
SECOND LANGUAGE URDU

3248/01

Paper 1 Composition and Translation

May/June 2018

MARK SCHEME

Maximum Mark: 55

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.

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This document consists of **10** 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 descriptors 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.

Question	Answer	Marks	Guidance								
Part 1 – banded mark scheme – for Question 1											
Marks available:											
Language – 9 marks											
Content – 6 marks											
Content		Language									
5–6 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.		8–9 Very good Confident use of complex sentence patterns; generally accurate; extensive vocabulary, good sense of idiom.									
4 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.		6–7 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.									
3 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.		4–5 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.									
2 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.		2–3 Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.									
0–1 Very poor Vague and general; ideas presented at random.		0–1 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.									
General Marking Instructions											
<table border="1"> <thead> <tr> <th>Content Marks</th> <th>Language marks available</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5/6</td> <td style="text-align: center;">9</td> </tr> <tr> <td style="text-align: center;">3/4</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">1/2</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>				Content Marks	Language marks available	5/6	9	3/4	7	1/2	5
Content Marks	Language marks available										
5/6	9										
3/4	7										
1/2	5										

Question	Answer	Marks	Guidance
1	Bullet Points: Any 2 appropriate points from each bullet point, e.g.	15	
	غریب لوگ کتابیں پڑھ سکتے ہیں۔ ہر قسم کی کتابیں مل جاتی ہیں۔۔ سکون سے مطالعہ کر سکتے ہیں۔ ہر شخص اپنی معلومات میں اضافہ کر سکتا ہے۔	2	
	طالب علم امتحان کے لیے گھر سے بہتر اور پُر سکون ماحول میں مطالعہ کر سکتے ہیں۔ بہت سی مہنگی سائنسی اور دیگر علمی کتابوں کا مرکز۔	2	
	ادبی سرگرمیوں کا مرکز۔ تفریحی مقصد کے لیے کمپیوٹر کا استعمال۔ اخبارات / کہانیوں کی کتابیں پڑھنا۔ فلموں اور گانوں کی ڈی وی ڈی	2	
	زبان کے معیار کے لیے	9	
	If only 2 out of 3 bullet points attempted total available language mark is 7.		
	If only 1 out of 3 bullet points attempted total available language mark is 5.		
	If composition is more than 200 words ignore any extra material.		

Question	Answer	Marks	Guidance
Part 2 – banded mark scheme – for Questions 2(a) and (b)			
Marks available:			
Language – 15 marks			
Content – 5 marks			
Content		Language	
<p style="text-align: center;">5 Very good</p> Detailed, clearly relevant and well illustrated; coherently argued and structured.		<p style="text-align: center;">13–15 Very good</p> Confident use of complex sentence patterns; generally accurate; extensive vocabulary, good sense of idiom.	
<p style="text-align: center;">4 Good</p> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.		<p style="text-align: center;">10–12 Good</p> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	
<p style="text-align: center;">3 Adequate</p> Some knowledge, but not always relevant; a more limited capacity to argue.		<p style="text-align: center;">7–9 Adequate</p> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	
<p style="text-align: center;">2 Poor</p> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.		<p style="text-align: center;">4–6 Poor</p> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	
<p style="text-align: center;">0–1 Very poor</p> Vague and general; ideas presented at random.		<p style="text-align: center;">0–3 Very poor</p> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	

Question	Answer	Marks	Guidance
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General Marking Instructions

The syllabus specifies that the candidates are to write a response in Urdu of about 200 words. Examiners are to read up to 250 words and ignore any further writing.

Question 2(a)	Letter Content	
	Introduction	1
	Details of request	3
	Conclusion	1
	Total	5 marks
Question 2(b)	Dialogue Content	
	2 DETAILS IN FAVOUR	2
	2 DETAILS AGAINST	2
	Decision/conclusion	1
	Total	5 marks

Rubric infringement:

If the candidate has attempted the wrong type of task (e.g. speech instead of report) award maximum of 3 marks for Content and maximum of 12 marks for Language.

Content marks	Language marks available
5	15
4	12
3	9
2	6
1	5

Question	Answer	Marks	Guidance
2	EITHER		
2(a)	خط		
	خط کا آغاز/تعارفی جملہ	1	
	کھیلوں کے مقابلے شروع کرنے کی درخواست کے متعلق تین باتیں تفصیل کے ساتھ	3	
	خط کا اختتام	1	
	زبان کے معیار کے لیے	1-15	
	OR		
2(b)	مکالمہ		
	*دو باتیں تفصیل کے ساتھ قلمی دوست کو اپنے ساتھ ٹھہرانے کے حق میں۔	2	
	*دو باتیں تفصیل کے ساتھ (والدین) قلمی دوست کو ساتھ ٹھہرانے کے خلاف۔	2	
	نتیجہ/فیصلہ	1	
	زبان کے معیار کے لیے	1-15	
	If either composition is more than 250 words ignore any extra material.		

Question	Answer	Marks	Guidance
Part 3 – Question 3			
General Marking Instructions			
<p>The mark scheme will identify 40 marking units. Mark each unit by putting the number of INCORRECT answers using the Red Cross tool.</p> <ul style="list-style-type: none"> Place the <i>Red Cross</i> annotation just above the end of the incorrect unit Add up the number of crosses awarded (<i>RM Assessor adds up the total in the tool bar</i>) Subtract the number of crosses from the 40 marking units and then divide by 2 in order to get a mark out of 20 (total number of marks available is 20) If there are half marks, then round down. 			
Crossing out:			
(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.			
(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. (Please note that a 'second attempt' could be a single word.)			
3		20	
	The domestication of animals- was one of the most – important stages – in human history.	4	
	جانوروں کو پالتو بنانا انسانی تاریخ کے ایک انتہائی اہم مراحل میں شامل تھا		Accept: گھروں میں رکھنے کا۔ پرورش کرنا۔ Reject: پہلو۔
	When we think of man's best friend, – many people – will think of the dog.	3	
	جب ہم انسان کے بہترین دوست کے بارے میں سوچتے ہیں تو کئی لوگوں کے ذہن میں کتے کا خیال آئے گا۔		Accept: آدمی۔ اچھے دوست Reject: مرد۔
	It's <u>probably</u> – better to think – of <u>humans as dogs</u>' best friends!	3	
	شاید ایسا سوچنا بہتر ہے کہ انسان کتوں کا بہترین دوست ہے۔		Accept: غالباً۔ Reject: ہو سکتا ہے۔

Question	Answer	Marks	Guidance
3	<u>Scientists</u> now think – that dogs became close to people – because they could get – free food and a home.	4	
	اب سائنس دانوں کا خیال ہے / سائنس دان سوچتے ہیں کہ کتے انسانوں کے قریب اس لیے آئے تھے تاکہ مفت خوراک اور گھر مل سکے		Reject: ماہرین۔
	In return for this – <u>dogs</u> could help – protect <u>humans</u> – from other wild animals.	4	
	اس کے بدلے میں کتے انسانوں کو دوسرے جنگلی جانوروں سے محفوظ رکھنے میں مدد کر سکیں		Accept: اس کے عوض / اس کے نتیجے میں۔ Reject: اس کی بجائے۔ اس کے علاوہ۔
	<u>However</u> – many people now think – that the most useful relationship – has been between men and camels.	4	
	تاہم اب بہت سے / کئی لوگ یہ سوچتے / سمجھتے ہیں کہ انسانوں کا سب سے کارآمد / مفید تعلق اونٹوں سے رہا ہے۔		Accept: البتہ۔ جبکہ۔ پھر بھی۔ حالانکہ۔ مگر۔ گوکہ۔ سو۔ مند۔ فائدہ مند۔ Reject: مددگار۔ رشتہ داری۔
	Camels have been used – for <u>thousands</u> of years – and they can carry heavier loads – than elephants!	4	
	اونٹ ہزاروں سال سے استعمال کیے جا رہے ہیں اور یہ ہاتھیوں سے بھی زیادہ بھاری سامان اٹھا سکتے ہیں		Reject: ہزار / 1000
	They can travel – up to <u>fifty kilometres</u> a day – in an <u>extremely</u> hot and dry climate.	3	
	وہ ایک دن میں انتہائی / سخت گرم اور خشک آب و ہوا میں پچاس کلومیٹر تک سفر کر سکتے ہیں		Accept: بے حد / شدید۔ Reject: میل۔ موسم۔
	<u>Despite</u> what most people think – the <u>camel's hump</u> – contains <u>fat</u>, <u>not</u> <u>water</u>.	3	
	اکثر لوگوں کے خیال کے باوجود اونٹ کی کوبان میں چربی ہوتی ہے نہ کہ پانی		Reject: برعکس۔ پیٹ۔ موٹاپا۔ کمر۔ گوشت۔ چکنائی

Question	Answer	Marks	Guidance
3	But the <u>most amazing</u> thing – is <u>their ability</u> – to <u>travel long distances</u> – <u>without</u> food and water.	4	
	لیکن سب سے حیران کن بات یہ کہ وہ بغیر کھانے اور پینے کے لمبے فاصلے طے کرنے کی صلاحیت رکھتے ہیں۔		Accept: عجب۔ قابلیت Reject: شاندار۔ عمدہ۔ زبردست۔
	They <u>can</u> also close their ears and noses – to stop <u>the sand</u> getting in.	2	
	وہ ریت کو اپنے اندر گھسنے / داخل ہونے کو روکنے کے لیے اپنے کان اور ناک کو بند رکھ سکتے ہیں۔		Reject: مٹی۔
	How did <u>humans survive</u> – in deserts without them?	2	
ان کے بغیر انسانوں نے صحراؤں میں کیسے گزارہ کیا/کیا ہوگا۔		Accept: ریگستانوں میں۔ Reject: گزارہ کرتے۔	