



# Cambridge O Level

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**SECOND LANGUAGE URDU**

**3248/01**

Paper 1 Reading and Writing

**October/November 2024**

MARK SCHEME

Maximum Mark: 50

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**Published**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **14** printed pages.

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

**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 descriptors in mind.

This component tests the following 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

**Overview of exercises on Paper 1**

| Exercise           | Task type            | Reading objectives tested | Marks for Reading objectives | Writing objectives tested | Marks for Writing objectives | Total available marks |
|--------------------|----------------------|---------------------------|------------------------------|---------------------------|------------------------------|-----------------------|
| 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> |                      |                           |                              |                           |                              | 50                    |

Annotations Available:

| Annotation  | Meaning   |
|---|---|
|  | Credit for good language or good content point  |
|  | Incorrect   |
|  | Omission  |
|  | Unclear meaning or illegible  |
| <b>BOD</b>  | Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.            |
| <b>NBOD</b>   | No Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is not given to the candidate and the mark is not awarded. |
| <b>HA</b>   | Harmless Addition   |
| <b>/</b>  | To show the end of word count   |
| <b>REP</b>  | Repetition  |
| <b>IR</b>   | Irrelevant  |
| <b>C</b>  | Communication issue   |
| <b>E</b>  | Minor Error   |
| <b>LM</b>   | Lifted material   |
| <b>SEEN</b>   | Use to show that blank pages have been seen   |

## Exercise 1

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| 1        | <ul style="list-style-type: none"> <li>• بچپن سے ہی اس کے ذہن میں بہت سے سوالات جنم لیتے تھے / اپنے ذہن میں پیدا ہونے والے سوالات کے جواب چاہتی تھی / مختلف چیزوں کو دیکھ کر سمجھنا چاہتی تھی کہ سب کیسے کام کرتا ہے (1)</li> <li>• وہ بڑی ہو کر ایک سائنس دان بننا چاہتی تھی (1)</li> </ul> | 2     |          |
| 2        | <ul style="list-style-type: none"> <li>• اس کے والد بڑھئی کا کام کرتے تھے</li> </ul>   | 1     |          |
| 3        | <ul style="list-style-type: none"> <li>• معمولی واقعات کو سائنس کے دلچسپ تجربات میں بدل کر</li> </ul>  | 1     |          |
| 4        | <ul style="list-style-type: none"> <li>• سیکھنے کے بہترین موقعے میں بدل دیا تھا / اس کے متعلق سوال پوچھتی رہی / اس کے متعلق سوالوں کے جواب تلاش کیے (1)</li> <li>• اسکول میں اس موضوع پر ایک پورا پورا پروجیکٹ کر ڈالا (1)</li> </ul>  | 2     |          |
| 5        | <ul style="list-style-type: none"> <li>• ناسا / ناسا میں شمولیت اختیار کرنا / خلا نورد یا ایسٹروناٹ بننا / خلا میں جانا</li> </ul>   | 1     |          |
| 6        | <ul style="list-style-type: none"> <li>• خلا میں جانے والی پہلی افریقی نژاد امریکی خاتون / خلا میں جانے والی پہلی افریقی خاتون</li> </ul>  | 1     |          |

**Exercise 2**

| <b>Question</b> | <b>Answer</b> | <b>Marks</b> | <b>Guidance</b> |
|-----------------|---------------|--------------|-----------------|
| 7               | <b>C</b>      | <b>1</b>     |                 |
| 8               | <b>A</b>      | <b>1</b>     |                 |
| 9               | <b>D</b>      | <b>1</b>     |                 |
| 10              | <b>C</b>      | <b>1</b>     |                 |
| 11              | <b>A</b>      | <b>1</b>     |                 |
| 12              | <b>B</b>      | <b>1</b>     |                 |
| 13              | <b>D</b>      | <b>1</b>     |                 |
| 14              | <b>B</b>      | <b>1</b>     |                 |
| 15              | <b>D</b>      | <b>1</b>     |                 |

## Exercise 3

| Question | Answer  | Marks | Guidance                                  |
|----------|---|-------|---|
| 16       | <ul style="list-style-type: none"> <li>• تھوڑا سا وقت بھی قابل قدر ہے / کم وقت بھی اہم ہے (1)</li> <li>• زندگی کے قیمتی لمحات کو ضائع کرنا کوئی عقل کی بات نہیں / وقت ضائع نہیں کرنا چاہیے (1)</li> </ul>                         | 2     | کم یا تھوڑے وقت کی اہمیت کا ذکر لازمی ہے۔ |
| 17       | <ul style="list-style-type: none"> <li>• مصروفیات کی زیادتی (1)</li> <li>• 24 گھنٹے کام کریں تو بھی پورا ہونے کا نام نہیں لیتے (1)</li> </ul>   | 2     | چوبیس گھنٹے یا سارے دن کا حوالہ ضروری ہے  |
| 18       | <ul style="list-style-type: none"> <li>• وقت کی پابندی یا اس کی وضاحت (مثال: ہر کام کو اس کے وقت پر کیا جائے) (1)</li> <li>• منصوبہ بندی یا اس کی وضاحت (مثال: کس سرگرمی پر کتنا وقت صرف کرنا ہے) (1)</li> </ul>                  | 2     |   |
| 19       | <ul style="list-style-type: none"> <li>• اہم کاموں کی فہرست بنالیں (1)</li> <li>• ایک وقت میں ایک کام پر توجہ دی جائے (1)</li> <li>• ہر کام کی تکمیل کا ایک وقت مقرر کیا جائے / مقررہ وقت میں کام کو مکمل کیا جائے (1)</li> </ul> | 3     |   |



## Exercise 4

| Question | Answer  | Marks | Guidance   |
|----------|---------|-------|--|
| 20       | Summary | 10    | <p><u>پابندی وقت کے بنیادی اصول:</u><br/> <u>اہم کاموں کی فہرست بنالیں</u><br/>           ایک وقت میں ایک کام پر توجہ دی جائے<br/>           ہر کام کی تکمیل کا ایک وقت مقرر کیا جائے / مقررہ وقت میں کام کو مکمل کیا جائے</p> <p><u>وقت ضائع ہونے سے بچانے کے لیے تجویز کیے گئے اقدامات:</u><br/>           ہر کام کے لیے سستا یا آسان طریقہ اختیار کریں جس سے وقت بچ سکے / ملاقات کی بجائے فون کی مثال<br/>           اہمیت کے لحاظ سے کاموں کی درجہ بندی کریں</p> <p><b>Both aspects of the question should be equally addressed. (2+2) = 4 marks</b></p> <p>Award up to 10 marks, with up to 4 marks for content and up to 6 marks for accurate and concise language.</p> <p>Summary of approx. 100 words.</p> |

| Question  | Answer  | Marks   | Guidance  |   |   |   |  |  |  |
|---|---|---------|---|---|---|---|--|--|--|
| <b><u>Content:</u></b>  | <table border="1" data-bbox="658 280 1581 844"> <thead> <tr> <th data-bbox="658 280 1581 347">Content</th> </tr> </thead> <tbody> <tr> <td data-bbox="658 347 1581 448"> <b>4 marks</b><br/>           Makes four clear points that answer the question.         </td> </tr> <tr> <td data-bbox="658 448 1581 549"> <b>3 marks</b><br/>           Makes some clear points that answer the question.         </td> </tr> <tr> <td data-bbox="658 549 1581 649"> <b>2 marks</b><br/>           Makes one or two points relevant to the question.         </td> </tr> <tr> <td data-bbox="658 649 1581 750"> <b>1 mark</b><br/>           Content has limited relevance to the question.         </td> </tr> <tr> <td data-bbox="658 750 1581 844"> <b>0 mark</b><br/>           No creditable response.         </td> </tr> </tbody> </table> | Content | <b>4 marks</b><br>Makes four clear points that answer the question. | <b>3 marks</b><br>Makes some clear points that answer the question. | <b>2 marks</b><br>Makes one or two points relevant to the question. | <b>1 mark</b><br>Content has limited relevance to the question. | <b>0 mark</b><br>No creditable response. |  |  |
| Content   |   |         |   |   |   |   |  |  |  |
| <b>4 marks</b><br>Makes four clear points that answer the question. |   |         |   |   |   |   |  |  |  |
| <b>3 marks</b><br>Makes some clear points that answer the question. |   |         |   |   |   |   |  |  |  |
| <b>2 marks</b><br>Makes one or two points relevant to the question. |   |         |   |   |   |   |  |  |  |
| <b>1 mark</b><br>Content has limited relevance to the question.     |   |         |   |   |   |   |  |  |  |
| <b>0 mark</b><br>No creditable response.                            |   |         |   |   |   |   |  |  |  |

| Question  | Answer | Marks | Guidance |
|---|--------|-------|----------|
| <b>Exercise 4 – (Continued)</b>   |        |       |          |
| <b><u>Language:</u></b>   |        |       |          |
| <b>Language</b>   |        |       |          |
| <p><b>6 marks</b><br/>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.</p>                      |        |       |          |
| <p><b>5 marks</b><br/>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.</p>   |        |       |          |
| <p><b>4 marks</b><br/>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><br/>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><br/>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><br/>Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p>   |        |       |          |
| <p><b>0 marks</b><br/>No creditable response.</p>   |        |       |          |

## Exercise 5

| Question   | Answer | Marks | Guidance |
|--|--------|-------|----------|
| 21   |        | 14    |          |
| <p>Award up to 6 marks for content and up to 8 marks for the style and accuracy of language.</p> <p><b>Content: (2 marks for each point)</b> – This could be either two separate points or a point and an elaboration of the same point.</p> <p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>Instructions given for birthday celebration</li> <li>The attitude of restaurant staff</li> <li>The food served and its quality</li> </ul> <p>A composition of approx. 150 words.</p> |        |       |          |

• سا لگره کی تیاری کے لیے دی گئی ہدایات

• ریسٹورانٹ کے عملے کا رویہ

• پیش کیے گئے کھانے اور ان کا معیار

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| Question   | Answer   | Marks      | Guidance |
|--|--|------------|----------|
| <b>Table A</b>                                     |  |            |          |
| <b>Content: relevance and development of ideas</b> |  |            |          |
| Level  | Description  | Marks      |          |
| <b>3</b>   | <ul 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 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, sometimes communication is unclear.</li> <li>• Generally well organised and coherent.</li> </ul>                    | <b>3–4</b> |          |
| <b>1</b>   | <ul 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 style="list-style-type: none"> <li>• No creditable response.</li> </ul>  | <b>0</b>   |          |

| Question                            | Answer   | Marks        | Guidance |
|-------------------------------------|--|--------------|----------|
| <b>Exercise 5 (Continued)</b>       |  |              |          |
| <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>     |          |