

MARK SCHEME for the May/June 2013 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 2013 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.

Language (out of 9)	Content (out of 6)
8–9 Very good Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.	5–6 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.
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.	4 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
4–5 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	3 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
2–3 Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	2 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
0–1 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	0–1 Very poor 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.

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

Page 4	Mark Scheme	Syllabus	Paper
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1	Not only in the west	نہ صرف مغرب میں
2	but also in other parts of the world,	بلکہ دنیا کے دوسرے حصوں میں بھی
3	modern lifestyles	جدید طرز زندگی کے
4	are having an increasingly negative effect	بڑھتا ہوا منفی اثرات
5	on our young people.	ہمارے نوجوانوں پر ہے۔
6	Children are sitting at home on their own	نوجوان اکیلے گھر پر بیٹھے ہیں
7	in front of their computers	اپنے کمپیوٹر کے سامنے
8	or games machines,	یا گیمز مشینوں کے
9	and they only go out to play	اور وہ صرف باہر جا کر کھیلنے جاتے ہیں
10	when they are forced to.	جب انہیں مجبور کیا جاتا ہے۔
11	Often both parents	زیادہ تر دونوں والدین کو
12	have to go out to work	کام کے لیے جانا پڑتا ہے۔
13	to earn enough money to support the family.	خاندان کو سمھانے کے لیے کافی پیسے کمانا۔
14	They not only have less time	انہیں نہ صرف کم وقت ملتا ہے
15	to spend with their children,	اپنے بچوں کے ساتھ گزارنے کے لیے
16	but also do not have time	بلکہ انہیں وقت نہیں ملتا
17	to prepare healthy food at home.	گھر پر صحت مند کھانے تیار کرنے کے لیے۔
18	This means that	اس کا مطلب یہ ہے کہ
19	more and more families	زیادہ سے زیادہ خاندان
20	are eating fast food.	باہر کے کھانے کھاتے ہیں

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21	These foods are very tasty	ایسے کھانے بہت ہی لذیذ ہوتے ہیں
22	but they are high in fat	مگر چکنائی سے بھرے ہوئے ہوتے ہیں
23	which experts say	جس کو ماہروں کے مطابق
24	is bad for our health.	ہماری صحت کے لیے بہت نقصان دہ ہے۔
25	Young people	نوجوان لوگ
26	whose families	جن کے خاندان
27	are lucky enough	اتنے خوش قسمت ہیں
28	to have plenty of money	کہ ان کے اتنے پیسے ہیں
29	are also facing	انہیں ---- کا سامنا ہے
30	an unhealthy future	ایک ناصحت مند مستقبل
31	due to	ورزش نہ کرنے
32	lack of exercise	اور خراب غذا
33	and poor diet.	کی وجہ سے۔
34	On the other hand	دوسری طرف
35	there are still	ابھی بھی
36	far too many	حد سے زیادہ
37	unfortunate children in the world	بے چارے بچے دنیا میں
38	who are dying from	جو مرتے جا رہے ہیں
39	not having	کافی کھانے
40	enough to eat.	نہ ہونے کی وجہ سے

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.

Mark each phrase out of 1 putting the mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20.

NB This is not marked for written accuracy but for meaning.