



Cambridge O Level

SECOND LANGUAGE URDU

3248/01

Paper 1 Composition and Translation

May/June 2021

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.

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This document consists of **11** 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
1.1	ونوح باونہ کے یلو لغشتمں ما کا کیا اندہ	1
1.2	ونوح باونہ کے یلو لغشتمں ما کا کیا اور اندہ	1
1.3	آکجا کا کیو بہململغشتمں اور لیصفت	1
1.4	آکجا کا کیو اور بہململغشتمں اور لیصفت	1
1.5	یلعز دنیگل جیما شملغا کر کدار اور اکیلیصفت	1
1.6	یلعز دنیگل جیما شملغا کا کیا اور ر کدار اور لیصفت	1
1.7	زابنکا یعمر کے یل	9
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

Content	Language
<p>5 Very good Detailed, clearly relevant and well-illustrated; coherently argued and structured.</p>	<p>13–15 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>10–12 Good Generally sound grasp of grammar inspite 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>7–9 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>4–6 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>0–3 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</p>

Question 2(a)	Speech	
	Start / Introduction of the topic	1
	Three points in the favour or against fashion for the young people	3
	End of the speech	1
TOTAL		5 marks
Question 2(b)	Dialogue	
	Start/Introduction	1
	Three points either in favour of choosing your favourite subjects or arguments against from parents who do not agree (any three points)	3
	Conclusion/ decision	1
TOTAL		5 marks

Question	Answer	Marks
2	EITHER	
2(a)	رقی	
	رقیت کا آغاز/اعتراف	1
	نیتفلت نماں میتشیکلفیا خمتقل یملیصفتکا سہیں یمہکل۔	3
	رقیت کا اتخم/سیملج	1
	زابنکا یمر کے یل	15
	ای	
2(b)	العمل	
	اکملا کا آغاز/اتخم	1
	لینر میضا کو مضمز پے کھکقلعتمدواہا بیت/ووحباہت	2
	وادلنیا کا پے سفتتسنوہانا یا یکدواہبستوزی/دواہا بیت	2
	زابنکا یمر کے یل	15

Part 3 – Question 3**General Marking Instructions****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	Should young people learn to cook?	1
	Accept ایکونو حبانو لوگن وکاکھانا کپانا نھکیسا چے سیہ؟	
	Reject وھچھٹر معکولگ۔	
	Yes, in the twenty first century times are changing rapidly.	3
	Accept یجہاں ماویسکل میدصہیں جیوتقریتے سد بلراہہ	
	Reject	
	Everyone, not only needs to learn how to cook, but also should know how to do all other household tasks	4
	Accept رہاکیکے یلنر صفاکھانا کپانا نھکیسر ضرور یہکلدر گیسرھگولیا کول وکے سیکرکانا چے یہو کا حباننہہا چے یہ	
	Reject	
	Learning these vital skills will help them to live an independent life	3
	Accept اسر طھیکر ضروری/امہا ہسرتیتے نھکیسے ساں یہنا کیا آزاد/و خدا تخمزد نیکزگارے: ن جیمدمدے لمیگ۔	
	Reject اہنتر د نیکزگارے ن	
	Nowadays, most households consist of a small family and very often both parents are working.	5
	Accept آجکلز ایڈہر ترھگے نوچھے ٹاخذناز پلمتشرن یہاوارن ٹکدو: و اولنیا کسر کرہوے ہں یہ	
	Reject	

Question	Answer	Marks
3	All members of the household should be able to handle the cooking , the cleaning and any other domestic job .	4
	Accept رہلکا متعارف دو کاھکانا کپان، افسیئر کا ناوردور سے رھگولیا کسر کے نکا قلبو ہانا چے سی۔	
	Reject	
	Therefore, children can play their part since relatives usually live far away .	3
	Accept وچکنو معمارے تشا اردور رے تہں یہا سے لیے چب انپر کدار ادار کے تکلرں یہ۔	
	Reject	
	Modern technology has also made it easier to complete difficult tasks in less time .	3
	Accept دجدیا نکیٹو لچے نلکشا کوں و کموتقن یملمکر کا نیہبا آسانب دیہ۔	
	Reject	
	Food is an essential part of our lives, and cooking is sometimes seen negatively as a boring task .	4
	Accept اھکان / وخراکا مہسریز دنویگل ہا کا کسب الزیم / رضور یہ صما وراھکانا کپا نیھیکھ کیفنمو طرر پاکسیا ا تکدے نیوال / و برتیوالاک ماھجساحبات	
	Reject	
	However , learning to cook and introducing new dishes to family and friends can be fun .	3
	Accept اتم، اھکانا کپانا نھکیسا وراے نپا خدنا ناوردو ورتوں وکے نوکپانا عتمتر فرکاند پچلاک اھجساحبانگسہ / وہانگسہ	
	Reject	

Question	Answer	Marks
3	The good news is that there is lots of help and advice available to people of all abilities to produce meals in minutes .	4
	Accept	
	ایچھچر، بجنیہسکر ہر طحیکہ تیلکو لوگ کے یلتبیسید مد اور راا منہیو موجود ہجے سو ہوٹنہرں لہیماھکانانے تکرں یہ۔	
	Reject	
3	Adults may prefer using books, but young people are more likely to find cooking videos on the internet .	3
	Accept	
	ڑبیر معکولگاشد یا تلوں و کر تھیجوں مینکیلزاید، ہنکرمہکو نوحباناھکاناچے نیکوڈیویزارٹنٹ ینے ساصل	
	رکوں۔	