

**MARK SCHEME for the May/June 2010 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.

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

CIE is publishing the mark schemes for the May/June 2010 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 2010	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 passage-based questions **or** two essay questions (e.g. **1 and 5, 2 and 6**, etc.), 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.

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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

1 (a) 10 marks

Points to be included:

- To explain how his poetry is for all periods.
- To explain how his poem is for all nations.
- To explain how his poem is for every individual.

9–10	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.
7–8	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.
4–6	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.
1–3	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.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

(b) 15 marks

Points to be included:

- How the poet has guided the Muslims to work hard and struggle.
- How the poet has shown the Muslims to follow the practical way of life.
- How the poet has tried to stop the inferiority complex in Muslims.

14–15	Exceptional work	Exceptional ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions. Really articulate and intelligent answers.
12–13	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.
10–11	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.
8–9	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.
6–7	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.
4–5	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.
0–3	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.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

2 25 marks

Points to be included:

Candidates' own opinion and judgement about the qualities of two poets particularly in the field of love. Candidates are expected to explain all those feelings without which love poetry does not complete.

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 2 showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

3 (a) 10 marks

Points to be included:

- Comparison of Eastern and Western values.
- Defensive attitude to safeguard Eastern values.

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.
5–6	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.
3–4	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) 15 marks

Points to be included:

Candidates have to give reasons why people like his verse even though no Western society exists in the East.

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 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

4 25 marks

Points to be included:

- His quality as a narrator.
- His quality as a tourist.
- His quality and attractive way of explaining the weather and festivals.

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.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

5 (a) 10 marks

Points to be included:

- Division in the society.
- His humour on this division.

9–10	Excellent	Very detailed response: material from the text well selected; makes points thoughtfully; shows insight or engagement with the subject matter.
7–8	Good	Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.
5–6	Satisfactory	Competent response: relevant material from the text 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 text has been picked out but is used randomly and sometimes does not appear to be focused on the question.
0–2	Very Poor	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant

(b) 15 marks

Points to be included:

- How his work is like a mirror to reflect people's social face.
- His humour.
- To what extent he was successful in showing the social weakness of the society.

14–15	Excellent	Very detailed response: material from the text well selected; makes points thoughtfully; shows insight or engagement with the subject matter.
11–13	Good	Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.
8–10	Satisfactory	Competent response: relevant material from the text 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 text has been picked out but is used randomly and sometimes does not appear to be focused on the question.
1–4	Very Poor	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

6 25 marks

Points to be included:

- His quality of characterisation.
- His real characters.

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 2 showing a glimpse of knowledge; 4 or 5 where this is also a hint of relevance to the question.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

7 (a) 10 marks

Points to be included:

- The importance of the letter he wrote for his daughter.
- Why he wrote such a letter.
- Why that letter is important for brides.

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.
5–6	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.
3–4	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) 10 marks

Points to be included:

- The reason for not writing such a letter for his older daughter.
- The circumstances which led to his stopping writing the letter for Akbri.

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 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

8 25 marks

Points to be included:

- Why he wrote the novel only for women.
- The type of evils he wanted to remove from the society.

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.

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

9 (a) 10 marks

Points to be included:

- Why family people think that Gatee is responsible for Masaood's ill-treatment.
- The circumstances that led to this situation.

9–10	Excellent	Very detailed response: material from the text well selected; makes points thoughtfully; shows insight or engagement with the subject matter.
7–8	Good	Detailed response: relevant material from the text has been identified; makes some clear points; shows some engagement with the subject matter.
5–6	Satisfactory	Competent response: relevant material from the text 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 text has been picked out but is used randomly and sometimes does not appear to be focused on the question.
0–2	Very Poor	A weak attempt: little useful material has been selected; question may not be addressed; answer may be largely irrelevant

(b) 15 marks

Points to be included:

- The role of Ama Begum and Saoolat Aapa.
- The attitude of Gatee.
- Why she leaves the house.

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 13	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2010	3247	02

10 25 marks

Points to be included:

- The character of Jehangir Mirza.
- His weaknesses.
- His way of living life.

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.