

MARK SCHEME for the May/June 2014 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 (i.e. 1 and 2, 3 and 4, 5 and 6, 7 and 8 or 9 and 10), they will be penalised; both questions are to be marked and the best mark taken.
- If candidates answer two passages/texts or two essay questions but on different texts they will be penalised; both questions are to be marked and the best mark taken.

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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- 1 (a) Points to be included:
- To show simplicity with reference from the given verses.
 - To show fluency in the verses with examples.
 - To show how readers feel ease to understand his verses.

9–10	Excellent	Very detailed response: the candidate has clearly grasped the central idea of the poem and conveys with sensitivity all the required elements; the candidate has considered the language of the poem, showing sound knowledge acquired during the course of study about the verse form/poetic style.
7–8	Good	Detailed response: the candidate knows what the poem is about and conveys the required elements clearly; the language of the poem is mentioned and there is some evidence that the candidate has some knowledge about the verse form/poetic style.
4–6	Satisfactory	Competent response: the candidate writes about the central theme but may lack detail or clarity or may write in a mechanical way; the candidate may not be able to comment on any language aspects of the poem and may show little knowledge about the verse form/poetic style.
1–3	Poor	A limited attempt: the candidate has written about the central theme but the result will be limited and scrappy; there has been no attempt to consider any language aspects of the poem leading to some doubt that the candidate has sufficient understanding of the verse form/poetic style to adequately answer a question on this text.

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(b) Points to be included:

- How the poet has discussed different matters in love.
- How the poet has discussed love affairs with due care and seriousness.
- How the poet has taken due care to discuss everything, but within limits of the culture.

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, 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	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.
4–5	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.
0–3	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.

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2 Points to be included:

- Candidates' own opinions about the writing style of Mir Taque Mir specifically with reference to his simplicity of emotions and use of fluent words to present his point of view.

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 there is also a hint of relevance to the question.

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- 3 (a) Points to be included:
- Candidates' own views about the poet and his ideas about the religion.

9–10	Excellent	Very detailed response: the candidate has clearly grasped the central idea of the poem and conveys with sensitivity all the required elements; the candidate has considered the language of the poem, showing sound knowledge acquired during the course of study about the verse form/poetic style.
7–8	Good	Detailed response: the candidate knows what the poem is about and conveys the required elements clearly; the language of the poem is mentioned and there is some evidence that the candidate has some knowledge about the verse form/poetic style.
4–6	Satisfactory	Competent response: the candidate writes about the central theme but may lack detail or clarity or may write in a mechanical way; the candidate may not be able to comment on any language aspects of the poem and may show little knowledge about the verse form/poetic style.
1–3	Poor	A limited attempt: the candidate has written about the central theme but the result will be limited and scrappy; there has been no attempt to consider any language aspects of the poem leading to some doubt that the candidate has sufficient understanding of the verse form/poetic style to adequately answer a question on this text.

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(b) Points to be included:

- Candidates have to give examples of his satiric way of conveying a message to about modern education.

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, 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	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.
4–5	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.
0–3	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.

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4 Points to be included:

- How the poem is the history of rise and fall of the Muslim nation.
- How the poem has become a lament for the Muslim society.
- His quality and attractive way of writing this poem.

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 there is also a hint of relevance to the question.

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- 5 (a) Points to be included:
- Candidates' own opinions about the humorous style of the author.
 - Examples from the text of his humour.

9–10	Excellent	Very detailed response: the candidate has clearly grasped the central idea of the poem and conveys with sensitivity all the required elements; the candidate has considered the language of the poem, showing sound knowledge acquired during the course of study about the verse form/poetic style.
7–8	Good	Detailed response: the candidate knows what the poem is about and conveys the required elements clearly; the language of the poem is mentioned and there is some evidence that the candidate has some knowledge about the verse form/poetic style.
4–6	Satisfactory	Competent response: the candidate writes about the central theme but may lack detail or clarity or may write in a mechanical way; the candidate may not be able to comment on any language aspects of the poem and may show little knowledge about the verse form/poetic style.
1–3	Poor	A limited attempt: the candidate has written about the central theme but the result will be limited and scrappy; there has been no attempt to consider any language aspects of the poem leading to some doubt that the candidate has sufficient understanding of the verse form/poetic style to adequately answer a question on this text.

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(b) Points to be included

- Candidates' own views about whether or not use of simple words is necessary, and a humorous writing style.

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, 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	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.
4–5	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.
0–3	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.

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- 6 Points to be included:
- His quality as a father of Urdu short stories.
 - His quality as writer about reality.

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 there is also a hint of relevance to the question.

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7 (a) Points to be included:

- Short descriptions of all three characters.
- Candidates' own views about any specific character with examples.

9–10	Excellent	Very detailed response: the candidate has clearly grasped the central idea of the poem and conveys with sensitivity all the required elements; the candidate has considered the language of the poem, showing sound knowledge acquired during the course of study about the verse form/poetic style.
7–8	Good	Detailed response: the candidate knows what the poem is about and conveys the required elements clearly; the language of the poem is mentioned and there is some evidence that the candidate has some knowledge about the verse form/poetic style.
4–6	Satisfactory	Competent response: the candidate writes about the central theme but may lack detail or clarity or may write in a mechanical way; the candidate may not be able to comment on any language aspects of the poem and may show little knowledge about the verse form/poetic style.
1–3	Poor	A limited attempt: the candidate has written about the central theme but the result will be limited and scrappy; there has been no attempt to consider any language aspects of the poem leading to some doubt that the candidate has sufficient understanding of the verse form/poetic style to adequately answer a question on this text.

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(b) Points to be included:

- Discussion about given text and very simple writing style.
- Examples from the text to show it is close to real life.

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, 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	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.
4–5	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.
0–3	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.

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- 8 Points to be included:
- Candidates' own views about characters.
 - Comparison between both characters.
 - Examples from the novel about the real character.

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 there is also a hint of relevance to the question.

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- 9 (a) Points to be included:
- Why family people are not that caring about “GATEE”?
 - Safder Yaseen takes interest in Gatee because he has a soft spot for her.

9–10	Excellent	Very detailed response: the candidate has clearly grasped the central idea of the poem and conveys with sensitivity all the required elements; the candidate has considered the language of the poem, showing sound knowledge acquired during the course of study about the verse form/poetic style.
7–8	Good	Detailed response: the candidate knows what the poem is about and conveys the required elements clearly; the language of the poem is mentioned and there is some evidence that the candidate has some knowledge about the verse form/poetic style.
4–6	Satisfactory	Competent response: the candidate writes about the central theme but may lack detail or clarity or may write in a mechanical way; the candidate may not be able to comment on any language aspects of the poem and may show little knowledge about the verse form/poetic style.
1–3	Poor	A limited attempt: the candidate has written about the central theme but the result will be limited and scrappy; there has been no attempt to consider any language aspects of the poem leading to some doubt that the candidate has sufficient understanding of the verse form/poetic style to adequately answer a question on this text.

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(b) Points to be included

- The role of Ama Begum and Saoolat Aapa.
- Attitude of Gatee and her inferiority complex.

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, 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	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.
4–5	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.
0–3	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.

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10 Points to be included:

- Candidates' own views about gaining everything with money with examples.

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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