

# Cambridge O Level

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**SECOND LANGUAGE URDU**

**3248/02**

Paper 2 Grammar, Writing and Translation

**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 **9** printed pages.

**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.

## Annotations

<b>Annotation</b>	<b>Meaning</b>
	Credit for good language or good content point
	Incorrect
	Omission
	Unclear meaning or illegible
	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.
	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.
	Harmless Addition
	To show the end of word count
	Repetition
	Irrelevant
	Communication issue
	Minor Error
	Lifted material
	Use to show that blank pages have been seen

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	خاموش / چپ / بات کیے بغیر / بولے بغیر	1
2	فروخت	1
3	خرابی کا / تباہی کا / بربادی کا ذمہ دار موبائل فون ہے	1
4	نہیں ہوتا / ضروری نہیں ہے۔	1
5	نہ ہونے / کی غیر موجودگی	1

## Exercise 2

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

**Exercise 3**

Question	Answer	Marks																					
16	<p data-bbox="304 282 1222 349">Award up to 10 marks for content and up to 10 marks for the style and accuracy of language.</p> <p data-bbox="304 383 416 416"><b>Table A</b></p> <table border="1" data-bbox="304 450 1294 1603"> <thead> <tr> <th colspan="3" data-bbox="304 450 1294 510"><b>Content: relevance and development of ideas</b></th> </tr> <tr> <th data-bbox="304 510 440 577"><b>Level</b></th> <th data-bbox="440 510 1161 577"><b>Description</b></th> <th data-bbox="1161 510 1294 577"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="304 577 440 819"><b>4</b></td> <td data-bbox="440 577 1161 819"> <ul data-bbox="453 600 1123 801" style="list-style-type: none"> <li>• Fulfils the task, with consistently appropriate register and a very 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="1161 577 1294 819"><b>9–10</b></td> </tr> <tr> <td data-bbox="304 819 440 987"><b>3</b></td> <td data-bbox="440 819 1161 987"> <ul data-bbox="453 842 1123 976" 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 at appropriate length.</li> <li>• Well organised and coherent.</li> </ul> </td> <td data-bbox="1161 819 1294 987"><b>6–8</b></td> </tr> <tr> <td data-bbox="304 987 440 1267"><b>2</b></td> <td data-bbox="440 987 1161 1267"> <ul data-bbox="453 1010 1142 1245" style="list-style-type: none"> <li>• Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li> <li>• Ideas are satisfactorily developed at appropriate length.</li> <li>• Generally well organised and coherent.</li> </ul> </td> <td data-bbox="1161 987 1294 1267"><b>3–5</b></td> </tr> <tr> <td data-bbox="304 1267 440 1536"><b>1</b></td> <td data-bbox="440 1267 1161 1536"> <ul data-bbox="453 1290 1117 1514" 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 development of ideas, although in places this is incomplete and/or repetitive.</li> <li>• Organisation may lack coherence.</li> </ul> </td> <td data-bbox="1161 1267 1294 1536"><b>1–2</b></td> </tr> <tr> <td data-bbox="304 1536 440 1603"><b>0</b></td> <td data-bbox="440 1536 1161 1603"> <ul data-bbox="453 1559 823 1581" style="list-style-type: none"> <li>• No creditable response.</li> </ul> </td> <td data-bbox="1161 1536 1294 1603"><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>4</b>	<ul data-bbox="453 600 1123 801" style="list-style-type: none"> <li>• Fulfils the task, with consistently appropriate register and a very 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>9–10</b>	<b>3</b>	<ul data-bbox="453 842 1123 976" 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 at appropriate length.</li> <li>• Well organised and coherent.</li> </ul>	<b>6–8</b>	<b>2</b>	<ul data-bbox="453 1010 1142 1245" style="list-style-type: none"> <li>• Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.</li> <li>• Ideas are satisfactorily developed at appropriate length.</li> <li>• Generally well organised and coherent.</li> </ul>	<b>3–5</b>	<b>1</b>	<ul data-bbox="453 1290 1117 1514" 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 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="453 1559 823 1581" style="list-style-type: none"> <li>• No creditable response.</li> </ul>	<b>0</b>	<b>20</b>
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## Exercise 4

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17	<p><b>Translation</b> Award up to 5 marks for <b>communicating key points</b> and up to 10 marks for applying <b>linguistic knowledge and accuracy</b>.</p> <p>دنیا بھر کا ماحول مسلسل تبدیل ہو رہا ہے، اس لیے / لہذا ہمارے سیارے کو درپیش مسائل کو سمجھنا اہم / ضروری ہے۔ انسانوں کے لیے یہ سمجھنا بہت ضروری ہے کہ ہمارے سیارے کی حفاظت کے لیے کیا اقدامات کرنے کی ضرورت ہے۔</p> <p>گلوبل وارمنگ تیزی سے ہو رہی ہے اور انسان اس مسئلے کی اصل وجہ ہیں۔ اس کی ایک وجہ فضائی آلودگی ہے، ایک اوسط گھرانے میں تین یا اس سے زیادہ کاریں ہو سکتی ہیں جو کہ ہوا کو نمایاں طور پر نقصان پہنچاتی ہیں۔ سفر کے دیگر ذرائع کے استعمال میں اضافہ ہو رہا ہے جو کہ فضا کو اور بھی آلودہ کرنے کا باعث بن رہا ہے۔</p> <p>فضائی آلودگی سے ہماری صحت پر منفی اثرات مرتب ہو رہے ہیں۔ عالمی ادارہ صحت کے مطابق، ہسپتال سانس لینے میں دشواری سے متعلق صحت کے مسائل کو زیادہ رپورٹ کر رہے ہیں۔</p> <p>ماحول کے تحفظ کے لیے ہمیں چھوٹے اقدامات لینے چاہئیں جیسا کہ سائیکل چلانا یا اسکول اور کام پر پیدل جانا۔ ہمارے روزمرہ کے معمولات میں یہ تبدیلیاں ہمارے ماحول میں مثبت کردار ادا کرنے میں معاون ثابت ہوں گی۔</p> <p><b>Table C</b></p> <table border="1"> <thead> <tr> <th colspan="3">Communicating key points</th> </tr> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>• All key points communicated clearly.</td> <td>5</td> </tr> <tr> <td>4</td> <td>• Most key points are communicated clearly.</td> <td>4</td> </tr> <tr> <td>3</td> <td>• Some key points are communicated clearly.</td> <td>3</td> </tr> <tr> <td>2</td> <td>• Attempt at communicating key points. Meaning not always clear.</td> <td>2</td> </tr> <tr> <td>1</td> <td>• Communication of key points attempted but mostly unsuccessfully.</td> <td>1</td> </tr> <tr> <td>0</td> <td>• No creditable response.</td> <td>0</td> </tr> </tbody> </table>	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	15
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17	<p data-bbox="316 215 424 248"><b>Table D</b></p> <table border="1" data-bbox="316 280 1305 1742"> <thead> <tr> <th colspan="3" data-bbox="316 280 1305 344"><b>Applying linguistic knowledge and accuracy</b></th> </tr> <tr> <th data-bbox="316 347 451 412"><b>Level</b></th> <th data-bbox="454 347 1169 412"><b>Description</b></th> <th data-bbox="1173 347 1305 412"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="316 414 451 651"><b>5</b></td> <td data-bbox="454 414 1169 651"> <ul data-bbox="466 432 1158 633" style="list-style-type: none"> <li>• Excellent use of appropriate vocabulary and grammatical structures.</li> <li>• Complex sentence structures are used successfully throughout.</li> <li>• High level of accurate language with few minor errors.</li> </ul> </td> <td data-bbox="1173 414 1305 651"><b>9–10</b></td> </tr> <tr> <td data-bbox="316 654 451 891"><b>4</b></td> <td data-bbox="454 654 1169 891"> <ul data-bbox="466 672 1158 873" style="list-style-type: none"> <li>• Good use of appropriate vocabulary and grammatical structures.</li> <li>• Use of complex sentence structures but not always successfully.</li> <li>• Generally accurate language with some minor errors.</li> </ul> </td> <td data-bbox="1173 654 1305 891"><b>7–8</b></td> </tr> <tr> <td data-bbox="316 893 451 1196"><b>3</b></td> <td data-bbox="454 893 1169 1196"> <ul data-bbox="466 911 1158 1178" style="list-style-type: none"> <li>• Some attempt at using appropriate vocabulary and grammatical structures although not always successfully.</li> <li>• Use of simple sentence structures with occasional attempts at using more complex sentences.</li> <li>• Fairly accurate language with some minor and few major errors.</li> </ul> </td> <td data-bbox="1173 893 1305 1196"><b>5–6</b></td> </tr> <tr> <td data-bbox="316 1198 451 1435"><b>2</b></td> <td data-bbox="454 1198 1169 1435"> <ul data-bbox="466 1216 1158 1417" style="list-style-type: none"> <li>• Limited use of appropriate vocabulary and grammatical structures.</li> <li>• Use of simple sentence structures with no attempt at using complex sentences.</li> <li>• Many basic errors in language which sometimes impede communication.</li> </ul> </td> <td data-bbox="1173 1198 1305 1435"><b>3–4</b></td> </tr> <tr> <td data-bbox="316 1438 451 1675"><b>1</b></td> <td data-bbox="454 1438 1169 1675"> <ul data-bbox="466 1456 1158 1657" style="list-style-type: none"> <li>• Poor application of vocabulary and grammatical structures.</li> <li>• Little use of simple sentence structures attempts often unsuccessful.</li> <li>• Frequent basic errors in language which often impede communication.</li> </ul> </td> <td data-bbox="1173 1438 1305 1675"><b>1–2</b></td> </tr> <tr> <td data-bbox="316 1677 451 1742"><b>0</b></td> <td data-bbox="454 1677 1169 1742"> <ul data-bbox="466 1695 834 1727" style="list-style-type: none"> <li>• No creditable response.</li> </ul> </td> <td data-bbox="1173 1677 1305 1742"><b>0</b></td> </tr> </tbody> </table>	<b>Applying linguistic knowledge and accuracy</b>			<b>Level</b>	<b>Description</b>	<b>Marks</b>	<b>5</b>	<ul data-bbox="466 432 1158 633" style="list-style-type: none"> <li>• Excellent use of appropriate vocabulary and grammatical structures.</li> <li>• Complex sentence structures are used successfully throughout.</li> <li>• High level of accurate language with few minor errors.</li> </ul>	<b>9–10</b>	<b>4</b>	<ul data-bbox="466 672 1158 873" style="list-style-type: none"> <li>• Good use of appropriate vocabulary and grammatical structures.</li> <li>• Use of complex sentence structures but not always successfully.</li> <li>• Generally accurate language with some minor errors.</li> </ul>	<b>7–8</b>	<b>3</b>	<ul data-bbox="466 911 1158 1178" style="list-style-type: none"> <li>• Some attempt at using appropriate vocabulary and grammatical structures although not always successfully.</li> <li>• Use of simple sentence structures with occasional attempts at using more complex sentences.</li> <li>• Fairly accurate language with some minor and few major errors.</li> </ul>	<b>5–6</b>	<b>2</b>	<ul data-bbox="466 1216 1158 1417" style="list-style-type: none"> <li>• Limited use of appropriate vocabulary and grammatical structures.</li> <li>• Use of simple sentence structures with no attempt at using complex sentences.</li> <li>• Many basic errors in language which sometimes impede communication.</li> </ul>	<b>3–4</b>	<b>1</b>	<ul data-bbox="466 1456 1158 1657" style="list-style-type: none"> <li>• Poor application of vocabulary and grammatical structures.</li> <li>• Little use of simple sentence structures attempts often unsuccessful.</li> <li>• Frequent basic errors in language which often impede communication.</li> </ul>	<b>1–2</b>	<b>0</b>	<ul data-bbox="466 1695 834 1727" style="list-style-type: none"> <li>• No creditable response.</li> </ul>	<b>0</b>	
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