



# Cambridge O Level

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**SECOND LANGUAGE URDU**

**3248/01**

Paper 1 Reading and Writing

**For examination from 2024**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **10** pages. Any blank pages are indicated.

**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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions in mind.

This component tests the following assessment objectives (AOs):

### **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**

<b>Exercise</b>	<b>Task type</b>	<b>Reading objectives tested</b>	<b>Marks for Reading objectives</b>	<b>Writing objectives tested</b>	<b>Marks for Writing objectives</b>	<b>Total available marks</b>
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>						<b>50</b>

## Exercise 1

Question	Answer	Marks
1	ڈسٹ بیگ سے نجات	1
2	موٹر کے ذریعے ہوا کے گولے کا اثر پیدا کر کے	1
3	روزمرہ استعمال کی مشینوں میں بہتر سہولیات متعارف کرانا	1
4	عوام میں مقبولیت حاصل نہیں کر پاتیں (1) نئے ڈیزائن کی تیاری پر آنے والے کثیر اخراجات (1)	2
5	تکنیکی مہارت (1) تخلیقی صلاحیت (1)	2
6	اگر سیکھنے کا عمل جاری رہے تو ناکامی بہترین استاد ہوتی ہے	1

## Exercise 2

Question	Answer	Marks
7	B	1
8	C	1
9	A	1
10	D	1
11	B	1
12	A	1
13	C	1
14	D	1
15	C	1

## Exercise 3

Question	Answer	Marks
16	دیسکی یا تنگی آم جنہیں سنگھلی کی مدد سے اگایا جاتا ہے (1) قلمی آم، جنہیں مختلف اقسام کے آموں کی پیوند کاری اور قلموں کی مدد سے لگایا جاتا ہے (1)	2
17	زیادہ وزن دار (1) شلیف لائف کے اعتبار سے بہتر (1) موٹے جھلکے کی وجہ سے ترسیل کے دوران نقصان سے محفوظ (1)	3
18	برصغیر میں پیدا ہونے والی آم کی زیادہ تر قلمی قسمیں مغلوں نے ہی متعارف کروائیں (1) سب سے پہلے تنگی بیڑ میں قلم مغل بادشاہ ہابر کے پردادا تیمور لنگ نے لگائی تھی (1)	2
19	آم کے درختوں کی درست طریقے سے نگہداشت درختوں سے پھل اتارنے کے بعد پیکنگ کے طریقہ کار میں بہتری پھل ذخیرہ کرنے کی سہولیات پر مزید توجہ دینا (تین میں سے کوئی دو)	2

## Exercise 4

Question	Answer	Marks
20	<p>آم کی زیادہ وزن دار قسم اپنی شیف لائف کے اعتبار سے بہتر موٹے پھلکے کی وجہ سے ترسیل کے دوران نقصان سے محفوظ</p> <p>تحقیقی ادارے آموں کی مزید اقسام دریافت کرنے میں مصروف ہیں۔ ان آموں کی شیف لائف زیادہ ہوگی آم کی یہ قسمیں سال میں دو سے تین بار فصل دیں گی / آئندہ چند برسوں میں آم سارا سال دستیاب ہوگا</p>	10

Both aspects of the question should be equally addressed. 2 marks + 2 marks

Award up to 10 marks, with up to 4 marks for content and up to 6 marks for accurate and concise language.

**Content:**

**4 marks**  
Makes four clear points that answer the question.

**3 marks**  
Makes some clear points that answer the question.

**2 marks**  
Makes one or two points relevant to the question.

**1 mark**  
Content has limited relevance to the question.

**0 marks**  
No creditable response.

**Language:**

**6 marks**  
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.

**5 marks**  
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.

Question	Answer	Marks
20	<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> <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>	

**Exercise 5**

Question	Answer	Marks																		
21	<p data-bbox="304 300 1318 367">Award up to 6 marks for content and up to 8 marks for the style and accuracy of language.</p> <p data-bbox="304 405 427 434"><b>Content:</b></p> <p data-bbox="304 439 1278 506">(2 marks for each point. This could be either two separate points or a point and an elaboration of the same point.)</p> <p data-bbox="304 544 568 573"><b>Indicative content:</b></p> <ul data-bbox="304 577 938 678" style="list-style-type: none"> <li>• when and where did this incident take place</li> <li>• how did you help the stranger</li> <li>• how did the stranger thank you</li> </ul> <p data-bbox="304 714 411 743"><b>Table A</b></p> <table border="1" data-bbox="304 786 1326 1579"> <thead> <tr> <th colspan="3" data-bbox="304 786 1326 837"><b>Content: relevance and development of ideas</b></th> </tr> <tr> <th data-bbox="304 837 411 889"><b>Level</b></th> <th data-bbox="411 837 1203 889"><b>Description</b></th> <th data-bbox="1203 837 1326 889"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="304 889 411 1077"><b>3</b></td> <td data-bbox="411 889 1203 1077"> <ul data-bbox="424 902 1166 1070" 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> </td> <td data-bbox="1203 889 1326 1077"><b>5–6</b></td> </tr> <tr> <td data-bbox="304 1077 411 1305"><b>2</b></td> <td data-bbox="411 1077 1203 1305"> <ul data-bbox="424 1090 1110 1294" 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, communication is sometimes unclear.</li> <li>• Generally well organised and coherent.</li> </ul> </td> <td data-bbox="1203 1077 1326 1305"><b>3–4</b></td> </tr> <tr> <td data-bbox="304 1305 411 1534"><b>1</b></td> <td data-bbox="411 1305 1203 1534"> <ul data-bbox="424 1319 1190 1520" 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> </td> <td data-bbox="1203 1305 1326 1534"><b>1–2</b></td> </tr> <tr> <td data-bbox="304 1534 411 1579"><b>0</b></td> <td data-bbox="411 1534 1203 1579"> <ul data-bbox="424 1543 802 1572" style="list-style-type: none"> <li>• No creditable response.</li> </ul> </td> <td data-bbox="1203 1534 1326 1579"><b>0</b></td> </tr> </tbody> </table>	<b>Content: relevance and development of ideas</b>			<b>Level</b>	<b>Description</b>	<b>Marks</b>	<b>3</b>	<ul data-bbox="424 902 1166 1070" 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 data-bbox="424 1090 1110 1294" 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, communication is sometimes unclear.</li> <li>• Generally well organised and coherent.</li> </ul>	<b>3–4</b>	<b>1</b>	<ul data-bbox="424 1319 1190 1520" 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 data-bbox="424 1543 802 1572" style="list-style-type: none"> <li>• No creditable response.</li> </ul>	<b>0</b>	<b>14</b>
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Question	Answer		Marks
21	<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>	

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