

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Ordinary Level**

## **MARK SCHEME for the May/June 2014 series**

### **3248 SECOND LANGUAGE URDU**

**3248/01**

Paper 1 (Composition and Translation),  
maximum raw mark 55

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### Part 1: Directed Writing (15 marks)

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 ignore any further writing. If one bullet point is not covered at all, then the maximum mark for language is 7.

<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.

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**Part 2: Letter, Report, Dialogue or Speech (20 marks)**

The syllabus specifies that the candidates are to write in Urdu of about 200 words.

<b>Language</b> (out of 15)	<b>Content</b> (out of 5)
<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.

Page 4	Mark Scheme	Syllabus	Paper
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- 1 Why do you swim? آپ کس لیے تیرتے ہیں؟ [1]
- 2 For the health benefits صحت کے فائدے کے لیے [1]
- 3 to the heart and lungs? دل اور پھیپڑوں کے لیے؟ [1]
- 4 For the chance to be کے موقع کے لیے [1]
- 5 with some of your friends اپنے دوستوں کے ساتھ ہونے [1]
- 6 at the pool? تالاب میں؟ [1]
- 6 Because, in your case, کیونکہ آپ کے لیے [1]
- 7 running every day hurts? روزانہ دوڑنے سے درد لگتا ہے؟ [1]
- 8 Because just being in the water کیونکہ پانی میں ہوتے ہی [1]
- 9 is relaxing? آرام دہ ہے؟ [1]
- 10 Or is it something else? یا تو کسی اور وجہ ہے؟ [1]
- 12 If you are looking اگر آپ ڈھونڈ رہے ہیں [1]
- 13 to get away بچنے [1]
- 14 from the heat of the summer, گرمیوں کی تپش سے [1]
- 15 then a dip in the water تو ایک ڈپچی ہی / تو پانی میں جانا ہی [1]
- 16 is exactly what you need; آپ کی ضرورت کو پورا کرتا ہے۔ [1]

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- 17 it is a good way [1] یہ اچھا طریقہ ہے
- 18 for you to cool off. [1] اپنے آپ کو ٹھنڈا کرنے کا
- 19 Perhaps you have been doing [1] شاید آپ کر رہے تھے؟
- 20 some other form of exercise, [1] کسی دوسری قسم کی ورزش
- 21 and now an injury [1] اور اب کوئی چھوٹ
- 22 prevents you [1] آپ کو روک دیتی ہے
- 23 from putting weight [1] زور ڈالنے سے
- 24 on a knee or ankle [1] گھٹنے یا ٹخنے پر
- 25 swimming can help [1] تیرنا مدد دیتا ہے
- 26 you exercise almost the entire body – [1] تقریباً پورے جسم کو ورزش کرنے میں
- 27 heart, lungs and muscles – [1] دل، پھیپھڑیوں اور پٹھوں کو
- 28 with very little pain. [1] بہت کم درد کے ساتھ
- 29 Spending time with your friends swimming [1] اپنے دوستوں کے ساتھ وقت گزارنا
- 30 is a great pastime. [1] بہت اچھا مشغلہ ہے
- 31 Exchanging stories, [1] کہانیاں سنانا
- 32 challenging each other, [1] ایک دوسرے کا مقابلہ کرنا

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- 33 and sharing in the hard work اور آپس میں محنت بانٹنا [1]
- 34 make swimming with others دوسروں کے ساتھ تیرنا بناتے ہیں [1]
- 35 a rewarding experience. ایک بہت فائدہ مند تجربہ [1]
- 36 It is great for general fitness معمولی تندرستی کے لیے اچھا ہے [1]
- 37 but unless you swim very fast مگر ورنہ آپ بہت تیزی سے تیرتے ہیں [1]
- 38 for hours and hours گھنٹوں تک [1]
- 39 it is not a great way یہ اچھا طریقہ نہیں ہے [1]
- 40 to drop excess kilos. فالتو وزن کم کرنے کا [1]

[Total: 40 ÷ 2 = 20]

As in any language translation there are different ways of translating to and from any language. This example here gives a good sense of the original English. Examiners will need to read candidates' work and judge how well the candidate had transferred the meaning of the original. Phrases will be grouped in blocks to make more coherent marking. Mark each phrase out of 1 putting mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20.

N.B. This is not marked for written accuracy but for meaning.