



Cambridge International AS Level

URDU LANGUAGE

8686/02

Paper 2 Reading and Writing

May/June 2022

MARK SCHEME

Maximum Mark: 70

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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 descriptors 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.

1 General Marking Notes	
1.1 Annotations in RM Assessor	
Question 1	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 LM annotation if the candidate has copied a sentence from the text.
Question 2	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.
Questions 3 and 4	<p><u>Content marks</u></p> <ul style="list-style-type: none"> Annotate each correct point with a tick. Use the LM annotation to indicate any phrases which are copied directly from the passage. <p><u>Quality of Language Mark</u></p> <ul style="list-style-type: none"> If any items have scored zero or NR for content, insert a comment box on the script under the last item in the question. Type in the details of the Quality of Language mark.
Question 5	<ul style="list-style-type: none"> If the answer to 5(a) exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked. If the answer to 5(b) exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked. <p><u>Summary</u></p> <ul style="list-style-type: none"> Annotate each correct point with a tick up to a maximum of 10 ticks.

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 the Principal Examiner 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
Question 1 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.	1	
1(b)	Accept any reasonable sentence which shows the meaning of the word.	1	
1(c)	Accept any reasonable sentence which shows the meaning of the word.	1	
1(d)	Accept any reasonable sentence which shows the meaning of the word.	1	
1(e)	Accept any reasonable sentence which shows the meaning of the word.	1	

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Question	Answer	Marks	Not Allowed Responses
Question 2			
Responses which do not fit directly into the 'footprint' left by the original word are not allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
2(a)	اضافہ کر سکیں	1	
2(b)	باخبر کر سکتے ہیں	1	
2(c)	اپنے خیالات کا اظہار کرتے ہوئے	1	
2(d)	ہچکچاتے ہیں	1	
2(e)	یہ بھی ممکن ہے	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			
Do not allow answers which are copied from the text without any manipulation.			
3(a)	اسی کی دہائی اور جدید کلاس روم میں کیا فرق ہے؟ دو باتیں لکھیے۔	2	
	پہلے کلاس روم میں ٹی وی اور ویڈیو لانا پڑتا تھا	1	
	اب ہر کمرے میں ٹیکنالوجی موجود ہے	1	
3(b)	جاوید حسن کلاس روم میں ٹیکنالوجی کے استعمال کے حق میں کیوں ہیں؟ تین باتیں لکھیے۔	3	
	(مضمون میں) زیادہ معلومات حاصل کر سکتے ہیں	1	
	اپنے کام کا (خود) جائزہ لے سکتے ہیں	1	
	اپنی تعلیمی قابلیت بڑھا سکتے ہیں	1	

Question	Answer	Marks	Not Allowed Responses
3(c)	والدین کے لیے ٹیکنالوجی کس طرح فائدہ مند ہو سکتی ہے؟ تین باتیں لکھیے۔	3	
	اساتذہ سے رابطہ کرنا آسان ہو جاتا ہے	1	
	والدین بچوں کی تعلیمی کارکردگی کے بارے میں جان سکتے ہیں	1	
	بچوں کے چال چلن کے بارے میں والدین کو پتا چل سکتا ہے	1	
3(d)	وقت بدلنے کے ساتھ تحقیقی کام میں کیا تبدیلیاں آئی ہیں؟ تین باتیں لکھیے۔	3	
	لائبریری میں مختلف کتابیں وغیرہ دیکھنی پڑتی تھیں	1	
	ساری معلومات ایک ہی جگہ / انٹرنیٹ پر مل جاتی ہیں	1	
	کتابوں کی ضرورت نہیں پڑتی / کتابوں کا انتظار نہیں کرنا پڑتا	1	

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Question	Answer	Marks	Not Allowed Responses
3(e)	کاشف علی کے خیال میں ٹیکنالوجی کا استعمال صرف کلاس روم تک کیوں محدود رہنا چاہیے؟ چار باتیں لکھیے۔	4	
	اساتذہ کو یہ نہیں معلوم ہوتا کہ گھر میں طلباء کے پاس ٹیکنالوجی ہے یا نہیں	1	
	طلباء کو ایسا ہوم ورک دینا جس میں ٹیکنالوجی کی ضرورت ہو مناسب نہیں ہوگا	1	
	کچھ والدین بچوں کا زیادہ دیر تک کمپیوٹر استعمال کرنا پسند نہیں کرتے	1	
	والدین کو مالی پریشانی نہیں ہوگی	1	

Question	Answer	Marks	Not Allowed Responses										
Question 3													
Quality of Language – Accuracy			[5]										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">5</td> <td style="padding: 5px;"> <p>Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p> </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="padding: 5px;"> <p>Good 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> </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="padding: 5px;"> <p>Sound 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> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="padding: 5px;"> <p>Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p> </td> </tr> <tr> <td style="text-align: center;">0–1</td> <td style="padding: 5px;"> <p>Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p> </td> </tr> </table>				5	<p>Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>	4	<p>Good 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>	3	<p>Sound 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>	2	<p>Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>	0–1	<p>Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>
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Question	Answer	Marks	Not Allowed Responses												
Question 3															
Additional marking guidance for Quality of Language															
The five marks available for Quality of Language are awarded globally for the whole performance on each set of answers.															
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.															
Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.															
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:															
<table border="1"> <thead> <tr> <th data-bbox="439 687 1120 788">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 687 1794 788">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="439 788 1120 855">2–3</td> <td data-bbox="1120 788 1794 855">1</td> </tr> <tr> <td data-bbox="439 855 1120 922">4–5</td> <td data-bbox="1120 855 1794 922">2</td> </tr> <tr> <td data-bbox="439 922 1120 989">6–7</td> <td data-bbox="1120 922 1794 989">3</td> </tr> <tr> <td data-bbox="439 989 1120 1056">8–14</td> <td data-bbox="1120 989 1794 1056">4</td> </tr> <tr> <td data-bbox="439 1056 1120 1117">15</td> <td data-bbox="1120 1056 1794 1117">5</td> </tr> </tbody> </table>				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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Note: 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).															

Question	Answer	Marks	Not Allowed Responses
Question 4			
Do not allow answers which are copied from the text without any manipulation.			
4(a)	اسکولوں کو ٹیکنالوجی کے استعمال پر کیوں غور کرتے رہنا چاہیے؟ دو باتیں لکھیے۔	2	
	تاکہ ہر طالب علم کے لیے سہولت دستیاب ہو / خطرہ ہے / ہو سکتا ہے / ایسا نہ ہو کہ ہر طالب علم کے لیے سہولت دستیاب نہ ہو	1	
	ہر طالب علم کو ترقی کے یکساں مواقع حاصل ہوں	1	
4(b)	آصف علی کے مطابق ٹیکنالوجی کے استعمال سے طلباء کو کیا نقصانات ہو سکتے ہیں؟ تین باتیں لکھیے۔	3	
	کسی اجنبی کے ساتھ (آن لائن) کام کرنا خطرناک ہو سکتا ہے	1	
	ایک دوسرے کے ساتھ مل کر کام کرنے کا موقع نہیں ملتا / معاشرتی میل جول پر اثر پڑتا ہے	1	
	ایک دوسرے کے خیالات یا جذبات سے آگاہی نہیں ہوتی	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	کلاس روم میں ٹیکنالوجی کے استعمال کے سلسلے میں اساتذہ کی کیا ذمہ داری ہے اور کیوں؟ چار باتیں لکھیے۔	4	
	اکثر معلومات غلط ہوتی ہیں / تصدیق شدہ نہیں ہوتیں / بناوٹی ہوتی ہیں	1	
	ان کو استعمال کرنے والے بھی اصلی نہیں ہوتے / ویب ریبوٹ	1	
	ٹیکنالوجی کو درست طریقے سے استعمال کرنا سکھائیں	1	
	طلباء کو درست معلومات حاصل کرنے کی تربیت دیں	1	
4(d)	جرائم پیشہ افراد کس قسم کے خطرات کا باعث ہوتے ہیں؟ تین باتیں لکھیے۔	3	
	لوگوں کی شناخت چوری ہونے کا خطرہ ہوتا ہے	1	
	معیشت کو بہت زیادہ / کروڑوں کا نقصان پہنچتا ہے	1	
	طلباء غیر محفوظ ہو جاتے ہیں	1	

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Question	Answer	Marks	Not Allowed Responses
4(e)	کلاس روم میں ٹیکنالوجی صحت کے لیے کیوں نقصان دہ ہو سکتی ہے؟ تین باتیں لکھیے۔	3	
	طلبا کی آنکھیں متاثر ہو جاتی ہیں	1	
	کمر اور گردن میں درد ہوتا ہے	1	
	نیند نہ آنے کی شکایت ہو جاتی ہے	1	

Question	Answer	Marks	Not Allowed Responses
Question 4			
Quality of Language – Accuracy			[5]
5	<p>Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
4	<p>Good 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>		
3	<p>Sound 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>		
2	<p>Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
0–1	<p>Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		

Question	Answer	Marks	Not Allowed Responses
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Question 4**Additional marking guidance for Quality of Language**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

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.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

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:

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

Note: 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).

Question	Answer	Marks	Not Allowed Responses
<p>Question 5</p> <p>Length of 5(a) + 5(b) (Summary and Personal Response)</p> <ul style="list-style-type: none"> • Examiners make a rough estimate of the length by a quick calculation of the number of words on a line. • If the answer to either (a) or (b) is clearly too long, calculate the length more precisely. • If the answer to 5(a) exceeds 150 words, insert a slash line <u>after</u> the 150th word to show the end of the response to be marked. • If the answer to 5(b) exceeds 50 words, insert a slash line <u>after</u> the 50th word to show the end of the response to be marked. <p>Content marks – Summary</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 copying from the text should be taken into account when awarding 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 کلاس روم میں ٹیکنالوجی کے فائدے اور نقصانات لکھیے۔</p> <p><u>فائدے</u></p> <p>- معلومات تک رسائی آسان ہو گئی ہے / معلومات ایک ہی جگہ سے مل جاتی ہیں</p> <p>- ہر کلاس روم / کمرے میں سہولت میسر ہے</p> <p>- طلباء مختلف تعلیمی سرگرمیوں میں حصہ لے سکتے ہیں</p> <p>- پڑھائے جانے والے مضمون میں مزید معلومات حاصل کر سکتے ہیں / تحقیق کر سکتے ہیں</p> <p>ہیں</p> <p>- اپنی کارکردگی کا جائزہ لے سکتے ہیں</p> <p>- اپنی تعلیمی قابلیت میں اضافہ کر سکتے ہیں</p> <p>- والدین اور اساتذہ کے لیے ایک دوسرے سے رابطہ کرنا آسان ہو جاتا ہے</p> <p>- اساتذہ والدین کو بچوں کی کارکردگی / ان کے طرز عمل کے بارے میں بتا سکتے ہیں</p> <p>- والدین کے لیے مالی پریشانیوں کا امکان ختم ہو سکتا ہے</p>	10	

Question	Answer	Marks	Not Allowed Responses
5(a)	<p style="text-align: center;"><u>نقصانات</u></p> <p>- ممکن ہے / خطرہ ہے کہ ہر طالب علم کو یکساں سہولت حاصل نہ ہو سکے</p> <p>- (طلبا) کی شناخت محفوظ نہیں ہوتی / شناخت کی چوری کے جرم کا شکار ہو جاتے ہیں</p> <p>- کسی اجنبی کے ساتھ (آن لائن) کام کرنا خطرناک بھی ہو سکتا ہے / طلبا کی سلامتی کو خطرہ</p> <p>- ایک دوسرے کے ساتھ مل کر کام کرنے کے تجربے سے محروم ہو جاتے ہیں / معاشرتی میل جول پر اثر پڑتا ہے</p> <p>- ایک دوسرے کے خیالات، جذبات وغیرہ سے آگاہی نہیں ہوتی</p> <p>- غیر تصدیق شدہ / بناوٹی مواد پیش کیا جاتا ہے</p> <p>- صحت کے مسائل پیدا ہوتے ہیں / آنکھوں پر دباؤ / کمر اور گردن میں درد / نیند نہ آنے کی شکایت</p>		

Question	Answer	Marks	Not Allowed Responses					
<p>Content marks – Response to the Text</p> <p>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>آپ کے اسکول میں ٹیکنالوجی کے استعمال کے بارے میں اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" data-bbox="342 560 1135 1437"> <tr> <td data-bbox="342 560 1135 730"> <p>5 Very good 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="342 730 1135 932"> <p>4 Good 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="342 932 1135 1099"> <p>3 Sound 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="342 1099 1135 1267"> <p>2 Below average 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="342 1267 1135 1437"> <p>0-1 Poor 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>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p>4 Good 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>3 Sound 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>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p>0-1 Poor 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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Question 5			
	Quality of Language – Accuracy		[5]
5	Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).		
4	Good 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.		
3	Sound 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.		
2	Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.		
0–1	Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.		