



# Cambridge O Level

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

Paper 1 Composition and Translation

**May/June 2021****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.

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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

| <b>Content</b>                                                                                                                                             | <b>Language</b>                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5–6 Very good</b><br>Detailed, clearly relevant and well-illustrated; coherently argued and structured.                                                 | <b>8–9 Very good</b><br><b>Confident use of complex sentence</b> patterns; generally accurate; <b>extensive vocabulary</b> , good <b>sense of idiom</b> .      |
| <b>4 Good</b><br>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.                                            | <b>6–7 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. |
| <b>3 Adequate</b><br>Some knowledge, but not always relevant; a more limited capacity to argue.                                                            | <b>4–5 Adequate</b><br>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.                                       |
| <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. | <b>2–3 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.                  |
| <b>0–1 Very poor</b><br>Vague and general; ideas presented at random.                                                                                      | <b>0–1 Very poor</b><br>Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.                                |

| Question                                                                      | Answer                                        | Marks |
|-------------------------------------------------------------------------------|-----------------------------------------------|-------|
| 1.1                                                                           | ونوح باونہ کے یلو لغشتمں کا کیا فائدہ         | 1     |
| 1.2                                                                           | ونوح باونہ کے یلو لغشتمں کا کیا اور فائدہ     | 1     |
| 1.3                                                                           | آکلیا کا کیو بہملم لغشتمں اور لیصفت           | 1     |
| 1.4                                                                           | آکلیا کا کیا اور بہملم لغشتمں اور لیصفت       | 1     |
| 1.5                                                                           | یلعز دنیگل یماشملغا کر کدار اور اکیلیصفت      | 1     |
| 1.6                                                                           | یلعز دنیگل یماشملغا کا کیا اور 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

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

|                      |                                                                                                                                         |                |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Question 2(a)</b> | <b>Speech</b>                                                                                                                           |                |
|                      | Start / Introduction of the topic                                                                                                       | 1              |
|                      | Three points in the favour or against fashion for the young people                                                                      | 3              |
|                      | End of the speech                                                                                                                       | 1              |
| <b>TOTAL</b>         |                                                                                                                                         | <b>5 marks</b> |
| <b>Question 2(b)</b> | <b>Dialogue</b>                                                                                                                         |                |
|                      | 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              |
| <b>TOTAL</b>         |                                                                                                                                         | <b>5 marks</b> |

| Question | Answer                                                   | Marks |
|----------|----------------------------------------------------------|-------|
| 2        | EITHER                                                   |       |
| 2(a)     | رقی                                                      |       |
|          | رقیت کا اعزاز/اعتراف                                     | 1     |
|          | نیتفلتیں ہاں، میتھنیکل یا ختم ہاں، میلے صفت کا سہیل چھل۔ | 3     |
|          | رقیت کا اتھم/اے میلج                                     | 1     |
|          | زایکا یمر کے یل                                          | 15    |
|          | ای                                                       |       |
| 2(b)     | الممل                                                    |       |
|          | الملا کا اعزاز/اے اتھم                                   | 1     |
|          | لینر میضا کو مضمئر پے تھقلعتمد و اہا بیت/ووحاہت          | 2     |
|          | واد لنیا کا پے سقتتمسونا یا یکد و احبستوزی/دواہا بیت     | 2     |
|          | زایکا 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        | <b>Should young people learn to cook?</b>                                                                                 | <b>1</b> |
|          | <b>Accept</b><br>ایکونو حبانو لوگیں وکھانا کپانا نھکیا چے سیہ؟                                                            |          |
|          | <b>Reject</b><br>وہچٹر معکولگ۔                                                                                            |          |
|          | <b>Yes, in the twenty first century times are changing rapidly.</b>                                                       | <b>3</b> |
|          | <b>Accept</b><br>یجہاں ماویسکل سید صہیں جیو تقریتے سد بلراہہ                                                              |          |
|          | <b>Reject</b>                                                                                                             |          |
|          | <b>Everyone, not only needs to learn how to cook, but also should know how to do all other household tasks</b>            | <b>4</b> |
|          | <b>Accept</b><br>رہا کیے یلہنر صفافکھانا کپانا نھکیسہ ضرور یہ کلہدر گیسر ہگولیا کول وکے سیکرکانا چے یہو کا حبانہیہا چے یہ |          |
|          | <b>Reject</b>                                                                                                             |          |
|          | <b>Learning these vital skills will help them to live an independent life</b>                                             | <b>3</b> |
|          | <b>Accept</b><br>اسر طحیکر ضروری/امہا ہسرتیتے نھکیسے ساں سیہنا کیا زاد/و خدا تخمزد نیکزگارے:ں جیمد مدے لمیگ۔              |          |
|          | <b>Reject</b><br>اہنترزد نیکزگارے ن                                                                                       |          |
|          | <b>Nowadays, most households consist of a small family and very often both parents are working.</b>                       | <b>5</b> |
|          | <b>Accept</b><br>آجکلز ایدہر ترہگائے نوچے ٹاخذناز پلمتشمیں سیہا وارانٹکد وون واولنیا کسر کرہوے ہں یہ                      |          |
|          | <b>Reject</b>                                                                                                             |          |

| Question | Answer                                                                                                                                            | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3        | <b>All members of the household</b> should be able to handle the <b>cooking</b> , the <b>cleaning</b> and any other <b>domestic job</b> .         | <b>4</b> |
|          | <b>Accept</b><br>رہگاہ متعارف دو گاہگانا کپان، افسیر کا ناوردور سے رگولیا کمر کے نکا قلوبا ناچے سی۔                                               |          |
|          | <b>Reject</b>                                                                                                                                     |          |
|          | Therefore, children can <b>play their part</b> since <b>relatives usually</b> live far away.                                                      | <b>3</b> |
|          | <b>Accept</b><br>وچکنو معمارے تشادوردورے تہل یہا سے لیے چب انپر کدار ادار کے تہل یہ۔                                                              |          |
|          | <b>Reject</b>                                                                                                                                     |          |
|          | <b>Modern technology</b> has also made it easier to complete <b>difficult tasks</b> in less time.                                                 | <b>3</b> |
|          | <b>Accept</b><br>دجدیا نکیٹو لیے نلکشا کوں و کموتقن یملمکر کا نیہا آسانا بادیہ۔                                                                   |          |
|          | <b>Reject</b>                                                                                                                                     |          |
|          | Food is an <b>essential</b> part of our lives, and <b>cooking is sometimes</b> seen <b>negatively</b> as a <b>boring task</b> .                   | <b>4</b> |
|          | <b>Accept</b><br>اھکان / وخرکا مہریر ذنویگل کا کس لزم / رضور یہ صھا وراھکانا کپا نیہیکہ کیفنمو طرر پاکیا اتمکے نیوال / و برتیوالاک<br>ماہج صاحبات |          |
|          | <b>Reject</b>                                                                                                                                     |          |
|          | <b>However</b> , learning to cook and <b>introducing new dishes</b> to family and friends can be fun.                                             | <b>3</b> |
|          | <b>Accept</b><br>اتم، اھکانا کپانانھکیسا وراے نپا خدانانوردو و تہل وکے نوکپانا عتمر فرکاند پچلاک اھج صاحب اتمکے / و ہاتکے                         |          |
|          | <b>Reject</b>                                                                                                                                     |          |

| Question | Answer                                                                                                                                                | Marks    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3        | The <b>good news</b> is that there is lots of <b>help and advice</b> available to <b>people of all abilities</b> to produce <b>meals in minutes</b> . | <b>4</b> |
|          | <b>Accept</b><br>ایک بھر، بچہ ہر طرح کی تیل کو لوگ کے یلتبید مد اور راا منہیو موجد ہے سو ہونہم لہیما کانا بنے تکرل یہ۔                                |          |
|          | <b>Reject</b>                                                                                                                                         |          |
|          | Adults <b>may prefer</b> using books, <b>but young people</b> are more likely to find <b>cooking videos on the internet</b> .                         | <b>3</b> |
|          | <b>Accept</b><br>ڑبیر معکولگا شد یا تکوبں و کر تحیدل مینکلیزاید، ہنکمہ کو نو حبانہ کانا کپے نیکوڈیو یزار ٹنٹ<br>ینے سہلص                              |          |
|          | رکلا۔                                                                                                                                                 |          |