

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

General Certificate of Education Ordinary Level

**MARK SCHEME for the November 2004 question paper**

**3248 SECOND LANGUAGE URDU**

**3248/01**

**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.

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November 2004

GCE ORDINARY LEVEL

MARK SCHEME

MAXIMUM MARK: 55

SYLLABUS/COMPONENT: 3248/01

SECOND LANGUAGE URDU  
Composition and Translation



|               |                                    |                 |              |
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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:

- Books have been the best source of knowledge since olden times.
- Educational, practical and recreational benefits of reading books.
- The need to take an interest in good books.

| <b>Language (out of 10)</b>  | <b>Content (out of 5)</b>  |
|--|--|
| <b>9–10 Very good</b><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.                            | <b>5 Very good</b><br>Detailed, clearly relevant and well illustrated; coherently argued and structured.   |
| <b>7–8 Good</b><br>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><br>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.  |
| <b>5–6 Adequate</b><br>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.                                       | <b>3 Adequate</b><br>Some knowledge, but not always relevant; a more limited capacity to argue.  |
| <b>3–4 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.                  | <b>2 Poor</b><br>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question. |
| <b>0–2 Very poor</b><br>Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.                                | <b>0–1 Very poor</b><br>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.

| <b>Language</b> (out of 15)  | <b>Content</b> (out of 5)  |
|--|--|
| <b>13–15 Very good</b><br>Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.                             | <b>5 Very good</b><br>Detailed, clearly relevant and well illustrated; coherently argued and structured.   |
| <b>10–12 Good</b><br>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><br>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.  |
| <b>7–9 Adequate</b><br>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.   | <b>3 Adequate</b><br>Some knowledge, but not always relevant; a more limited capacity to argue.  |
| <b>4–6 Poor</b><br>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.                    | <b>2 Poor</b><br>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><br>Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.                                  | <b>0–1 Very poor</b><br>Vague and general, ideas presented at random.  |

|        |                             |          |       |
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### Part 3: Translation into Urdu

| English  | Urdu  | Marks |
|--|---|-------|
| People used to count on their fingers.   | لوگ اپنی انگلیوں پر گنا کرتے تھے۔   | 1     |
| This is why we use the numbers one to ten when we count.   | اسی لئے ہم گنتے ہوئے ایک سے دس تک گنتے ہیں۔   | 1     |
| The abacus, the first counting machine, was invented in china about 5,000 years ago.   | اباکس، پہلی گنتے کی مشین تقریباً 5,000 سال پہلے چین میں ایجاد ہوئی۔   | 2     |
| If we count out a pile of beads, we group them in units, tens and hundreds.  | اگر ہم ایک سو تاجوں کا اجماع لیں تو انہیں اکائی، دہائی اور سیکڑوں میں تقسیم کر لیں گے۔  | 2     |
| On the abacus, beads are placed on wires.  | اباکس میں سوئی تاروں پر ہوتے ہیں۔   | 1     |
| Ten beads in the units line can be replaced by one bead in the tens line, while one bead in the hundreds line will take the place of ten beads in the tens line. | اکائی کی قطار میں دس سو تاجوں کی جگہ دہائی کی قطار میں ایک سو تاج لگایا جاتا ہے، جبکہ سیکڑوں کی قطار میں ایک سو سو دہائی کی قطار میں دس سو تاجوں کی جگہ لگاتا ہے۔ | 3     |
| In this way the abacus helps us to count and store the results.  | اس طریقے پر اباکس گنتی اور نتائج کو محفوظ کرنے میں ہماری مدد کرتا ہے۔   | 1     |
| A computer works so quickly and efficiently that it have magical powers!   | ایک کمپیوٹر اتنی تیزی اور مستعدی سے کام کرتا ہے کہ اس میں جادو کی طاقت ہے۔  | 2     |
| In fact, it is just a machine that only does what it is told to do.  | درحقیقت، یہ صرف ایک مشین ہے جو اس کو کہا جاتا ہے، وہی کرتی ہے۔  | 1     |
| Instructions must always be simple.  | چاہا ہوا ہر کام ہمیشہ سادہ ہونا چاہیے۔  | 1     |
| If we had to work out long and difficult calculations, we could spend a whole day and would probably grow tired and bored.                                       | اگر ہمیں لمبے اور مشکل حسابات کرنے چاہیں تو پورا دن لگ جائے اور شاید چٹک اور اکتا ہو جائیں۔   | 2     |
| We might also make mistakes.   | ہم سب سے غلطیاں بھی کریں گے۔  | 1     |
| We could spend the rest of our lives doing work that computers can do in a few seconds.  | ہم باقی بقیہ زندگی صرف کر سکتے ہیں۔   | 2     |