

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

**3247 FIRST LANGUAGE URDU**

**3247/02**

Paper 2 (Texts), maximum raw mark 50

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 May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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### **Maximum marks 50**

Candidates will write their answers in Urdu. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors, which do not impede communication.

### **Rubric Infringements**

In order to facilitate a clerical check, examiners are requested to write the number of each question answered and the mark awarded on each script.

- If candidates answer two questions on the same text, they will be penalised; both questions are to be marked and the best mark taken.
- If candidates answer two passages/texts but on different texts they will not be penalised.

### **Passage-based questions**

- Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole.
- Examiners should consider how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion.
- Examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

### **Essay Questions**

- It is very helpful if Examiners comment on the scripts. This means simply ticking good points and noting a few observations in the margin (e.g. 'good point', 'irrelevant', 'excessive quotation', etc.).
- A brief comment at the end of an essay (e.g. 'rambling answer, shows some knowledge but misses point of question') is particularly helpful.
- Don't forget to write your mark for each essay at the end of that essay, and to transfer the two marks to the front of the script, and total them.

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**Question 1 [25 marks]**

**(a) [10 marks]**

Points to be included:

Candidates are expected to explore the reasons for the lover's madness in prison and the remedy, and explain the lover's demand for justice from God against the wounds given to him by his beloved.

|      |              |  |
|------|--------------|--|
| 9–10 | Excellent    | Very detailed response: material from the text well selected; makes points thoughtfully; shows insight or engagement with the subject matter.                    |
| 7–8  | Good         | Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.                  |
| 5–6  | Satisfactory | Competent response: relevant material from the text has been identified but may lack detail or clarity; a mechanical response to the subject matter.             |
| 3–4  | Poor         | A limited attempt: some appropriate material from the text has been picked out but is used randomly and sometimes does not appear to be focused on the question. |
| 0–2  | Very Poor    | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant  |

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**(b) [15 marks]**

Points to be included:

Candidates are expected to identify the similes and metaphors in both poems and explore the way the writer uses them to express his feelings.

|       |                  |   |
|-------|------------------|---|
| 14–15 | Exceptional work | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 12–13 | Very Good        | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 10–11 | Thorough         | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
| 8–9   | Painstaking      | 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. |
| 6–7   | Sound            | 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.   |
| 4–5   | Basic            | 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.                              |
| 0–3   | Poor             | 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.                                   |

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### **Question 2 [25 marks]**

#### **Points to be included:**

Points about the writer's struggle for his nation, his imprisonment and his love for his people should be included. An exploration of how effective the writer is in presenting the sorrow his beloved has brought to him in a very realistic manner.

|       |                              |   |
|-------|------------------------------|---|
| 22–25 | Exceptional work             | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 20–21 | Very Good                    | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 18–19 | Thorough                     | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
| 16–17 | Painstaking                  | 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. |
| 14–15 | Fair relevance and knowledge | 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.                                 |
| 12–13 | Sound                        | 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.   |
| 10–11 | Basic                        | 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.                              |
| 6–9   | Weak                         | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.  |
| 0–5   | Poor                         | 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.                                   |

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**Question 3 [25 marks]**

**(a) [10 marks]**

Points to be included:

Candidates are expected to discuss how the poet portrays the beauty of his country through the questions he raises in the poem. Also comment on the way that he remembers his relatives and friends.

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

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**(b) [10 marks]**

Points to be included:

Candidates are expected to explore: how the poet creates the effect of rhythm and music, how the simplicity of the poet's language helps to convey the meaning very clearly and how the use of different scenes portrays beauty in the poem.

|       |                  |   |
|-------|------------------|---|
| 14–15 | Exceptional work | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 12–13 | Very Good        | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 10–11 | Thorough         | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
| 8–9   | Painstaking      | 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. |
| 6–7   | Sound            | 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.   |
| 4–5   | Basic            | 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.                              |
| 0–3   | Poor             | 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.                                   |

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#### Question 4 [25 marks]

##### Points to be included:

Candidates are expected to explore the way the poet gives religious education to Muslim society with close examples from his poetry. Also how Eastern values are expressed through his poetry. How social and cultural values are discussed by the poet in his poems.

|       |                              |   |
|-------|------------------------------|---|
| 22–25 | Exceptional work             | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 20–21 | Very Good                    | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 18–19 | Thorough                     | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
| 16–17 | Painstaking                  | 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. |
| 14–15 | Fair relevance and knowledge | 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.                                 |
| 12–13 | Sound                        | 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.   |
| 10–11 | Basic                        | 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.                              |
| 6–9   | Weak                         | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.  |
| 0–5   | Poor                         | No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.                                 |

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**Question 5 [25 marks]**

**(a) [10 marks]**

Points to be included:

Candidates are expected to mention that bad habits and foolishness need to be thrown onto the pile and explore why weakness and 'low level' wisdom were not thrown onto the pile.

|      |              |  |
|------|--------------|--|
| 9–10 | Excellent    | Very detailed response: material from the text well selected; makes points thoughtfully; shows insight or engagement with the subject matter.                    |
| 7–8  | Good         | Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.                  |
| 5–6  | Satisfactory | Competent response: relevant material from the text has been identified but may lack detail or clarity; a mechanical response to the subject matter.             |
| 3–4  | Poor         | A limited attempt: some appropriate material from the text has been picked out but is used randomly and sometimes does not appear to be focused on the question. |
| 0–2  | Very Poor    | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant  |

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**(b) [15 marks]**

Points to be included:

How effectively the picture of illusion is described by the author in the passage and how he communicates why people become the victim of illusion.

|       |                  |   |
|-------|------------------|---|
| 14–15 | Exceptional work | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 12–13 | Very Good        | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 10–11 | Thorough         | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
| 8–9   | Painstaking      | 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. |
| 6–7   | Sound            | 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.   |
| 4–5   | Basic            | 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.                              |
| 0–3   | Poor             | 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.                                   |

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### **Question 6 [25 marks]**

#### Points to be included:

The extent to which the subject of 'reality' is a key focus of his essays.

Why the author chose only those topics that he could observe closely as subject matter in his essays.

|       |                              |   |
|-------|------------------------------|---|
| 22–25 | Exceptional work             | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 20–21 | Very Good                    | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 18–19 | Thorough                     | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
| 16–17 | Painstaking                  | 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. |
| 14–15 | Fair relevance and knowledge | 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.                                 |
| 12–13 | Sound                        | 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.   |
| 10–11 | Basic                        | 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.                              |
| 6–9   | Weak                         | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.  |
| 0–5   | Poor                         | 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.                                   |

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**Question 7 [25 marks]**

**(a) [10 marks]**

Points to be included:

- Her upbringing.
- Her lack of a sense of responsibility.
- Her rudeness and attitude towards her mother-in-law.

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

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**(b) [10 marks]**

Points to be included:

- Her positive role throughout the novel.
- Her politeness.
- Her way of dealing with people.
- A character that belongs to the imaginary world.

|       |                  |   |
|-------|------------------|---|
| 14–15 | Exceptional work | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 12–13 | Very Good        | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 10–11 | Thorough         | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
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| 4–5   | Basic            | 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.                              |
| 0–3   | Poor             | 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.                                   |

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### Question 8 [25 marks]

Points to be included:

Both were brought up differently.

Akbary was protected by her grandmother while Asghari was under the control of her mother.

Asghari was educated while Akbary was illiterate.

|       |                              |   |
|-------|------------------------------|---|
| 22–25 | Exceptional work             | Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.   |
| 20–21 | Very Good                    | Close attention to detail, controlled structure, and perceptive use of illustration, good insight when discussing characters or themes. Ability to look beyond the obvious.   |
| 18–19 | Thorough                     | Solid and relevant work. Discussion and evaluation of material; clear conclusion reached. Good focus on material. Some limitations of material but coherent, detailed approach.   |
| 16–17 | Painstaking                  | 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. |
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| 10–11 | Basic                        | 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.                              |
| 6–9   | Weak                         | Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.  |
| 0–5   | Poor                         | No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.                                 |

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**Question 9 [25 marks]**

**(a) [10 marks]**

Points to be included:

Her respect for her father.

Her hatred of her mother because of her mother's strictness.

Her father listens to whatever she demands whereas her mother tries to ignore her.

|      |              |  |
|------|--------------|--|
| 9–10 | Excellent    | Very detailed response: material from the text well selected; makes points thoughtfully; shows insight or engagement with the subject matter.                    |
| 7–8  | Good         | Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.                  |
| 5–6  | Satisfactory | Competent response: relevant material from the text has been identified but may lack detail or clarity; a mechanical response to the subject matter.             |
| 3–4  | Poor         | A limited attempt: some appropriate material from the text has been picked out but is used randomly and sometimes does not appear to be focused on the question. |
| 0–2  | Very Poor    | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant  |