

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

General Certificate of Education Ordinary Level

MARK SCHEME for the November 2004 question paper

3248 SECOND LANGUAGE URDU

3248/01

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 initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

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November 2004

GCE ORDINARY LEVEL

MARK SCHEME

MAXIMUM MARK: 55

SYLLABUS/COMPONENT: 3248/01

**SECOND LANGUAGE URDU
Composition and Translation**



Page 1	Mark Scheme	Syllabus	Paper
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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.

Points to be written about:

- Books have been the best source of knowledge since olden times.
- Educational, practical and recreational benefits of reading books.
- The need to take an interest in good books.

Language (out of 10)	Content (out of 5)
9–10 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.
7–8 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.
5–6 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.
3–4 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.
0–2 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.

Page 2	Mark Scheme	Syllabus	Paper
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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)
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: Translation into Urdu

English	Urdu	Marks
People used to count on their fingers.	گنتی پہلی انگلیوں پہ کرتے تھے۔	1
This is why we use the numbers one to ten when we count.	اس لیے ہم گنتے ہوئے ایک سے دس تک لکھتے ہیں۔	1
The abacus, the first counting machine, was invented in china about 5,000 years ago.	اباکس پہلی گنتی کی مشین تقریباً 5,000 سال پہلے چین میں ایجاد ہوئی۔	2
If we count out a pile of beads, we group them in units, tens and hundreds.	اگر ہم ایک سو توڑ کر پڑا ہوا برتنوں اور انگلیوں کا ہلکا سا گنتی کر رہے ہیں۔	2
On the abacus, beads are placed on wires.	اباکس میں سوئی گنتی پر لگاتے ہیں۔	1
Ten beads in the units line can be replaced by one bead in the tens line, while one bead in the hundreds line will take the place of ten beads in the tens line.	اباکس کی گنتی میں سوئی گنتی کی گنتی میں ایک سوئی گنتی لگانا ہے جبکہ سوئی گنتی کی گنتی میں ایک سو سوئی گنتی کی گنتی میں لگاتا ہے۔	3
In this way the abacus helps us to count and store the results.	اس طریقے سے اباکس ہمیں گنتی اور نتائج کو محفوظ رکھنے میں مدد کرتا ہے۔	1
A computer works so quickly and efficiently that it have magical powers!	کمپیوٹر اتنی تیزی اور موثر طریقے سے کام کرتا ہے کہ اس میں جادو کی طاقت ہے۔	2
In fact, it is just a machine that only does what it is told to do.	حقیقت میں یہ بس ایک مشین ہے جو اس سے کہی گئی چیز کرتا ہے۔	1
Instructions must always be simple.	ہدایات ہمیشہ سادہ ہونی چاہئیں۔	1
If we had to work out long and difficult calculations, we could spend a whole day and would probably grow tired and bored.	اگر ہمیں لمبے اور مشکل حسابات کرنے پڑیں تو ہم پورا دن صرف حساب کر سکتے ہیں اور تھکے اور بے چاشنی ہو سکتے ہیں۔	2
We might also make mistakes.	ہمیں گنتی میں غلطیاں بھی ہو سکتی ہیں۔	1
We could spend the rest of our lives doing work that computers can do in a few seconds.	ہمیں باقی زندگی صرف سوئی گنتی کر سکتے ہیں جبکہ کمپیوٹر اسے چند سیکنڈوں میں کر سکتا ہے۔	2