

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

MARK SCHEME for the June 2004 question papers

3247 First Language Urdu

3247/01 Paper 1 (Reading and Writing), maximum raw mark 50

3247/02 Paper 2 (Texts), maximum raw mark 50

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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.

June 2004

O LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 3247/01

First Language Urdu
Paper 1 (Reading and Writing)

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Question 1 [maximum 25 marks]

• **Communication – [maximum 10 marks]**

Points that may be included:

- what income tax is
- how it is raised
- unfairness of tax on poor people
- rich can avoid paying
- odd forms of tax – hat – window, etc
- what Zakat is – pillar of Islam
- purely Islamic
- not based on income
- used for social welfare
- spiritual benefit to giver

| | | |
|------|--------------|---|
| 9-10 | Excellent | Very detailed response: material from the text well selected; makes points thoughtfully, shows insight or engagement with the subject matter |
| 7-8 | Good | Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter |
| 5-6 | Satisfactory | Competent response: relevant material from the text has been identified but may lack detail or clarity; a mechanical response to the subject matter |
| 3-4 | Poor | A limited attempt: some appropriate material from the text has been picked out but is used randomly and sometimes does not appear to be focused on the question |
| 0-2 | Very Poor | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant |

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• **Structure and organisation – [maximum 5 marks]**

| | |
|---|---|
| 5 | Confidently argued and structured |
| 4 | Some ability to develop argument; clear structure |
| 3 | Attempt at structure but not entirely successful |
| 2 | Little attempt at structure |
| 1 | Ideas presented at random |

• **Language – [maximum 10 marks]**

| | | |
|------|--------------|---|
| 9-10 | Excellent | Confident use of complex sentence structures, accurate, uses own extensive and appropriate vocabulary. Confident use of idiomatic language. |
| 7-8 | Good | Generally sound grasp of complex sentence structures and grammar. Some lapses but mostly accurate. Attempts to use a variety of vocabulary. Some use of idiomatic language. |
| 5-6 | Satisfactory | Tends to be simple and repetitive in use of structures. Basics mostly accurate, vocabulary simple: much copied from texts. |
| 3-4 | Poor | Nearly all that is written is simple and repetitive. Sentence structures containing many errors. Own vocabulary limited. |
| 0-2 | Very Poor | Very simple and repetitive sentence structures containing many errors. Weak grasp of grammar and use of own vocabulary very limited. |

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Question 2 [maximum 25 marks]

• **Communication – [maximum 10 marks]**

Main points which may be included:

- income tax is used for ...
- rich can afford to pay more
- poor shouldn't have to pay much
- duty to Society – or not? Candidate's own opinion must be given

| | | |
|------|--------------|---|
| 9-10 | Excellent | Very detailed response: material from the text well selected; makes points thoughtfully, shows insight or engagement with the subject matter |
| 7-8 | Good | Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter |
| 5-6 | Satisfactory | Competent response: relevant material from the text has been identified but may lack detail or clarity; a mechanical response to the subject matter |
| 3-4 | Poor | A limited attempt: some appropriate material from the text has been picked out but is used randomly and sometimes does not appear to be focused on the question |
| 0-2 | Very Poor | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant |

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• **Structure – [maximum 5 marks]**

| | |
|---|---|
| 5 | Confidently argued and structured |
| 4 | Some ability to develop argument; clear structure |
| 3 | Attempt at structure but not entirely successful |
| 2 | Little attempt at structure |
| 1 | Ideas presented at random |

• **Language – [maximum 10 marks]**

| | | |
|------|--------------|---|
| 9-10 | Excellent | Confident use of complex sentence structures, accurate, uses own extensive and appropriate vocabulary. Confident use of idiomatic language. |
| 7-8 | Good | Generally sound grasp of complex sentence structures and grammar. Some lapses but mostly accurate. Attempts to use a variety of vocabulary. Some use of idiomatic language. |
| 5-6 | Satisfactory | Tends to be simple and repetitive in use of structures. Basics mostly accurate, vocabulary simple: much copied from texts. |
| 3-4 | Poor | Nearly all that is written is simple and repetitive. Sentence structures containing many errors. Own vocabulary limited. |
| 0-2 | Very Poor | Very simple and repetitive sentence structures containing many errors. Weak grasp of grammar and use of own vocabulary very limited. |

June 2004

O LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 3247/02

First Language Urdu
Paper 2 (Texts)

| | | | |
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Maximum marks 50

Candidates will write their answers in Urdu. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communication.

Rubric Infringements

In order to facilitate a clerical check, examiners are requested to write the number of each question answered and the mark awarded on each script.

- If candidates answer two questions on the same text [i.e. **1 and 2** or **3 and 4**], they will be penalised; both questions are to be marked and the best mark taken.
- If candidates answer two passages/texts but on different texts they will not be penalised.

Passage-based questions

- Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole.
- Examiners should consider how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion.
- Examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

Essay Questions

- It is very helpful if Examiners comment on the scripts. This means simply ticking good points and noting a few observations in the margin (eg 'good point', 'irrelevant', 'excessive quotation', etc).
- A brief comment at the end of an essay (eg 'rambling answer, shows some knowledge but misses point of question') is particularly helpful.
- Don't forget to write your mark for each essay at the end of that essay, and to transfer the two marks to the front of the script, and total them.

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Question 1a) [2 marks]

Poet's name [1 mark]

Title of the poem [1 mark]

Question 1b) [8 marks]

| | mark | Specific points understood |
|-------------|------|---|
| verse (i) | 2 | Brief background of Muslims, their past and present. How did they come from prosperity to adversity, giving reasons. |
| verse (ii) | 3 | Description of the position of the Muslim community ie their respect and status. The way they ruled, the way people talked about them and the way the rest of the world accepted their domination. |
| verse (iii) | 3 | Discuss Muslims' unity, the enemy of one was the enemy of the other, their courage, their knowledge of every art in the world. The way they captured the whole world with their honesty and equality. |

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Question 1c) [10 marks]

Points to be included:

The way the poet delivers his message through the use of similes and metaphors and the effectiveness of the words used in these descriptions.

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| 9-10 | Excellent | Very detailed response: the candidate has clearly grasped the central idea of the poem and conveys with sensitivity all the required elements; the candidate has considered the language of the poem, showing sound knowledge acquired during the course of study about the verse form/poetic style |
| 7-8 | Good | Detailed response: the candidate knows what the poem is about and conveys the required elements clearly; the language of the poem is mentioned and there is some evidence that the candidate has some knowledge about the verse form/poetic style |
| 5-6 | Satisfactory | Competent response: the candidate writes about the central theme but may lack detail or clarity or may write in a mechanical way; the candidate may not be able to comment on any language aspects of the poem and may show little knowledge about the verse form/poetic style |
| 3-4 | Poor | A limited attempt: the candidate has written about the central theme but the result will be limited and scrappy; there has been no attempt to consider any language aspects of the poem leading to some doubt that the candidate has sufficient understanding of the verse form/poetic style to adequately answer a question on this text |
| 0-2 | Very Poor | A weak attempt: little relevant material has been selected; question may not be addressed; answer may be largely irrelevant |

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Question 1d) [5 marks]

| word | mark | meaning |
|--------------|--------|---|
| باعث سوز جگر | 1 mark | دل و جگر کی تڑپ کا باعث To feel sorry for a thing when gone |
| راہ ترقی | 1 mark | ترقی کا راستہ - کامیابی کا راستہ Track of promotion/ way of success. |
| سر تسلیم خم | 1 mark | مان لینا - رضامندی میں سر جھکا لینا To accept someone subjugation |
| دیوار آہن | 1 mark | لوہے کی دیوار - مضبوط Strong / like an iron wall |
| عرش اعظم | 1 mark | بہت بلند - بڑا آسمان Very high / upper sky |

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Question 2 [25 marks]

Points to be included:

- Why his poetry is full of pain
- Cultural and social background
- His poetry is a reflection of his whole life
- The language he uses
- Similes and metaphors used

| | | |
|-------|------------------------------|---|
| 22-25 | Exceptional work | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers. |
| 20-21 | Very Good | Close attention to detail, controlled structure, perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious. |
| 18-19 | Thorough | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach. |
| 16-17 | Painstaking | Sound knowledge of text, mainly relevant. Some attempt to analyse, some sense of understanding of material. Candidates who fall into this category may have a tendency to write too much because they write all they know about the text or author. |
| 14-15 | Fair relevance and knowledge | Candidate understands the demands of the question without being able to develop a very thorough response. A simple approach, including narrative and learnt material. Many candidates will fall into this category. |
| 12-13 | Sound | Knowledge of plot and characters is displayed. Makes points which are not then illustrated or developed. Will be a visible attempt to relate points made to the question. |
| 10-11 | Basic | Some material – but not much sense of understanding or focus on the question. Structure is random and bitty. If there are signs of organisation and relevance, the answer should be considered for the Sound category. |
| 6-9 | Weak | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently. |
| 0-5 | Poor | No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or 2 showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question. |

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Question 3a) [10 marks]

Points to be included:

- Author's characterization
- Character of Ustad and the difference between his character and the others
- His habits and living standards
- Overall opinion about the character

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|--------|--------------|--|
| 9 - 10 | Excellent | Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter |
| 7 - 8 | Good | Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter |
| 5 - 6 | Satisfactory | Competent response: relevant material from the passage has been identified but may lack detail or clarity; a mechanical response to the subject matter |
| 3 - 4 | Poor | A limited attempt: some appropriate material from the passage has been picked out but is used randomly and sometimes does not appear to be focused on the question |
| 0 - 2 | Very Poor | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant |

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Question 3b) [15 marks]

Points to be included:

- The rule of Muslims on the sub continent
- British rule
- The downfall of Muslim society
- How do the characters link to social tragedy?

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|--------|--------------|---|
| 13 -15 | Excellent | Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter |
| 10 –12 | Good | Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter |
| 7 - 9 | Satisfactory | Competent response: relevant material from the required story has been identified but may lack detail or clarity; a mechanical response to the subject matter |
| 4 - 6 | Poor | A limited attempt: some appropriate material from the required story has been picked out but is used randomly and sometimes does not appear to be focused on the question; irrelevant material from other stories has been introduced |
| 0 - 3 | Very Poor | A weak attempt: little useful material has been selected from the required story or any other story; question may not be addressed; answer may be largely irrelevant |

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Question 4 [25 marks]

Points to be included:

- Brief background to the text
- Cultural values of the society
- Gergah (gathering) system to decide on cases in day to day life
- Opinion with examples

| | | |
|-------|------------------------------|---|
| 22-25 | Exceptional work | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers. |
| 20-21 | Very Good | Close attention to detail, controlled structure, perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious. |
| 18-19 | Thorough | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach. |
| 16-17 | Painstaking | Sound knowledge of text, mainly relevant. Some attempt to analyse, some sense of understanding of material. Candidates who fall into this category may have a tendency to write too much because they write all they know about the text or author. |
| 14-15 | Fair relevance and knowledge | Candidate understands the demands of the question without being able to develop a very thorough response. A simple approach, including narrative and learnt material. Many candidates will fall into this category. |
| 12-13 | Sound | Knowledge of plot and characters is displayed. Makes points which are not then illustrated or developed. Will be a visible attempt to relate points made to the question. |
| 10-11 | Basic | Some material – but not much sense of understanding or focus on the question. Structure is random and bitty. If there are signs of organisation and relevance, the answer should be considered for the Sound category. |
| 6-9 | Weak | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently. |
| 0-5 | Poor | No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question. |