

**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)   |
|--|--|
| <b>8–9 Very good</b><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.                             | <b>5–6 Very good</b><br>Detailed, clearly relevant and well illustrated; coherently argued and structured.   |
| <b>6–7 Good</b><br>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns. | <b>4 Good</b><br>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.  |
| <b>4–5 Adequate</b><br>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.                                       | <b>3 Adequate</b><br>Some knowledge, but not always relevant; a more limited capacity to argue.  |
| <b>2–3 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.                  | <b>2 Poor</b><br>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question. |
| <b>0–1 Very poor</b><br>Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.                                | <b>0–1 Very poor</b><br>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)   |
|--|--|
| <b>13–15 Very good</b><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.                             | <b>5 Very good</b><br>Detailed, clearly relevant and well illustrated; coherently argued and structured.   |
| <b>10–12 Good</b><br>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns. | <b>4 Good</b><br>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.  |
| <b>7–9 Adequate</b><br>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.   | <b>3 Adequate</b><br>Some knowledge, but not always relevant; a more limited capacity to argue.  |
| <b>4–6 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.                    | <b>2 Poor</b><br>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question. |
| <b>0–3 Very poor</b><br>Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.                                  | <b>0–1 Very poor</b><br>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 پہنچتا ہے     |
| 20 that farmers feed to their cattle.    | جو کسان اپنی گائیوں کو کھلاتے ہیں۔        |

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