

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

3247 FIRST LANGUAGE URDU

3247/01

Paper 1 (Reading and Writing), 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 2011 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	Paper
	GCE O LEVEL – May/June 2011	3247	01

Question 1 [maximum 25 marks]

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

This is a direct response to the question relating to both the passages relevant to the decline and revival of cricket.

Points that may be included:

DECLINE:

- too long, 5 days
- no results
- weather too hot or too cold
- low attendance
- people not afford time/tickets

REVIVAL

- rethink at the top
- introduction of 1 day matches
- exciting finishes
- big hitting
- crowds come back
- man of the match
- cash prizes

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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	3247	01

If the passages are not compared but largely summarized then apply the following maxims:

If a summary is made with no comparison at all:

Content maximum 4/10

Organization maximum 2/5

Language maximum 8/10

If some comparison is made:

Content maximum 6/10

Organization maximum 3/5

Language maximum 10/10

If the length is significantly over 250 words (300+) then read everything and go down 1 mark band for content – if you would have given 8 then go down to 6. If you would have given 6 then go down to 4.

• **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.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	3247	01

Question 2 [maximum 25 marks]

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

Question 2 is a less prescriptive task and as long as the candidate responds appropriately to the task set they are not bound by the material from the given texts.

There should be equal weight to the positives and the negatives of cricket.

Candidates should at this level write a conclusion to their arguments to access the highest band for content.

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.

Length – apply the same maxims as in Question 1.

- **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.