

**INTERNATIONAL EXAMINATIONS**

**GCE Ordinary Level**

## **MARK SCHEME for the May/June 2013 series**

### **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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### **Maximum marks 50**

Candidates will write their answers in Urdu. Examiners will look for a candidate's ability to 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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1 (a) Points to be included: [10 marks]

- An explanation of why he was so indifferent with reasons.
- 'Mula' does not believe in theories and concepts; he does not have any vision.
- 'Philosopher' does not understand the feelings of love; he only wants to solve the mysteries of the world.

|      |              |  |
|------|--------------|--|
| 9–10 | 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: [15 marks]

- Candidates are required to say whether they agree or disagree with the statement, giving justification for their opinion with close reference to the text.

|       |              |  |
|-------|--------------|--|
| 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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2 Points to be included: [25 marks]

- Aspects of Ghalib's poetry such as themes of sadness, humour, use of similes and metaphors, philosophical thinking, depth of meaning, etc.

|       |                              |   |
|-------|------------------------------|---|
| 22–25 | Exceptional                  | Exceptional ability to organise material, thorough knowledge, work considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.  |
| 20–21 | Very Good                    | Close attention to detail, controlled structure, and perceptive use of illustration, 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. |
| 14–15 | Fair relevance and knowledge | Candidate understands the demands of the question without being relevance able to develop a very thorough response. A simple approach, and including narrative and learnt material. Many candidates will fall into knowledge this category.         |
| 12–13 | Sound                        | Knowledge of plot and characters is displayed. Makes points which are not then illustrated or developed. Will be a visible attempt to relate points made to the question.   |
| 10–11 | Basic                        | Some material – but not much sense of understanding or focus on the question. Structure is random and bitty. If there are signs of organisation and relevance, the answer should be considered for the Sound category.                              |
| 6–9   | Weak                         | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.  |
| 0–5   | Poor                         | No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.                                 |

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- 3 (a) Points to be included: [10 marks]
- Candidates are expected to discuss whether this poem meant a new life for the Muslim nation and to support their ideas with reference to the poem.

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| 9–10 | 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: [15 marks]
- Candidates are expected to explain how the poet has described the character/concept of MOMIN and whether they agree or disagree with his concept.

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|-------|--------------|--|
| 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. |
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4 Points to be included: [25 marks]

- The poet's love for his country and the description of beautiful scenes. How those who live abroad develop love for their country and feel at home when reading the poem. Any other points supported by reference to the poem.

|       |                              |   |
|-------|------------------------------|---|
| 22–25 | Exceptional                  | Exceptional ability to organise material, thorough knowledge, work considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.  |
| 20–21 | Very Good                    | Close attention to detail, controlled structure, and perceptive use of illustration, 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. |
| 14–15 | Fair relevance and knowledge | Candidate understands the demands of the question without being relevance able to develop a very thorough response. A simple approach, and including narrative and learnt material. Many candidates will fall into knowledge this category.         |
| 12–13 | Sound                        | Knowledge of plot and characters is displayed. Makes points which are not then illustrated or developed. Will be a visible attempt to relate points made to the question.   |
| 10–11 | Basic                        | Some material – but not much sense of understanding or focus on the question. Structure is random and bitty. If there are signs of organisation and relevance, the answer should be considered for the Sound category.                              |
| 6–9   | Weak                         | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.  |
| 0–5   | Poor                         | No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.                                 |

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5 (a) Points to be included: [10 marks]

- Candidates are expected to discuss the different ways in which the poet uses humour in his writing, for example using common everyday items to amuse his readers.

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|------|--------------|--|
| 9–10 | 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. |
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(b) Points to be included: [15 marks]

- Candidates are expected to discuss the merits or otherwise of what the author has done in his essay including the way in which the author puts his views across.

|       |              |  |
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- 6 Points to be included: [25 marks]
- Candidates are expected to explore the way the author thinks about culture and civilization with close reference to his work included in the syllabus.

|       |                              |   |
|-------|------------------------------|---|
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7 (a) Points to be included: [10 marks]

- Mama Azmat and her activities.
- Her involvement in all matters.
- Too much freedom given to her to discuss any matter she likes.

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|------|--------------|--|
| 9–10 | Excellent    | Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.  |
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(b) Points to be included: [15 marks]

- Candidates are required to explore why she did not want to expose herself at the beginning and what would have happened had she done so.

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|-------|--------------|--|
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8 Points to be included: [25 marks]

- The novel became popular because it was written for women. Candidates should demonstrate their ability to discuss characterization in the novel, giving examples of different characters.

|       |                              |   |
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| 12–13 | Sound                        | Knowledge of plot and characters is displayed. Makes points which are not then illustrated or developed. Will be a visible attempt to relate points made to the question.   |
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9 (a) Points to be included: [10 marks]

- The use of very simple language with examples from the passage.
- Candidates' own opinions with close reference to the novel.

|      |              |  |
|------|--------------|--|
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| 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.   |
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(b) Points to be included: [15 marks]

- Candidates are expected to explain how and why Sulat Jehangir is so sad. She wants to say something but cannot express herself. Candidates are expected to explain in their own opinion why she was so emotional.

|       |              |  |
|-------|--------------|--|
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| 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.  |
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**10** Points to be included: [25 marks]

- Candidates are required to explore his romantic character, his importance in the novel, his interest in the family and his personal views about different characters.

|       |                              |   |
|-------|------------------------------|---|
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