



Cambridge O Level

FIRST LANGUAGE URDU

3247/01

Paper 1 Reading and Writing

May/June 2025

MARK SCHEME

Maximum Mark: 50

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.





Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Question 1: One valid mark awarded Question 2: optional, to demonstrate a good point or good use of language
	Meaning unclear or illegible
	Used to show that blank pages have been seen and any creditworthy material has been awarded
	Irrelevant
HIGHLIGHTER	Optional, to highlight errors

Question	Answer	Marks
1(i)	<p>پہلے پیرا گراف کے مطابق دستکاریوں کو پاکستانی ثقافت کا حصہ کیوں سمجھا جاتا ہے؟ تین باتیں لکھیے۔</p> <p>۔ پاکستان میں دستکاریوں کو خاندانی پیشہ سمجھا جاتا ہے۔</p> <p>۔ دستکاریاں ایک نسل سے دوسری نسل میں منتقل ہو جاتی ہیں۔</p> <p>۔ اس فن کو زندہ رکھنے کے لیے دستکار اپنے بچوں کو اسی کام میں لگا دیتے ہیں۔</p>	3
1(ii)	<p>پاکستان میں دستکاریوں کی کامیابی کے پیچھے کیا راز ہے؟ چار باتیں لکھیے۔</p> <p>۔ دستکاریاں گھروں کے علاوہ چھوٹی دکانوں میں بھی تیار کی جاتی ہیں۔</p> <p>۔ دستکاریوں پر زیادہ پیسہ نہیں لگانا پڑتا۔ / سرمایہ کاری نہیں کرنا پڑتی۔</p> <p>۔ خریداروں کو دستکاریوں کے تیار ہونے کا انتظار نہیں کرنا پڑتا / ہر وقت تیار ملتی ہیں۔</p> <p>۔ دستکاریاں سستی / مناسب قیمت پر مل جاتی ہیں۔</p>	4
1(iii)	<p>معین خان اپنے دستکاری کے پیشے کے بارے میں مثبت سوچ کیوں رکھتے ہیں؟ چار باتیں لکھیے۔</p> <p>۔ انہیں اپنا کام بہت پسند ہے / اس پر انہیں فخر ہے۔ (کوئی سی ایک بات)</p> <p>۔ یہ ان کا خاندانی پیشہ ہے۔</p> <p>۔ ان کی بنائی ہوئی پشاور کی چپل دنیا بھر میں مشہور ہے / میں پسند کی جاتی ہے۔ (کوئی سی ایک بات)</p> <p>۔ ان کا کاروبار روز بروز ترقی کر رہا ہے۔</p>	4
1(iv)	<p>بدلتے ہوئے وقت کے ساتھ چپلوں کی تیاری کے بارے میں معین خان کیا کہتے ہیں؟ دو باتیں لکھیے۔</p> <p>۔ چپل کے ڈیزائن بدلتے رہتے ہیں۔</p> <p>۔ چپل کے معیار میں فرق نہیں آیا۔</p>	2

Question	Answer	Marks
1(v)	<p>عاصمہ کے مطابق دستکاری کے کام سے کسے فائدے پہنچتا ہے اور کیوں؟ چار باتیں لکھیے۔</p> <p>۔ مرضی کے اوقات</p> <p>۔ گھر کی سہولتوں میں رہ کر کام کرنا/گھر میں رہ کر کام کرنا (کوئی سی ایک بات)</p> <p>۔ خواتین/لوگوں کے لیے مددگار</p> <p>چھوٹے بچوں کی دیکھ بھال کرنا</p>	4
1(vi)	<p>حامد قریشی نے اسکولوں اور کالجوں کے بارے میں کیا تجویز دی ہے اور کیوں؟ دو باتیں لکھیے۔</p> <p>۔ طلباء کو دستکاریاں سکھائی جائیں۔</p> <p>۔ دستکاریوں کا مستقبل روشن ہے۔</p>	2
1(vii)	<p>حامد قریشی کے مطابق اسکولوں اور کالجوں کے علاوہ حکومت کو کیا اقدامات کرنے چاہئیں؟ دو باتیں لکھیے۔</p> <p>۔ خام مال سستی قیمت پر دینا۔</p> <p>۔ بڑے بڑے شہروں میں دستکاریوں کی نمائشیں لگانا۔</p>	2
1(viii)	<p>نئی نسل کو دستکاریوں کی طرف راغب کرنے کے لیے کون سی چیزیں اہم ہیں؟ چار باتیں لکھیے۔</p> <p>۔ دستکاروں کو معاشرے میں عزت دی جائے۔</p> <p>۔ دستکاروں کو ان کے کام کی صحیح اجرت/تنخواہ/معاوضہ دیا جائے۔ (کوئی سی ایک بات)</p> <p>۔ مالی مدد ملنی چاہیے۔</p> <p>۔ بچوں سے دستکاریوں کا کام نہ کرایا جائے/بچوں کو تعلیم حاصل کرنے کا موقع دیا جائے۔ (کوئی سی ایک بات)</p>	4

Question	Answer	Marks
2(a)	REFER TO BAND DESCRIPTORS BELOW	25
2(b)	REFER TO BAND DESCRIPTORS BELOW	25

Question	Answer	Marks
3(a)	REFER TO BAND DESCRIPTORS BELOW	25
3(b)	REFER TO BAND DESCRIPTORS BELOW	25

Part 2 banded mark schemes – for questions 2 (a), 2 (b), 3 (a) and 3 (b)

Marks available:

Task achievement – 10 marks

Structure – 5 marks

Language – 10 marks

Task achievement and content [maximum 10 marks]

Excellent	9–10 marks	Very detailed response Wholly relevant to task Makes points thoughtfully Shows insight or engagement with the subject matter Style fully appropriate.
Good	7–8 marks	Detailed response Mostly relevant to task Makes some clear points Shows some engagement with the subject matter Style generally appropriate.
Satisfactory	5–6 marks	Competent response Usually relevant to task May lack detail or clarity in places A mechanical response to the subject matter Some attempt at appropriate style.
Poor	3–4 marks	A limited attempt Limited relevance to task Lacks detail and clarity An unfocussed response to the subject matter Limited expression.
Very Poor	1–2 marks	A weak attempt Very limited relevance to task Content very limited Very limited expression.
Unrewardable	0 marks	No rewardable response.

Structure [maximum 5 marks]

5 marks	Confidently argued and structured
4 marks	Some ability to develop argument; clear structure
3 marks	Some linked ideas; attempt at structure but not entirely successful
2 marks	Few linked ideas: little attempt at structure
1 mark	Ideas presented at random

Language [maximum 10 marks]

Excellent	9–10 marks	Confident use of a range of complex sentence structures Uses a wide range of appropriate vocabulary Generally accurate.
Good	7–8 marks	Generally sound grasp of complex sentence structures Uses a range of generally appropriate vocabulary Mostly accurate, errors may occur when complex language is attempted.
Satisfactory	5–6 marks	Tends to be simple and repetitive in use of structures Attempts to use appropriate vocabulary Basics mostly accurate, errors do not impede communication.
Poor	3–4 marks	Nearly all that is written is simple and repetitive. Vocabulary is limited Errors may impede communication.
Very Poor	0–2 marks	Very simple and repetitive sentence structures. Vocabulary is very limited Many errors that impede communication.
Unrewardable	0 marks	No rewardable response.