UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS GCE Ordinary Level

MARK SCHEME for the October/November 2009 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 October/November 2009 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 – October/November 2009 | 3248 | 01 |

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) |
|-----|---|-----|--|
| 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. |

| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
|--------|-------------------------------------|----------|-------|
| | GCE O LEVEL – October/November 2009 | 3248 | 01 |

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 C | Poor onsistently 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. |

| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
|--------|-------------------------------------|----------|-------|
| | GCE O LEVEL – October/November 2009 | 3248 | 01 |

| | Units | accept | notes | mark |
|---|--------------------------------------|---|-------|------|
| 1 | More than ten thousand people | دس بزار سے زیاد الوگوں نے | | 1 |
| 2 | attended a charity concert in London | لندن میں ایک فیراتی کنبرے میں مشرکت کی | | 1 |
| 3 | to raise money | بیسے جمع کر نے کیے | | 1 |
| 4 | for war-torn Darfur. | منگ زده دارفورکے ہے۔ | | 1 |
| 5 | The show on Sunday at Wembley Arena | انوارك ويجلى المرييقا كم دينو | | 1 |
| 6 | was intended to highlight | كامقسر دونثنى فزالنأ | | 1 |
| 7 | the crisis in the Sudanese region | موداں کے علاقہ کے بحراں بیر | | 1 |
| 8 | and featured some | اورجس میں شرکت کی | | 1 |
| 9 | of the Muslim world's biggest stars. | معمدنیا کے بڑے متاروں نے | | 1 |

| Page 5 | Mark Scheme: Teachers' version | Syllabus | Paper |
|--------|-------------------------------------|----------|-------|
| | GCE O LEVEL – October/November 2009 | 3248 | 01 |

| | Units | accept | notes | mark |
|----|---|--|-------|------|
| 10 | Among them was Sami Yusuf | ان میں سمیع پوسف | | 1 |
| 11 | - sometimes called the Islamic Bono | و اسلای بوتو کهلات پین | | 1 |
| 12 | and Texan country and western singer Kareem Salama. | اور کیفیاس کی گلو کارد کریم معلام | | 1 |
| 13 | Jehangir Malik said the event | <u> بهانگر مک ز</u> کهار پرفتو | | 1 |
| 14 | was the biggest show put on | مر برامنعمر بالماني | | 1 |
| 15 | by and for British Muslims, | برطاند کے مسلمانوں سے اوران کے لیے۔ | | 1 |
| 16 | although people of many different faiths | ا کرچہ بہت سے مختلف مزاہب کے کوگوں نے | | 1 |
| 17 | attended and enjoyed themselves. | مزے مزے سے مثرکت کی۔ | | 1 |

| Page 6 | Mark Scheme: Teachers' version | Syllabus | Paper |
|--------|-------------------------------------|----------|-------|
| | GCE O LEVEL – October/November 2009 | 3248 | 01 |

| | Units | accept | notes | mark |
|----|--|--|-------|------|
| 18 | "We felt this was | is in men with | | 1 |
| 19 | an important event | بهته ابهم نشو تها | | 1 |
| 20 | for the British Muslim community | برطلانه که مسلمانوں کے لیے | | 1 |
| 21 | to be able to | کروه ای قابل بهون | | 1 |
| 22 | raise their voices | کر اینس (وازین انگھائیں | | 1 |
| 23 | and say, "Look, | اور کیس دیکھو | | 1 |
| 24 | we need to do something about Darfur." | مجبن دارفور کے لیے الحج نہ کمھ کرنا ہے! | | 1 |
| 25 | It was a challenge for us | ہمارے لیے یہ فیلسنے تھا | | 1 |

| Page 7 | Mark Scheme: Teachers' version | Syllabus | Paper |
|--------|-------------------------------------|----------|-------|
| | GCE O LEVEL – October/November 2009 | 3248 | 01 |

| | Units | accept | notes | mark |
|----|----------------------------|---------------------------------------|-------|------|
| 26 | because people are so busy | کہونکہ لوگ ا <u>ت</u> نے محروف ہیں | | 1 |
| 27 | getting on with | مردنے میں | | 1 |
| 28 | their daily lives. | المينى دوزمره ك زندگليون | | 1 |
| 29 | We are very lucky | ہم ہتے ہی خوش قست ہیں | | 1 |
| 30 | to live in comfort | کہ ہم آرام سے زندگی ارائے ہیں | | 1 |
| 31 | and need to do | اوربت زياده كرنا برئ تاب | | 1 |
| 32 | considerably more | كه بم كو | | 1 |
| 33 | to help the poor | غريبون لي مدد كريس | | 1 |
| 34 | in other countries." | دوسرے ملوں ہیں | | 1 |

| Page 8 | Mark Scheme: Teachers' version | Syllabus | Paper |
|--------|-------------------------------------|----------|-------|
| | GCE O LEVEL – October/November 2009 | 3248 | 01 |

| Units | | accept | notes | mark |
|-------|-------------------------------|--|-------|------|
| 35 | Mr Malik said British Muslims | ملک صاحب ہے کہا کر برطلانوی مسلمانوں نے | | 1 |
| 36 | had already raised £2 million | ا بھی ملین سے زیادہ بدونہ معمع کیا۔ | | 1 |
| 37 | The concert coincided with | كنرك اسى وقت تما | | 1 |
| 38 | the end of Ramadan | جبد رمحتان بحثم ہو ا | | 1 |
| 39 | and the celebrations | اور الیسی تقریب بر مردع | | 1 |
| 40 | associated with Eid. | جو عيد الفطريه وابسند هيه- | | 1 |
| | | | | |