

Specimen Paper Answers – Paper 2

Cambridge O Level

Second Language Urdu 3248

For examination from 2024



© Cambridge University Press & Assessment 2021 Version 1
Cambridge Assessment International Education is part of Cambridge University Press & Assessment.
Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

Introduction	4
Assessment overview	5
Exercise 3 Question 16.....	6
Exercise 4 Question 17	8

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 3 and 4 on Specimen Paper 2.

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 2.

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 2

3248 Second Language Urdu 2024 Specimen Mark Scheme 2

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 2 1 hour 30 minutes

Grammar, Writing and Translation 50%

50 marks

Externally assessed

- Written exam consisting of four exercises that test a range of grammar, writing and translation skills.
- The task types are short-answer questions, multiple-choice questions, extended writing and translation.

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 2

AO1 Reading 10%

AO2 Writing 90%

Exercise 3 (Question 16)

Exercise 3 (Question 16)

'اسکول کے تمام طالب علموں کا غیر نصابی سر گرمیوں میں حصہ لینا ضروری ہے!'
آپ اس رائے سے کس حد تک متفق ہیں؟
اس بارے میں اپنے اسکول کی ویب سائٹ کے لیے ایک مضمون کی صورت میں اپنے خیالات کا اظہار کیجیے۔ آپ کا مضمون تقریباً 200 الفاظ پر مشتمل ہونا چاہیے۔

غیر نصابی سر گرمیوں
میں حصہ لینے سے باقی
مضامین میں بھی مدد مل
سکتی ہے۔

کا میابی حاصل کرنے کے
لیے ضروری ہے کہ صر
ف پڑھائی پر توجہ دی
جائے۔

اوپر دیے گئے مکالمے آپ کو کچھ نکات بنانے میں مدد دے سکتے ہیں۔ ان کے علاوہ کچھ نکات اپنی طرف سے بھی شامل کریں۔
مضمون کے مواد کے لیے 10 نمبر اور صحیح زبان اور طرز تحریر کے لیے 10 نمبر دیے جائیں گے۔

Specimen answer

میں اس بات سے مکمل طور پر اتفاق کرتا ہوں۔ تعلیم کا بنیادی مقصد انسان کی شخصیت کو نکھاتا ہے۔ یہ مقصد صرف نصابی کتابیں پڑھنے سے ہی حاصل نہیں ہو سکتا۔ اس کے لیے ایک طالب علم کا غیر نصابی سر گرمیوں میں حصہ لینا بھی ضروری ہے۔ کھیلوں میں حصہ لینے سے ایک طالب علم کو ذہنی اور جسمانی سکون ملتا ہے۔ وہ ہر وقت تندرست و توانا رہتا ہے۔ یہ کہا جاتا ہے کہ ایک اچھا دماغ ایک صحت مند اور تندرست جسم میں ہی ہو سکتا ہے۔
جب ہمارا جسم تندرست ہو گا تو ہمارا دماغ بھی تندرست ہو گا۔ ہمارا سبق جلدی ہماری سمجھ میں آ جائے گا۔ ہم اس سبق کو زیادہ دیر تک یاد بھی رکھ سکیں گے۔ اس لیے نصاب پر توجہ دینے کے ساتھ ساتھ ہمیں غیر نصابی سر گرمیوں میں بھی حصہ لینا چاہیے۔ غیر نصابی سر گرمیوں میں صرف کھیل ہی نہیں ہوتے۔ مختلف تقریری مقابلے، معلومات عامہ پر ذہنی آزمائش کے

مقابلے اور مذہبی، قومی اور بین الاقوامی تقریبات میں حصہ لینا بھی شامل ہیں۔

Total marks awarded = 17 out of 20

Examiner comments

Table A

The candidate has written a good response of adequate length. All the information given is relevant to the question. The given ideas are well organised and coherent. The candidate has avoided unnecessary details. The candidate response has been awarded 9 marks out of 10 for the content. The ideas could have been further developed and communicated to qualify for full marks in the content.

Table B

The candidate has used a good range of simple vocabulary and language structures reasonably accurately. The candidate has attempted to address the question and avoided irrelevant details. The candidate has used a range of structures, words, and phrases that are generally appropriate. The language is mostly accurate with a good degree of control. The candidate has used some linking words (اور، بھی) in both paragraphs. The answer could have been developed further by using complex sentences to gain marks from the top level (9 or 10 marks). Although there are some minor spelling mistakes, the message has been conveyed. The spelling mistakes have been highlighted in the paragraph. This response has been awarded 8 marks out of 10 for language.

Common mistakes

Here are some common mistakes that candidates make while writing this answer:

- ignoring the word limit and giving lengthy details
- frequent spelling errors that impede meanings
- not using complex structures
- inadequate tenses or other grammatically inaccurate structures
- use of inappropriate idioms or phrases
- including irrelevant ideas and unnecessary details.

Exercise 4 (Question 17)

Exercise 4 (Question 17)

The origin of life on our planet is one of the mysteries we are constantly trying to solve. We live on this planet with **many** other forms of life. **Humans** have conquered the globe due to their extraordinary brain power. Discoveries such as fire, inventions like the **wheel** and our ability to communicate through language have all certainly helped! However, another secret to humans' success has been the ability to domesticate animals. **Humans** around the world have been doing this successfully for thousands of years. Animals such as dogs, cats and rabbits are domesticated as pets. However, others are kept to provide food and clothing or are used for working on farms. **Although** small mammals, poultry, fish and even **insects** have been domesticated, historically large animals, weighing over 45 kilograms, have been the most important. These large animals provide the most **food** and can do the heaviest work.

Specimen answer

ہمارے سیارے پر زندگی کی اصل ان رازوں میں سے ایک ہے ہم مستقل طور پر حل کرنے کے لیے کوشش کر رہے ہیں ہم اس سیارے پر زندگی کی دوسری شکلوں میں رہتے ہیں۔ **لوگوں** نے اپنے دماغ کی غیر معمولی طاقت سے دینا کو فتح کیا ہے۔ آگ جیسی دریافت، **ویلز** جیسی ایجادات اور زبان کے ذریعے بات چیت کرنے کی ہماری صلاحیت نے یقینی طور پر مدد کی ہے۔ تاہم لوگوں کی کامیابی کا ایک اور راز جانوروں کو پالنے کی صلاحیت ہے۔ دنیا بھر کے **لوگ** ہزاروں سالوں سے کامیابی کے ساتھ یہ کام کر رہے۔ کچھ جانور، 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۔ چھوٹے دودھ پلانے والے جانور، مرغی مچھلی اور حتیٰ کہ **کیروں** کو اس لیے پالا جاتا 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 **غزا** مہیا کرتے ہیں اور سب سے بھاری کام کر سکتے ہیں۔

Total marks awarded = 13 out of 15

Examiner comment

Table C

The candidate has translated the passage accurately and all key points are clearly communicated. 5 marks out of 5 have been awarded for communicating the key points accurately.

Table D

The candidate has used good and appropriate vocabulary and grammatical structures. Complex sentence structures have been used but these are not always successful. In the first line the word (جنہیں) is missed in the candidate response and in the second line the candidate has missed the words (کئی).

In the sixth line of the Urdu text, the candidate has also missed the word 'although' اگرچہ but the meanings are not impeded. The candidate has also translated the word 'humans' (لوگوں) instead of (انسانوں). The word 'wheel' has been transliterated (ویلز) instead of (پہیے).

Generally, the candidate has used accurate language with few minor spelling mistakes, but the communication has not been impeded. The candidate response has been awarded 8 marks out of 10 for applying linguistic knowledge.

Common mistakes

Here are some common mistakes that candidates make while translating from English into Urdu:

- limited use of appropriate vocabulary
- missing key vocabulary or words to translate into Urdu
- transliterate the English words into Urdu.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

© Cambridge University Press & Assessment 2021 Version 1

