

## MARK SCHEME for the May/June 2007 question paper

### 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.

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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, they will be penalised; both questions are to be marked and the best mark taken.
- If candidates answer two passages/texts but on different texts they will not be penalised.

### **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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**Question 1 [25 marks]**

(a) Poet's name. [1]

(b) Background to the poem. [3]

(c) Points to be included:  
 Due to lack of power he was very sad.  
 Feeling of inferiority.  
 English rule.  
 Candidates need to show knowledge of another poem and the answer should be written in the light of that poem.

8	Excellent	Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
6–7	Good	Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter.
4–5	Satisfactory	Competent response: relevant material from the passage has been identified but may lack detail or clarity; a mechanical response to the subject matter.
2–3	Poor	A limited attempt: some appropriate material from the passage has been picked out but is used randomly and sometimes does not appear to be focused on the question.
0–1	Very Poor	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant.

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<b>(d)</b>	7–8	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.
	5–6	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.
	3–4	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.
	1–2	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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**(e)** 5 marks for five explained words.

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**Question 2 [25 marks]**

- (a) Candidates should give reasons for the gloomy topics of his poetry. Five points should be included for five marks.

[5]

- (b) Points to be included:

Sadness, spiritualism, reflection of his age in his poetry, simplicity and music, etc. Any five qualities with examples.

19–20	Exceptional work	Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.
17–18	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.
15–16	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.
13–14	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.
11–12	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.
9–10	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.
7–8	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.
4–6	Weak	Candidate may have read the text but the answer is insubstantial and lacking in relevance. Any ideas will not be expressed coherently.
0–3	Poor	No clear material: marks in this category are awarded almost on the basis of quantity: up to 3 for a sentence or 2 showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.

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**Question 3 [25 marks]**

(a) Points to be included:

The situation of prison.  
 Blessings of independence.  
 The influence and result of wrong thinking.

13–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
10–12	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
7–9	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.
4–6	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.
0–3	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.

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(b) Points to be included:

How cruelty makes people weak.  
 Weak people can be independent if they decide to face cruelty.  
 Cruelty can be stopped if someone has the will power.

9–10	Excellent	Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
7–8	Good	Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter.
5–6	Satisfactory	Competent response: relevant material from the passage has been identified but may lack detail or clarity; a mechanical response to the subject matter.
3–4	Poor	A limited attempt: some appropriate material from the passage has been picked out but is used randomly and sometimes does not appear to be focused on the question.
1–2	Very Poor	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant.

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#### Question 4

Points to be included:

How important is character?

Those nations who do not have character, how do they suffer?

Background to the story.

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 this is also a hint of relevance to the question.

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**Question 5 (25 marks)**

**(a)** Points to be included:

Worries about her wedding.  
Acceptance of her faith.  
Safdar's attempt to help.

13–15	Excellent	Very detailed response: material from the required story well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
10–12	Good	Detailed response: relevant material from the required story has been identified; makes some clear points; shows some engagement with the subject matter.
7–9	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.
4–6	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.
1–3	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.

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**(b)** Points to be included:

An obedient daughter.  
A loving sister.  
A caring woman.

9–10	Excellent	Very detailed response: material from the passage well selected; makes points thoughtfully, shows insight or engagement with the subject matter.
7–8	Good	Detailed response: relevant material from the passage has been identified; makes some clear points; shows some engagement with the subject matter.
5–6	Satisfactory	Competent response: relevant material from the passage has been identified but may lack detail or clarity; a mechanical response to the subject matter.
3–4	Poor	A limited attempt: some appropriate material from the passage has been picked out but is used randomly and sometimes does not appear to be focused on the question.
1–2	Very Poor	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant.

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### Question 6

Points to be included:

Her anxious nature.  
Her love for her father.  
Her careless attitude etc.

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, 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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