MARK SCHEME for the October/November 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 October/November 2011 question papers for most
IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level
syllabuses.
Part 1: Directed Writing (15 marks)

The syllabus specifies that the candidates are to write about 150 words in Urdu. 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.

<table>
<thead>
<tr>
<th>Language (out of 9)</th>
<th>Content (out of 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8–9 <strong>Very good</strong> Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.</td>
<td>5–6 <strong>Very good</strong> Detailed, clearly relevant and well illustrated; coherently argued and structured.</td>
</tr>
<tr>
<td>6–7 <strong>Good</strong> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</td>
<td>4 <strong>Good</strong> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</td>
</tr>
<tr>
<td>4–5 <strong>Adequate</strong> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</td>
<td>3 <strong>Adequate</strong> Some knowledge, but not always relevant; a more limited capacity to argue.</td>
</tr>
<tr>
<td>2–3 <strong>Poor</strong> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</td>
<td>2 <strong>Poor</strong> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</td>
</tr>
<tr>
<td>0–1 <strong>Very poor</strong> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</td>
<td>0–1 <strong>Very poor</strong> Vague and general; ideas presented at random.</td>
</tr>
</tbody>
</table>
Part 2: Letter, Report, Dialogue or Speech (20 marks)

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

<table>
<thead>
<tr>
<th>Language (out of 15)</th>
<th>Content (out of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13–15 Very good</strong></td>
<td><strong>5 Very good</strong></td>
</tr>
<tr>
<td>Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.</td>
<td>Detailed, clearly relevant and well illustrated; coherently argued and structured.</td>
</tr>
<tr>
<td><strong>10–12 Good</strong></td>
<td><strong>4 Good</strong></td>
</tr>
<tr>
<td>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</td>
<td>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</td>
</tr>
<tr>
<td><strong>7–9 Adequate</strong></td>
<td><strong>3 Adequate</strong></td>
</tr>
<tr>
<td>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</td>
<td>Some knowledge, but not always relevant; a more limited capacity to argue.</td>
</tr>
<tr>
<td><strong>4–6 Poor</strong></td>
<td><strong>2 Poor</strong></td>
</tr>
<tr>
<td>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</td>
<td>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</td>
</tr>
<tr>
<td><strong>0–3 Very poor</strong></td>
<td><strong>0–1 Very poor</strong></td>
</tr>
<tr>
<td>Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</td>
<td>Vague and general; ideas presented at random.</td>
</tr>
</tbody>
</table>
### Part 3: Translation (20 marks)

**English**

1. Many firms are producing less and losing money
2. because office staff spend too long
3. on social networking sites,
4. a government survey says.
5. The survey questioned 4,000 employees
6. between the ages of 21 and 60.
7. According to this survey,
8. workers use Facebook, MySpace
9. and other sites for “romancing”
10. and other purposes.
11. Office employees questioned in the survey
12. spent on average an hour a day on such sites,
13. leading to a loss of production of nearly 12%.
14. “As a matter of fact,
15. the growing use of these sites
16. can be dangerous for business,
17. and some IT companies
18. have already installed software
19. to restrict its use”,
20. a government spokesman said.

**Urdu accept**

![Urdu text](image)
Nearly half of the office employees surveyed accessed Facebook during work time. Some 83% saw nothing wrong in surfing the net at work during office hours. Only 40% of employees interviewed said that their companies allowed staff full access to social networking sites. The survey also showed that 84% of people surveyed show signs of internet addiction: they do not take breaks at appropriate times, they spend more than a “normal” amount of time online, and can get angry if they are interrupted while surfing. In September, a Town Council in England banned staff from accessing Facebook on its computers after it was revealed they spent an average 400 hours on the site every month.

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.