

**MARK SCHEME for the October/November 2010 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 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – October/November 2010</b>	<b>3248</b>	<b>01</b>

### Part 1: Directed Writing (15 marks)

The syllabus specifies that the candidates are to write about 150 words in Urdu.

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.

<b>Language (out of 9)</b>	<b>Content (out of 6)</b>
<b>8–9 Very good</b> Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.	<b>5–6 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>6–7 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 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>4–5 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>3 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>2–3 Poor</b> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	<b>2 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 Very poor</b> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	<b>0–1 Very poor</b> Vague and general; ideas presented at random.

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – October/November 2010</b>	<b>3248</b>	<b>01</b>

**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 Very good</b> Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.	<b>5 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>10–12 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 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>7–9 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>3 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>4–6 Poor</b> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	<b>2 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 Very poor</b> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	<b>0–1 Very poor</b> Vague and general; ideas presented at random.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – October/November 2010	3248	01

**Part 3: Translation (20 marks)**

English	Urdu accept
1 Ahmed Faraz, like his tutor, Faiz Ahmed Faiz,	احمد فراز اپنے استاد فیض احمد فیض کی طرح
2 was never afraid	کبھی نہیں ڈرتے
3 to stand up for his principles.	اپنے اصولوں کے حق میں اڑنے سے
4 People loved him,	عوام انہیں پیار کرتے تھے
5 especially the young,	خاص طور پر نوجوان
6 and nobody wrote	اور کسی نے کبھی نہیں لکھا
7 with more feeling	زیادہ جذبے سے
8 about love.	محبت پر
9 All were able to understand	سب لوگ سمجھ سکتے تھے
10 his simple but elegant style	ان کا سادا اور خوبصورت اسلوب بیان
11 and the greatest singers of the age	اور اس دور کے مشہور گلوکار
12 loved to set his verses to music.	ان کے اشعار گانا پسند کرتے تھے
13 An old friend remembered:	ایک پرانے دوست نے یاد کیا
14 "Faraz was a year senior to me	فراز مجھ سے ایک سال آگے تھے
15 when I joined Islamia College, Peshawar	جب مجھے اسلامیہ کالج پشاور میں داخلہ ملا
16 in 1954.	۱۹۵۴ میں
17 He was very handsome	وہ بہت خوبصورت تھے
18 and full of energy.	اور جو شیلے بھی تھے۔
19 He would gather	وہ اپنے پاس طلبا
20 students around him	اکٹھا کرتے تھے

As in any language translation there are different ways of translating to and from any language. This example here gives a good sense of the original English. Examiners will need to read candidates' work and judge how well the candidate had transferred the meaning of the original.

Mark each phrase out of 1 putting the mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20.

NB This is not marked for written accuracy but for meaning.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – October/November 2010	3248	01

21	and read out	اور اپنی محبت بھری نظمیں
22	his romantic poems.	سناتے تھے۔
23	There was not much mixing	بہت کم ملنا جلنا تھا
24	of male and female students	مرد اور عورتوں کے درمیان
25	in those days.	ان دنوں میں۔
26	But somehow his poems	لیکن کسی نہ کسی طریقے سے ان کی نظمیں
27	managed to reach	پہنچ جاتی تھیں
28	girl students as well	لڑکیوں تک بھی۔
29	and he would receive	ان کو ملتے تھے
30	dozens of letters from them.	درجنوں خطوط ان سے
31	The rich ones	امیر لڑکیاں
32	would have their servants	اپنے نوکروں کے ذریعے
33	deliver their letters	خط پہنچاتی تھیں
34	while others would drop them	جب کہ دوسری گراتی تھیں
35	in front of Faraz	فراز کے سامنے
36	at bus stops.”	بس اسٹاپ پر۔
37	Ahmed Faraz won many prizes	فراز کو بہت سارے انعام ملے
38	for his poetry.	اپنی شاعری کے لیے۔
39	He died in Islamabad	ان کا انتقال اسلام آباد میں ہوا
40	on 25th August 2008.	۲۵ اگست ۲۰۰۸

As in any language translation there are different ways of translating to and from any language. This example here gives a good sense of the original English. Examiners will need to read candidates' work and judge how well the candidate had transferred the meaning of the original.

Mark each phrase out of 1 putting the mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20.

NB This is not marked for written accuracy but for meaning.