



## Cambridge O Level

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**SECOND LANGUAGE URDU**

**3248/01**

Paper 1 Composition and Translation

**October/November 2020**

MARK SCHEME

Maximum Mark: 55

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**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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **13** 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

| <b>Content</b>   | <b>Language</b>   |
|--|---|
| <b>5–6 Very good</b><br>Detailed, clearly relevant and well illustrated;<br>coherently argued and structured.  | <b>8–9 Very good</b><br><b>Confident use of complex sentence patterns;</b><br>generally <b>accurate; extensive vocabulary,</b><br>good <b>sense of idiom.</b>           |
| <b>4 Good</b><br>Sound knowledge and generally relevant; some<br>ability to develop argument and draw<br>conclusions.  | <b>6–7 Good</b><br>Generally sound grasp of grammar in spite of<br>quite a few lapses; reads reasonably; some<br>attempt at varied vocabulary and sentence<br>patterns. |
| <b>3 Adequate</b><br>Some knowledge, but not always relevant; a<br>more limited capacity to argue.   | <b>4–5 Adequate</b><br>A tendency to be simple, clumsy or laboured;<br>some degree of accuracy; inappropriate use of<br>idiom.  |
| <b>2 Poor</b><br>Some attempt at argument, tends to be sketchy<br>or unspecific; little attempt to structure an<br>argument; major misunderstanding of question. | <b>2–3 Poor</b><br>Consistently simple or pedestrian sentence<br>patterns (basic sentence structure) with<br>persistent errors; limited vocabulary.                     |
| <b>1.1 Very poor</b><br>Vague and general; ideas presented at random.  | <b>1.1 Very poor</b><br>Only the simplest sentence patterns; little<br>evidence of grammatical awareness; very limited<br>vocabulary.                                   |

**General Marking Instructions**

| <b>Content Marks</b> | <b>Language marks available</b> |
|----------------------|---------------------------------|
| 5/6                  | 9                               |
| 3/4                  | 7                               |
| 1/2                  | 5                               |

| Question | Answer  | Marks |
|----------|---|-------|
| 1.1      | غیر ملکی زبان سیکھنے کا فائدہ   | 1     |
| 1.2      | غیر ملکی زبان سیکھنے کا ایک اور فائدہ   | 1     |
| 1.3      | پسند کی زبان چننے کی وجہ  | 1     |
| 1.4      | پسند کی زبان چننے کی ایک اور وجہ  | 1     |
| 1.5      | نئی زبان سیکھنے میں مشکلات۔   | 1     |
| 1.6      | نئی زبان سیکھنے میں ایک اور مشکلات۔   | 1     |
| 1.7      | زبان کے معیار کے لیے 9 مارکس  | 9     |
| 1        | 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 |       |

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

Marks available:

Language – 15 marks

Content – 5 marks

| <b>Content</b>   | <b>Language</b>  |
|--|--|
| <p><b>5 Very good</b><br/>Detailed, clearly relevant and well illustrated; coherently argued and structured.</p>   | <p><b>13–15 Very good</b><br/><b>Confident use of complex sentence patterns; generally accurate; extensive vocabulary, good sense of idiom.</b></p>                      |
| <p><b>4 Good</b><br/>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>  | <p><b>10–12 Good</b><br/>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</p> |
| <p><b>3 Adequate</b><br/>Some knowledge, but not always relevant; a more limited capacity to argue.</p>  | <p><b>7–9 Adequate</b><br/>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>   |
| <p><b>2 Poor</b><br/>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p> | <p><b>4–6 Poor</b><br/>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</p>                    |
| <p><b>0–1 Very poor</b><br/>Vague and general; ideas presented at random.</p>  | <p><b>0–3 Very poor</b><br/>Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</p>                                  |

|                      |                            |         |
|----------------------|----------------------------|---------|
| <b>Question 2(a)</b> | <b>DIALOGUE Content</b>    |         |
|                      | START                      | 1       |
|                      | 3 POINTS IN DETAILS        | 3       |
|                      | DECISION                   | 1       |
|                      |                            | 5 marks |
| <b>Question 2(b)</b> | <b>REPORT Content</b>      |         |
|                      | START                      | 1       |
|                      | THREE DIFFERENT ACTIVITIES | 3       |
|                      | END                        | 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.

| <b>Content marks</b> | <b>Language marks available</b> |
|----------------------|---------------------------------|
| 5                    | 15                              |
| 4                    | 12                              |
| 3                    | 9                               |
| 2                    | 6                               |
| 1                    | 5                               |

| Question      | Answer   | Marks |
|---------------|--|-------|
| <b>EITHER</b> |  |       |
| 2(a)          | مکالمہ   |       |
|               | مکالمہ کا آغاز   | 1     |
|               | تین باتیں والدین/بچوں دونوں طرف سے تفصیل کے ساتھ / کم از کم ایک بات کا دونوں طرف سے ہونا ضروری ہے۔ | 3     |
|               | فیصلہ / جانے کی اجازت ہے / یا نہیں ہے  | 1     |
|               | زبان کے معیار کے لیے 15 مارکس ہیں  | 15    |
| <b>OR</b>     |  |       |
| 2(b)          | رپورٹ  |       |
|               | رپورٹ کا آغاز  | 1     |
|               | چندہ اکٹھا کرنے کی مہم میں تین سرگرمیاں۔   | 3     |
|               | رپورٹ کا اختتام  | 1     |
|               | زبان کے معیار کے لیے   | 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    |
|----------|--|----------|
| 3        | Life has become more <b>comfortable</b> because of <b>modern communications</b> and <b>technology</b> .                | <b>3</b> |
|          | جدید ٹیکنالوجی اور ذرائع ابلاغ/مواصلات نے زندگی بہت آرام دہ کر دی ہے۔  |          |
|          | <b>Accept</b><br>سکون۔ رابطوں۔ بات چیت کے ذرائع۔   |          |
|          | <b>Reject</b><br>ماڈرن۔ آسان۔ بات چیت۔   |          |
| 3        | <b>People of the world</b> have to <b>thank the internet</b> for the changes it has made in <b>their daily lives</b> . | <b>3</b> |
|          | دنیا کے لوگوں کو انٹرنیٹ کا شکر گزار ہونا چاہیے جس نے ان کی روزمرہ زندگی میں تبدیلیاں لائیں ہیں                        |          |
|          | <b>Accept</b><br>عوام کو۔  |          |
|          | <b>Reject</b>  |          |

| Question | Answer  | Marks |
|----------|---|-------|
| 3        | One of the <b>main uses of the internet</b> is as a <b>communication tool</b> which can reach <b>many parts of the world</b> ;  | 3     |
|          | انٹرنیٹ کا اہم استعمال اُس کے مواصلاتی آلے کے طور پر ہونا ہے جو دنیا کے کئی حصوں میں پہنچ سکتا ہے،                              |       |
|          | <b>Accept</b><br>بڑا استعمال۔ بات چیت کا ذریعہ۔ رابطے کا ذریعہ۔   |       |
|          | <b>Reject</b><br>ضروری۔ مرکزی۔ علاقوں۔ صرف جگہوں۔ بات چیت۔  |       |
| 3        | It helps to <b>keep families in touch</b> and to <b>create business opportunities</b> , no matter <b>where you are</b> .        | 3     |
|          | خاندانوں کو رابطے میں رکھنے اور کاروباری مواقع پیدا کرنے میں مدد کرتا ہے چاہے آپ کہیں بھی ہوں                                   |       |
|          | <b>Accept</b><br>گھر والے۔ جوڑے رکھنے۔ ایک دوسرے کے ساتھ رکھتا ہے۔  |       |
|          | <b>Reject</b><br>رشتے داروں۔  |       |
| 4        | In the <b>past</b> , companies would <b>send letters</b> by <b>post</b> which could take <b>days or even months to arrive</b> . | 4     |
|          | ماضی میں کمپنیاں ڈاک کے ذریعے خطوط بھیجا کرتی تھیں جن کو پہنچنے میں کئی دن یا مہینے لگ جاتے تھے۔                                |       |
|          | <b>Accept</b><br>قدیم زمانے۔ پرانے وقتوں۔ پرانے زمانوں میں۔   |       |
|          | <b>Reject</b><br>پوسٹ۔  |       |
| 2        | <b>Nowadays</b> , email delivers their <b>messages instantly</b> .  | 2     |
|          | آج کل ای میل کے ذریعے پیغامات فوراً پہنچ جاتے ہیں۔  |       |
|          | <b>Accept</b><br>جلد۔   |       |
|          | <b>Reject</b><br>مسیح۔ خط۔  |       |

| Question | Answer   | Marks    |
|----------|--|----------|
| 3        | <b>In addition</b> , the internet plays a vital part in the <b>field of education</b> .  | <b>2</b> |
|          | اس کے علاوہ/اس کے ساتھ ساتھ انٹرنیٹ تعلیمی میدان میں اہم کردار ادا کرتا ہے۔  |          |
|          | <b>Accept</b><br>اس کے ساتھ ساتھ۔ تعلیم کے شعبے میں۔   |          |
|          | <b>Reject</b><br>پڑھائی کے میدان۔ تعلیم کے ادارے میں   |          |
|          | This is <b>particularly</b> relevant for students who would like to <b>access</b> a lot of <b>useful research</b> and <b>information</b> . | <b>4</b> |
|          | یہ خاص کر اُن متعلقہ طلباء کے لیے ہے جو بہت ساری مفید تحقیق اور معلومات تک رسائی حاصل کرنا چاہتے ہیں                                       |          |
|          | <b>Accept</b><br>کارآمد/کھوج۔  |          |
|          | <b>Reject</b><br>بچوں کے لیے۔ مددگار۔ ریسرچ۔ سٹوڈینٹس۔   |          |
|          | <b>Online courses</b> also become a gateway <b>for those</b> who want to <b>learn</b>  | <b>3</b> |
|          | جو سیکھنا چاہتے ہیں اُن کے لیے آن لائن کورسز گیت وے/ایک راہ بن چکا ہے  |          |
|          | <b>Accept</b><br>ذریعہ بن چکا۔   |          |
|          | <b>Reject</b>  |          |
|          | <b>Even</b> if they cannot go in person to attend <b>their chosen course</b>   | <b>2</b> |
|          | اگر وہ ذاتی طور/بذات خود اپنے منتخب کردہ کورس میں شرکت نہ کر سکتے ہوں/پائیں  |          |
|          | <b>Accept</b><br>یہاں تک کہ۔   |          |
|          | <b>Reject</b><br>بے شک۔ تاہم   |          |

| Question | Answer  | Marks |
|----------|---|-------|
| 3        | <b>Although, the internet has many benefits,</b>  | 2     |
|          | اگرچہ انٹرنیٹ کے بہت سارے فوائد ہیں۔  |       |
|          | <b>Accept</b><br>اچھائیاں۔ حالانکہ۔ بہر حال۔  |       |
|          | <b>Reject</b><br>بے شک۔   |       |
|          | <b>it has some negative aspects as well</b>   | 2     |
|          | اس کے منفی کے پہلو بھی ہیں۔   |       |
|          | <b>Accept</b><br>بُرائے اثرات۔ نقصانات۔   |       |
|          | <b>Reject</b><br>برائیاں۔   |       |
|          | <b>Some students spend too much time surfing the internet</b>                                       | 2     |
|          | کچھ طلباء انٹرنیٹ پر بہت زیادہ وقت صرف / خرچ کرتے ہیں۔  |       |
|          | <b>Accept</b><br>گزارتے۔  |       |
|          | <b>Reject</b><br>کچھ وقت۔ ضائع۔ اکثر / زیادہ طلباء  |       |
|          | <b>and they get distracted by social media rather than focusing on their studies</b>                | 3     |
|          | اور اپنی پڑھائی / تعلیم پر توجہ دینے کی بجائے اُن کی توجہ سوشل میڈیا کی طرف مرکوز ہو / چلی جاتی ہے۔ |       |
|          | <b>Accept</b><br>بھٹک جاتی ہیں۔   |       |
|          | <b>Reject</b>   |       |

| Question | Answer   | Marks |
|----------|--|-------|
| 3        | As a <b>result</b> they <b>get</b> lower grades.     | 2     |
|          | اس کے نتیجے میں وہ ان کے خراب / کم گریڈز آتے ہیں     |       |
|          | <b>Accept</b><br>بُرے گریڈز۔ اس کی وجہ سے۔ انجام میں |       |
|          | <b>Reject</b><br>نمبر۔                               |       |

**Marking schedule break down November 2020**

|                                      |                                    |
|--------------------------------------|------------------------------------|
| Standardisation meeting.....         | <b>17th,18th, and 19th October</b> |
| Submit STM scripts (TLs only) .....  | <b>22nd November 2020</b>          |
| Complete <b>40%</b> Marking ON.....  | <b>13 November 2020 *</b>          |
| Complete <b>100%</b> Marking ON..... | <b>01 December 2020 *</b>          |