

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 2</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2011</b>    | <b>3248</b>     | <b>01</b>    |

### 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 (out of 9)</b>   | <b>Content (out of 6)</b>  |
|--|--|
| <b>8–9 Very good</b><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.                             | <b>5–6 Very good</b><br>Detailed, clearly relevant and well illustrated; coherently argued and structured.   |
| <b>6–7 Good</b><br>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><br>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.  |
| <b>4–5 Adequate</b><br>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.                                       | <b>3 Adequate</b><br>Some knowledge, but not always relevant; a more limited capacity to argue.  |
| <b>2–3 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.                  | <b>2 Poor</b><br>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><br>Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.                                | <b>0–1 Very poor</b><br>Vague and general, ideas presented at random.  |

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|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 3</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE O LEVEL – May/June 2011</b>    | <b>3248</b>     | <b>01</b>    |

**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><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.                             | <b>5 Very good</b><br>Detailed, clearly relevant and well illustrated; coherently argued and structured.   |
| <b>10–12 Good</b><br>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><br>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.  |
| <b>7–9 Adequate</b><br>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.   | <b>3 Adequate</b><br>Some knowledge, but not always relevant; a more limited capacity to argue.  |
| <b>4–6 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.                    | <b>2 Poor</b><br>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><br>Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.                                  | <b>0–1 Very poor</b><br>Vague and general, ideas presented at random.  |

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | GCE O LEVEL – May/June 2011    | 3248     | 01    |

**Part 3: Translation (20 marks)**

|    | English                                | Urdu accept                           |
|----|--|---------------------------------------|
| 1  | Along with many other nations          | بہت سارے ملکوں کے ساتھ                |
| 2  | Pakistan's fishing industry            | پاکستان کی ماہی گیری صنعت             |
| 3  | is facing                              | بہت سے مسائل                          |
| 4  | numerous problems.                     | سے دوچار ہے۔                          |
| 5  | Sea levels are rising                  | سمندر کی سطح بلند ہو رہی ہے           |
| 6  | so salt water is flowing               | تو نمکین پانی بہ رہا ہے               |
| 7  | further into rivers                    | دور تک دراؤں میں                      |
| 8  | and is affecting                       | اثر انداز ہو رہا ہے                   |
| 9  | fresh water fish.                      | تازہ پانی کی مچھلیوں پر               |
| 10 | Ocean fish stocks                      | سمندری مچھلیوں کی تعداد               |
| 11 | are also declining                     | بھی کم ہوتے جا رہے ہیں                |
| 12 | because of over-fishing                | حد سے زیادہ مچھلیاں پکڑنے کی وجہ سے   |
| 13 | and pollution.                         | اور آلودگی کی وجہ سے                  |
| 14 | Fishing with nets                      | جال سے مچھلی پکڑنا                    |
| 15 | is the most common method in Pakistan. | پاکستان میں سب سے عام طریقہ ہے        |
| 16 | Repairing them is mostly done by hand  | عام طور پر ان کی مرمت ہاتھ سے ہوتی ہے |
| 17 | as little modern machinery             | جدید آلات مشکل سے                     |
| 18 | is available.                          | دستیاب ہیں۔                           |
| 19 | Boats are usually brightly painted     | عموماً کشتیاں تیز رنگوں رنگی ہوتی ہیں |
| 20 | and vary from                          | بڑی کشتیوں سے لے کر                   |

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|--------|--------------------------------|----------|-------|
| Page 5 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | GCE O LEVEL – May/June 2011    | 3248     | 01    |

- 21 large motor boats  
بڑی موٹور والی کشتیوں سے
- 22 to small rowing boats.  
چھوٹی ہاتھ سے چلانے والی کشتیوں تک
- 23 Some fishermen  
چند ماہی گیروں کو
- 24 have had to become expert mechanics  
ماہر میکینک بننا پڑتا ہے
- 25 because they have to rely on their engines  
کیونکہ انہیں اپنی انجنوں پر بھروسہ کرنا پڑتا ہے
- 26 while far out at sea.  
دور سمندر میں
- 27 Nowadays many fisherman  
آج کل بہت سے مچھیرے
- 28 are deciding to become full time motor mechanics  
پورے وقت موٹر میکینک بننے کی سوچ رہے ہیں۔
- 29 because it is a more reliable  
کیونکہ یہ قابل بھروسہ
- 30 source of income  
اڈریعہ آمدنی ہے۔
- 31 than relying on  
اس کے مقابلے میں بھروسہ کیا جائے
- 32 an uncertain future at sea.  
سمندروں پر غیر یقینی مستقبل پر
- 33 The average catch  
آج کل اوسطاً
- 34 is now less than two tonnes a day  
ایک دن میں دو ٹن سے بھی کم مچھلیاں پکڑی جاتی ہیں
- 35 whereas only twenty years ago  
جبکہ صرف بیس سال پہلے
- 36 it was as much as six or seven tonnes a day.  
چھ یا سات ٹن روزانہ تھی۔
- 37 About twenty five percent of this catch  
اس کی تقریباً پچیس فی صد
- 38 is exported  
برآمد کیا جاتا ہے
- 39 mainly to Europe  
زیادہ تر یورپ کو
- 40 bringing in over 200 million dollars annually.  
سالانہ دو سو ملین (بیس کروڑ) ڈالر آمدنی ہوتی ہے۔

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 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.