

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

MARK SCHEME for the May/June 2014 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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Question 1

[maximum 25 marks]

Points may include:

جنگلات کا ختم ہونا، پانی کی کمی، انسان کا اپنی سہولت کے لیے اس سیارے کو بہت نقصان پہنچانا، جانوروں اور تتلیوں کا ناپید ہونا، درختوں کی لکڑی کو ایندھن کے طور پر استعمال کرنا، قدرتی آفات کا نزول، زراعی تعلیم کی کمی، علاقائی زبانوں میں زراعت کی تعلیم دینا اور کھاد کے استعمال کے متعلق بتانا وغیرہ

Communication– [maximum 10 marks]

| | | |
|------|--------------|---|
| 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 |

If the passages are not compared but largely summarised then apply the following maxims:

If a summary is made with no comparison at all:

Content maximum 4/10

Organisation maximum 2/5

Language maximum 8/10

If some comparison is made:

Content maximum 6/10

Organisation maximum 3/5

Language maximum 10/10

If the length is significantly over 250 words (300+) then read everything and go down 1 mark band for content – if you would have given 8 then go down to 6. If you would have given 6 then go down to 4.

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Structure and organisation – [maximum 5 marks]

| | |
|---|---|
| 5 | Confidently argued and structured |
| 4 | Some ability to develop argument; clear structure |
| 3 | Attempt at structure but not entirely successful |
| 2 | Little attempt at structure |
| 1 | Ideas presented at random |

Language – [maximum 10 marks]

| | | |
|------|--------------|---|
| 9–10 | Excellent | Confident use of complex sentence structures, accurate, uses own extensive and appropriate vocabulary. Confident use of idiomatic language. |
| 7–8 | Good | Generally sound grasp of complex sentence structures and grammar. Some lapses but mostly accurate. Attempts to use a variety of vocabulary. Some use of idiomatic language. |
| 5–6 | Satisfactory | Tends to be simple and repetitive in use of structures. Basics mostly accurate, vocabulary simple: much copied from texts. |
| 3–4 | Poor | Nearly all that is written is simple and repetitive. Sentence structures containing many errors. Own vocabulary limited. |
| 0–2 | Very Poor | Very simple and repetitive sentence structures containing many errors. Weak grasp of grammar and use of own vocabulary very limited. |

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Question 2

[maximum 25 marks]

Points may include:

علاقے کو آلودگی سے پاک رکھنا، درخت لگاؤ مہم کا آغاز کرنا، دیہاتوں اور گاؤں میں جا کر ماحول کے متعلق تعلیم دینا، اسکولوں اور دوسرے تعلیمی اداروں میں ہفتہ صفائی مہم اور ماحول سے آگائی کے پروگرام ترتیب دینا وغیرہ

Communication– [maximum 10 marks]

| | | |
|------|--------------|---|
| 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 |

Length – apply the same maxims as in Question 1.

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Structure – [maximum 5 marks]

| | |
|---|---|
| 5 | Confidently argued and structured |
| 4 | Some ability to develop argument; clear structure |
| 3 | Attempt at structure but not entirely successful |
| 2 | Little attempt at structure |
| 1 | Ideas presented at random |

Language – [maximum 10 marks]

| | | |
|------|--------------|---|
| 9–10 | Excellent | Confident use of complex sentence structures, accurate, uses own extensive and appropriate vocabulary. Confident use of idiomatic language. |
| 7–8 | Good | Generally sound grasp of complex sentence structures and grammar. Some lapses but mostly accurate. Attempts to use a variety of vocabulary. Some use of idiomatic language. |
| 5–6 | Satisfactory | Tends to be simple and repetitive in use of structures. Basics mostly accurate, vocabulary simple: much copied from texts. |
| 3–4 | Poor | Nearly all that is written is simple and repetitive. Sentence structures containing many errors. Own vocabulary limited. |
| 0–2 | Very Poor | Very simple and repetitive sentence structures containing many errors. Weak grasp of grammar and use of own vocabulary very limited. |