



Cambridge Assessment International Education
Cambridge Ordinary Level

FIRST LANGUAGE URDU

3247/01

Paper 1 Reading and Writing

May/June 2018

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.

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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 descriptors 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.

Question	Answer	Marks
1(i)	۔ زمین کو وسیع و عریض بنایا/بہت بڑا بنایا/لمبا چوڑا بنایا ۔ خوبصورت و دلکش/شاندار/حسین/جمیل (کوئی سی دو باتیں)	2
1(ii)	۔ سفر کامیابی کا ذریعہ ہے/مقصد کے حصول کا ذریعہ ۔ شہرت حاصل ہوتی ہے/انسان مشہور ہو جاتا ہے/لوگ جانتے ہیں/نام پیدا کیا ۔ عظمت/عزت/وقار ملتا ہے ۔ علم اور کردار سے دنیا کو بدلنا یا نقشہ بدل دیا/موجودہ دور میں علمی ترقی (کوئی سی چار باتیں)	4
1(iii)	۔ علم کا حصول/تعلیم حاصل کرنا ۔ تجارت کا فروغ/کاروبار کرنا/ترقی دینا ۔ لوگوں کے تہذیب و تمدن کے بارے میں معلومات ۔ وہاں کے تجربات سے سبق سیکھنا	4
1(iv)	۔ دنوں کا سفر مہینوں میں/کم وقت میں انسان کا سفر کرنا ۔ پرندوں کی مانند دنیا کے ایک کونے سے دوسرے کونے میں پہنچ جاتا ہے۔	2
1(v)	جدید دور کی زندگی سے بڑے مسائل سے فرار/چھٹکارا روزمرہ کے معمول کے مسائل سے نجات	2
1(vi)	اجنبی دنیا میں مہم جوئی کرنا وہاں کے قدرتی حسن سے لطف اندوز ہونا موسیقی آرٹ کا مزہ (کوئی سی تین باتیں)	3
1(vii)	مستفید نہیں ہو سکتے یا پوری طرح فائدہ نہیں اٹھا سکتے	1
1(viii)	منفی باتوں کو/بری باتوں کو نظر انداز کرنا مثبت/اچھی باتوں پر دھیان فراخ دلی کا مظاہرہ کرنا/کھلے مزاج سے کام لینا (کوئی سی دو باتیں)	2
1(ix)	۔ اپنی طرز زندگی اور رہن سہن کے طریقوں سے لوگوں کو آگاہ کرنا ۔ دوسرے ملک کے رسم و رواج سے واقفیت حاصل کرنا ۔ زبانوں کا ملاپ/زبانیں سیکھنا ۔ سوچ اور فکر میں اضافہ/بڑھنا/ترقی ہونا ۔ معاشی ترقی میں مدد/کردار ۔ نسلی اور مذہبی فرق کو مٹانا/ختم کرنا/کمی لانا ۔ دنیا میں سکون اور امن پیدا کرنا/مدد کرنا/ترقی دینا/پرچار کرنا (کوئی سے پانچ)	5

Part 2 banded mark schemes

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.