

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge Ordinary Level

## **MARK SCHEME for the May/June 2015 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.

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## PART 1 DIRECTED WRITING

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.

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

### NOTE:

If 1 bullet point is not covered at all, then the maximum language marks are 7.

If 2 bullet points are is not covered at all, then the maximum language marks are 5.

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## PART 2 LETTER REPORT DIALOGUE OR SPEECH (20 MARKS)

The syllabus specifies that the candidates are to write a response in Urdu of about 200 words. Examiners are to read up to 250 words and ignore any further writing.

<b>Language (out of 15)</b>	<b>Content (out of 5)</b>
<b>13–15 Very good</b> Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.	<b>5 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>10–12 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	<b>4 Good</b> Sound knowledge and general relevant; some ability to develop argument and draw conclusions.
<b>7–9 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>3 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>4–6 Poor</b> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	<b>2 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
<b>0–3 Very poor</b> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	<b>0–1 Very poor</b> Vague and general; ideas presented at random.

### FOR 2A DIALOGUE CONTENT AWARD MARKS AS FOLLOWS:

Arguments FOR mobile phone  
Arguments AGAINST  
DECISION(for or against)  
TOTAL:

2  
2  
1  
5

### FOR 2B LETTER CONTENT AWARD MARKS AS FOLLOWS:

START AND FINISH: 1  
WHICH/WHEN HOLIDAY 1  
DETAILS OF PROGRAMME 3  
TOTAL: 5

### RUBRIC INFRINGEMENT:

IF CANDIDATE HAS ATTEMPTED WRONG TYPE OF TASK (E.G. SPEECH INSTEAD OF LETTER)  
AWARD MAXIMUM 3 FOR CONTENT AND MAXIMUM 12 FOR LANGUAGE

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1–2 If you go to live in a different country

1–2

اگر آپ نئے ملک رہنے جائیں۔ 2 marks

(کسی اور ملک، مختلف ملک۔ ٹھیک ہیں) Accept

جگہ، شہر، علاقہ، الگ ملک۔ ٹھیک نہیں ہیں Reject

3–5 you may have to face new and sometimes unexpected difficulties.

3–5

آپ کو نئی اور کبھی کبھار غیر متوقع مشکلات کا سامنا کرنا پڑے گا۔ 3 marks

عجیب، حیران کن۔ ان دیکھی ن۔ ناسوجی Accept

ناگوار، غیر معمولی۔ ٹھیک نہیں ہیں Reject

6–9 Clearly you may have to learn a new language, and that takes some time to be fluent.

6–9

ظاہر ہے کہ آپ کو نئی زبان سیکھنی پڑے گی اور اس میں روانی ہونے میں کافی وقت لگے گا۔ 4 marks

عبور حاصل ہونے میں، ماہر بننے میں، بلا جھجک بولنے میں اچھا ہونے میں۔ ٹھیک ہیں Accept

تلفظ، تیز ہونا، پختہ ہونا۔ ٹھیک نہیں ہیں Reject

10–12 In some countries people drive on the other side of the road

10–12

چند ملکوں میں لوگ گاڑیاں سڑک کی دوسری طرف چلاتے ہیں۔ 3 marks

Accept

دوسری جگہ، روڈ، کنارے، Reject

13–15 and that means you have to be extra careful when crossing the road.

13–15

اس کا مطلب یہ ہے کہ سڑک پار کرتے وقت آپ کو بہت احتیاط سے کام لینا ہے۔ 3 marks

بہت کا ہونا لازمی ہے۔ محتاط، سنبھل کر Accept

دیکھ بھال سے کر اس، روڈ Reject

16–17 Going to a new school in a new country can be very worrying too.

16–17

نئے ملک میں نئے اسکول جان بھی پریشانی کا باعث ہو سکتا ہے۔ 2 marks

بھی کا ہونا ضروری ہے۔ پریشان کن، فکر کی بات۔ Accept

ڈرنے والی بات Reject

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18–20 There are new rules to understand, new teachers.

18–20

نئے قاعدے سمجھنے کے لیے، نئے استاد 3 marks

اصول، قانون، طور طریقے۔ استاد اساتذہ استانیوں۔ Accept

ہدایات، حکم، پابندیاں، رولز۔۔۔ ٹیچر۔ Reject

21–22 new daily routines and even new subjects to learn.

21–22

روزمرہ کے نئے معمول، نئے مضامین سیکھنے کے لئے ہیں۔ 2 marks

حسب معمول، Accept

روٹین، پڑھائی، سبیکٹ عنوان Reject

23–26 Even learning how to put on a tie is a new experience for some students

23–26

چند طلباء کے لیے ٹائی پہننا بھی نیا تجربہ ہے۔ 4 marks

شاگرد، ٹائی باندھنا، لگانا۔ بھی کا ہونا ضروری ہے۔ Accept

لوگ، بچے۔۔۔ نئی چیز۔ Reject

27–30 When I first went to school in England the biggest lesson I had to learn was how to talk to teachers.

27–30

جب میں پہلی بار انگلینڈ میں اسکول گیا تو سب سے پہلا سبق یہ سیکھنا تھا کہ میں استاد سے کیسے بات کروں۔ 4 marks

برطانیہ، انگلستان۔ اہم، بڑا، ضروری۔ مخاطب Accept

لندن Reject

31–34 In my country we would never dare to look our teachers in the eye when talking to them,

31–34

میرے ملک میں استاد سے باتیں کرتے وقت ہمیں اس سے آنکھیں ملانے کی ہمت نہیں ہوتی تھی۔ 4 marks

ٹیچر۔ ان کی طرف دیکھنے۔ جرات، مجال Accept

Reject

35 it is considered very rude.

35

یہ بہت بد تمیزی سمجھی جاتی تھی۔ 1 mark

Accept

اکڑو، نااہل، خراب Reject

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36–37 But when you have to stand in front of a teacher over here

36–37

لیکن اگر آپ کو یہاں ٹیچر کے سامنے کھڑا ہونا پڑتا ہے  
لیکن یا مگر ضروری ہے۔

2 marks

Accept

Reject

38–40 the first thing they will say to you is "Look at me when I'm talking to you!".

38–40

تو سب سے پہلے یہ کہیں گے "جب میں تم سے بات کر رہا ہوں تو میری طرف دیکھو"  
پہلا پہلے ضروری ہے۔

3 marks

Accept

Reject