

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Ordinary Level

MARK SCHEME for the October/November 2006 question paper

3248 SECOND LANGUAGE URDU

3248 Paper 1 (Composition and Translation), maximum raw mark 55

This mark scheme is published as an aid to teachers and students, 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus Paper
	GCE O LEVEL - OCT/NOV 2006	3248

Part 1: Directed Writing (15 marks)

The syllabus specifies that the candidates are to write an essay in Urdu of about 150 words. Examiners are to mark the essay up to 200 words and ignore any further writing.

If one bullet point is not covered at all, then the maximum mark for language is 7.

Points to be written about:

- Reasons for increasing pollution
- Its effects on people and the earth
- Steps to reduce pollution

Language (out of 9)		Content (out of 6)	
8-9	Very good Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	5-6	Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.
6-7	Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	4	Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
4-5	Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	3	Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
2-3	Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	2	Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
0-1	Very poor Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	0-1	Very poor Vague and general, ideas presented at random.

Page 3	Mark Scheme	Syllabus Paper
	GCE O LEVEL - OCT/NOV 2006	3248

Part 2: Letter, Report, Dialogue or Speech (20 marks)

The syllabus specifies that the candidates are to write about 200 words in Urdu.

Language (out of 15)		Content (out of 5)	
13-15	Very good Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	5	Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.
10-12	Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	4	Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
7-9	Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	3	Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
4-6	Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	2	Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
0-3	Very poor Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	0-1	Very poor Vague and general, ideas presented at random.

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	3248	

Part 3

units	accept
1 Khalid found the cocoon of a butterfly.	خالد کو ایک تخی کا گھون (جول) ملا [1]
2 Quite soon afterwards	اس کے بعد جلد ہی [1]
3 he saw a small opening	اس نے ایک چھوٹا سا سوراخ [1]
4 begin to appear	نکنا ہوا دیکھا [1]
5 He sat and watched the butterfly	وہ بیٹھ کر تخی کو دیکھتا رہا [1]
6 for several hours	کئی گھنٹوں تک [1]
7 as it struggled	جب کہ وہ کوشش کر کے [1]
8 to force its body	اپنے جسم کو [1]
9 through the little hole	چھوٹے سے سوراخ سے باہر نکل لائی [1]
10 But then the butterfly stopped	مگر لبر و تخی رکت گئی [1]
11 and it seemed as if	اور یوں لگا کہ [1]
12 it couldn't go any further.	وہ مزید آگے نہ بڑھ سکی [1]
13 So Khalid decided	جس لیے خالد نے فیصلہ کر لیا [1]
14 to help the butterfly	تخی کی مدد کرنے کا [1]
15 He took a pair of scissors	اُس نے ایک قیچی اٹائی [1]
16 and cut off	اور کاٹ ڈالا [1]
17 the remaining bit of the cocoon.	باقی ماندہ جول [1]
18 The butterfly then emerged easily.	تخی تب آسانی سے نکل آئی [1]
19 But it had a swollen body	لیکن اس کا جسم سوجا ہوا تھا [1]
20 Khalid continued to watch the butterfly	خالد تخی کو دیکھتا رہا [1]
21 because he expected that at any moment	کیونکہ اُسے توقع تھی کہ کسی وقت بھی [1]
22 its wings would expand	اُس کے پر پھیل جائیں گے [1]

Page 5	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	3248	

units

accept

- 23 to support its body. [1]
- 24 but in fact nothing more happened. [1]
- 25 The butterfly spent [1]
- 26 the rest of its life [1]
- 27 crawling around [1]
- 28 and could not fly [1]
- 29 What Khalid in his kindness and haste [1]
- 30 did not understand [1]
- 31 was that the struggle required [1]
- 32 for the butterfly to get through [1]
- 33 the tiny opening was essential [1]
- 34 It was God's way of forcing [1]
- 35 blood from the body to the butterfly [1]
- 36 into its wings [1]
- 37 and enabling it to fly [1]
- 38 Sometimes the struggles [1]
- 39 that we face in our life [1]
- 40 allow us to grow. [1]

40/2 = 20