

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

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, which would have considered the acceptability of alternative answers.

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 May/June 2010 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.

Examiners are to read 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.

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.

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

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

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.

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Part 3: Translation (20 marks)

English	Urdu accept
1 Vultures play a very important role	گدھ اہم کردار ادا کرتے ہیں۔
2 in the Indian sub-continent.	برصغیر میں
3 They are unusual looking birds	وہ عجیب پرندے ہوتے ہیں
4 with only a few feathers	جن کے چند ہی پر ہیں۔
5 on their head and neck.	ان کے سر اور گردن پر۔
6 They survive by eating dead animals	وہ مرے جانوروں کی لاشوں پر گزارہ کرتے ہیں
7 and by doing so	اور ایسے کرتے ہوئے
8 they stop the spread of diseases.	وہ بیماریوں کی پھیلاؤ کو روکتے ہیں۔
9 Farmers leave dead animals	کسان مرے جانوروں کو چھوڑ کر جاتے ہیں
10 out in the fields	کھیتوں میں
11 knowing that	یہ جانتے ہوئے کہ
12 they will be cleaned up	ان کا صفایا ہو جاتا ہے
13 by the vultures.	گدھوں سے۔
14 During the last decade	پچھلے دس سال میں
15 the number of vultures	گدھ کی تعداد میں
16 in some regions	کچھ علاقوں میں
17 has fallen greatly.	سخت کمی آئی ہے۔
18 The reason for this is that	اس کی وجہ یہ ہے کہ
19 vultures are harmed by some medicines	کچھ دوائیوں سے گدھ کو نقصان پہنچا ہے
20 that farmers feed to their cattle.	جو کسان اپنی گائوں کو کھلاتے ہیں۔

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
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- 21 As a result اس کے نتیجے میں
- 22 there are many more dead animals left in the fields, بہت زیادہ مرے ہوئے جانوروں کو کھیتوں میں پڑے ہیں
- 23 causing an increase جو اضافہ کا سبب بنتا ہے
- 24 in disease carrying germs and insects. بیماریاں پھیلانے والے کیڑوں اور جراثیم میں۔
- 25 According to one scientist, ایک سائنس دان کے مطابق
- 26 because vultures are quite ugly birds, چونکہ گدھ بد صورت پرندے ہیں
- 27 no-one has been too worried کسی کو فکر نہیں کہ
- 28 about them dying out. ان کی نسل ختم ہوتی جا رہی ہے!
- 29 Now people are beginning to realise اب لوگوں کو اس بات کا احساس ہونے لگ رہا ہے
- 30 the important job they do, کہ ان کا کردار بہت اہمیت رکھتا ہے
- 31 and why they need to be protected. اور ان کا تحفظ کیوں ضروری ہے۔
- 32 A surprising effect ایک حیران کن اثر
- 33 of the shortage of vultures, گدھوں کی کمی کا یہ ہے کہ
- 34 is an increase in اضافہ ہو رہا ہے
- 35 the number of wild dogs وحشی کتوں کی تعداد میں
- 36 who eat the corpses. جو لاشیں کھاتے ہیں۔
- 37 With more wild dogs around زیادہ وحشی کتے ہونے کے ساتھ ساتھ
- 38 there is a greater risk زیادہ خطرہ ہے
- 39 of people انسانوں کو
- 40 catching rabies. رہیہز لگنے کا۔

As in any language translation there are different ways of translating to and from any language. This example here gives a good sense of the original English. Examiners will need to read candidates' work and judge how well the candidate had transferred the meaning of the original.

Mark each phrase out of 1 putting mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20.

NB This is not marked for written accuracy but for meaning.