



Cambridge International Examinations
Cambridge Ordinary Level

FIRST LANGUAGE URDU

3247/01

Paper 1 Reading and Writing

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

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Assessment Objective 1: Reading

Candidates should be able to:

- R1** understand and convey information
- R2** understand, order and present facts, ideas and opinions
- R3** evaluate information and select what is relevant to specific purposes
- R4** recognise implicit meanings and attitudes.

Assessment Objective 2: Writing

Candidates should be able to:

- W1** present relevant facts, ideas and opinions in an engaged manner and using appropriate detail
- W2** articulate relevant experience and express what is thought, felt and imagined
- W3** show a sense of audience and an awareness of appropriate register and style
- W4** order, develop and link facts, ideas, opinions and arguments
- W5** exercise control of a range of appropriate grammatical structures
- W6** understand and accurately employ a range of appropriate vocabulary.

Part 1 Reading: Suggested Answers

Question	Answer	Marks
(i)	1۔ انسان لاتعداد بیماریوں کا شکار ہے، انسان کے لیے یہ آلودگی بڑا خطرہ ہے، یہ قدرتی ماحول کے لیے نقصان دہ ہے۔	2
(ii)	2۔ ان سے نکلنے والا دھواں آلودگی کی وجہ بنتا ہے۔ انسانی صحت کے لیے مضر ہے، کچھ پھڑوں کا سرطان، دھواں، تپ دق جیسی بیماریاں۔	4
(iii)	3۔ اس لیے کہ چالیس ہزار لوگ مر جاتے ہیں فضائی آلودگی کی وجہ سے اور مختلف مہلک بیماریوں پھیلتی ہیں۔	2
(iv)	4۔ کاربن ڈائی آکسائیڈ میں اضافہ، نہ خالص ہوا، لوگوں کی صحت پر اثر، زمین کا گرم ہو جانا، سیلابوں کا آنا	4
(v)	5۔ کیمیائی / حیاتیاتی گندگی کا پانی میں اضافہ، (بوتلیں اور پلاسٹک کا تعلق حیاتیاتی گند سے ہے)	2
(vi)	6۔ پلاسٹک کے ڈبوں میں اشیاء کی پینٹنگ، بوتلوں کا زیادہ استعمال، کوڑا کرکٹ کا پانی میں شامل ہونا، فیکٹری یا کارخانوں کا گند	3
(vii)	7۔ پلاسٹک کی اشیاء کا ڈبوں میں کم بند کرنا، بوتلوں اور ڈبوں کا باہر نہ پھینکنا، کارکانوں کے زہریلے مادے کا پانی میں داخل نہ ہونا	2
(viii)	8۔ شور کی آلودگی، لوگ اس سے آگاہی نہیں رکھتے، اعصابی تناؤ، بے چینی اور بہرہ پین	2
(ix)	9۔ طالب علم کی اپنی رائے۔ آلودگی کا نام اور کیوں پھر تین وجوہات	4

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

Part 2 Writing: levels mark scheme

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
0 marks	No rewardable response

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.