total number of marks available is 20)

If there are half marks, then round down.

Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work. (Please note that a 'second attempt' could be a single word.)

Question	Answer	Marks	Guidance
3	Many of us living in cities have very little contact with wildlife.	3	
	ہم میں سے بہت سے جو شہروں میں رہتے ہیں، ان کا جنگلی حیات سے بہت کم تعلق ہے۔		
			Accept
			Reject
			جنگل کی دنیا۔ شہریوں۔
	We may have a pet such as a cat or a dog or even a parrot.	3	
	ہو سکتا ہے ہمارے پاس کوئی پالتو جانور ہو جیسا کہ بلی یا کتا یا پھر ایک طوطا۔		
			Accept
			شاید۔ یہ بھی ممکن
			Reject
			یقیناً/بے شک ہمارے پاس۔ وفادار جانور
	However, we really don't see many wild creatures unless they are	3	
	پھر بھی ہم حقیقتاً بہت سی جنگلی مخلوق کو نہیں دیکھ پاتے سوائے ان کے		
			Accept
		تاہم۔ البتہ۔	
		Reject	
		اس کے علاوہ۔ جنگلی چیزیں۔ جنگلی پیداوار۔ جنگلی جانور۔	
unwanted ones such as mosquitoes, flies or other insects.	2		
جو نا پسندیدہ ہوں، جیسے مچھر، مکھیاں اور دوسرے کیڑے مکوڑے۔			
		Accept	
		Reject	

Question	Answer	Marks	Guidance	
3	Even if there is a local zoo, very often the environment in which these	3		
	اگر کوئی مقامی چڑیا گھر ہو تو اکثر ان جانوروں کو جس ماحول میں رکھا جاتا ہے،			
			Accept	جس حالت میں / جس طرح
			Reject	عام چڑیا گھر۔ معمولی چڑیا گھر۔ قریبی چڑیا گھر
	animals are kept is artificial and different to their natural homes.	3		
	وہ مصنوعی ہوتی ہے اور ان کے قدرتی گھروں سے مختلف ہوتا ہے۔			
			Accept	بناوٹی۔ نقلی۔ اصلی گھروں سے / فطری گھروں سے
			Reject	
	Recently mental health experts have been looking into the importance of keeping contact with the natural world.	3		
	حال ہی میں دماغی صحت کے ماہرین قدرتی دنیا کے ساتھ تعلق رکھنے کی اہمیت پر غور کر رہے ہیں۔			
			Accept	آجکل۔ ابھی ابھی /
			Reject	دماغی توازن / صحت کے ڈاکٹر / کچھ عرصہ پہلے

Question	Answer	Marks	Guidance	
3	They have found out that just watching programmes related to nature on television is beneficial for both young and old .	4		
	انہوں نے معلوم کیا ہے کہ صرف ٹی وی پر قدرت سے متعلق پروگرام دیکھنا جوان اور بوڑھوں سب کے لیے مفید ہوتا ہے۔			
			Accept	اُن کو پتہ چلا ہے۔ بزرگ۔ فطرت
			Reject	بڑے چھوٹے۔ بچوں اور بڑوں۔ ڈھونڈا۔
	According to researchers, /participants aged between 16 and 24 showed the biggest decrease in tiredness and anxiety.	4		
	محققین کے مطابق سولہ اور چوبیس سال کے درمیان کی عمر کے شرکاء کی تھکاوٹ اور بے چینی میں بہت کمی ظاہر ہوئی۔			
			Accept	تحقیق / تحقیقات کرنے والوں کے مطابق۔ ذہنی پریشانی / کھوج لگانے والوں کے مطابق
			Reject	تحقیقات کے مطابق۔ سائنس دانوں کے مطابق۔ معلومات حاصل کرنے والے۔ پریشانی۔ غصے۔
Watching animals for just half an hour can change people's attitude to life and make them smile.	3			
جانوروں کو صرف آدھے گھنٹے تک دیکھنے سے زندگی کے بارے میں لوگوں کا رویہ تبدیل ہو سکتا ہے اور چہرے پر مسکراہٹ لاتا ہے۔				
			Accept	
			Reject	ہنسنے پر مجبور۔ خوش ہونا۔ سوچ۔ برتاؤ

Question	Answer	Marks	Guidance	
3	When interviewed, the maker of the most popular nature programmes on television said:	3		
	ٹی وی پر فطرت سے متعلق ایک انتہائی مقبول پروگرام کے بنانے والے سے جب انٹرویو لیا گیا تو اس نے کہا:			
			Accept	قدرتی۔ پوچھا گیا
			Reject	قدرتی نشریات بنانے والے۔
	'It is very encouraging to see how bringing audiences closer to animals and plants	3		
	یہ دیکھ کر حوصلہ افزائی ہوئی ہے کہ کیسے سامعین / ناظرین کو جانوروں اور پودوں کے قریب لانا			
			Accept	
			Reject	خوشی ہوئی۔ دلکش بات ہوئی ہے۔ لوگوں کو۔ درختوں۔
	can generate such positive emotions as well as educating them'.	3		
	مثبت جذبات پیدا کرتا ہے اور ساتھ ساتھ انہیں تعلیم بھی دیتا ہے۔			
			Accept	ایچھے جذبات۔ سکھاتا ہے۔
		Reject	معلومات۔ سبق۔ خیالات	