

MARK SCHEME for the October/November 2006 question paper

3248 SECOND LANGUAGE URDU

3248 Paper 1 (Composition and Translation), maximum raw mark 55

This mark scheme is published as an aid to teachers and students, 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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

CIE is publishing the mark schemes for the October/November 2006 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 mark 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.

Points to be written about:

- Reasons for increasing pollution
- Its effects on people and the earth
- Steps to reduce pollution

| 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 about 200 words in Urdu.

| 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

| units | accept |
|--------------------------------------------|----------------------------------------|
| 1 Khalid found the cocoon of a butterfly. | خالد کو ایک تھلی کا کون (جول) ملا [1] |
| 2 Quite soon afterwards | اس کے بعد جلد ہی [1] |
| 3 he saw a small opening | اس نے ایک چھوٹا سا سوراخ [1] |
| 4 begin to appear | دیکھا ہوا دیکھا [1] |
| 5 He sat and watched the butterfly | وہ بیٹھ کر تھلی کو دیکھتا رہا [1] |
| 6 for several hours | کئی گھنٹوں تک [1] |
| 7 as it struggled | جب کہ وہ کوشش کر کے [1] |
| 8 to force its body | اپنے جسم کو [1] |
| 9 through the little hole | چھوٹے سے سوراخ سے باہر نکل لائی [1] |
| 10 But then the butterfly stopped | مگر لبرو تھلی رکت گئی [1] |
| 11 and it seemed as if | اور یوں لگا کہ [1] |
| 12 it couldn't go any further. | وہ مزید آگے نہ بڑھ سکی [1] |
| 13 So Khalid decided | جیسا کہ خالد نے فیصلہ کر لیا [1] |
| 14 to help the butterfly | تھلی کی مدد کرنے کا [1] |
| 15 He took a pair of scissors | اس نے ایک قیچی لائی [1] |
| 16 and cut off | اور کاٹ ڈالا [1] |
| 17 the remaining bit of the cocoon. | باقی ماندہ جول [1] |
| 18 The butterfly then emerged easily. | تھلی تب آسانی سے نکل آئی [1] |
| 19 But it had a swollen body | لیکن اس کا جسم سوجا ہوا تھا [1] |
| 20 Khalid continued to watch the butterfly | خالد تھلی کو دیکھتا رہا [1] |
| 21 because he expected that at any moment | کیونکہ اسے توقع تھی کہ کسی وقت بھی [1] |
| 22 its wings would expand | اس کے پر پھیل جائیں گے [1] |

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| | units | accept | |
|----|---------------------------------------|--------------------------------------|-----|
| 23 | to support its body. | انڈکے جسم کو سہارا دینے کے لیے | |
| 24 | but in fact nothing more happened. | مگر حقیقت میں کچھ نہیں ہوا | [1] |
| 25 | The butterfly spent | تنبلی نے گزار دی | [1] |
| 26 | the rest of its life | اپنی باقی زندگی | [1] |
| 27 | crawling around | رینگتے ہوئے | [1] |
| 28 | and could not fly | اور اڑ نہ سکی | [1] |
| 29 | What Khalid in his kindness and haste | خالد کی ہمدردی اور جلد بازی میں | [1] |
| 30 | did not understand | یہ نہ سمجھ سکا | [1] |
| 31 | was that the struggle required | کہ وہ کوششوں کو چاہیے تھی | [1] |
| 32 | for the butterfly to get through | تنبلی کو باہر نکلنے میں | [1] |
| 33 | the tiny opening was essential | اُسرا جوڑے سوراخ سے وہ نکلتی تھی | [1] |
| 34 | It was God's way of forcing | یہ خدا کا ایک اصول/طریقہ تھا | [1] |
| 35 | blood from the body to the butterfly | تنبلی کے جسم سے خون کو پہنچانے کا | [1] |
| 36 | into its wings | اس کے پروں تک | [1] |
| 37 | and enabling it to fly | اور اس کے اسیرار سے اسے کھڑکھڑانے کا | [1] |
| 38 | Sometimes the struggles | بعض اوقات وہ کوششوں | [1] |
| 39 | that we face in our life | جو ہمیں زندگی میں کرنی پڑتی ہے | [1] |
| 40 | allow us to grow. | ہمیں بڑھے ہیں حدد دیتی ہے | [1] |