

**MARK SCHEME for the November 2005 question paper**

**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 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 November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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

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

**Points to be written about:**

- Affect of the increasing popularity of English on our mother tongue.
- Efforts needed to save our mother tongue.
- Ways of promoting our mother tongue.

Language (out of 9)	Content (out of 6)
<b>8 - 9 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>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>5 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>4 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>3 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 - 2 Very poor</b> Vague and general, ideas presented at random.

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**Part 2: Letter, Report, Dialogue or Speech (20 marks)**

The syllabus specifies that the candidates are to write in Urdu of about 200 words.

Language (out of 15)	Content (out of 5)
<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.

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units	accept	notes	mark
1 On the island of Mauritius, near Africa,	افریقہ کے قریب ماڈیسیس کے جزیرے پر		1
2 lived a large bird that could not fly.	ایک بڑا بڑا پرندہ بیٹھا تھا جو اڑنا نہ سکتا تھا۔		1
3 Because it was the biggest animal on the island	چونکہ اس جزیرے پر یہ سب سے بڑا سب سے بڑا تھا		1
4 it had no enemies.	اس لیے اس سے کوئی دشمن نہ تھے۔		1
5 It weighed up to 14kg	اس کا وزن 14 کلو گرام تک تھا۔		1
6 and was very good to eat.	اور کھانے میں مزید اچھا تھا۔		1
7 It was called the dodo.	اس کا نام ڈوڈو تھا۔		1
8 The dodo was first seen by Europeans in 1507.	ڈوڈو پہلی بار 1507 میں یورپی لوگوں نے دیکھنے میں آیا۔		1
9 They introduced domestic animals	انہوں نے وہاں گھر جانور متعارف کرائے		1

	units	accept	notes	mark
10	as well as rats and monkeys to the island.	اور ایسے ساتھ ساتھ بچھو بچھو اور بھینر بھی		1
11	and these started killing the bird	جنہوں نے ان پر پھرتے کو مارنا شروع کر دیا		1
12	and taking its place.	اور اس کی جگہ لینے لگے .		1
13	In addition to this,	اس کے علاوہ		1
14	forest clearing destroyed	جنگلات کے خاتمے نے		1
15	the bird's habitat.	اس پر پھرتے کی رہائش گاہ تباہ کر دی۔		1
16	This meant that	اس کا مطلب یہ ہوا کہ		1
17	the dodo population	ڈوڈو کی آبادی		1
18	began to decline rapidly.	تیزی سے کم ہونے لگی		1
19	By 1681 there were no dodos left.	1681 تک ڈوڈو بالکل ختم ہو گئے .		1

	units	accept	notes	mark
20	In the present day.	آج		1
21	there is much more	بہت زیادہ		1
22	information available	معلومات میسر ہے		1
23	about animals and birds	الہیہ جانوروں اور پرندوں کے بارے میں		1
24	that are in danger of dying out.	جو جاننے کے خطرے سے دوچار ہیں۔		1
25	Some animals are hunted	کچھ جانوروں کا شکار کیا جاتا ہے۔		1
26	for their skins.	ان کی کھال کے لیے		1
27	such as the tiger and polar bear,	جیسے کہ شیر اور پولار بیئر		1
28	or for their meat and oils,	یا ان کے گوشت اور تیل کے لیے		1

	units	accept	notes	mark
29	such as the whale.	جیسا کہ وہیل .		1
30	Scientists are trying	سائنسدانوں کو ششوں کر رہے ہیں .		1
31	to make people aware	لوگوں کو مسائل کے بارے میں جاننا ہے		1
32	of the need to protect	کہ تحفظ کی ضرورت ہے		1
33	all living things.	تھا کہ جاندار چیزوں کی		1
34	They warn us that some animals	وہ ہمیں بتاتے ہیں کہ کچھ جانور		1
35	will soon die out completely.	جلد ہی بالکل ختم ہو جائیں گے .		1
36	People need to protect these animals	لوگوں کو جاننا ہے کہ کچھ جانور		1
37	from being killed	مارے جانے سے		1

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units	accept	notes	mark
38 and traded illegally.	اور غیر قانونی تجارت سے .		1
39 otherwise history	در نہ تاریخ		1
40 will repeat itself.	اپنے آپ کو دہرائے گی .		1
			40 / 2 = 20