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 October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.
Part 1: Directed Writing (15 marks)

The syllabus specifies that the candidates are to write about 150 words in Urdu. Examiners are to read up to 200 words and ignore any further writing. If one bullet point is not covered at all, then the maximum mark for language is 7.

<table>
<thead>
<tr>
<th>Language (out of 9)</th>
<th>Content (out of 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8–9 Very good</td>
<td>5–6 Very good</td>
</tr>
<tr>
<td>Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.</td>
<td>Detailed, clearly relevant and well illustrated; coherently argued and structured.</td>
</tr>
<tr>
<td>6–7 Good</td>
<td>4 Good</td>
</tr>
<tr>
<td>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</td>
<td>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</td>
</tr>
<tr>
<td>4–5 Adequate</td>
<td>3 Adequate</td>
</tr>
<tr>
<td>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</td>
<td>Some knowledge, but not always relevant; a more limited capacity to argue.</td>
</tr>
<tr>
<td>2–3 Poor</td>
<td>2 Poor</td>
</tr>
<tr>
<td>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</td>
<td>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</td>
</tr>
<tr>
<td>0–1 Very poor</td>
<td>0–1 Very poor</td>
</tr>
<tr>
<td>Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</td>
<td>Vague and general; ideas presented at random.</td>
</tr>
</tbody>
</table>
Part 2: Letter, Report, Dialogue or Speech (20 marks)

The syllabus specifies that the candidates are to write about 200 words in Urdu.

<table>
<thead>
<tr>
<th>Language (out of 15)</th>
<th>Content (out of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13–15 Very good</strong></td>
<td><strong>5 Very good</strong></td>
</tr>
<tr>
<td>Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.</td>
<td>Detailed, clearly relevant and well illustrated; coherently argued and structured.</td>
</tr>
<tr>
<td><strong>10–12 Good</strong></td>
<td><strong>4 Good</strong></td>
</tr>
<tr>
<td>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</td>
<td>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</td>
</tr>
<tr>
<td><strong>7–9 Adequate</strong></td>
<td><strong>3 Adequate</strong></td>
</tr>
<tr>
<td>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</td>
<td>Some knowledge, but not always relevant; a more limited capacity to argue.</td>
</tr>
<tr>
<td><strong>4–6 Poor</strong></td>
<td><strong>2 Poor</strong></td>
</tr>
<tr>
<td>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</td>
<td>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</td>
</tr>
<tr>
<td><strong>0–3 Very poor</strong></td>
<td><strong>0–1 Very poor</strong></td>
</tr>
<tr>
<td>Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</td>
<td>Vague and general; ideas presented at random.</td>
</tr>
</tbody>
</table>
Part 3: Translation (20 marks)

English

1 Ahmed Faraz, like his tutor, Faiz Ahmed Faiz,  
2 was never afraid  
3 to stand up for his principles.  
4 People loved him,  
5 especially the young,  
6 and nobody wrote  
7 with more feeling  
8 about love.  
9 All were able to understand  
10 his simple but elegant style  
11 and the greatest singers of the age  
12 loved to set his verses to music.  
13 An old friend remembered:  
14 “Faraz was a year senior to me  
15 when I joined Islamia College, Peshawar  
16 in 1954.  
17 He was very handsome  
18 and full of energy.  
19 He would gather  
20 students around him

Urdu accept

ابد کے انوار آزاد استاد فائز اقبال کے طرح بھی گھوڑے مٹھے اسی اصل کے اندر ملے جائیں سے  
خیال انہوں نے بیان کیے ہوئے  
اور کیا نے گھٹی نہیں کیا  
زیادہ تبدیل سے  
jيت پہاڑ یہاں  
سے اوہ لوگ کہ ہیں  
ان کا سارا اور خوبصورت اصل بیان  
اوراس دور کے مشرگون  
ان کے اشعار کہ اندرن کے  
اک بہانے دوست نے یا کیا  
فراز نگاہ سے ایک سال آگے  
جب تمہا اسلامیہ کا بھاپر میں داغدلے  
1954 میں  
ودھوں خوبصورت تھا  
اور بھی بھیغی  
ودھوں پاک نظر  
اکتا کے تھے

As in any language translation there are different ways of translating to and from any language. This example here gives a good sense of the original English. Examiners will need to read candidates’ work and judge how well the candidate had transferred the meaning of the original.
Mark each phrase out of 1 putting the mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20.
NB This is not marked for written accuracy but for meaning.
21 and read out
22 his romantic poems.
23 There was not much mixing
24 of male and female students
25 in those days.
26 But somehow his poems
27 managed to reach
28 girl students as well
29 and he would receive
30 dozens of letters from them.
31 The rich ones
32 would have their servants
33 deliver their letters
34 while others would drop them
35 in front of Faraz
36 at bus stops.”
37 Ahmed Faraz won many prizes
38 for his poetry.
39 He died in Islamabad

As in any language translation there are different ways of translating to and from any language. This example here gives a good sense of the original English. Examiners will need to read candidates’ work and judge how well the candidate had transferred the meaning of the original. Mark each phrase out of 1 putting the mark in the margin. Add up the marks (out of 40) then divide by 2 to get a final mark out of 20. NB This is not marked for written accuracy but for meaning.

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