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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS GCE Ordinary Level

MARK SCHEME for the May/June 2012 question paper for the guidance of teachers

3247 FIRST LANGUAGE URDU

3247/02

Paper 2 (Texts), maximum raw mark 50

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.

• Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	er
	GCE O LEVEL – May/June 2012	3247	200

Maximum marks 50

Candidates will write their answers in Urdu. Examiners will look for a candidate's ability 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, 3 and 4, 5 and 6, 7 and 8 or 9 and 10), they will be penalised; both questions are to be marked and the best mark taken.
- If candidates answer two passages/texts or two essay questions but on different texts they will be penalised; both questions are to be marked and the best mark taken.

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.

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- To explain how the poet feels in love.
- To explain how the poet has reflected human feelings in love in his Ghazal.
- To explain in the light of the given poem.

Points to be included To explain how the poet feels in love. To explain how the poet has reflected human feelings in love in his Ghazal. To explain in the light of the given poem. Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter. Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter. Competent response: relevant material from the required story has been identified but may lack detail or clarity; a mechanical response to the subject matter. 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 the required story has been introduced. A weak attempt: little useful material has been selected from the required story; answer may be largely irrelevant.	ge 3	Mark Scheme: Teachers' version Syllabus		Syllabus	
9–10 Excellent selected; makes points thoughtfully, shows insight or engagement with the subject matter. 7–8 Good Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter. 4–6 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. 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. A weak attempt: little useful material has been selected from the required story or any other story; question may not be addressed;		GCE	O LEVEL – May/June 2012	3247	
9–10 Excellent selected; makes points thoughtfully, shows insight or engagement with the subject matter. 7–8 Good Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter. 4–6 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. 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. A weak attempt: little useful material has been selected from the required story or any other story; question may not be addressed;	To eTo e	explain how the explain how the	poet has reflected human feelings in lo	ve in his Ghazal.	
T-8 Good been identified; makes some clear points; shows some engagement with the subject matter. Competent response: relevant material from the required story has been identified but may lack detail or clarity; a mechanical response to the subject matter. 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. A weak attempt: little useful material has been selected from the required story or any other story; question may not be addressed;	9–10	Excellent	selected; makes points thoughtfully,	Total life required story well	
4–6 Satisfactory been identified but may lack detail or clarity; a mechanical response to the subject matter. 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. A weak attempt: little useful material has been selected from the required story or any other story; question may not be addressed;	7–8	Good	een identified; makes some clear points; shows some engagement		
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. A weak attempt: little useful material has been selected from the required story or any other story; question may not be addressed;	4–6	Satisfactory	been identified but may lack detail or	•	
0-2 Very Poor required story or any other story; question may not be addressed;	1–3	Poor	has been picked out but is used rand appear to be focused on the question	lomly and sometimes does not	
	0–2	Very Poor	required story or any other story; qu		

(b) Points to be included

- How his ghazals are full of humour.
- How the poet has used metaphor and similes in his poems.
- Reference should be made from both the poems.

14–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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.

Page 4	Mark Scheme: Teachers' version	Syllabus	er
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Page 4		Scheme: Teachers' version	Syllabus
	GCE	E O LEVEL – May/June 2012 3247	
 Candi Muslir 	ms of sub-contine	on with reference to Iqbal's poems abo ent with the help of his poetry. The cand is poetry without which the purpose of hi	lidates are expected to ex
22–25	Exceptional	Exceptional ability to organise materi considerable sensitivity to language ar articulate and intelligent answers.	, 0
20–21	Very Good	Close attention to detail, controlled stillustration, good insight when discunding the look beyond the obvious.	·
18–19	Thorough	Solid and relevant work. Discussion are conclusion reached. Good focus on material but coherent, detailed approach	material. Some limitations of
16–17	Painstaking	Sound knowledge of text, mainly releve some sense of understanding of matchis category may have a tendency to write all they know about the text or au	terial. Candidates who fall into write too much because they
14–15	Fair relevance and knowledge	Candidate understands the demands relevance able to develop a very tapproach, and including narrative candidates will fall into knowledge this	thorough response. A simple and learnt material. Many
12–13	Sound	Knowledge of plot and characters is a are not then illustrated or developed relate points made to the question.	
10–11	Basic	Some material - but not much sense the question. Structure is random ar organisation and relevance, the answer Sound category.	nd bitty. If there are signs of
6–9	Weak	Candidate may have read the text but lacking in relevance. Any ideas will not	
0–5	Poor	No clear material: marks in this categorials of quantity: up to 3 for a sentence knowledge; 4 or 5 where this is also question.	ce or two showing a glimpse of

Page 5	Mark Scheme: Teachers' version	Syllabus	er
	GCE O LEVEL – May/June 2012	3247	100

• Candidates are expected to explain the importance of Musadas e Hali.

9–10	Excellent	Very detailed response: material from the required story we selected; makes points thoughtfully, shows insight or engagement with the subject matter.
7–8	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
4–6	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.
1–3	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.
0–2	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.

(b) Points to be included

[15 marks]

• Candidates should discuss how people can save their religion and nation by participating in the nation's miseries.

14–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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.

Page 6	Mark Scheme: Teachers' version	Syllabus	er
	GCE O LEVEL – May/June 2012	3247	100-

- His quality as an international religionist. Reference from his poems about human life and national problems.

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Page 6		Scheme: Teachers' version O LEVEL – May/June 2012	Syllabus er 3247
• His q	be included uality as an interna		Cambric
22–25	Exceptional	Exceptional ability to organise mater considerable sensitivity to language ar articulate and intelligent answers.	ial, thorough knowledge, work nd to author's intentions. Really
20–21	Very Good	Close attention to detail, controlled st illustration, good insight when discu Ability to look beyond the obvious.	
18–19	Thorough	Solid and relevant work. Discussion a conclusion reached. Good focus on material but coherent, detailed approach	material. Some limitations of
16–17	Painstaking	Sound knowledge of text, mainly relevance sense of understanding of mat this category may have a tendency to write all they know about the text or au	terial. Candidates who fall into write too much because they
14–15	Fair relevance and knowledge	Candidate understands the demands relevance able to develop a very approach, and including narrative candidates will fall into knowledge this	thorough response. A simple and learnt material. Many
12–13	Sound	Knowledge of plot and characters is are not then illustrated or developed relate points made to the question.	
10–11	Basic	Some material - but not much sense the question. Structure is random at organisation and relevance, the answer Sound category.	nd bitty. If there are signs of
6–9	Weak	Candidate may have read the text but lacking in relevance. Any ideas will not	
0–5	Poor	Poor No clear material: marks in this on the basis of quantity: up to 3 for glimpse of knowledge; 4 or 5 where the question.	a sentence or two showing a

Page 7	Mark Scheme: Teachers' version	Syllabus	
_	GCE O LEVEL – May/June 2012	3247	

- Akbar Azam as a King.
- Akbar Azam as a Father.
- Reference from the text.

ge 7	e 7 Mark Scheme: Teachers' version Syllabus er		Syllabus	
	GCE	O LEVEL – May/June 2012	3247	
Points to be included Akbar Azam as a King. Akbar Azam as a Father. Reference from the text.				
9–10	Excellent	Very detailed response: material f selected; makes points thoughtfully, with the subject matter.	Total tale required story well	
7–8	Good	Detailed response: relevant material been identified; makes some clear po with the subject matter.	· · · · · · · · · · · · · · · · · · ·	
4–6	Satisfactory	Competent response: relevant materi been identified but may lack detail or to the subject matter.		
1–3	Poor	A limited attempt: some appropriate nas been picked out but is used rand appear to be focused on the question stories has been introduced.	lomly and sometimes does not	
0–2	Very Poor	A weak attempt: little useful materia required story or any other story; quanswer may be largely irrelevant.		

(b) Points to be included

- Character of Mah Rani.
- Mah Rani as a mother.
- Mah Rani as wife.

14–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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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- Character of Akbar Azam.
- Character of Anar Kali.

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Page 8 Mark Scheme: Teachers' version Syllabus GCE O LEVEL – May/June 2012 Points to be included Character of Akbar Azam. Character of Anar Kali. Exceptional ability to organise material, thorough knowledge, work considerable sensitivity to language and to author's intentions. Really			
22–25	Exceptional	Exceptional ability to organise materi considerable sensitivity to language ar articulate and intelligent answers.	ial, thorough knowledge, work nd to author's intentions. Really
20–21	Very Good	Close attention to detail, controlled st illustration, good insight when discu Ability to look beyond the obvious.	
18–19	Thorough	Solid and relevant work. Discussion as conclusion reached. Good focus on material but coherent, detailed approach	material. Some limitations of
16–17	Painstaking	Sound knowledge of text, mainly releven some sense of understanding of mat this category may have a tendency to write all they know about the text or au	erial. Candidates who fall into write too much because they
14–15	Fair relevance and knowledge	Candidate understands the demands relevance able to develop a very approach, and including narrative candidates will fall into knowledge this	thorough response. A simple and learnt material. Many
12–13	Sound	Knowledge of plot and characters is a are not then illustrated or developed relate points made to the question.	• •
10–11	Basic	Some material - but not much sense the question. Structure is random an organisation and relevance, the answer Sound category.	nd bitty. If there are signs of
6–9	Weak	Candidate may have read the text but lacking in relevance. Any ideas will not	
0–5	Poor	No clear material: marks in this categorials basis of quantity: up to 3 for a sentence knowledge; 4 or 5 where this is also question.	ce or two showing a glimpse of

Page 9	Mark Scheme: Teachers' version	Syllabus	
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- Character of Asghari.
- Asghari as a daughter in law.
- Asghari as a wife.

ge 9	Mark	Scheme: Teachers' version	Syllabus	
-	GCE O LEVEL – May/June 2012 3247			
Points to be included Character of Asghari. Asghari as a daughter in law. Very detailed response: material from the required story well				
9–10	Excellent	Very detailed response: material to selected; makes points thoughtfully, with the subject matter.	nom the required etery went	
7–8	Good	Detailed response: relevant materia been identified; makes some clear powith the subject matter.	•	
4–6	Satisfactory	Competent response: relevant mater been identified but may lack detail or to the subject matter.	•	
1–3	Poor	A limited attempt: some appropriate representation has been picked out but is used rand appear to be focused on the question stories has been introduced.	domly and sometimes does not	
0–2	Very Poor	A weak attempt: little useful materia required story or any other story; qu answer may be largely irrelevant.		

(b) Points to be included

- Character of Mama Azmat.
- Family set up of Mulivi Muhammad Fazal.

14–15	Excellent	Excellent Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	Very Poor	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.

Page 10	Mark Scheme: Teachers' version	Syllabus	
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- Our Andaish Khan as father.
- Candidates are expected to give examples from the text about his character.

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Page 10 Mark Scheme: Teachers' version Syllabus GCE O LEVEL – May/June 2012 Points to be included Our Andaish Khan as father. Candidates are expected to give examples from the text about his character. Exceptional ability to organise material, thorough knowledge, work considerable sensitivity to language and to author's intentions. Really			
22–25	Exceptional	Exceptional ability to organise materi considerable sensitivity to language ar articulate and intelligent answers.	ial, thorough knowledge, work nd to author's intentions. Really
20–21	Very Good	Good Close attention to detail, control use of illustration, good insight whether themes. Ability to look beyond the obvi	nen discussing characters or
18–19	Thorough	Solid and relevant work. Discussion as conclusion reached. Good focus on material but coherent, detailed approach	material. Some limitations of
16–17	Painstaking	Sound knowledge of text, mainly relevent some sense of understanding of mat this category may have a tendency to write all they know about the text or au	terial. Candidates who fall into write too much because they
14–15	Fair relevance and knowledge	Candidate understands the demands relevance able to develop a very approach, and including narrative candidates will fall into knowledge this	thorough response. A simple and learnt material. Many
12–13	Sound	Knowledge of plot and characters is a are not then illustrated or developed relate points made to the question.	
10–11	Basic	Some material - but not much sense the question. Structure is random as organisation and relevance, the answer Sound category.	nd bitty. If there are signs of
6–9	Weak	Candidate may have read the text but lacking in relevance. Any ideas will not	
0–5	Poor	No clear material: marks in this categorean basis of quantity: up to 3 for a sentence knowledge; 4 or 5 where this is also question.	ce or two showing a glimpse of

Page 11	Mark Scheme: Teachers' version	Syllabus	er
	GCE O LEVEL – May/June 2012	3247	100

- Ammah Begum as an experienced mother. (reasons with reference from the text)
- Ammah Begum as an inexperienced mother. (reasons with reference from the text)

9–10	Excellent	Excellent Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
7–8	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
4–6	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.
1–3	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.
0–2	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.

(b) Points to be included

- The role of Gatee.
- Role of Gatee's father.
- Amma begum's interference between father and children.

14–15	Excellent	Excellent Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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.

Page 12	Mark Scheme: Teachers' version	Syllabus	A er
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- The character of China Man.
- His feelings for Gatee's family.
- His way of living life.

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<u> </u>		O LEVEL – May/June 2012	3247	
The cHis fe	be included character of China eelings for Gatee's ay of living life.		Syllabus 3247 Syllabus 3247 rial, thorough knowledge, w	rido
22–25	Exceptional	Exceptional ability to organise material, thorough knowledge, wo considerable sensitivity to language and to author's intentions. Real articulate and intelligent answers.		
20–21	Very Good	Close attention to detail, controlled structure, and perceptive use dillustration, 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.		nto
14–15	Fair relevance and knowledge	Candidate understands the demands relevance able to develop a very approach, and including narrative candidates will fall into knowledge this	thorough response. A sime and learnt material. Ma	ple
12–13	Sound	Knowledge of plot and characters is are not then illustrated or develope relate points made to the question.		
10–11	Basic	Some material - but not much sense the question. Structure is random a organisation and relevance, the answ Sound category.	and bitty. If there are signs	of
6–9	Weak	Candidate may have read the text but lacking in relevance. Any ideas will no		and
0–5	Poor	No clear material: marks in this cated basis of quantity: up to 3 for a senter knowledge; 4 or 5 where this is a question.	nce or two showing a glimpse	e of