MARK SCHEME for the October/November 2013 series

3248 SECOND LANGUAGE URDU

3248/01 Paper 1 (Composition and Translation),
maximum raw mark 55

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 October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.
Part 1: Directed Writing (15 marks)

The syllabus specifies that the candidates are to write an essay in Urdu of about 150 words. Examiners are to read up to 200 words and ignore any further writing.
If only TWO bullet points are covered, then the maximum mark for language is 7.
If only ONE bullet point is covered, then the maximum mark for language is 5.

<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>2 marks for a bullet point that contains EITHER One detailed and relevant response OR Two separate and relevant responses</td>
</tr>
<tr>
<td></td>
<td>1 mark for a bullet point that contains One relevant response</td>
</tr>
<tr>
<td>6–7 Good</td>
<td>If 3 bullet points are fully covered: $3 \times 2 = 6$ marks Candidate can receive up to maximum of 9 marks for Language</td>
</tr>
<tr>
<td>4–5 Adequate</td>
<td>If only 2 bullet points are covered: $2 \times 2 = 4$ marks If only TWO bullet points are covered, then the candidate can receive up to maximum of only 7 marks for Language</td>
</tr>
<tr>
<td>2–3 Poor</td>
<td>If only 1 bullet point is covered: $1 \times 2 = 2$ marks If only ONE bullet point is covered, then the candidate can receive up to maximum of only 5 marks for Language</td>
</tr>
<tr>
<td>0–1 Very Poor</td>
<td></td>
</tr>
</tbody>
</table>

Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.

Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.

A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.

Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.

Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.
### Part 2: Letter, Report, Dialogue or Speech (20 marks)

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

<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 made 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>
For people who live in cities
parking is one of the most stressful aspects of everyday life.
Illegal parking blocks roads, causes accidents and makes people very angry.
Sometimes they cannot get into their own homes because someone has left their car in the way.
The problem has got so great in some cities that cars are now banned from some areas.
A recent YouTube video showed one city mayor in Eastern Europe had created a unique solution.
21 He drove a tank over a car
22 which was illegally parked
23 and crushed it!
24 When the driver of the car returned
25 he could not believe
26 what had happened to his car.
27 The mayor just said
28 “This is what happens
29 if you break the law in my city!”
30 In fact the video was a fake.
31 The mayor said,
32 I made this film
33 to show people
34 that having a car
35 doesn’t give people the right to park it
36 anywhere they want.
37 He has received hundreds of messages
38 from people all over the world
39 saying that the idea
40 should be introduced in their cities!
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 has 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.

N.B. This is not marked for written accuracy but for meaning.