

# Cambridge International A Level

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**URDU****9686/02**

Paper 2 Reading and Writing

**May/June 2024**

MARK SCHEME

Maximum Mark: 70

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**Published**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **22** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**


Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

<b>1 General Marking Notes</b>	
<b>1.1 Annotations in RM Assessor</b>	
<b>Question 1</b>	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary. Use the <b>LM</b> annotation if the candidate has copied a sentence from the text.
<b>Question 2</b>	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
<b>Questions 3 and 4</b>	<p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>• In the mark input box on the right-hand side of the screen, click on the question that you are about to mark.</li> <li>• Annotate each correct point with a <b>tick</b>.</li> <li>• Use the <b>LM</b> annotation to indicate any phrases which are copied directly from the passage.</li> <li>• The number of ticks for each item (a, b, c etc.) will be added up for you and the total will appear in the top left-hand corner of the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box.</li> </ul> <p><b><u>Quality of Language Mark</u></b></p> <ul style="list-style-type: none"> <li>• Click on 3L or 4L as appropriate in the mark input box.</li> <li>• If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script.</li> <li>• If any items have scored zero or NR for content, insert a <b>comment box</b> on the script under the last item in the question. Type in the details of the Quality of Language mark, e.g.:           <div style="text-align: center; margin: 10px 0;"> <math>5-2 = 3</math>              OR              min 1           </div> </li> <li>• Then enter the Quality of Language mark in the mark input box for Question <b>3L</b> / Question <b>4L</b>.</li> </ul> 

<b>Question 5</b>	<ul style="list-style-type: none"><li>• If the answer to <b>5(a)</b> exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked.</li><li>• If the answer to <b>5(b)</b> exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked.</li></ul> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"><li>• Annotate each correct point with a <b>tick</b> up to a maximum of 10 ticks.</li><li>• The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question <b>5a</b>.</li></ul> <p><b><u>Personal response</u></b></p> <ul style="list-style-type: none"><li>• Enter the mark for Personal response in the mark input box for Question <b>5(b)</b>.</li></ul> <p><b><u>Quality of Language</u></b></p> <ul style="list-style-type: none"><li>• Enter the mark for Quality of Language in the mark input box for Question <b>5L</b>.</li><li>• Annotate all blank pages with the <b>SEEN</b> stamp.</li></ul>
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**2 General Marking Principles**

**2.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary, and award marks accordingly.

**2.2 Crossing out:**

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

**2.3 More than one response offered by the candidate in Questions 1 and 2:**

If a candidate gives more than one response to any of the items in **Question 1** or **Question 2** and does not indicate which is their final response, mark as follows:

Both answers correct = 1 mark

One answer correct and one answer incorrect = 0 marks

**2.4 No response and '0' marks**

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**Detailed Mark Scheme****Section 1**

Question	Answer	Marks	Not allowed responses
<b>Question 1</b> Do not allow answers which are copied directly from the text. Candidates must use the word(s) exactly as printed in the question.			
1(a)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	
1(b)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	
1(c)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	
1(d)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	
1(e)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	

Question	Answer	Marks	Not allowed responses
<b>Question 2</b> Responses which do not fit directly into the 'footprint' left by the original word are <b>not</b> allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
2(a)	شناخت ہوتی ہے	1	
2(b)	کام سے متعلق	1	
2(c)	قدر و قیمت بڑھ جاتی ہے	1	
2(d)	میسر آتے ہیں	1	
2(e)	بات چیت کر کے	1	



Question	Answer	Marks	Not allowed responses
<b>Question 3</b> Do not allow answers which are copied from the text without any manipulation.			
3(a)	بچوں کو اپنے ملک کی قومی زبان کیوں سیکھنی چاہیے؟ تین باتیں لکھیے۔	3	
	قومی زبان اس ملک کے تہذیب / تمدن کی شناخت ہوتی ہے	1	
	لوگ اپنے تاریخی ورثے / اپنی تاریخ سے روشناس ہوتے ہیں	1	
	یہ رابطے کا ذریعہ ہوتی ہے	1	
3(b)	انجینئر زمان شاہ کے مطابق عربی زبان نہ جاننے والے لوگوں کو کیا مشکلات پیش آسکتی ہیں؟ تین باتیں لکھیے۔	3	
	مقامی لوگوں سے دوستی کرنا	1	
	کام سے متعلق رہنمائی لینا / افسروں سے بات کرنا	1	
	ترقی کے مواقع کم ہوتے ہیں	1	

Question	Answer	Marks	Not allowed responses
3(c)	جدید غیر ملکی زبانوں کی تعلیم سے کیا فوائد حاصل ہو سکتے ہیں؟ تین باتیں لکھیے۔	3	
	مادری زبان کی قدر و قیمت میں اضافہ ہوتا ہے	1	
	ملازمت کے مواقع بڑھ جاتے ہیں	1	
	تنخواہ بھی بہتر ہوتی ہے	1	
3(d)	مہ ناز صاحبہ کی رائے کے مطابق طلباء کے لیے غیر ملکی زبانوں کی تعلیم کیوں ضروری ہے؟ تین باتیں لکھیے۔	3	
	طلباء اس ملک کے کلچر / طرز زندگی کے بارے میں جان سکتے ہیں	1	
	نوجوان ایک دوسرے کے جذبات / احساسات سے واقف ہوتے ہیں	1	
	طلباء کی کارکردگی دوسرے مضامین میں بہتر ہو جاتی ہے	1	

Question	Answer	Marks	Not allowed responses
3(e)	پروفیسر نعیم احمد کے مطابق غیر ملکی زبانیں کس طرح سیکھی جاسکتی ہیں؟ تین باتیں لکھیے۔	3	
	لوگوں سے بات چیت کر کے	1	
	فلمیں یا ویڈیو وغیرہ دیکھ کر / غیر ملکی زبان کی تعلیم کو لازمی کر کے	1	
	متعلقہ ملک کا سفر کر کے	1	

Question	Answer	Marks	Not allowed responses
<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
<b>4</b>	<p><b>Good</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.</p>		
<b>3</b>	<p><b>Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.</p>		
<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
<b>0–1</b>	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		

Question	Answer	Marks	Not allowed responses												
<p><b>Additional marking guidance for Quality of Language</b></p> <p>The five marks available for Quality of Language are awarded <b>globally</b> for the whole performance on each set of answers.</p> <p>A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.</p> <p><b>Answers scoring 0 for Content</b> cannot contribute to the overall Quality of Language mark.</p> <p>Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:</p> <table border="1" data-bbox="439 619 1796 1050"> <thead> <tr> <th data-bbox="439 619 1120 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 619 1796 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="439 719 1120 786">2–3</td> <td data-bbox="1120 719 1796 786">1</td> </tr> <tr> <td data-bbox="439 786 1120 853">4–5</td> <td data-bbox="1120 786 1796 853">2</td> </tr> <tr> <td data-bbox="439 853 1120 920">6–7</td> <td data-bbox="1120 853 1796 920">3</td> </tr> <tr> <td data-bbox="439 920 1120 987">8–14</td> <td data-bbox="1120 920 1796 987">4</td> </tr> <tr> <td data-bbox="439 987 1120 1050">15</td> <td data-bbox="1120 987 1796 1050">5</td> </tr> </tbody> </table> <p><b>Note:</b> A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).</p>				Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:	2–3	1	4–5	2	6–7	3	8–14	4	15	5
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2–3	1														
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15	5														

Question	Answer	Marks	Not allowed responses
<b>Question 3</b> Do not allow answers which are copied from the text without any manipulation.			
4(a)	لاہور کے شہری محمد حنیف غیر ملکی زبانوں کی تعلیم کی وجہ سے کیوں فکر مند ہیں؟ تین باتیں لکھیے۔	3	
	قومی زبان کو نقصان پہنچ رہا ہے / اردو کی اہمیت کم ہوتی جا رہی ہے	1	مادری زبان کو نقصان پہنچ رہا ہے
	نئی نسل اپنی قومی زبان کو کم تر سمجھتی ہے	1	
	نوجوان مغربی کلچر / طرز زندگی اپنارہے ہیں	1	
4(b)	اسکولوں میں غیر ملکی زبانوں کی تعلیم کے کیا نقصانات ہو سکتے ہیں؟ تین باتیں لکھیے۔	3	
	لوگ اپنے ملک کی بجائے دوسرے ملکوں میں جانا پسند کرتے ہیں	1	
	ملک قابل لوگوں سے محروم ہو جاتا ہے	1	
	حکومت کے اخراجات میں اضافہ ہو جاتا ہے	1	

Question	Answer	Marks	Not allowed responses
4(c)	رضا انصاری اور اس کے ساتھیوں کے لیے غیر ملکی زبانوں کی تعلیم کیوں اہم نہیں ہے؟ تین باتیں لکھیے -	3	
	انہیں بالکل شوق نہیں ہے	1	
	انہیں پاکستان میں ہی رہنا ہے	1	
	انہیں اپنے کاروبار کے لیے صرف اردو کی ضرورت ہوگی	1	
4(d)	قومی زبانوں کے مقابلے میں غیر ملکی زبانوں کی تعلیم کیوں زیادہ مشکل ہے؟ تین باتیں لکھیے۔	3	
	روزمرہ زندگی میں اس کا استعمال نہیں ہوتا/ نیا تجربہ ہوتا ہے	1	
	غیر ملکی زبان مختلف ہوتی ہے	1	
	یہ زبانیں لوگ بہت جلدی بھول جاتے ہیں	1	

Question	Answer	Marks	Not allowed responses
4(e)	پاکستان میں انگریزی زبان طبقاتی تقسیم کا سبب کیسے بن رہی ہے؟ تین باتیں لکھیے۔	3	
	انگریزی بولنے والے لوگوں کو کام کے مواقع زیادہ ملتے ہیں	1	
	انگریزی بولنے والوں کی عزت بھی زیادہ ہوتی ہے	1	
	انگلش میڈیم اور دو میڈیم اسکولوں کی تعلیم میں بڑا فرق ہے / انگلش میڈیم اسکولوں کا معیار بہتر ہوتا ہے	1	



Question	Answer	Marks	Not allowed responses
<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
<b>4</b>	<p><b>Good</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.</p>		
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Question	Answer	Marks	Not allowed responses
<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"> <li>• Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>• If the answer to either <b>(a)</b> or <b>(b)</b> is clearly too long, calculate the length more precisely.</li> <li>• If the answer to <b>5(a)</b> exceeds 150 words, insert a slash line <u>after</u> the 150th word to show the end of the response to be marked.</li> <li>• If the answer to <b>5(b)</b> exceeds 50 words, insert a slash line <u>after</u> the 50th word to show the end of the response to be marked.</li> </ul> <p><b>Content marks – Summary</b></p> <p>Indicate with a tick in the body of the text the point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			

Question	Answer	Marks	Not allowed responses
5(a)	<p>دونوں عبارتوں کے حوالے سے غیر ملکی زبانوں کے بارے میں لوگوں کے مثبت اور منفی خیالات کا تذکرہ کیجیے۔</p> <ul style="list-style-type: none"> <li>• زندگی قدرے بہتر ہوتی ہے</li> <li>• مقامی لوگوں سے دوستی کرنا آسان ہو جاتا ہے</li> <li>• افسروں سے بات کرنا آسان ہو جاتا ہے</li> <li>• کام سے متعلق رہنمائی میں آسانی ہو جاتی ہے</li> <li>• ترقی کے امکانات بڑھ جاتے ہیں</li> <li>• جس ملک کی زبان ہو اس ملک کے کلچر / طرز زندگی کے بارے میں پتا چلتا ہے</li> <li>• دوسرے ممالک کے نوجوانوں کے جذبات و احساسات کے بارے میں پتا چلتا ہے</li> <li>• طلباء کی کارکردگی عام طور پر دوسرے مضامین میں بہتر ہوتی ہے</li> <li>• طلباء کو ایک نئی زبان کا تجربہ حاصل ہوتا ہے</li> <li>• قومی زبان / اردو کے لیے نقصان دہ ہے</li> <li>• لوگ اردو زبان کو دوسری زبانوں سے کم تر سمجھتے ہیں</li> <li>• لوگ مغربی کلچر اپنارہے ہیں</li> <li>• طلباء کو غیر ملکی زبانیں سیکھنے کا شوق نہیں ہے</li> <li>• جب پاکستان میں ہی رہنا ہے تو غیر ملکی زبان سیکھنے کا کوئی فائدہ نہیں / وقت کا زیاں ہے</li> </ul>	10	

Question	Answer	Marks	Not allowed responses					
<p><b>Content marks – Response to the Text</b> Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.</p>								
5(b)	<p style="text-align: center;">اپنے اسکول میں غیر ملکی زبانوں کی تعلیم کے بارے میں اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" data-bbox="338 421 1288 1158"> <tr> <td data-bbox="338 421 1288 555"> <p><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="338 555 1288 722"> <p><b>4 Good</b> Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p> </td> </tr> <tr> <td data-bbox="338 722 1288 858"> <p><b>3 Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p> </td> </tr> <tr> <td data-bbox="338 858 1288 1026"> <p><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> </td> </tr> <tr> <td data-bbox="338 1026 1288 1158"> <p><b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table>	<p><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p><b>4 Good</b> Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.</p>	<p><b>3 Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</p>	<p><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p><b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
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<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
<b>4</b>	<p><b>Good</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.</p>		
<b>3</b>	<p><b>Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.</p>		
<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
<b>0–1</b>	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		