

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
GCE Ordinary Level

## MARK SCHEME for the October/November 2008 question paper

### **3248 SECOND LANGUAGE URDU**

**3248/01**

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

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.

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.

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

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### Part 1: Directed Writing (15 Marks)

The syllabus specifies that the candidates are to write an essay in Urdu of about 150 words.

NOTE 1: Examiners are to read up to 200 words and ignore any further writing.

NOTE 2: If one bullet point is not covered at all, then maximum mark for language is 7.

#### Points to be covered:

- 1 What is meant by a healthy life
- 2 The disadvantages of not being healthy
- 3 What young people should do to be healthy

| Language is marked out of 9  | Content is marked out of 6<br>(2 for each bullet point) |
|--|---|
| <b>8-9 Very good</b><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom                  | <b>2 marks</b><br>Bullet Point fully covered            |
| <b>6-7 Good</b><br>Generally sound sense of grammar in spite of lapses, reads reasonably, some attempt at varied vocabulary and sentence patterns. | <b>1 mark</b><br>Bullet Point partially covered         |
| <b>4-5 Adequate</b><br>A tendency to be simple, clumsy or laboured, some degree of accuracy, inappropriate use of idiom                            | <b>0 mark</b><br>Bullet Point not covered               |
| <b>2-3 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors, limited vocabulary.      |   |
| <b>0-1 Very Poor</b><br>Only the simplest sentence patterns, little sense of grammatical awareness, very limited vocabulary.                       |   |

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### Part 2: Writing Task (20 Marks)

The syllabus specifies that the candidates are to write a letter/dialogue in Urdu of about 200 words.

NOTE 1: Examiners are to read up to 250 words and ignore any further writing.

NOTE 2: If candidate writes letter or essay rather than report then maximum marks for content is 3 and 12 for language.

NOTE 3: In the letter, if personal opinion on topic is not included at all, then maximum mark for content is 3 and 12 for language.

| Language is marked out of 15   | Content is marked out of 5  |  |
|--|---|--|
|  | 1 Report  | 2 Letter   |
| <b>13-15 Very good</b><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.                 | <b>5 marks</b><br>Detailed report including appropriate introduction and conclusion, details of where, with whom, places seen, & personal response to visit.                        | <b>5 marks</b><br>Detailed letter including appropriate top and tail, and interesting and relevant response. |
| <b>10-12 Good</b><br>Generally sound sense of grammar in spite of lapses, reads reasonably, some attempt at varied vocabulary and sentence patterns. | <b>4 marks</b><br>Report including appropriate introduction and conclusion, some of: where, with whom, places seen, & personal response to visit.                                   | <b>4 marks</b><br>Letter including appropriate top and tail, and interesting and relevant response.          |
| <b>7-9 Adequate</b><br>A tendency to be simple, clumsy or laboured, some degree of accuracy, inappropriate use of idiom.                             | <b>3 marks</b><br>Report without intro, conclusion but with some of: where, with whom, places seen, & personal response to visit OR with intro, conclusion but without much detail. | <b>3 marks</b><br>Letter including appropriate top OR tail, and relevant response.                           |
| <b>4-6 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors, limited vocabulary.        | <b>2 marks</b><br>Report with limited detail, without appropriate introduction/ conclusion.   | <b>2 marks</b><br>Letter without appropriate top or tail, OR limited response.                               |
| <b>0-3 Very Poor</b><br>Only v. simple sentence patterns, little sense of grammatical awareness, very limited vocab.                                 | <b>1 mark</b><br>Report very limited in scope or detail.  | <b>1 mark</b><br>Letter with no top or tail & very little response.  |

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|--|----|--|
| Prince Charles' visit to Pakistan in November 2006 | 1  | میں شاہزادہ چارلس کا دورہ پاکستان        |
| was an important event.                            | 2  | بہت اہمیت کا حامل تھا۔                   |
| Especially for him.                                | 3  | خاص طور پر ان کے لیے                     |
| For the many years                                 | 4  | ان کئی سالوں میں                         |
| he has been waiting to become king                 | 5  | جب وہ بادشاہ بننے کے انتظار میں رہے      |
| a suitable role for him in life                    | 6  | ان کے لیے مناسب کردار زندگی میں          |
| has been difficult to find                         | 7  | طے کرنا کافی مشکل رہا                    |
| though he has many interests.                      | 8  | اگرچہ ان کی بہت سی دلچسپیاں ہیں۔         |
| He helps young people                              | 9  | وہ ان نوجوانوں کی مدد کرتے ہیں           |
| in difficulty                                      | 10 | جنہیں مشکلات کا سامنا ہے                 |
| make the most of their lives.                      | 11 | اپنی زندگیوں کو بہتر بنا سکتے ہیں۔       |
| He takes a great interest                          | 12 | وہ بہت دلچسپی لیتے ہیں                   |
| in ways of farming                                 | 13 | کاشت کاری کے ان طریقوں میں               |
| that produce food                                  | 14 | جو بغیر مصنوعی طریقوں کا سہارا           |
| without artificial methods.                        | 15 | غذا پیدا کرتے ہیں                        |
| He has in the UK                                   | 16 | انہوں نے یو کے میں                       |
| set up organisations                               | 17 | ایسی تنظیمات قائم کی ہیں                 |
| where companies can donate                         | 18 | جہاں کمپنیاں اپنی ضرورت سے زائد          |
| their surplus goods to charities                   | 19 | ایشیاء خیراتی اداروں کو عطیہ کر دیتی ہیں |
| helping to avoid unnecessary waste.                | 20 | جس سے بے کار زیاں نہیں ہوتا۔             |

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|  |    |   |
|--|----|---|
| In recent years as a supporter of equal rights | 21 | ان میں وہ مساوی حقوق کی حمایت           |
| he has become more well known                  | 22 | بہتر جانے جاتے ہیں۔                     |
| for all religions in a multicultural Britain.  | 23 | ہر مذاہب کے لیے ملٹی کلچرل برطانیہ میں۔ |
| On many occasions                              | 24 | اکثر اوقات انہوں نے                     |
| religious leaders of all faiths                | 25 | تمام مذاہب کے رہنماؤں کے۔               |
| he has tried to bring together                 | 26 | اجتماع کی کوشش کی ہے                    |
| matters to discuss those                       | 27 | جہاں وہ ان موضوعات پر گفتگو کر سکیں     |
| which affect them                              | 28 | جن سے وہ متاثر ہوتے ہیں۔                |
| such as racism, injustice                      | 29 | جیسا کہ نسل پرستی، نا انصافی            |
| education and employment                       | 30 | اور تعلیم اور روزگار۔                   |
| He has worked hard                             | 31 | انہوں نے بہت محنت کی۔                   |
| between the communities                        | 32 | کیونٹیوں میں                            |
| to promote understanding                       | 33 | بہتر سمجھ بوجھ کے لیے                   |
| and in my opinion                              | 34 | اور میری رائے میں                       |
| should be praised for doing so,                | 35 | ان کے ان اعمال کی تعریف کرنی چاہیے      |
| whatever the British media                     | 36 | چاہے برطانوی ذرائع ابلاغ                |
| might say or write about him.                  | 37 | ان کے بارے میں کچھ بھی کہیں یا لکھیں۔   |
| Even though the British media                  | 38 | اگرچہ برطانوی ذرائع ابلاغ               |
| love to criticise him                          | 39 | ان پر تنقید کرنا بہت پسند کرتے ہیں      |
| he still has many devoted supporters.          | 40 | ان کے چاہنے والے بہت سے حمایتی بھی ہیں  |

- One mark for each section. A total of  $40 \div 2 = 20$  marks.
- The above translation is not the only possible translation. Marks are awarded for good transfer of meaning.