



Cambridge O Level

SECOND LANGUAGE URDU

3248/01

Paper 1 Composition and Translation

October/November 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 **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 |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1.1 | کھیلوں کا انفرادی سطح پر ایک فائدہ | 1 |
| 1.2 | کھیلوں کا ایک انفرادی سطح پر ایک اور فائدہ | 1 |
| 1.3 | قومی یکجہتی / قومی سطح پر لوگوں میں اتحاد یا اتفاق / بھائی چارہ پیدا ہوتا ہے / محبت بڑھتی ہے / یا کھیل لوگوں کو قومی سطح پر متحد کرتے ہیں / کے متعلق ایک بات | 1 |
| 1.4 | قومی یکجہتی / قومی سطح پر لوگوں میں اتحاد یا اتفاق / بھائی چارہ پیدا ہوتا ہے / محبت بڑھتی ہے / یا کھیل لوگوں کو قومی سطح پر متحد کرتے ہیں / کے متعلق ایک اور بات | 1 |
| 1.5 | بین الاقوامی مقابلوں کی اہمیت کے متعلق ایک بات | 1 |
| 1.6 | بین الاقوامی مقابلوں کی اہمیت کے متعلق ایک اور بات | 1 |
| | | 6 |
| | زبان کے معیار کے لیے 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 | 9 |

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 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>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) | Report | |
| | Start/Introduction of the report | 1 |
| | Three different activities of the festival | 3 |
| | End of report/concluded sentence of the report | 1 |
| TOTAL | | 5 marks |
| Question 2(b) | Letter | |
| | Start | 1 |
| | Three details about your new life in the city/country | 3 |
| | End | 1 |
| TOTAL | | 5 marks |

| Question | Answer | Marks |
|----------|------------------------------------------------------|-------|
| 2 | EITHER | |
| 2(a) | رپورٹ | |
| 2(a) | رپورٹ کا آغاز/تعارف | 1 |
| 2(a) | تہوار میں ہونے والی تین مختلف سرگرمیاں تفصیل کے ساتھ | 3 |
| 2(a) | رپورٹ کا اختتام | 1 |
| 2(a) | زبان کے معیار کے لیے | 15 |
| 2 | OR | |
| 2(b) | خط | |
| 2(b) | خط کا آغاز | 1 |
| 2(b) | شہر/ملک کی نئی زندگی کے بارے میں تین باتیں | 3 |
| 2(b) | خط کا اختتام | 1 |
| 2(b) | زبان کے معیار کے لیے | 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 | We react to music from early childhood, even young babies can show connection with music. | 4 |
| | Accept ہم بچپن ہی سے موسیقی پر رد عمل دکھاتے ہیں یہاں تک کہ چھوٹے بچے بھی موسیقی سے تعلق ظاہر اپنا جوڑ / ملاؤ / وابستہ ہونا ظاہر کرتے ہیں۔ | |
| | Reject گانے / حرکت کرتے ہیں / توجہ / اثر / رشتہ / ادھیان دیتے / برتاؤ | |
| 3 | They respond to rhythm before they have any language to express themselves. | 3 |
| | Accept اظہار کے لیے کسی زبان سے بھی پہلے وہ دھنوں پر اپنا رد عمل ظاہر کرتے ہیں / ادھن / تال پر اپنا جواب دیتے ہیں۔ | |
| | Reject موسیقی پر | |
| 3 | Songs and poems are used to calm babies when they are upset. | 3 |
| | Accept جب بچے پریشان / اداس / دکھی / غمگین ہوتے ہیں تو انہیں سکون / آرام دینے کے لیے گانوں اور نظموں کا استعمال کیا جاتا ہے | |
| | Reject ناراض ہوتے / غصے میں ہوتے / رو رہے ہوتے / اچپ کر اودیتے ہیں / شاعری / شعروں / لوریاں | |
| 2 | It is almost impossible for young people not to like music. | 2 |
| | Accept یہ تقریباً بالکل ناممکن ہے کہ نوجوان موسیقی کو ناپسند کریں | |
| | Reject چھوٹے بچوں / کم عمر لوگ | |

| Question | Answer | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3 | Even if the person doesn't know anything about music or how to play an instrument, | 3 |
| | Accept یہاں تک کہ اگر کسی شخص کو موسیقی کے بارے میں کچھ بھی پتا نہ ہو یا آلہ بجانا/گانا بجانے کا آواز نہ آتا ہو | |
| | Reject گانا بجانے کا ہتھیار/باجا/ڈھول باجے/موسیقی کی چیزیں | |
| | there will always be some words or melody that will stick in their head enough for them to be able to sing or hum popular songs. | 4 |
| | Accept کسی نہ کسی مشہور گانوں کے اتنے الفاظ یا سُر اُن کے دماغ/سر میں ہمیشہ رہ جائیں گے/دماغ میں چپک بس جائے/جسے وہ گایا لگتا سکیں | |
| | Reject دماغ میں پھنس جائیں/اٹک جائیں | |
| | With the development of new music technology you don't need to be a trained musician or own expensive instruments to create your own songs. | 4 |
| | Accept موسیقی کی نئی/جدید ٹیکنالوجی میں ترقی کی بدولت اپنے گانے بنانے کے لیے آپ کو ماہر/تربیت یافتہ موسیقار ہونے یا مہنگے آلات/آزاروں کو رکھنے کی ضرورت نہیں۔ | |
| | Reject موسیقی کی چیزوں/موسیقی کی ایجاد/گلوکار/فنکار/خریدنے کی ضرورت نہیں۔ | |
| | A piece of music can make you happy or sad. Music can have a big effect on people's lives. | 4 |
| | Accept موسیقی کا ایک حصہ/ٹکڑا/تھوڑی سی موسیقی/آپ کو خوش یا غم زدہ/غمگین/دکھی کر سکتی ہے۔ موسیقی لوگوں کی زندگی پر بہت بڑا اثر ڈال سکتی ہے | |
| | Reject تبدیلی لاسکتی ہے/مابوس کر سکتی ہے | |

| Question | Answer | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3 | It can provide great moments with friends or be your support when you are alone . | 3 |
| | <p>Accept یہ دوستوں کے ساتھ آپ کو بہترین لمحات / اچھا وقت مہیا کر سکتی ہے یا اکیلے میں آپ کی مددگار بن سکتی ہے۔</p> <p>Reject یادیں مہیا کر سکتی / حوصلہ بن سکتی ہے۔</p> | |
| | Even if you cannot express what you are feeling in your own words , | 4 |
| | <p>Accept یہاں تک کہ / اگرچہ آپ اپنے احساسات / خیالات / جذبات کو اپنے الفاظ میں بیان نہ بھی کر سکتے ہوں،</p> <p>Reject اپنی باتوں کو اپنے الفاظ میں بیان نہ کر سکتے</p> | |
| | you can choose a suitable song instead to express your feelings | 2 |
| | <p>Accept آپ کسی مناسب گانے کا انتخاب کر کے اپنے احساسات / جذبات کا اظہار کر سکتے ہیں۔ اظہار دکھانا</p> <p>Reject صحیح گانا۔</p> | |
| | and to communicate with other people even if they cannot speak your language . | 2 |
| | <p>Accept اور ان لوگوں سے بھی جو آپ کی زبان نہیں بول سکتے / نہیں جانتے ان سے بھی ربط قائم / بات چیت / بول / کر سکتے ہیں۔</p> <p>Reject دوسرے لوگوں کو خبر دے سکتے</p> | |

| Question | Answer | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3 | Music itself is a universal language . | 2 |
| | Accept موسیقی خود ایک عالمی زبان / دنیا کی زبان / دنیاوی زبان / بین الاقوامی زبان / آفاقی زبان / کائناتی زبان ہر جگہ کی زبان ہے۔ | |
| | Reject / وسیع زبان / قدرتی زبان۔ یونیورسل زبان۔ | |