



# **Cambridge International AS Level**

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**URDU LANGUAGE**

**8686/02**

Paper 2 Reading and Writing

**October/November 2023**

**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 October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **20** printed pages.

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.

<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.
<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>Content marks</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 beneath 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>Quality of Language Mark</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 an <b>on-page comment</b> (text box)  on the script under the last item in the question. Type in the details of the Quality of Language mark, e.g.:</li> </ul> <p style="text-align: center;">5–2 = 3</p> <p>OR</p> <p style="text-align: center;">min 1</p> <ul style="list-style-type: none"> <li>• Then enter the Quality of Language mark in the mark input box for Question <b>3L</b> / Question <b>4L</b>.</li> </ul>

**Question 5**

- If the answer to **5(a)** exceeds 150 words, insert a slash after the 150<sup>th</sup> word to show the end of the response to be marked.
- If the answer to **5(b)** exceeds 50 words, insert a slash after the 50<sup>th</sup> word to show the end of the response to be marked.

**Summary**

- Annotate each correct point with a **tick** up to a maximum of 10 ticks.
- 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 **5a**.

**Personal response**

- Enter the mark for Personal response in the mark input box for Question **5b**.

**Quality of Language**

- Enter the mark for Quality of Language in the mark input box for Question **5L**.

**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
<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.	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	

Question	Answer	Marks	Not Allowed Responses
<b>Question 2 antonyms</b>			
The candidates must find, where possible, a single word which is the opposite of the word given. Accept minor spelling errors.			
2(a)	زیادتی/اضافہ/کثرت	1	زیادہ
2(b)	متفق	1	
2(c)	ناتکامی/بذریغ/ٹکست	1	ناتکام
2(d)	یقینی/اعتقاد	1	
2(e)	عملیہ/الگ/جدرا	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 3</b> Candidates must not copy word for word from the text.			
3(a)			
	پہلے یہ اگر فکر کے مطابق ماضی میں کتب یعنی کامیابی زندگی میں کیا کردار تھا؟ تین باتیں لکھیے۔	3	
	کتابیں لوگوں کی تہائی / سفر کی ساتھی ہوتی تھیں	1	
	پڑھنے والوں کو زندگی کے خوشنگوار لمحوں کا احساس دلاتی تھیں / انسان اچھا محسوس کرتا تھا	1	
	کتابیں گھروں میں جمع کرنا لوگوں کا مشغله تھا	1	
3(b)	عمرات کے مطابق پاکستان میں کتب یعنی میں کمی کیوں واقع ہو رہی ہے؟ تین باتیں لکھیے۔	3	
	کتابیں پڑھنے کی بجائے لوگ اخبار یا رسائل پڑھتے ہیں	1	
	زندگی کی مصروفیات کی وجہ سے لوگوں کے پاس وقت نہیں ہے	1	
	لائبریریاں تیزی سے کم / بند ہو رہی ہیں	1	
3(c)	پاکستان کے شہروں میں لائبریریوں کی اہمیت کو کس طرح بیان کیا گیا ہے؟ تین باتیں لکھیے۔	3	
	طلباً کے لیے لائبریری بہت مناسب جگہ تھی	1	
	کتابیں پڑھنے کا لطف اٹھانے کے لیے لائبریری کی نضاعت مناسب تھی	1	
	لائبریریاں لوگوں سے بھری رہتی تھیں	1	

Question	Answer	Marks	Not Allowed Responses
3(d)	پروفیسر لطیف احمد کی رائے میں کتابوں میں دلچسپی نہ رکھنے والے لوگ کن باتوں سے محروم ہوتے ہیں؟ تین باتیں لکھیے۔	3	
	لوگ دنیا کو درپیش مسائل کو سمجھ نہیں پاتے	1	
	ان پر کامیابی کی نئی راہیں نہیں کھلتیں/ ان کی سوچ میں ثبت تبدیلی نہیں آتی	1	
	ان کی <u>ذہنی</u> ورزش نہیں ہوپاتی/ ان کا دماغ نہیں کھلتا	1	
3(e)	نجہ کا سی طالب علموں کو کتابیں پڑھتے کامشوروں کیوں دے رہی ہیں؟ تین باتیں لکھیے۔	3	
	طالب کو <u>حقیقی</u> معلومات ملتی ہیں	1	اچھی
	ان کا <u>حافظہ</u> اچھا ہوتا ہے	1	
	تعلیم حاصل کرنے/ ارتقی کرنے کا جذبہ پیدا ہوتا ہے	1	

**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.

Question	Answer	Marks	Not Allowed Responses												
<b>Additional marking guidance for Quality of Language</b>															
The five marks available for Quality of Language are awarded <b>globally</b> 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.															
<b>Answers scoring 0 for Content</b> 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:															
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Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b> Candidates must not copy word for word from the text.			
4(a)			
	پہلے پیر اگراف کے مطابق کتابیں پڑھنے میں کچھ لوگوں کی دلچسپی کیوں کم ہو رہی ہے؟ تین باتیں لکھیے۔	3	
	کتابیں ذہونڈنے کے لیے وقت نہیں ہوتا/ کافی وقت درکار ہوتا ہے	1	
	کتاب کو پڑھنے بغیر اس کے دلچسپی یا مفہید ہونے کا اندازہ کرنا مشکل ہوتا ہے	1	
	پڑھنے والوں کو غیر ضروری باتیں بھی پڑھنی پڑتی ہیں	1	
	زارانے انسان کی زندگی پر کتب نہیں کے اثرات کو کیسے بیان کیا ہے؟ تین باتیں لکھیے۔	3	
	ذہن پر بوجھ/ دباو پڑتا ہے	1	
	معاشرتی زندگی پر منفی اثرات پڑتے ہیں	1	
	ورزش نہ کرنے کی وجہ سے جسم سست/ بیمار ہو جاتے ہیں	1	
	عمرت کے مطابق کتابوں میں لکھی ہوئی باتیں پر طلبانی کیوں نہیں کرتے؟ تین باتیں لکھیے۔	3	
	مصنف اپنے مزاج کے مطابق لکھتے ہیں	1	
	کتابیں مخصوص حالات میں لکھی جاتی ہیں/ دنیا میں بدلتے حالات کا مقابلہ نہیں کر سکتیں	1	
	کتابیں صرف پیسہ کمانے کے لیے لکھی جاتی ہیں	1	

Question	Answer	Marks	Not Allowed Responses
4(d)	سچارکے مطابق کتابوں کی وجہ سے والدین کو کن مشكلات کا سامنا کرنا پڑتا ہے؟ تین باتیں لکھیے۔	3	
	والدین مہنگی کتابیں نہیں خرید سکتے	1	
	کتابیں رکھنے کے لیے گھر میں جگہ نہیں ہوتی	1	
	نصاب کی تبدیلی سے نئی کتابیں لینی پڑتی ہیں	1	
4(e)	عامر خان کی رائے میں کتابیں ماہلیات پر کس طرح سے اثر انداز ہوتی ہیں؟ تین باتیں لکھیے۔	3	
	درخختوں کو کاٹا لپڑتا ہے	1	
	کتابوں کو چھیننے کا مناسب انتظام نہیں کیا جاتا	1	
	گاڑیوں کا استعمال / ٹریک میں اضافہ	1	

**Quality of Language – Accuracy**

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Question	Answer	Marks	Not Allowed Responses
<b>Question 5</b>			
<b>Length of 5(a) + 5(b) (Summary and Personal Response)</b>			
<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 150<sup>th</sup> 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 50<sup>th</sup> word to show the end of the response to be marked.</li></ul>			
<b>Content marks – Summary</b>			
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.			
The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):			

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>دونوں عبارتوں کی روشنی میں کتب یعنی کے فائدے اور نقصانات کے بارے میں لکھیے۔</p> <p>- کتابیں تہائی / سفر کی ساتھی ہو اکرتی تھیں</p> <p>- پڑھنے والوں کو خوبصورت گھومنا کا حساس دلائی تھیں / انسان اچھا محسوس کرتا تھا</p> <p>- کتابیں پڑھنے سے دنیا میں درپیش مسائل کو سمجھنے کا بہتر موقع ملتا ہے</p> <p>- کتابیں کی نئی راہیں کھلتی ہیں / سوچ میں بثت تبدیلی پیدا ہوتی ہے</p> <p>- ذہنی صحت / اور رُزش کے لیے کتابیں پڑھنا بہترین ذریعہ ہے</p> <p>- کتابوں کے ذریعے طلباء کو حقیقت پر مبنی معلومات ملتی ہیں</p> <p>- کتابیں پڑھنے سے حافظہ تیز ہوتا ہے</p> <p>- تعلیم / زندگی کے میدان میں آگے بڑھنے کا جذبہ پیدا ہوتا ہے</p> <p>- معلومات حاصل کرنے کے لیے پوری کتاب پڑھنی پڑتی ہے / وقت ضائع ہوتا ہے</p> <p>- کتابیں پڑھنے سے ذہن پر بوجھ / دباؤ پڑتا ہے</p> <p>- پڑھنے والے کی معاشرتی زندگی پر مغلیق اثرات پڑتے ہیں</p> <p>- جسم سستی کا شکار / بیمار ہو جاتے ہیں</p> <p>- کتاب میں لکھی گئی ہر بات پر تیکنی کرنا مشکل ہوتا ہے</p> <p>- کتابیں تیزی سے بدلتے ہوئے حالات کا مقابلہ نہیں کر سکتیں / مخصوص حالات میں لکھی جاتی ہیں</p> <p>- کتابوں کو خیرہ کرنے کے لیے جگہ کی ضرورت پڑتی ہے</p> <p>- انہیں پھینکنے کا انظام نہیں ہوتا / اماح ولایتی مسائل پیدا ہوتے ہیں</p> <p>- والدین کے لیے مہنگی / نئی کتابیں خریدنا بہت مشکل ہوتا ہے</p>	10	

Question	Answer	Marks	Not Allowed Responses					
<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.								
5(b)	<p>کتب بینی کے بارے میں اپنی رائے کی وضاحت کریں۔</p> <table border="1"> <tr> <td><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.</td></tr> <tr> <td><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.</td></tr> <tr> <td><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.</td></tr> <tr> <td><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.</td></tr> <tr> <td><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.</td></tr> </table>	<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.	<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.	<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.	<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.	<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.	5	
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**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.