

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE O Level

MARK SCHEME for the May/June 2006 question paper

3247/02 FIRST LANGUAGE URDU

3247/02

Paper 2

maximum raw mark 50

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 initially instructed to award marks. It does 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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



| | | | |
|---------------|------------------------------------|-----------------|--------------|
| Page 1 | Mark Scheme | Syllabus | Paper |
| | GCE O Level – May/June 2006 | 3247 | 02 |

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.
- Do not 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.

Question 1 [25 marks]

- (a) [1 mark] if both names are correct. No mark for half correct answer.
- (b) [2 marks] if the meaning is clear in Urdu
- (c) [4 marks] 1 mark for verse form, 3 marks for candidates' opinion.
- (d) [4 marks] 1 mark for Bulbul and 3 marks for poet's message.
- (e) [8 marks] for comparison with any other similar type of poem. The poem used in comparison must be on the same topic.

| | | |
|-------|--------------|---|
| 8 | Excellent | Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter. |
| 6 – 7 | Good | Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter. |
| 4 – 5 | Satisfactory | Competent response: relevant material from the passage has been identified but may lack detail or clarity; a mechanical response to the subject matter. |
| 2 – 3 | Poor | 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 question. |
| 0 – 1 | Very Poor | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant. |

- (f) [6 marks] 1 mark for meaning and 1 mark for its effect in the poem. Candidates have to choose only three out of six.

| | | | |
|---------------|------------------------------------|-----------------|--------------|
| Page 3 | Mark Scheme | Syllabus | Paper |
| | GCE O Level – May/June 2006 | 3247 | 02 |

Question 2 [25 marks]

Points to be included:

Poet's religious education to Muslim society with examples from his poetry. The Eastern values explained by the poet in his poetry.

Social and cultural values 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, 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. |

Question 3 [25 marks]

(a) [10 marks]

Points to be included:

Mr Niaz's character

Mrs Niaz's attitude towards subordinates

Her thoughts about the little boy

| | | |
|--------|--------------|---|
| 9 – 10 | Excellent | Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter. |
| 7 – 8 | Good | Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter. |
| 5 – 6 | Satisfactory | Competent response: relevant material from the passage 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 passage has been picked out but is used randomly and sometimes does not appear to be focused on the question. |
| 1 – 2 | Very Poor | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant. |

(b) [8 marks]

Points to be included:

Overall views of bureaucrats regarding their subordinates

Main theme of the story

Behaviour of two characters, i.e. Mr Niaz and Mrs Niaz

| | | |
|-------|--------------|--|
| 8 | Excellent | Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter. |
| 6 – 7 | Good | Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter. |
| 4 – 5 | 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. |
| 2 – 3 | 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 – 1 | 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. |

| | | | |
|---------------|------------------------------------|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | GCE O Level – May/June 2006 | 3247 | 02 |

(c) [7 marks]

Points to be included:

Character of Mr Niaz

Strictness of Mrs Niaz

Steps taken by Mr Niaz on the demand of his wife

| | | |
|-------|--------------|--|
| 7 | Excellent | Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter. |
| 6 | Good | Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter. |
| 4 – 5 | 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. |
| 2 – 3 | 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 – 1 | 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. |

| | | | |
|--------|-----------------------------|----------|-------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | GCE O Level – May/June 2006 | 3247 | 02 |

Question 4 [25 marks]

Points to be included:

The value of a human being

The role of the police

The role of Ghilam Muhammad

The role of a common person in society

| | | |
|---------|------------------------------|---|
| 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, 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. |

Question 5 [25 marks]

(a) [15 marks]

Points to be included:

Mother's general attitude

Her treatment of family members

Her treatment of outsiders

Ambition

| | | |
|--------|--------------|--|
| 13 -15 | Excellent | Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter. |
| 10 -12 | Good | Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter. |
| 7 – 9 | 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. |
| 4 – 6 | 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 – 3 | 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. |

(b) [10 marks]

Points to be included:

Brief description of Safder's character

Brief description of the girl's character

Girl's unwillingness for the wedding

Safder's interest in helping her

| | | |
|--------|--------------|---|
| 9 – 10 | Excellent | Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter. |
| 7 – 8 | Good | Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter. |
| 5 – 6 | Satisfactory | Competent response: relevant material from the passage 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 passage has been picked out but is used randomly and sometimes does not appear to be focused on the question. |
| 1 – 2 | Very Poor | A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant. |

| | | | |
|--------|-----------------------------|----------|-------|
| Page 8 | Mark Scheme | Syllabus | Paper |
| | GCE O Level – May/June 2006 | 3247 | 02 |

Question 6 [25 marks]

Points to be included:

Brief character of Chinese man

His general attitude

Helpful and cooperative

His kind-heartedness

His simplicity

| | | |
|---------|------------------------------|---|
| 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, 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. |