

## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

### MARK SCHEME for the June 2005 question papers

#### **3247 First Language Urdu**

**3247/01 Paper 1 (Reading and Writing), 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.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

June 2005

O LEVEL

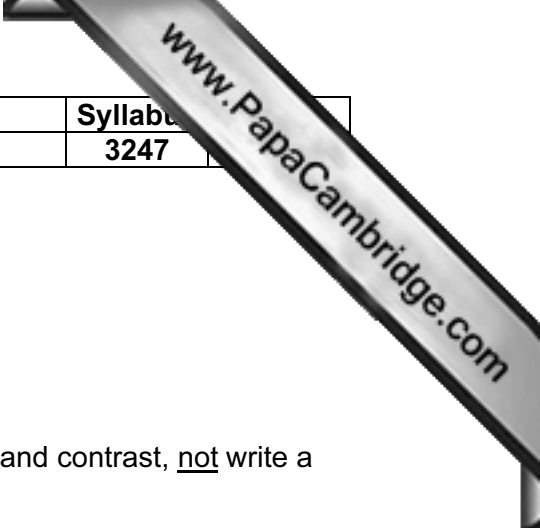
MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 3247/01

First Language Urdu  
Paper 1 (Reading and Writing)

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### Question 1

#### Communication – (maximum 10 marks)

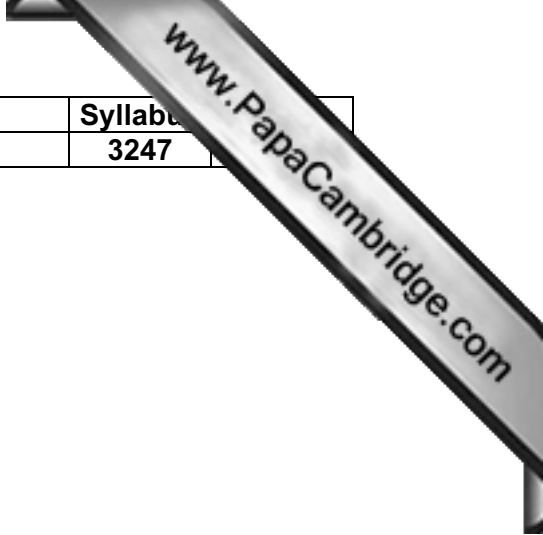
Points that may be included:

- the main point here is that the candidates should compare and contrast, not write a summary of, both passages
- rich boy in poor school – stranger in a new country
- teasing – ignoring
- helpful teachers – ignored by teachers
- both students amazed at what they experience
- the first person narrative – third person narrative
- the best responses will include a concluding sentence or paragraph

<b>9-10</b>	<b>Excellent</b>	Very detailed response: material from the text well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
<b>7-8</b>	<b>Good</b>	Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.
<b>5-6</b>	<b>Satisfactory</b>	Competent response: relevant material from the text has been identified but may lack detail or clarity; a mechanical response to the subject matter.
<b>3-4</b>	<b>Poor</b>	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.
<b>0-2</b>	<b>Very Poor</b>	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant.

Note: Material more than 250 words is to be ignored.  
Candidates will penalise themselves by not completing task within word limit.

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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	<b>Excellent</b>	Confident use of complex sentence structures, accurate, uses own extensive and appropriate vocabulary. Confident use of idiomatic language.
7-8	<b>Good</b>	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	<b>Satisfactory</b>	Tends to be simple and repetitive in use of structures. Basics mostly accurate, vocabulary simple: much copied from texts.
3-4	<b>Poor</b>	Nearly all that is written is simple and repetitive. Sentence structures containing many errors. Own vocabulary limited.
0-2	<b>Very Poor</b>	Very simple and repetitive sentence structures containing many errors. Weak grasp of grammar and use of own vocabulary very limited.

**[maximum 25 marks]**

**Question 2**

**Communication – (maximum 10 marks)**

Main points which may be included:

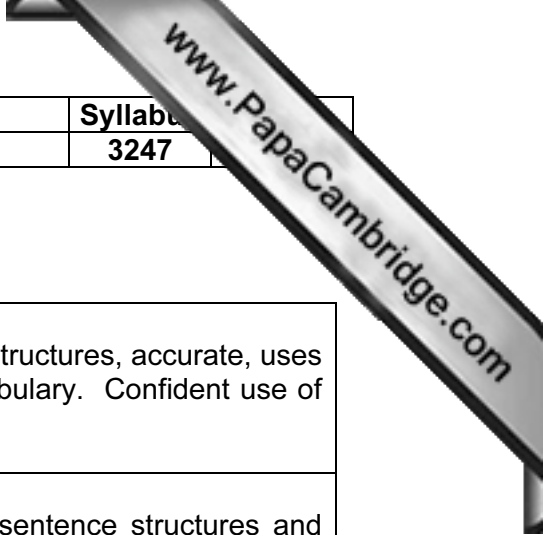
- what happens at new school?
- problems of being a stranger.
- how can they be solved?
- practical solutions.

<b>9-10</b>	<b>Excellent</b>	Very detailed response: material from the text well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
<b>7-8</b>	<b>Good</b>	Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.
<b>5-6</b>	<b>Satisfactory</b>	Competent response: relevant material from the text has been identified but may lack detail or clarity; a mechanical response to the subject matter.
<b>3-4</b>	<b>Poor</b>	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.
<b>0-2</b>	<b>Very Poor</b>	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant.

**Structure – (maximum 5 marks)**

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

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**Language – (maximum 10 marks)**

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

**[maximum 25 marks]**