

**MARK SCHEME for the October/November 2006 question paper**

**3248 SECOND LANGUAGE URDU**

**3248** Paper 1 (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 instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 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.

**Points to be written about:**

- Reasons for increasing pollution
- Its effects on people and the earth
- Steps to reduce pollution

<b>Language (out of 9)</b>		<b>Content (out of 6)</b>	
<b>8-9</b>	<b>Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>5-6</b>	<b>Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>6-7</b>	<b>Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	<b>4</b>	<b>Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>4-5</b>	<b>Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>3</b>	<b>Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>2-3</b>	<b>Poor</b> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	<b>2</b>	<b>Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
<b>0-1</b>	<b>Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	<b>0-1</b>	<b>Very poor</b> 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 about 200 words in Urdu.

<b>Language (out of 15)</b>		<b>Content (out of 5)</b>	
<b>13-15</b>	<b>Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>5</b>	<b>Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>10-12</b>	<b>Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	<b>4</b>	<b>Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>7-9</b>	<b>Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>3</b>	<b>Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>4-6</b>	<b>Poor</b> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	<b>2</b>	<b>Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
<b>0-3</b>	<b>Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	<b>0-1</b>	<b>Very poor</b> Vague and general, ideas presented at random.

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Part 3

	units	accept	mark
1	Khalid found the cocoon of a butterfly.	خالد کو ایک تخی کا گون (جول) ملا	[1]
2	Quite soon afterwards	اس کے بعد جلد ہی	[1]
3	he saw a small opening	اس نے ایک چھوٹا سا سوراخ	[1]
4	begin to appear	نکنا ہوا دیکھا	[1]
5	He sat and watched the butterfly	وہ بیٹھ کر تخی کو دیکھتا رہا	[1]
6	for several hours	کئی گھنٹوں تک	[1]
7	as it struggled	جیسا کہ وہ کوشش کر کے	[1]
8	to force its body	اپنے جسم کو	[1]
9	through the little hole	چھوٹے سے سوراخ سے باہر نکل لائی	[1]
10	But then the butterfly stopped	مگر لبرو تخی رکت گئی	[1]
11	and it seemed as if	اور یوں لگا کہ	[1]
12	it couldn't go any further.	وہ مزید آگے نہ بڑھ سکی	[1]
13	So Khalid decided	جیسا کہ خالد نے فیصلہ کر لیا	[1]
14	to help the butterfly	تخی کی مدد کرنے کا	[1]
15	He took a pair of scissors	اس نے ایک قیچی لائی	[1]
16	and cut off	اور کاٹ ڈالا	[1]
17	the remaining bit of the cocoon.	باقی ماندہ جول	[1]
18	The butterfly then emerged easily.	تخی تب آسانی سے نکل آئی	[1]
19	But it had a swollen body	لیکن اس کا جسم سوجا ہوا تھا	[1]
20	Khalid continued to watch the butterfly	خالد تخی کو دیکھتا رہا	[1]
21	because he expected that at any moment	کیونکہ اسے توقع تھی کہ کسی وقت بھی	[1]
22	its wings would expand	اس کے پر پھیل جائیں گے	[1]

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	units	accept	mark
23	to support its body.	انڈکے جسم کو سہارا دینے کے لیے	[1]
24	but in fact nothing more happened.	مگر حقیقت میں کچھ نہیں ہوا	[1]
25	The butterfly spent	تنبلی نے گزار دی	[1]
26	the rest of its life	اپنی باقی زندگی	[1]
27	crawling around	رینگتے ہوئے	[1]
28	and could not fly	اور اڑ سکی۔	[1]
29	What Khalid in his kindness and haste	خالد کی ہمدردی اور جلد بازی میں	[1]
30	did not understand	یہ نہ سمجھ سکا	[1]
31	was that the struggle required	کہ وہ کوششوں کو چاہیے تھی	[1]
32	for the butterfly to get through	تنبلی کو باہر نکلنے میں	[1]
33	the tiny opening was essential	اُسرا جوڑے سوراخ سے وہ لاری لگتی	[1]
34	It was God's way of forcing	یہ خدا کا ایک اصول / طریقہ تھا	[1]
35	blood from the body to the butterfly	تنبلی کے جسم سے خون کو پہنچانے کا	[1]
36	into its wings	اس کے پروں تک	[1]
37	and enabling it to fly	اور اس کے لیے سوراخ سے خون کو پہنچانے کا	[1]
38	Sometimes the struggles	کبھی اوقات درد کو ششوں	[1]
39	that we face in our life	جو ہمیں زندگی میں کرنی پڑتی ہے	[1]
40	allow us to grow.	ہمیں بڑھے ہیں درد دیتی ہے	[1]

40/2 = 20