

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

## MARK SCHEME for the June 2005 question papers

### 3247 First Language Urdu

**3247/02 Paper 2 (Texts), maximum raw mark 50**

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do 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*.

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

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

June 2005

O LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 3247/02

First Language Urdu  
Paper 2 (Texts)



<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – JUNE 2005</b>	<b>3247</b>	<b>2</b>

**Question 1: Passage-based question**

- (a) Poet's name [1]
- (b) 3 marks for explanation of the verse. [6]  
 3 marks for the hidden meanings.  
 Points to be included:  
 How a drop of water becomes a pearl.  
 How a human being suffers a lot of difficulties in this world to become a great person, just like a drop of water.
- (c) Verse 3: 1 mark per point understood – total 3 marks. [3]
- (d) Verse 4: 1 mark per point understood – total 3 marks. [10]  
 Verse 5: 1 mark per point understood – total 3 marks.  
 4 marks for the poet's message about the teaching of permanence in love.
- (e) 1 mark per word explained. [5]

**[Total: 25 marks]**

**Question 2: Essay-type question**

Points to be included:

- How the poet portrays political disorder in his poetry with special reference to his poem in the syllabus.
- How his poems portray moral deterioration with special reference to his poem in the syllabus. How his poems portray the economic disorder of his age with special reference to his poem in the syllabus.

<b>22 – 25</b>	<b>Exceptional work</b>	Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.
<b>20 – 21</b>	<b>Very Good</b>	Close attention to detail, controlled structure, perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.
<b>18 – 19</b>	<b>Thorough</b>	Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.
<b>16 – 17</b>	<b>Painstaking</b>	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.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – JUNE 2005</b>	<b>3247</b>	<b>2</b>

<b>14 – 15</b>	<b>Fair relevance and knowledge</b>	Candidate understands the demands of the question without being able to develop a very thorough response. A simple approach, including narrative and learnt material. Many candidates will fall into this category.
<b>12 – 13</b>	<b>Sound</b>	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.
<b>10 – 11</b>	<b>Basic</b>	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.
<b>6 – 9</b>	<b>Weak</b>	Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.
<b>0 – 5</b>	<b>Poor</b>	No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or 2 showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.

[Total: 25 marks]

### Question 3: Passage-based question

(a) Points to be included:

- Brief background to the passage.
- The role of the Gerga (gathering).
- The position of women.
- Opinions about justice.
- Cruelty towards women.

<b>11 – 12</b>	<b>Excellent</b>	Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
<b>9– 10</b>	<b>Good</b>	Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter.
<b>6 – 8</b>	<b>Satisfactory</b>	Competent response: relevant material from the passage has been identified but may lack detail or clarity; a mechanical response to the subject matter.
<b>3 – 5</b>	<b>Poor</b>	A limited attempt: some appropriate material from the passage has been picked out but is used randomly and sometimes does not appear to be focused on the
<b>0 – 2</b>	<b>Very Poor</b>	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant.

[Total: 12 marks]

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – JUNE 2005</b>	<b>3247</b>	<b>2</b>

(b) Points to be included:

- Overall characterisation by the author.
- Character of the girl as a whole.
- Opinion about the overall depiction of the girl.

<b>11 – 13</b>	<b>Excellent</b>	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
<b>9 – 10</b>	<b>Good</b>	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
<b>6 – 8</b>	<b>Satisfactory</b>	Competent response: relevant material from the required story has been identified but may lack detail or clarity; a mechanical response to the subject matter.
<b>3 – 5</b>	<b>Poor</b>	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.
<b>0 – 2</b>	<b>Very Poor</b>	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.

[13]

**Question 4: Essay question**

Points to be included:

- Brief background to the text.
- Character of women.
- Innocence of women.

<b>13 – 15</b>	<b>Excellent</b>	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
<b>10 – 12</b>	<b>Good</b>	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
<b>7 – 9</b>	<b>Satisfactory</b>	Competent response: relevant material from the required story has been identified but may lack detail or clarity; a mechanical response to the subject matter.
<b>4 – 6</b>	<b>Poor</b>	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.
<b>0 – 3</b>	<b>Very Poor</b>	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.

[15]

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – JUNE 2005</b>	<b>3247</b>	<b>2</b>

Points to be included:

- Comparison with today's culture.
- Examples from today's culture.

<b>9 – 10</b>	<b>Excellent</b>	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
<b>7 – 8</b>	<b>Good</b>	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
<b>5 – 6</b>	<b>Satisfactory</b>	Competent response: relevant material from the required story has been identified but may lack detail or clarity; a mechanical response to the subject matter.
<b>3 – 4</b>	<b>Poor</b>	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.
<b>0 – 2</b>	<b>Very Poor</b>	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.

[10]

[Total: 15 + 10 = 25 marks]