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**SECOND LANGUAGE URDU**

**3248/01**

Paper 1 Composition and Translation

**October/November 2017**

MARK SCHEME

Maximum Mark: 55

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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.

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Question	Answer	Marks								
<b><u>PART 1: DIRECTED WRITING</u></b>										
The syllabus specifies that the candidates are to write an essay in Urdu of about 150 words. Examiners are to read up to 200 words and then ignore any further writing.										
<b>Language</b> (out of 9)		<b>Content</b> (out of 6)								
<b>8–9 Very good</b> Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.	<b>5–6 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.									
<b>6–7 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	<b>4 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.									
<b>4–5 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>3 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.									
<b>2–3 Poor</b> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary	<b>2 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.									
<b>0–1 Very poor</b> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	<b>0–1 Very poor</b> Vague and general; ideas presented at random.									
<table border="1"> <thead> <tr> <th data-bbox="456 1317 799 1400">Content Marks</th> <th data-bbox="802 1317 1137 1400">Language marks available</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1404 799 1451">5/6</td> <td data-bbox="802 1404 1137 1451">9</td> </tr> <tr> <td data-bbox="456 1456 799 1503">3/4</td> <td data-bbox="802 1456 1137 1503">7</td> </tr> <tr> <td data-bbox="456 1507 799 1554">1/2</td> <td data-bbox="802 1507 1137 1554">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
1.1	ایک بات شہر کی اچھائیوں کے متعلق	1
1.2	ایک بات شہر کی اچھائیوں کے متعلق	1
1.3	ایک اور بات شہر کی کمزوریوں کے متعلق	1
1.4	ایک اور بات شہر کی کمزوریوں کے متعلق	1
1.5	ایک بات شہر کو بہتر بنانے کے متعلق	1
1.6	ایک بات شہر کو بہتر بنانے کے متعلق	1
1.7	زبان کے معیار کے لیے	1–9
	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
<b>PART 2: LETTER REPORT DIALOGUE OR SPEECH (20 MARKS)</b>		
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.		
<b>Language (out of 15)</b>		<b>Content (out of 5)</b>
<b>13–15 Very good</b> Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.	<b>5 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.	
<b>10–12 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	<b>4 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.	
<b>7–9 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>3 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.	
<b>4–6 Poor</b> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary	<b>2 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.	
<b>0–3 Very poor</b> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	<b>0–1 Very poor</b> Vague and general; ideas presented at random.	
<b>FOR 2A SPEECH CONTENT AWARD MARKS AS FOLLOWS:</b>		<b>FOR 2B DIALOGUE CONTENT AWARD MARKS AS FOLLOWS:</b>
START/INTRODUCTION	1	INTRODUCTION AND CONCLUSION 1
THREE POINTS IN DETAIL ABOUT THE TEACHER	3	TWO POINTS IN FAVOUR OF JOINING THE CLUB 2
END OF SPEECH	1	TWO POINTS AGAINST JOINING THE CLUB 2
<b>TOTAL:</b>	<b>5</b>	<b>TOTAL: 5</b>

Question	Answer	Marks												
<p>IF CANDIDATE HAS ATTEMPTED WRONG TYPE OF TASK (E.G. LETTER INSTEAD OF SPEECH/DIALOGUE)  <b>MAXIMUM FOR CONTENT .....3 Marks (Available)</b>  <b>MAXIMUM FOR LANGUAGE .....9 Marks (Available)</b>  Please note that if the content is ZERO language will be ZERO,</p>														
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Content marks</th> <th>Language marks available</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>15</td> </tr> <tr> <td>4</td> <td>12</td> </tr> <tr> <td>3</td> <td>9</td> </tr> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>1</td> <td>5</td> </tr> </tbody> </table>			Content marks	Language marks available	5	15	4	12	3	9	2	6	1	5
Content marks	Language marks available													
5	15													
4	12													
3	9													
2	6													
1	5													
<b>EITHER</b>														
2(a)	<b>تقریر</b>													
	تقریر کی شروعات	<b>1</b>												
	تقریر میں ٹیچر کے متعلق تین باتیں تفصیل کے ساتھ۔	<b>3</b>												
	تقریر کا خاتمہ	<b>1</b>												
	زبان کے معیار کے لیے	<b>1–15</b>												
<b>OR</b>														
2(b)	<b>مکالمہ</b>													
	گلوب میں شامل ہونے کے حق میں دو دلائل	<b>2</b>												
	گلوب میں شامل ہونے کے خلاف دو دلائل	<b>2</b>												
	مناسب فیصلہ	<b>1</b>												
	زبان کے معیار کے لیے	<b>1–15</b>												
If either composition is more than 250 words ignore any extra material.														

Question	Answer	Marks
<b>MARK EACH SENTENCE ON SCREEN BY USING THE RED 'CROSSES' TOOL(X) IF THERE IS A WRONG RESPONSE – ADD UP ALL CROSSES THEN MINUS FROM 40 AND THEN DIVIDED BY 2. IF THE HALF MARKS, THEN ROUNDS IT DOWN.</b>		
3.1	<u>They say that</u> playing team sports <u>bring people closer together</u>	
	کہا جاتا ہے / کہتے ہیں کہ ٹیم میں کھیلے جانے والے کھیل کو دو لوگوں کو قریب لاتے ہیں۔	2
	Accept گروپ میں /	
	Reject اکٹھے کھیلنا / سپورٹس /	
3.2	<u>In most cases</u> they are <u>very enjoyable ways</u> of <u>not only keeping fit</u>	
	اکثر یہ نہ صرف تندرست رہنے کے بہت مزے دار طریقے ہیں	3
	Accept زیادہ تر / تفریحی طریقے /	
	Reject تقریباً ہر معاملے میں / عام طور پر /	
3.3	<u>but of learning to deal</u> with life's <u>ups and downs</u> .	
	بلکہ زندگی کی اتار چڑھاؤ پر قابو پانا سیکھنے کے	2
	Accept اُپر نیچے / نشیب و فراز	
	Reject اوپر نیچے / اچھائی بُرائی /	
3.4	These <u>include working together</u> as a team	
	ان میں ایک ٹیم کے طور پر مل کر اکٹھے کام کرنا شامل ہے۔	2
	Accept	
	Reject	

Question	Answer	Marks
3.5	and <u>accepting winning and losing without getting too upset</u> .	
	اور زیادہ مایوس ہوئے / پریشان ہوئے بغیر ہار جیت ماننا / قبول کر لینا	3
	<b>Accept</b> افسردہ	
	<b>Reject</b> شرمندہ ہوئے بغیر	
3.6	<u>But you must remember that the main purpose</u> of any sport	
	لیکن آپ کو یہ لازمی یاد رکھنا ہوگا کہ کسی بھی کھیل کا اہم مقصد	3
	<b>Accept</b> ذہن نشین / ضرور / خاص / اصل مقصد /	
	<b>Reject</b> کھیلوں	
3.7	<u>is simply to have fun and spend time</u> with your friends.	
	محض اپنے دوستوں کے ساتھ وقت گزارنا اور مزہ لینا ہے۔	3
	<b>Accept</b> صرف / بس	
	<b>Reject</b> دوست	
3.8	<u>However, some people in the modern world we live in think</u>	
	البتہ / تاہم / بہر حال / پھر بھی / اس جدید دنیا جہاں ہم رہ رہے ہیں کچھ لوگوں کے خیال میں۔	3
	<b>Accept</b> / بعض لوگ سوچتے ہیں / جدید دور /	
	<b>Reject</b> جب کہ / لیکن / حتیٰ کہ	

Question	Answer	Marks
3.9	<u>that it is <b>more</b> important to win at <b>all</b> costs</u>	
	کہ کسی بھی قیمت پر جیتنا زیادہ/بہت ضروری/اہم بات ہے۔	3
	<b>Accept</b> ہر حالت میں/ہر صورت	
3.10	<u>Team coaches can get <b>their young</b> teams <b>to play too hard</b></u>	
	ٹیم کے کوچ اپنی جوان ٹیموں کو حد سے زیادہ زور سے کھیلنے پر مجبور کر سکتے ہیں۔	3
	<b>Accept</b> دباؤ/ <b>Reject</b> اساتذہ	
3.11	<u>and sometimes this <b>results</b> in <b>fights on the pitch</b>.</u>	
	اور کبھی کبھی نتیجہ یہ ہے کہ میدان میں لڑائیاں شروع ہوتی ہیں۔	3
	<b>Accept</b> اور بعض اوقات/پہچ/جسکی وجہ سے <b>Reject</b>	
3.12	32–33 One <u><b>very experienced</b></u> coach's <u><b>opinion</b></u>	
	ایک بہت تجربہ کار کوچ کی رائے میں۔	2
	<b>Accept</b> کے خیال میں/نقطہ نظر/کہنا/ماننا <b>Reject</b> ماہر/	



Question	Answer	Marks
3.13	is that <u>this may be happening because sport is now</u> seen to be a <u>way out of poverty</u>	
	یہ سب ہو سکتی ہے کیونکہ آجکل کھیل غربت سے نکلنے کا راستہ سمجھا جاتا ہو۔	4
	<b>Accept</b> ذریعہ / نجات سے	
	<b>Reject</b> سپورٹ	
3.14	and, <u>quite naturally</u> , <u>young people</u> will do <u>almost</u> anything	
	اور قدرتی طور پر نوجوان تقریباً کچھ بھی کریں گے۔	2
	<b>Accept</b> بالکل قدرتی طور /	
	<b>Reject</b>	
3.15	to <u>improve their</u> and <u>their families'</u> lives.	
	ان کی اور ان کے خاندانوں کی زندگی بہتر بنانے کے لیے۔	2
	<b>Accept</b>	
	<b>Reject</b>	
<p>ADD UP ALL CROSSES(X) AND MISSING WORDS THEN MINUS FROM 40 AND THEN DIVIDED BY 2. IF THE HALF MARK, THEN ROUND IT DOWN.</p> <p><b>TOTAL WILL BE OUT OF 20</b></p>		