

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge Ordinary Level

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## **MARK SCHEME for the May/June 2015 series**

### **3247 FIRST LANGUAGE URDU**

**3247/01**

Paper 1 (Reading and Writing), 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.

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Part 1 Reading: Suggested Answers

[1]	سوال نمبر 1۔ بڑے بزرگ یا بڑے بوڑھے یا سب کامل کر یا اولادوں کامل جل کر رہنا
[4]	سوال نمبر 2۔ فیصلوں کو قبول کرنا / رشتوں کا احترام / اقدار کی پاس داری / خوشی اور غم میں برابر کا شریک ہونا۔
[2]	سوال نمبر 3۔ نمود و نمائش / دولت کمانے کی دوڑ
[2]	سوال نمبر 4۔ زندگی آرام سے یا سکون سے گزارنا / زمانے کے ساتھ قدم سے قدم ملا کر چلنا
[6]	سوال نمبر 5 اور 6۔ کم آمدنی والے احساس کمتری کا شکار / زیادہ آمدنی والے احساس برتری کا شکار بھائیوں کے بیوی بچوں میں حسد / تعلقات میں کشیدگی / والدین کے رویے میں تبدیلی / کم آمدنی والے نفسیاتی مسائل میں مبتلا ہو جانا
[3]	سوال نمبر 7۔ چوریاں کرنا / جھوٹ بولنا / منشیات کا استعمال کرنا
[3]	سوال نمبر 8۔ محبت قائم ہونا / حسد جیسے جذبات پیدا نہ ہونا / آمدنی کے مطابق ہنسی خوشی زندگی بسر کرنا۔
[4]	سوال نمبر 9۔ رائے کا ایک نمبر / باقی تین وجوہات کی وضاحت کرنا

[Total: 25 Marks]

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The levels mark scheme should be applied according to a 'best-fit' approach. Responses will not necessarily contain all the features of one level. First fit the response into a level then adjust up or downwards in marks as appropriate.

**Part 2 Writing: levels mark scheme**

Marks available:

- Task achievement and content – 10 marks
- Structure – 5 marks
- Language – 10 marks

**Task achievement and content [maximum 10 marks]**

Level 5	9–10 marks	<ul style="list-style-type: none"> <li>• very detailed response</li> <li>• wholly relevant to task</li> <li>• makes points thoughtfully</li> <li>• shows insight or engagement with the subject matter</li> <li>• style fully appropriate.</li> </ul>
Level 4	7–8 marks	<ul style="list-style-type: none"> <li>• detailed response</li> <li>• mostly relevant to task</li> <li>• makes some clear points</li> <li>• shows some engagement with the subject matter</li> <li>• style generally appropriate.</li> </ul>
Level 3	5–6 marks	<ul style="list-style-type: none"> <li>• competent response</li> <li>• usually relevant to task</li> <li>• may lack detail or clarity in places</li> <li>• a mechanical response to the subject matter</li> <li>• some attempt at appropriate style.</li> </ul>
Level 2	3–4 marks	<ul style="list-style-type: none"> <li>• a limited attempt</li> <li>• limited relevance to task</li> <li>• lacks detail and clarity</li> <li>• an unfocussed response to the subject matter</li> <li>• limited expression.</li> </ul>
Level 1	1–2 marks	<ul style="list-style-type: none"> <li>• a weak attempt</li> <li>• very limited relevance to task</li> <li>• content very limited</li> <li>• very limited expression.</li> </ul>
Level 0	0 marks	<ul style="list-style-type: none"> <li>• no rewardable response.</li> </ul>

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**Structure [maximum 5 marks]**

Level 5	5 marks	confidently argued and structured
Level 4	4 marks	some ability to develop argument; clear structure
Level 3	3 marks	some linked ideas; attempt at structure but not entirely successful
Level 2	2 marks	few linked ideas; little attempt at structure
Level 1	1 mark	ideas presented at random
Level 0	0 marks	no rewardable response

**Language [maximum 10 marks]**

Level 5	9–10 marks	<ul style="list-style-type: none"> <li>confident use of a range of complex sentence structures</li> <li>uses a wide range of appropriate vocabulary</li> <li>generally accurate.</li> </ul>
Level 4	7–8 marks	<ul style="list-style-type: none"> <li>generally sound grasp of complex sentence structures</li> <li>uses a range of generally appropriate vocabulary</li> <li>mostly accurate, errors may occur when complex language is attempted.</li> </ul>
Level 3	5–6 marks	<ul style="list-style-type: none"> <li>tends to be simple and repetitive in use of structures</li> <li>attempts to use appropriate vocabulary</li> <li>basics mostly accurate, errors do not impede communication.</li> </ul>
Level 2	3–4 marks	<ul style="list-style-type: none"> <li>nearly all that is written is simple and repetitive</li> <li>vocabulary is limited</li> <li>errors may impede communication.</li> </ul>
Level 1	1–2 marks	<ul style="list-style-type: none"> <li>very simple and repetitive sentence structures</li> <li>vocabulary is very limited</li> <li>many errors that impede communication.</li> </ul>
Level 0	0 marks	<ul style="list-style-type: none"> <li>no rewardable response.</li> </ul>