

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

MARK SCHEME for the May/June 2013 series

3248 SECOND LANGUAGE URDU

3248/01

Paper 1 (Composition and Translation),
maximum raw mark 55

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
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Part 1: Directed Writing (15 marks)

The syllabus specifies that the candidates are to write an essay in Urdu of about 150 words.

Examiners are to read up to 200 words and ignore any further writing.

If one bullet point is not covered at all, then the maximum mark for language is 7.

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

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Part 2: Letter, Report, Dialogue or Speech (20 marks)

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

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

Page 4	Mark Scheme	Syllabus	Paper
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- | | | |
|----|---|--|
| 1 | Not only in the west | نہ صرف مغرب میں |
| 2 | but also in other parts of the world, | بلکہ دنیا کے دوسرے حصوں میں بھی |
| 3 | modern lifestyles | جدید طرز زندگی کے |
| 4 | are having an increasingly negative effect | بڑھتا ہوا منفی اثرات |
| 5 | on our young people. | ہمارے نوجوانوں پر ہے۔ |
| 6 | Children are sitting at home on their own | نوجوان اکیلے گھر پر بیٹھے ہیں |
| 7 | in front of their computers | اپنے کمپیوٹر کے سامنے |
| 8 | or games machines, | یا گیمز مشینوں کے |
| 9 | and they only go out to play | اور وہ صرف باہر جا کر کھیلنے جاتے ہیں |
| 10 | when they are forced to. | جب انہیں مجبور کیا جاتا ہے۔ |
| 11 | Often both parents | زیادہ تر دونوں والدین کو |
| 12 | have to go out to work | کام کے لیے جانا پڑتا ہے۔ |
| 13 | to earn enough money to support the family. | خاندان کو سمھانے کے لیے کافی پیسے کمانا۔ |
| 14 | They not only have less time | انہیں نہ صرف کم وقت ملتا ہے |
| 15 | to spend with their children, | اپنے بچوں کے ساتھ گزارنے کے لیے |
| 16 | but also do not have time | بلکہ انہیں وقت نہیں ملتا |
| 17 | to prepare healthy food at home. | گھر پر صحت مند کھانے تیار کرنے کے لیے۔ |
| 18 | This means that | اس کا مطلب یہ ہے کہ |
| 19 | more and more families | زیادہ سے زیادہ خاندان |
| 20 | are eating fast food. | باہر کے کھانے کھاتے ہیں |

Page 5	Mark Scheme	Syllabus	Paper
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21 These foods are very tasty

ایسے کھانے بہت ہی لذیذ ہوتے ہیں

22 but they are high in fat

مگر چکنائی سے بھرے ہوئے ہوتے ہیں

23 which experts say

جس کو ماہروں کے مطابق

24 is bad for our health.

ہماری صحت کے لیے بہت نقصان دہ ہے۔

25 Young people

نوجوان لوگ

26 whose families

جن کے خاندان

27 are lucky enough

اتنے خوش قسمت ہیں

28 to have plenty of money

کہ ان کے اتنے پیسے ہیں

29 are also facing

انہیں ---- کا سامنا ہے

30 an unhealthy future

ایک ناصحت مند مستقبل

31 due to

ورزش نہ کرنے

32 lack of exercise

اور خراب غذا

33 and poor diet.

کی وجہ سے۔

34 On the other hand

دوسری طرف

35 there are still

ابھی بھی

36 far too many

حد سے زیادہ

37 unfortunate children in the world

بے چارے بچے دنیا میں

38 who are dying from

جو مرتے جا رہے ہیں

39 not having

کافی کھانے

40 enough to eat.

نہ ہونے کی وجہ سے

As in any language translation there are different ways of translating to and from any language. This example here gives a good sense of the original English. Examiners will need to read candidates' work and judge how well the candidate had transferred the meaning of the original.

Mark each phrase out of 1 putting the mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20.

NB This is not marked for written accuracy but for meaning.