Cambridge O Level

SECOND LANGUAGE URDU   **3248/02**

Paper 2 Grammar, Writing and Translation   **For examination from 2024**

MARK SCHEME

Maximum Mark: 50

Specimen

                             [Turn over

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 2

Exercise	Task type	Reading objectives tested	Marks for Reading objectives	Writing objectives tested	Marks for Writing objectives	Total available marks
1	Sentence transformation	R2	2	W3, W4, W5	3	5
2	Multiple-choice cloze passage	R2	4	W3, W4, W5	6	10
3	Extended writing exercise			W1, W2, W3, W4, W5	20	20
4	Translation			W1, W2, W3, W4, W5	15	15
Total marks						50

Exercise 1

Question	Answer	Marks
1	اجازت نہیں	1
2	پڑھ	1
3	جانتی ہے	1
4	خریداری	1
5	کامیاب	1

Exercise 2

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

Exercise 1

Exercise 3

Question	Answer	Marks
16	Award up to 10 marks for content and up to 10 marks for the style and accuracy of language. **Table A**	**20**

Content: relevance and development of ideas

Level	Description	Marks
4	• Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. • Ideas are well developed and communicated effectively, at appropriate length. • Effectively organised and coherent.	**9–10**
3	• Fulfils the task, with appropriate register and a good sense of purpose and audience. • Ideas are well developed at appropriate length. • Well organised and coherent.	**6–8**
2	• Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. • Ideas are satisfactorily developed at appropriate length. • Generally well organised and coherent.	**3–5**
1	• Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. • There is some development of ideas, although in places this is incomplete and/or repetitive. • Organisation may lack coherence.	**1–2**
0	• No creditable response.	**0**

Question	Answer	Marks
16	**Table B**	

Table B

		Language: style and accuracy	
Level		**Description**	**Marks**
4	•	Uses a range of language, including complex structures and less common words and phrases, effectively. • Consistently appropriate style and register. Uses well-constructed and linked paragraphs. • High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.	**9–10**
3	•	Uses a range of structures and words and phrases, generally appropriately. • Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words. • Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.	**6–8**
2	•	Uses mainly simple structures and vocabulary. • Some attempt to use appropriate style and register and to organise writing into paragraphs. • Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.	**3–5**
1	•	Uses simple structures and vocabulary. • Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs. • Some lack of simple structures. Meaning is often obscured.	**1–2**
0	•	No creditable response.	**0**

Exercise 4

Question	Answer	Marks
17	**Translation** Award up to 5 marks for communicating key points and up to 10 marks for applying linguistic knowledge and accuracy. ہمارے سیارے پر زندگی کی اصل ان رازوں میں سے ایک ہے جنہیں ہم مستقل طور پر حل کرنے کی کوشش کر رہے ہیں۔ ہم اس سیارے پر زندگی کی کئی دوسری شکلوں کے ساتھ رہتے ہیں۔ انسانوں نے اپنے دماغ کی غیر معمولی طاقت سے دنیا کو فتح کیا ہے۔ آگ جیسی دریافت، پہیے جیسی ایجادات اور زبان کے ذریعے بات چیت کرنے کی ہماری صلاحیت نے یقینی طور پر مدد کی ہے! تاہم، انسانوں کی کامیابی کا ایک اور راز جانوروں کو پالنے کی صلاحیت ہے۔ دنیا بھر کے انسان ہزاروں سالوں سے کامیابی کے ساتھ یہ کام کر رہے ہیں۔ کچھ جانور جیسے کتے، بلیوں اور خرگوش کو پالتو جانور کے طور پر پالا جاتا ہے۔ جبکہ دوسرے جانوروں کو اس لیے پالا جاتا ہے تاکہ وہ کھانا اور لباس مہیا کر سکیں یا کھیتوں میں کام کے لیے استعمال ہوں۔ اگرچہ چھوٹے دودھ پلانے والے جانور، مرغی، مچھلی اور حتیٰ کہ کیڑوں کو بھی پالا گیا ہے، لیکن تاریخی اعتبار سے بڑے جانور جن کا وزن 45 کلو گرام سے زیادہ ہوتا ہے زیادہ اہم ہیں۔ یہ بڑے جانور سب سے زیادہ غذا مہیا کرتے ہیں اور سب سے بھاری کام کر سکتے ہیں۔	**15**

Table C

	Communicating key points		
Level		**Description**	**Marks**
5	•	All key points communicated clearly.	5
4	•	Most key points are communicated clearly.	4
3	•	Some key points are communicated clearly.	3
2	•	Attempt at communicating key points. Meaning not always clear.	2
1	•	Communication of key points attempted but mostly unsuccessfully.	1
0	•	No creditable response.	0

Question	Answer	Marks
17	**Table D**	

Table D

	Applying linguistic knowledge and accuracy	
Level	Description	Marks
5	• Excellent use of appropriate vocabulary and grammatical structures. • Complex sentence structures are used successfully throughout. • High level of accurate language with few minor errors.	9–10
4	• Good use of appropriate vocabulary and grammatical structures. • Use of complex sentence structures but not always successfully. • Generally accurate language with some minor errors.	7–8
3	• Some attempt at using appropriate vocabulary and grammatical structures although not always successfully. • Use of simple sentence structures with occasional attempts at using more complex sentences. • Fairly accurate language with some minor and few major errors.	5–6
2	• Limited use of appropriate vocabulary and grammatical structures. • Use of simple sentence structures with no attempt at using complex sentences. • Many basic errors in language which sometimes impede communication.	3–4
1	• Poor application of vocabulary and grammatical structures. • Little use of simple sentence structures, attempts often unsuccessful. • Frequent basic errors in language which often impede communication.	1–2
0	• No creditable response.	0