

Specimen Paper Answers – Paper 1

Cambridge O Level

Second Language Urdu 3248

For examination from 2024



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level Second Language Urdu 3248 for examination from 2024.

In this booklet, we have provided one high-grade answer for Exercises 4 and 5 on Specimen Paper 1.

Each question is followed by an example of a high-grade answer with an examiner comment on performance. These examiner comments indicate where and why marks were awarded and how answers could have been improved.

These answers should be considered in conjunction with Specimen Mark Scheme 1.

The specimen paper and mark scheme are available to download from the School Support Hub. These files are:

3248 Second Language Urdu 2024 Specimen Paper 1

3248 Second Language Urdu 2024 Specimen Mark Scheme 1

You will find these documents, along with other teaching and learning resources, by searching for 3248 on the School Support Hub www.cambridgeinternational.org/support

Assessment at a glance

Paper 1 1 hour 45 minutes

Reading and Writing 50%

50 marks

Externally assessed

- Written exam consisting of five exercises that test a range of reading and writing skills.
- The task types are short-answer questions, multiple matching, note-making, summary writing and writing exercise.

Assessment objectives

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

Assessment objectives as a percentage of Paper 1

AO1 Reading 60%

AO2 Writing 40%

Exercise 4 (Question 20)

Exercise 4 (Question 20)

مشق نمبر تین میں آم سے متعلق کچھ معلومات دی گئی ہیں۔

اب آپ عالمی سطح پر زیادہ فروخت ہونے والے آم کی خصوصیات اور پاکستانی آم کی برآمد بڑھانے کے لیے کی جانے والی تحقیق پر ایک خلاصہ لکھیں۔ آپ مشق نمبر تین میں بنائے گئے اپنے نکات سے مدد لے سکتے ہیں۔

خلاصہ تقریباً 100 الفاظ پر مشتمل ہو۔

جہاں تک ممکن ہو خلاصہ اپنے الفاظ میں لکھیں۔

خلاصے کے مواد کے 4 نمبر اور طرز تحریر اور صحیح زبان کے 6 نمبر دیے جائیں گے۔

Specimen answer

عالمی سطح پر سب سے زیادہ فروخت ہونے والے آم اپنی دو خصوصیات کی وجہ سے بہت مشہور ہیں۔ ایک تو ان کی شیلف لائف کافی لمبی ہوتی ہے، دوسرا یہ کہ چھلکا موٹا ہونے کی وجہ سے یہ آم برآمد کے لیے زیادہ محفوظ خیال کیے جاتے ہیں۔ پاکستان میں تحقیقی ادارے اور کاشت کار مل کر آم کی مزید اقسام پیدا کرنے کے لیے تجربات کر رہے ہیں جن میں ضائقے کے ساتھ ساتھ شیلف لائف بھی ویسی ہی ہو اور آم کی موجودہ قسموں کے مقابلے میں سال میں دو سے تین بار پھل دے سکیں۔ ان تجربات کے اچھے نتائج حاصل ہو رہے ہیں۔

Total marks awarded = 9 out of 10

Examiner comment

The candidate has written a summary of adequate length, giving equal weighting to both aspects of the question. The response demonstrates a very good understanding of implied meaning and indirect statements. For the first, second and fourth points, ideas are coherently organised and effectively communicated. No irrelevant details are included, and information is concise and to the point which meets the task requirements at a higher level.

The third point could not be considered worthy of one mark due to ambiguity of meaning. The candidate makes a comparison, but it is not clear what the shelf life of mangoes is being compared with. Therefore, the candidate is awarded 3 out of 4 marks for content.

The language and structures are simple but quite accurate at this level and there is evidence of the use of connectors to convey information using minimal words. The candidate uses extended, well-linked sentences frequently and uses a wide range of simple and complex structures to produce sentences of varying length.

The response displays a good attempt at using own words and to organise and sequence points cohesively using appropriate vocabulary. The present tense is used throughout without any mistakes. Overall, the candidate shows good knowledge and application of grammatical rules. There are minor spelling errors such as the incorrectly spelled محفوض and ضائقه. The errors are occasional and do not impede communication. The response is awarded 6 out of 6 marks for language.

Common mistakes

Here are some common mistakes that candidates make while writing a directed summary:

- unnecessary lengthy details for introduction
- reproducing points without tailoring them to suit specific requirements of the task
- including irrelevant ideas and ignoring the guidelines given for summary
- not sequencing the points cohesively or ambiguity of style
- inaccurate grammatical structures, punctuation or spelling that obscure meaning
- direct lifting from text that results in extended details eventually exceeding the allowed word limit
- too much focus on one aspect of the task and too little attention given to another aspect or later points coming after recommended word limit
- inaccurate selection of information due to a limited understanding of text or question.

Exercise 5 (Question 21)

Exercise 5 (Question 21)

آپ نے حال ہی میں کسی اجنبی کی مشکل وقت میں مدد کی تھی۔ اپنے دوست / اپنی سہیلی کو اس تجربے کے بارے میں ایک ای میل لکھیں۔

اپنی ای میل میں مندرجہ ذیل نکات ضرور شامل کریں۔

- یہ واقعہ کب اور کہاں پیش آیا
- آپ نے اجنبی شخص کی کیسے مدد کی
- اجنبی شخص نے آپ کا شکریہ کیسے ادا کیا

آپ کی ای میل تقریباً 150 الفاظ پر مشتمل ہونی چاہیے۔

ای میل کے مواد کے لیے 6 نمبر اور صحیح زبان اور طرز تحریر کے 8 نمبر دیے جائیں گے۔

Specimen answer

السلام علیکم حنا!

کیسی ہو؟ یاد ہے پچھلے اتوار کو جب ہم ریس کورس پارک میں پھولوں کی نمائش دیکھنے گئے تھے تو تمہیں جلدی گھر واپس جانا پڑا تمہارے جانے کے بعد میں نے ایک تین چار سال کے بچے کو دیکھا جو کافی دیر سے اکیلا گھوم رہا تھا۔ مجھے کچھ شک ہوا اور میں نے قریب جا کر اس سے اس کے گھر والوں کے بارے میں پوچھا تو وہ رونے لگ گیا۔ میں نے اسے تسلی دی اور اس کے پاس بیٹھ گئی۔

کچھ فاصلے پر نمائش میں انعامات حاصل ملنے والوں کے ناموں کا اعلان کیا جا رہا تھا۔ مجھے ایک خیال سوجھا اور میں اسے وہاں لے گئی۔ منطضمین کو اس کے بارے میں بتایا تو انہوں نے تکریب روک کر اس بچے کے بارے میں اعلان کیا تھوڑی ہی دیر میں اس کی پریشان والدہ بھاگتی ہوئی وہاں پہنچ گئیں۔ بچے نے ان کو پہچان لیا اور انہوں نے میرا بہت شکریہ ادا کیا۔

تمہاری سہیلی،

فائزہ

Total marks awarded = 12 out of 14

Examiner comment

Table A

The candidate has written a good response of adequate length. The ideas are organised in an effective and coherent manner, avoiding unnecessary details. The question is dealt with in a straightforward way and sets the pace for a very focused piece of writing. The beginning of the response shows appropriate register and a good sense of purpose and audience. The candidate attempts to address all three bullet points and none of the details are irrelevant.

The second bullet point requires explaining the situation and the way it was dealt with. Both aspects of the task are tactfully handled by the candidate in a logical way. Ideas are well developed and communicated effectively at appropriate length. This shows the candidate has understood the nature of the task and is able to write about it in the right context, with the required level of detail.

For the third point, the candidate had to write about how the stranger showed his/her gratitude or appreciation for the help. Although this point is not totally overlooked by the candidate, the thought could have been developed further by adding a brief sentence or phrase to qualify for 2 marks. Nevertheless, 1 mark is awarded for the third bullet point.

Overall, the whole piece fulfils the criteria within the top level in Table A. (Content 5 out of 6 marks awarded.)

Table B

The candidate has used a good range of simple vocabulary and language structures reasonably accurately.

Sentences of varied length are well constructed. Successfully linked words and phrases using a range of simple connectors (تو، اور، کہ) display an excellent control of language. The candidate is able to use complex and extended sentences – such as second, third and fourth sentences in paragraph 1, to convey details in a brief manner. The use of various forms of past tense to suit the requirements of the narrative is successfully maintained throughout the response.

Although there are some minor spelling errors, the meaning is clear and communication is not hindered.

However, the candidate confused two expressions in the first sentence of the second paragraph (انعامات (حاصل ملنے والوں) which made it a bit ambiguous. This mistake could have been avoided if the candidate had rechecked the response.

For accuracy of language and style of writing, the response fulfils the criteria at the bottom of level 4 in Table B. (Language 7 out of 8 marks awarded.)

Common mistakes

Here are some common mistakes that candidates make while writing an email:

- ignoring the word limit and giving lengthy details
- omitting one or more bullet points
- frequent spelling errors that impede meaning
- inadequate tenses or other grammatically inaccurate structures
- inappropriate register or style
- ignoring the letter format or using an inappropriate format
- use of inappropriate idioms or phrases
- including irrelevant ideas and unnecessary details.

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