

**MARK SCHEME for the May/June 2012 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.

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

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	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 (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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

1 (a) Points to be included [10 marks]

- To explain how the poet feels in love.
- To explain how the poet has reflected human feelings in love in his Ghazal.
- To explain in the light of the given poem.

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.
4–6	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.
1–3	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.
0–2	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.

(b) Points to be included [15 marks]

- How his ghazals are full of humour.
- How the poet has used metaphor and similes in his poems.
- Reference should be made from both the poems.

14–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

2 Points to be included [25 marks]

- Candidates' own opinion with reference to Iqbal's poems about how he has awakened the Muslims of sub-continent with the help of his poetry. The candidates are expected to explain all those elements of his poetry without which the purpose of his poems is incomplete.

22–25	Exceptional	Exceptional ability to organise material, thorough knowledge, work 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 relevance able to develop a very thorough response. A simple approach, and including narrative and learnt material. Many candidates will fall into knowledge 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.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

- 3 (a) Points to be included [10 marks]
- Candidates are expected to explain the importance of Musadas e Hali.

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.
4–6	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.
1–3	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.
0–2	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.

- (b) Points to be included [15 marks]
- Candidates should discuss how people can save their religion and nation by participating in the nation's miseries.

14–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

4 Points to be included [25 marks]

- His quality as an international religionist.
- Reference from his poems about human life and national problems.

22–25	Exceptional	Exceptional ability to organise material, thorough knowledge, work 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 relevance able to develop a very thorough response. A simple approach, and including narrative and learnt material. Many candidates will fall into knowledge 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	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.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

5 (a) Points to be included [10 marks]

- Akbar Azam as a King.
- Akbar Azam as a Father.
- Reference from the text.

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.
4–6	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.
1–3	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.
0–2	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.

(b) Points to be included [15 marks]

- Character of Mah Rani.
- Mah Rani as a mother.
- Mah Rani as wife.

14–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

- 6 Points to be included [25 marks]
- Character of Akbar Azam.
 - Character of Anar Kali.

22–25	Exceptional	Exceptional ability to organise material, thorough knowledge, work 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 relevance able to develop a very thorough response. A simple approach, and including narrative and learnt material. Many candidates will fall into knowledge 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.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

7 (a) Points to be included [10 marks]

- Character of Asghari.
- Asghari as a daughter in law.
- Asghari as a wife.

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.
4–6	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.
1–3	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.
0–2	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.

(b) Points to be included [15 marks]

- Character of Mama Azmat.
- Family set up of Mulvi Muhammad Fazal.

14–15	Excellent	Excellent Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	Very Poor	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 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

8 Points to be included [25 marks]

- Our Andaish Khan as father.
- Candidates are expected to give examples from the text about his character.

22–25	Exceptional	Exceptional ability to organise material, thorough knowledge, work considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.
20–21	Very Good	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 relevance able to develop a very thorough response. A simple approach, and including narrative and learnt material. Many candidates will fall into knowledge 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.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

- 9 (a) Points to be included [10 marks]
- Ammah Begum as an experienced mother. (reasons with reference from the text)
 - Ammah Begum as an inexperienced mother. (reasons with reference from the text)

9–10	Excellent	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.
4–6	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.
1–3	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.
0–2	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.

- (b) Points to be included [15 marks]
- The role of Gatee.
 - Role of Gatee's father.
 - Amma begum's interference between father and children.

14–15	Excellent	Excellent Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	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.
5–7	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.
1–4	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 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2012	3247	02

10 Points to be included

[25 marks]

- The character of China Man.
- His feelings for Gatee's family.
- His way of living life.

22–25	Exceptional	Exceptional ability to organise material, thorough knowledge, work 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 relevance able to develop a very thorough response. A simple approach, and including narrative and learnt material. Many candidates will fall into knowledge 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.