

# Cambridge O Level

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**SECOND LANGUAGE URDU****3248/01**

Paper 1 Reading and Writing

**May/June 2024**

MARK SCHEME

Maximum Mark: 50

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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 May/June 2024 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 **16** printed pages.

**PUBLISHED****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.

**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.

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


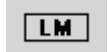

W5 use appropriate register and style/format for the given purpose and audience

**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
<b>Total Marks</b>						50

**Annotations Available:**

<b>Annotation</b>	<b>Meaning</b>
	Credit for good language or good content point
	Incorrect
	Omission
	Unclear meaning or illegible
	Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
	No Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is not given to the candidate and the mark is not awarded.
	Harmless addition
	To show the end of word count
	Repetition
	Irrelevant
	Communication issue

<b>Annotation</b>	<b>Meaning</b>
 A small grey square containing the letter 'E' in a white box.	Minor Error
 A small grey square containing the letters 'LM' in a white box.	Lifted material
 A red rectangular stamp with the word 'SEEN' in white capital letters.	Use to show that blank pages have been seen

## Exercise 1

Question	Answer	Marks	Guidance
1	<ul style="list-style-type: none"> <li>• زندگی کے حقائق کو گہرائی میں جا کر سمجھا ہے۔</li> <li>• انسانی نفسیات کو گہرائی میں جا کر سمجھا ہے۔</li> <li>• بڑی بات کو سادگی سے بیان کرتے تھے۔</li> </ul>	1	تین باتوں میں سے کوئی ایک بات لکھنے پر ایک نمبر ملے گا۔
2	<p>انہوں نے ایک عظیم سلطنت کو ختم ہوتے دیکھا (1)</p> <p>بیرونی قوت کو اقتدار پر چھاتے ہوئے دیکھا (1)</p>	2	
3	تیرہ سال / 13 سال / ۱۳ سال	1	صرف / ۱۳ / 13 / تیرہ لکھنے پر نمبر نہیں ملے گا۔
4	مالی مشکلات کا سامنا کرنا پڑا / مقروض ہو گئے	1	اخراجات بڑھ جانے یا صرف مجبوری لکھنے پر نمبر نہیں ملے گا۔
5	<p>زندگی کی حقیقت کو سمجھنے (1)</p> <p>اپنے اندر اعلیٰ صلاحیتوں کو پیدا کرنے کی ہمت (1)</p>	2	
6	خط کا جواب لکھنا فرض / ضروری سمجھتے تھے	1	

**Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
7	<b>D</b>	<b>1</b>	
8	<b>A</b>	<b>1</b>	
9	<b>C</b>	<b>1</b>	
10	<b>B</b>	<b>1</b>	
11	<b>A</b>	<b>1</b>	
12	<b>C</b>	<b>1</b>	
13	<b>D</b>	<b>1</b>	
14	<b>B</b>	<b>1</b>	
15	<b>D</b>	<b>1</b>	



## Exercise 3

Question	Answer	Marks	Guidance
16	کم سے کم درجہ حرارت: منفی 71 ڈگری سینٹی گریڈ (1) اوسط درجہ حرارت: منفی 50 ڈگری سینٹی گریڈ (1)	2	
17	مطلب: 'وہ پانی جو کبھی جمتا نہیں' (1) وجہ: اس علاقے میں پانی کے ایسے چشمے ہیں جن کا پانی کبھی نہیں جمتا (1)	2	
18	کیمرے کے مختلف حصے بھی اکٹرا جاتے تھے (1) ہونٹوں کے درمیان موجود لعاب جم جاتا/ ہونٹ زخمی ہو جاتے (1)	2	
19	• گھر میں بیت الخلاء بنانا ممکن نہیں/ بیت الخلاء گھروں سے باہر بنایا جاتا ہے (1) • گاؤں کے سارے مویشیوں کو ایک ہی جگہ پر بند کیا جاتا ہے (1) • خوراک کے لیے ریفریجریٹر استعمال نہیں کرتے (1) • باہر گاڑی کھڑی کرنی پڑے تو انجن بند نہیں کرتے/ گاڑی کو گرم گیراج میں ہی کھڑا کرتے ہیں (1)	3	مویشیوں کو صرف بند کرنا لکھنا کافی نہیں۔ سردی میں خوراک کے خراب نہ ہونے کا لکھنا کافی نہیں۔ چار میں سے کوئی سے <u>تین</u> نکات لکھنے پر تین نمبر ملیں گے۔

## Exercise 4

Question	Answer	Marks	Guidance
20	Summary	10	
<p style="text-align: center;"><b><u>اویمیا کون کے باسیوں کا مخصوص رہن سہن:</u></b></p> <p>گھر میں بیت الخلاء بنانا ممکن نہیں / بیت الخلاء گھروں سے باہر بنایا جاتا ہے  گاؤں کے سارے مویشیوں کو ایک ہی جگہ پر بند کیا جاتا ہے  خوراک کے لیے ریفریجریٹر استعمال نہیں کرتے  باہر گاڑی کھڑی کرنی پڑے تو انجن بند نہیں کرتے / گاڑی کو گرم گیراج میں ہی کھڑا کرتے ہیں</p> <p style="text-align: center;"><b><u>گاؤں میں حکومت کی جانب سے کیے جانے والے اقدامات:</u></b></p> <p>گھروں کو سارا سال گرم رکھنے کے لیے گاؤں میں ہیٹنگ سسٹم نصب کیا گیا ہے  گاؤں کے لیے ایک مخصوص بجلی گھر ہے  جلانے کے لیے کوئلہ متواتر مہیا کیا جاتا ہے</p> <p><b>Both aspects of the question should be equally addressed. 2 marks + 2 marks</b></p> <p>Award up to 10 marks, with up to 4 marks for content and up to 6 marks for accurate and concise language.</p> <p>Summary of approx. 100 words.</p>			

Question	Answer	Marks	Guidance						
<b><u>Content:</u></b>	<table border="1" data-bbox="651 282 1585 845"> <thead> <tr> <th data-bbox="651 282 1585 347">Content</th> </tr> </thead> <tbody> <tr> <td data-bbox="651 347 1585 448"> <b>4 marks</b>            Makes four clear points that answer the question.         </td> </tr> <tr> <td data-bbox="651 448 1585 549"> <b>3 marks</b>            Makes some clear points that answer the question.         </td> </tr> <tr> <td data-bbox="651 549 1585 649"> <b>2 marks</b>            Makes one or two points relevant to the question.         </td> </tr> <tr> <td data-bbox="651 649 1585 750"> <b>1 mark</b>            Content has limited relevance to the question.         </td> </tr> <tr> <td data-bbox="651 750 1585 845"> <b>0 marks</b>            No creditable response.         </td> </tr> </tbody> </table>			Content	<b>4 marks</b> Makes four clear points that answer the question.	<b>3 marks</b> Makes some clear points that answer the question.	<b>2 marks</b> Makes one or two points relevant to the question.	<b>1 mark</b> Content has limited relevance to the question.	<b>0 marks</b> No creditable response.
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<b>0 marks</b> No creditable response.									

Question	Answer	Marks	Guidance					
<b>Exercise 4 – (Continued)</b> <u>Language:</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="651 317 1585 383" style="text-align: center;"><b>Language</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="651 383 1585 619"> <p><b>6 marks</b>            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.</p> </td> </tr> <tr> <td data-bbox="651 619 1585 818"> <p><b>5 marks</b>            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.</p> </td> </tr> <tr> <td data-bbox="651 818 1585 1086"> <p><b>4 marks</b>            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.</p> </td> </tr> <tr> <td data-bbox="651 1086 1585 1286"> <p><b>3 marks</b>            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.</p> </td> </tr> </tbody> </table>			<b>Language</b>	<p><b>6 marks</b>            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.</p>	<p><b>5 marks</b>            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.</p>	<p><b>4 marks</b>            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.</p>	<p><b>3 marks</b>            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.</p>
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Question	Answer	Marks	Guidance				
	<table border="1"> <thead> <tr> <th data-bbox="651 217 1585 284">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="651 284 1585 486"> <p><b>2 marks</b> 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.</p> </td> </tr> <tr> <td data-bbox="651 486 1585 619"> <p><b>1 mark</b> Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p> </td> </tr> <tr> <td data-bbox="651 619 1585 718"> <p><b>0 marks</b> No creditable response.</p> </td> </tr> </tbody> </table>	Language	<p><b>2 marks</b> 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.</p>	<p><b>1 mark</b> Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p>	<p><b>0 marks</b> No creditable response.</p>		
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<p><b>1 mark</b> Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p>							
<p><b>0 marks</b> No creditable response.</p>							

**Exercise 5**

Question	Answer	Marks	Guidance
21		14	
<p>Award up to 6 marks for content and up to 8 marks for the style and accuracy of language.</p> <p><b>Content: (2 marks for each point)</b> – This could be either two separate points or a point and an elaboration of the same point.</p> <p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• Subjects chosen in college</li> <li>• Academic performance in school</li> <li>• Opinion about extracurricular activities</li> </ul> <p style="text-align: right;">         • کالج میں منتخب کردہ مضامین          • اسکول میں تعلیمی کارکردگی          • غیر نصابی سرگرمیوں کے بارے میں رائے       </p> <p>A composition of approx. 150 words.</p>			

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Question	Answer	Marks	Guidance
<b>Table A</b>			
<b>Content: relevance and development of ideas</b>			
Level	Description	Marks	
<b>3</b>	<ul style="list-style-type: none"> <li>• Fulfils the task, with appropriate register and a good sense of purpose and audience.</li> <li>• Ideas are well developed and communicated effectively at appropriate length.</li> <li>• Effectively organised and coherent.</li> </ul>	<b>5–6</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Fulfils the task, with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li> <li>• Although ideas are adequately developed, sometimes communication is unclear.</li> <li>• Generally well organised and coherent.</li> </ul>	<b>3–4</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Limited engagement with the task, with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience.</li> <li>• There is some attempt at development of ideas, although in places this is incomplete and/or repetitive.</li> <li>• Organisation may lack coherence.</li> </ul>	<b>1–2</b>	
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>	<b>0</b>	

Question	Answer	Marks	Guidance
<b>Exercise 5 (Continued)</b>			
<b><u>Language:</u></b>			
<b>Table B</b>			
<b>Language: style and accuracy</b>			
<b>Level</b>	<b>Description</b>	<b>Marks</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of vocabulary and complex structures consistently and appropriately.</li> <li>• Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</li> <li>• High level of accuracy with excellent control of language. There may be a few minor errors.</li> </ul>	<b>7–8</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary and structures mostly appropriately.</li> <li>• Appropriate style and register. Uses well-constructed paragraphs.</li> <li>• Mostly accurate with good control of language. Any errors do not impede meaning.</li> </ul>	<b>5–6</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary and mainly simple structures. Some successful attempts to use more ambitious vocabulary.</li> <li>• Some attempt to use appropriate style and register. Some attempt to group ideas into paragraphs.</li> <li>• Uses simple structures with some control of language. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.</li> </ul>	<b>3–4</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Uses basic vocabulary and simple structures.</li> <li>• Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</li> <li>• Limited control of language. Meaning is sometimes in doubt.</li> </ul>	<b>1–2</b>	
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>	<b>0</b>	