CAMBRIDGE
International Education

Cambridge O Level

FIRST LANGUAGE URDU **3247/02**

Paper 2 Texts **May/June 2026**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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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
✔	Optional, to demonstrate a good point or good use of language
SEEN	Used to show that blank pages have been seen and any creditworthy material has been awarded
HIGHLIGHTER	Optional, to highlight errors
IR	Irrelevant

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Possible Indicative content

Question	Answer	Marks
1	**Part 1 Unseen Passage indicative content** Candidates ***may*** include the following: ● ہمت و حوصلہ ● نئی ایجادات ● اصول فطرت میں مہارت REFER TO THE BAND DESCRIPTOR FOR PART 1 TO AWARD UP TO 20 MARKS	**20**
2	**Question 2** Candidates ***may*** include the following in their answers: ● نصیحت آموز لہجہ ● پیغام ● زبان و بیان REFER TO THE BAND DESCRIPTOR FOR PARTS 2 AND 3 TO AWARD UP TO 15 MARKS	**15**
3	**Question 3** Candidates ***may*** include the following in their answers: ● احساس محرومی ● تشنگی ● حسن و عشق کی رعنائی REFER TO THE BAND DESCRIPTOR FOR PARTS 2 AND 3 TO AWARD UP TO 15 MARKS	**15**

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Question	Answer	Marks
4	**Question 4** Candidates ***may*** include the following in their answers: ● کردار نگاری ● ملمع کاری ● معاشرتی تصویر کشی REFER TO THE BAND DESCRIPTOR FOR PARTS 2 AND 3 TO AWARD UP TO 15 MARKS	**15**
5	**Question 5** Candidates ***may*** include the following in their answers: ● واقعات نگاری ● مزاحیہ انداز بیان ● مشاہدے کی وسعت REFER TO THE BAND DESCRIPTOR FOR PARTS 2 AND 3 TO AWARD UP TO 15 MARKS	**15**

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Part 1 banded mark scheme

Excellent	18–20 marks	*Sustains a perceptive, convincing and relevant personal response.* • shows a clear critical understanding of the text and its deeper implications • responds sensitively and in detail to the way the writer achieves her/his effects • integrates much well-selected reference to the text.
Very good	15–17 marks	*Makes a well-developed, detailed and relevant personal response.* • shows a clear understanding of the text and some of its deeper implications • makes a developed response to the way the writer achieves her/his effects • supports with careful and relevant reference to the text.
Good	11–14 marks	*Makes a reasonably developed relevant personal response.* • shows understanding of the text and some of its deeper implications • makes some response to the way the writer uses language • shows some thoroughness in the use of supporting evidence from the text.
Satisfactory	7–10 marks	*Begins to develop a relevant personal response.* • shows some understanding of meaning • makes a little reference to the language of the text • uses some supporting textual detail.
Poor	4–6 marks	*Attempts to communicate a basic personal response to the task.* • makes some relevant comments • shows a basic understanding of surface meaning of the text • makes a little supporting reference to the text.
Very poor	1–3 marks	*Some evidence of simple personal response.* • makes a few straightforward comments • shows a few signs of understanding the surface meaning of the text • makes a little reference to the text.
Unrewardable	0 marks	*No rewardable response.*

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Parts 2 and 3 banded mark scheme

There are a maximum of 15 marks available for each of **Question 2/3** and **Question 4/5**.

The mark scheme should be applied according to a 'best fit' approach. Responses will not necessarily contain all the features of one band. First fit the response into a band and then adjust upwards and downwards in marks as appropriate.

Excellent	13–15 marks	*Makes a well-developed and detailed response.* • shows a clear understanding of the text and its deeper implications • makes a developed exploration of the way the writer achieves her/his effects (sustaining an appropriate voice in an empathic task) • supports with careful and relevant reference to the text • fully addresses the focus of the question.
Good	10–12 marks	*Makes a reasonably developed relevant response.* • shows understanding of the text and some of its deeper implications • explores the way the writer uses language (using suitable features of expression in an empathic task) • shows some thoroughness in the use of supporting evidence from the text • addresses the focus of the question.
Satisfactory	7–9 marks	*Makes a relevant response.* • shows some understanding of meaning • makes some reference to the way the writer uses language (beginning to assume a voice in an empathic task) • uses some supporting textual detail • partly addresses the focus of the question.
Poor	4–6 marks	*Attempts to communicate a basic response to the task.* • makes some relevant comments • shows a basic understanding of surface meaning of the text (of character in an empathic task) • makes a little supporting reference to the text • makes some attempt to address the question.
Very poor	1–3 marks	*Limited attempt to respond.* • makes a few straightforward comments • shows a few signs of understanding the surface meaning of the text (of • character in an empathic task) • makes a little reference to the text • little relevance to the question.
Unrewardable	0 marks	*No rewardable response.*

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