

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- [Digital mocks service](#)
- [Insight assessments](#)
- [Professional development](#)
 - [Focus on assessment](#)
 - [Online marking workshops](#)

SECOND LANGUAGE URDU

Paper 3248/01
Reading and Writing

Key messages

What candidates did well

- Most candidates demonstrated a sound understanding of the comprehension passages and performed well across the objective questions. **Questions 1, 2, 4, 5, 8, 9, 10, 13, 14, 15** and **18** were answered correctly by the vast majority of candidates.
- Candidates showed a good grasp of extracting specific information from the texts in the short-answer questions (**Exercise 1**), with **Questions 1, 2** and **5** being particularly well answered.
- Most candidates performed well on the multiple-choice matching exercise (**Exercise 2**), successfully identifying the correct paragraphs for the statements provided, with **Questions 8, 9, 13, 14** and **15** being answered accurately by most candidates.
- Many candidates wrote well-structured emails (**Question 21**) using an appropriate register, varied vocabulary, and accurate grammatical structures.
- Candidates selected relevant information effectively in the summary task (**Question 20**), paraphrased skilfully and used appropriate vocabulary and sentence structures.
- Several candidates produced engaging and creative responses in the email task, with some offering interesting suggestions such as online ticket availability for museums.
- The highest-quality responses demonstrated accurate spelling and grammatical accuracy.

What candidates needed to improve

- In the short-answer questions (**Exercise 1**), many candidates needed to read questions more carefully and ensure they provided complete responses. In **Question 3**, some candidates wrote only about the experiments or only about the results, without linking the two as required. Others over-simplified the text or incorrectly reported that both devices were entirely successful.
- In the multiple-choice matching exercise (**Exercise 2**), **Question 7**, many candidates chose paragraph A because the word 'cultural celebrations' appeared there, without reading carefully to understand that paragraph D explicitly states that Ikebana is a central part of each traditional celebration. Candidates needed to read the text more precisely and identify implied meaning rather than relying on surface-level keywords.
- In the note-making exercise (**Exercise 3**), many candidates needed to ensure they provided the exact number of required points. In **Question 16**, some candidates only included one of the required points, frequently omitting references to 'internet ka durust istemal'. In **Question 17**, many candidates only wrote one point. In **Question 19**, many candidates omitted key concepts such as 'nataij' (results) and 'hosla afzaee' (encouragement).
- In the summary task (**Question 20**), many candidates needed to avoid copying directly from the source text and instead practise paraphrasing the required information concisely and within the word limit. The second content point, requiring candidates to explain the importance of verifying the accuracy of online information, was often omitted or not developed sufficiently. Some candidates spent too many words on an introduction, reducing space for relevant content. Some candidates also presented a generalised overall summary of the passage instead of focusing on the required areas and thus, could not give sufficiently developed points.
- Across the paper, candidates needed to demonstrate more accurate spelling and grammatical accuracy in their written responses.
- Some candidates needed to indicate clearly where their answers had been continued and use the available space in the answer booklet before requesting additional sheets. Candidates should also be reminded to use only pseudonyms and fictive email addresses in their responses to maintain anonymity.

Comments on specific questions

Exercise 1: Short-Answer Questions (Questions 1–6)

Question 1

Comprehensive responses

- This question was answered correctly by most candidates, who demonstrated a clear understanding of the passage and identified the required information accurately.

Limited responses

- Only a very small number of candidates selected incorrect information.

Question 2

Comprehensive responses

- Most candidates successfully identified the required response.

Limited responses

- A small minority misunderstood the demand of the question and selected only one correct option.

Question 3

Comprehensive responses

- Candidates answered this question accurately by clearly identifying the two experiments and their different results.
- Candidates demonstrated precise reading of the narrative outcomes.

Limited responses

- Many candidates provided incomplete, vague, or partially correct responses.
- Some candidates wrote only about the experiments or only about the results, without linking the two as required.
- Other candidates accurately stated that the first device failed during landing or that Ibn Farnas was injured, although many over-simplified the text or incorrectly reported that both experiments were entirely successful.

Question 4

Comprehensive responses

- Most candidates answered this question successfully, identifying the required information about corrective lenses.

Limited responses

- Some candidates misunderstood the meaning of 'lenses' or 'Islahi Adisey'. A small number made spelling mistakes that changed the meaning, for example, writing "rang" instead of 'bay rang'. Calling glasses 'ad' was not sufficient.

Question 5

Comprehensive responses

- Most candidates correctly identified the required response. Nearly all candidates answered this question correctly.

Limited responses

- Only a very small number selected an incorrect answer.

Question 6

Comprehensive responses

- Some candidates answered this question accurately, identifying that the work was recognised through calligraphy in mosques and palaces in Andalus during Ibn Farnas's lifetime.

Limited responses

- A significant number of candidates omitted the key word 'khattati ke namoone' (calligraphy) and instead referred to arts in general.
- Some candidates wrote answers in the present tense rather than the past tense.
- Other candidates misunderstood that naming places and institutions after Ibn Farnas was not what was being asked or did not make the connection between the question and the text.

Exercise 2: Multiple Matching (Questions 7–15)

Question 7

Comprehensive responses

- Candidates demonstrated close reading skills and were able to identify that Ikebana is given importance in all cultural celebrations in Japan, selecting the correct paragraph.

Limited responses

- A significant number of candidates selected the wrong option. Many chose paragraph A because the word 'cultural celebrations' appeared there, without reading carefully to understand that paragraph D explicitly states that Ikebana is a central part of each traditional celebration. Candidates needed to read the text more precisely and identify implied meaning rather than relying on surface-level keywords.

Question 8

Comprehensive responses

- Most candidates answered this question accurately, demonstrating a good understanding of the text.

Limited responses

- Only a small number of candidates made incorrect choices.

Question 9

Comprehensive responses

- This question was answered correctly by most candidates, who demonstrated a solid grasp of the passage content.

Limited responses

- Only a few candidates selected an incorrect option.

Question 10

Comprehensive responses

- Most candidates answered this question successfully, showing good comprehension of the text.

Limited responses

- Some candidates selected an incorrect option.

Question 11

Comprehensive responses

- Most candidates were able to identify the correct response for this question.

Limited responses

- Some candidates made incorrect choices.

Question 12

Comprehensive responses

- Most candidates answered this question correctly.

Limited responses

- Some candidates selected an incorrect option.

Question 13

Comprehensive responses

- Most candidates answered this question correctly.

Limited responses

- Very few candidates made incorrect choices.

Question 14

Comprehensive responses

- Most candidates performed well on this question, demonstrating accurate comprehension.

Limited responses

- Only a small number of candidates selected the wrong option.

Question 15

Comprehensive responses

- This question was answered correctly by most candidates, rounding off the exercise well.

Limited responses

- A small minority of candidates made an incorrect choice.

Exercise 3: Note-Making (Questions 16–19)

Question 16

Comprehensive responses

- Some candidates answered this question accurately by identifying both required points: the correct use of the internet or computer and finding out required information. These candidates included the key words necessary.

Limited responses

- Many candidates provided incomplete responses.
- Some candidates only included one of the required points. Frequently omitted responses included references to 'internet ka durust istemal'.
- Other candidates copied extensively from the passage rather than selecting and recording the relevant points concisely.

Question 17

Comprehensive responses

- Candidates correctly identified both required points: ethical, safe, and responsible use of technology, and awareness of rights, responsibilities, and dangers in the online environment.

Limited responses

- Some candidates attempted to link both points together when they were intended as two separate ideas.
- Many candidates only wrote one point.
- A significant number did not make the necessary link with the internet.
- Some candidates confused the terms 'responsible use' and 'responsibilities', which affected the accuracy of their responses.

Question 18

Comprehensive responses

- This was one of the best-answered questions in the exercise. Most candidates successfully identified all three required points.

Limited responses

- Some candidates confused the key words in the question 'ikhlaqi usool' (ethical principles) with 'hifazati pehlu' (protective aspects) and gave inappropriate responses, writing about online safety measures.
- Other candidates omitted one or more of the required points, such as the reference to 'guftago' (conversation) in relation to its ethical merit.

Question 19

Comprehensive responses

- Some candidates answered this question accurately, including the required key concepts.

Limited responses

- Some candidates omitted key concepts such as 'nataij' (results) and 'hosla afzaee' (encouragement).
- Other candidates confused the word 'results' with other terms, and some candidates confused their responses with those required for **Questions 16–18**.
- In some responses, the absence of the word 'results' meant the meaning was inappropriate, sounding like the promotion of illegal activities online rather than awareness of consequences.

Exercise 4: Summary (Question 20)

Question 20

Comprehensive responses

- Candidates produced concise summaries within the prescribed word limit. They selected relevant information, paraphrased effectively, and used appropriate vocabulary and sentence structures.
- Candidates successfully addressed all four content points, organising their thoughts clearly without repetition or unnecessary detail.
- Candidates demonstrated good understanding by expressing the ideas in their own words and using accurate grammar and punctuation.

Limited responses

- Common limited responses included: copying directly from the source text instead of paraphrasing; including unnecessary detail instead of focusing on the required points; exceeding the word limit; and providing incomplete coverage of the content points.
- Some candidates spent too many words on an introduction, reducing space for relevant content.
- The second content point, requiring candidates to explain the importance of verifying the accuracy of online information, was often omitted or not developed sufficiently.
- Some candidates drifted into irrelevance, discussing general benefits of technology from their own knowledge rather than condensing specific points from the text.

Exercise 5: Email Writing (Question 21)

Question 21

Comprehensive responses

- Candidates produced well-structured emails using an appropriate register, varied vocabulary, and accurate grammatical structures.
- Responses were logically organised into paragraphs and addressed all three prompts effectively.
- Candidates expressed their viewpoints clearly and made good use of their own words.
- Many candidates attempted to enhance their responses through the use of idiomatic expressions such as 'Dil bagh bagh hona' and 'Ankhain phati ki phati reh gae', and while these were not always used appropriately, they demonstrated ambition and creativity.
- Candidates remained within the prescribed word limit, addressed all prompts effectively and demonstrated accurate and fluent language throughout.

Limited responses

- A significant number of candidates misunderstood the key word 'Ajaib Ghar' (museum) and instead wrote about haunted houses, abandoned buildings, zoos, libraries, old houses, antique shops, care homes, mental hospitals, grooming academies, or similar places. As a result, they were unable to address important aspects of the task, including describing what they saw and explaining the significance of the museum.
- Some candidates confused the word 'fee' with 'face', affecting the accuracy of their responses.
- The second prompt (what they saw in the museum) and the third prompt (explaining why museums are important or why some people may consider them less relevant) were often not developed sufficiently.
- Some candidates did not mention specific items they saw and instead wrote vague statements such as 'many things' or 'various items'.
- A small number of candidates produced unnecessarily lengthy emails with excessive descriptions, which often resulted in a greater number of spelling and language errors.
- Some candidates did not follow the appropriate register and style for the email task.

SECOND LANGUAGE URDU

Paper 3248/02
Grammar, Writing and Translation

Key messages

What candidates did well

- Most candidates demonstrated a clear understanding of the overall requirements of the paper and attempted all four exercises, showing familiarity with sentence transformation, cloze passage with multiple-choice tasks, extended writing, and translation from English into Urdu.
- **Exercise 1** was generally well handled, with most candidates accurately transforming sentences while preserving both grammatical structure and meaning.
- **In Exercise 2**, candidates performed particularly well in the multiple-choice exercise.
- Candidates performed very well in the extended writing task, producing relevant and coherent responses that fully addressed the topic. Answers developed ideas in depth, displayed clear and logical organisation with effective paragraphing, and maintained an appropriate register with a high level of linguistic control throughout.
- Performance in the English into Urdu translation task was generally strong. Candidates demonstrated accurate transfer of meaning, producing fluent and idiomatic Urdu while using a wide range of appropriate vocabulary and secure grammatical structures.

What candidates needed to improve

- For **Exercise 1** (sentence transformation) and **2** (cloze passage), candidates should continue to develop their Urdu reading and comprehension skills to ensure a more secure understanding of the meaning and context of the text. Greater attention to grammatical accuracy, appropriate word choice, and correct spelling would further enhance the quality of their answers.
- For **Exercise 3**, extended writing question, candidates are advised to develop their ideas fully, supporting them with relevant detail and expressing them with clarity and sufficient depth. They should pay more attention to spelling and grammatical accuracy, particularly when using more complex language.
- For **Exercise 4**, the translation task, candidates should focus on conveying the overall meaning of the key points accurately, rather than translating individual words. They should ensure that all key words, phrases, and ideas are included so that no essential information is omitted.

Comments on specific questions

Exercise 1

Comprehensive responses

- These candidates demonstrated secure grammatical knowledge, selected appropriate vocabulary, and produced accurate responses.
- **Questions 1–3** were answered correctly by almost all candidates, indicating a strong understanding of the grammatical structures assessed.

Limited responses

- **Questions 4 and 5** proved more challenging for many candidates to demonstrate a secure understanding of the sentences. They used the incorrect word or showed uncertainty when selecting the correct grammatical forms within the context of the sentence.
- For a small number of candidates, spelling inaccuracies affected the grammatical correctness of their responses.

Exercise 2

Comprehensive responses

- Most of the candidates demonstrated a secure understanding of both the text and the grammatical context. They selected the correct answers in most cases.

Limited responses

- Many candidates selected distractors without considering the grammatical or contextual requirements of the sentences.
- **Question 8**, candidates frequently confused options **A** and **C**.
- **Question 12**, candidates commonly selected option **D** instead of the correct option **C**.
- **Question 13**, candidates often mixed up options **B** and **C**.
- **Question 15**, candidates selected option **C** instead of the correct option **B**.
- Some candidates selected more than one answer for individual questions.

Exercise 3 (Question 16)

Comprehensive responses

- Most candidates produced thoughtful, well-developed responses that addressed all aspects of the task.
- The writing was well-structured and coherent throughout, demonstrating a strong ability to organise ideas logically and communicate them effectively.
- Candidates demonstrated a broad range of vocabulary and grammatical structures, alongside a clear awareness of purpose and audience.
- Candidates highlighted the key benefits of cycling, including improved health and fitness, reduced environmental impact, lower traffic congestion, and cost savings through decreased fuel expenses.
- Candidates identified several limitations of cycling, including weather-related challenges, limited practicality for long-distance travel, and difficulties in carrying heavy loads or multiple passengers.

Limited responses

- While most candidates communicated their ideas clearly, some responses would have benefited from further development and elaboration to provide greater depth and detail of their ideas.
- Candidates generally demonstrated an understanding of the task, although some candidates relied on a limited range of vocabulary and simple sentence structures.
- Some candidates could demonstrate only two relevant ideas in their responses; they would benefited from developing a wider range of ideas and providing more supporting information.
- A greater depth of content and more fully developed arguments would enable candidates to access higher levels in both the content and language assessment criteria.

Exercise 4 (Question 17)

Comprehensive responses

- Most candidates demonstrated a secure and accurate understanding of the English source text, enabling them to convey the intended meaning effectively in Urdu.
- Many candidates produced fluent and natural translations, selecting vocabulary that was appropriate to the context and register of the original passage.
- Candidates maintained the meaning and tone of the source text while applying Urdu grammatical structures accurately and consistently.
- Responses reflected a strong command of both English and Urdu, allowing candidates to translate ideas and concepts effectively rather than relying on word-to-word translation.
- The quality of the translations demonstrated linguistic accuracy, cultural awareness, and a high level of translation skill.

Limited responses

- Most candidates demonstrated a sound understanding of the source text, but some found certain vocabulary more challenging to interpret accurately.
- Vocabulary such as social status, pillars of trust, cherish your friendship, loyal, and material gain proved demanding for some candidates to translate into Urdu.
- Some candidates relied on the transliteration of English vocabulary instead of using precise Urdu equivalents.
- Omissions of key words and phrases affected communication.