



Cambridge International A Level

URDU

9686/02

Paper 2 Reading and Writing

May/June 2023

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 2023 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 **19** 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"> • In the mark input box on the right-hand side of the screen, click on the question that you are about to mark. • Annotate each correct point with a tick. • Use the LM annotation to indicate any phrases which are copied directly from the passage. • 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. <p><u>Quality of Language Mark</u></p> <ul style="list-style-type: none"> • Click on 3L or 4L as appropriate in the mark input box. • 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. • 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, e.g.: <div style="text-align: center; margin: 10px 0;"> $5-2 = 3$ OR min 1 </div> • Then enter the Quality of Language mark in the mark input box for Question 3L / Question 4L. |



the

Question 5

- If the answer to **5a** exceeds 150 words, insert a slash after the 150th word to show the end of the response to be marked.
- If the answer to **5b** exceeds 50 words, insert a slash after the 50th 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**.
- Annotate all blank pages with the **SEEN** stamp.

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 |
|---|---|-------|-----------------------|
| 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 | |
| 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) | تحفظ ضروری ہے | 1 | |
| 2(b) | جاننے کے لیے | 1 | |
| 2(c) | بڑی اہمیت ہے | 1 | |
| 2(d) | ممکن نہیں ہوگا | 1 | |
| 2(e) | قانون سازی کر سکتی 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) | کس قسم کی زبانوں کو خطرہ لاحق ہے اور کیوں؟ دو باتیں لکھیے۔ | 2 | |
| | وہ زبانیں جو کسی بھی ملک میں بہت کم لوگ بولتے ہوں/ اقلیتی زبانیں | 1 | |
| | انگریزی زبان کی مقبولیت | 1 | |
| 3(b) | یونیسکو کی رپورٹ کے مطابق زبانیں کیوں اہم ہوتی ہیں؟ چار باتیں لکھیے۔ | 4 | |
| | زبانوں کے ذریعے بہت سی معلومات حاصل ہوتی ہیں | 1 | |
| | خیالات کے اظہار کا ذریعہ ہے/ زبانوں کے ذریعے لوگ سوچتے بھی ہیں | 1 | |
| | تخلیقی عمل میں اضافہ ہوتا ہے | 1 | |
| | لوگوں کو ایک دوسرے سے قریب لانے کا ذریعہ ہیں | 1 | |
| 3(c) | کسی ملک کے ثقافتی ورثے کے فروغ کے لیے اقلیتی زبانیں کیسے مددگار ثابت ہو سکتی ہیں؟ تین باتیں لکھیے۔ | 3 | |
| | زبانوں میں ثقافتی سرمایہ/ اثاثہ موجود ہوتا ہے | 1 | |
| | کسی بھی قوم کے ورثے/ تاریخ کو جاننے کے لیے زبان کا جاننا بہت اہم ہے | 1 | |
| | زبانوں کی وجہ سے کسی بھی قوم کا تعلق اپنے ماضی سے قائم رہتا ہے | 1 | نئی میں دیا گیا جواب درست نہیں ہے |

| Question | Answer | Marks | Not allowed responses |
|----------|--|-------|-----------------------|
| 3(d) | پروفیسر ترمذی کے مطابق حکومتوں کو اقلیتی زبانوں کی حفاظت کیوں کرنی چاہیے؟ تین باتیں لکھیے۔ | 3 | |
| | ورنہ زبانیں ختم ہو جائیں گی | 1 | |
| | تاکہ اگلی نسلوں تک منتقل ہو سکیں | 1 | |
| | ہر شہری کے ثقافتی ورثے کی حفاظت ہو/ لوگوں کے آپس کے تعلقات بہتر ہوں | 1 | |
| 3(e) | آخری پیرا گراف کے مطابق اقلیتی زبانوں کی حفاظت کے لیے حکومتیں کیا کر سکتی ہیں اور کیوں؟ | 3 | |
| | میڈیا میں اقلیتی زبانوں کے لیے خاص وقت مقرر کیا جاسکتا ہے / حکومتیں قانون سازی کر سکتی ہیں | 1 | |
| | تاکہ زبان پوری سوسائٹی تک پہنچ جائے | 1 | |
| | لوگوں میں اسے سیکھنے / بولنے کا شوق پیدا ہو | 1 | |

Quality of Language – Accuracy

[5]

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|--|
| 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 | | | | | | | | | | | | |
|---|-------------------------------------|-------|-----------------------|---|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| <p>Additional marking guidance for Quality of Language</p> <p>The five marks available for Quality of Language are awarded globally 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>Answers scoring 0 for Content 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="477 619 1758 1050"> <thead> <tr> <th data-bbox="477 619 1120 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 619 1758 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 719 1120 786">2–3</td> <td data-bbox="1120 719 1758 786">1</td> </tr> <tr> <td data-bbox="477 786 1120 853">4–5</td> <td data-bbox="1120 786 1758 853">2</td> </tr> <tr> <td data-bbox="477 853 1120 920">6–7</td> <td data-bbox="1120 853 1758 920">3</td> </tr> <tr> <td data-bbox="477 920 1120 987">8–14</td> <td data-bbox="1120 920 1758 987">4</td> </tr> <tr> <td data-bbox="477 987 1120 1050">15</td> <td data-bbox="1120 987 1758 1050">5</td> </tr> </tbody> </table> <p>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).</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 |
| 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 | | | | | | | | | | | | | | |

| Question | Answer | Marks | Not allowed responses |
|---|---|-------|-----------------------------------|
| Question 4 | | | |
| Do not allow answers which are copied from the text without any manipulation. | | | |
| 4(a) | زبان کا مقصد کیا ہے اور اس کی مقبولیت کا اندازہ کیسے لگایا جاسکتا ہے؟ دو باتیں لکھیے۔ | 2 | |
| | زبان کا مقصد پیغام پہنچانا/رابطہ رکھنا/بات چیت کرنا ہے | 1 | |
| | اسے استعمال کرنے والوں کی تعداد سے | 1 | |
| 4(b) | ترقی پذیر ممالک کو اقلیتی زبانوں پر توجہ کیوں نہیں دینی چاہیے؟ تین باتیں لکھیے۔ | 3 | |
| | ان کے وسائل کم/محدود ہوتے ہیں۔ | 1 | |
| | اپنے ملک میں پڑھنے لکھنے اور حساب کتاب کی صلاحیت پر زیادہ توجہ دیں۔ | 1 | تعلیم پر توجہ دینی چاہیے (غلط ہے) |
| | یہ صلاحیتیں ملک کی معاشی ترقی کے لیے ضروری ہیں | 1 | |
| 4(c) | سیما کبر اقلیتی زبانوں کے تحفظ کے خلاف کیوں ہیں؟ تین باتیں لکھیے۔ | 3 | |
| | لوگوں کے پاس وقت نہیں ہوتا | 1 | |
| | لوگ اپنی زبان کی حفاظت کے لیے کچھ نہیں کرتے/یہ حکومت کی ذمہ داری نہیں ہے | 1 | کچھ نہیں کر سکتے (غلط ہے) |
| | (طلباء کو) ایسی زبان سیکھنے کی کیا ضرورت ہے جسے وہ استعمال ہی نہ کریں | 1 | |

| Question | Answer | Marks | Not allowed responses |
|----------|---|-------|-----------------------|
| 4(d) | حکومتوں کا اقلیتی زبانوں کا تحفظ کرنا معاشرے کے لیے کیوں نقصان دہ ثابت ہو سکتا ہے؟ تین باتیں لکھیے۔ | 3 | |
| | ایسی زبان کو بولنے والے اپنے آپ کو معاشرتی طور پر الگ سمجھیں گے | 1 | |
| | ایسے لوگ سیاست میں حصہ نہیں لے پائیں گے | 1 | |
| | وسائل کی تقسیم بھی لوگوں کی ناراضگی کا باعث ہو سکتی ہے | 1 | |
| 4(e) | اقلیتی زبانوں کی حفاظت کے لیے لوگوں کو حکومت پر اصرار کیوں نہیں کرنا چاہیے؟ چار باتیں لکھیے۔ | 4 | |
| | یہ حکومت کا کام نہیں ہے | 1 | |
| | حکومت کے پاس محدود وسائل ہوتے ہیں | 1 | |
| | مقامی کمیونٹی کو یہ کام خود کرنا چاہیے / خود کر سکتی ہے | 1 | |
| | یہ قومی شناخت کے لیے نقصان دہ بھی ہو سکتا 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 |
|---|--------|--|-----------------------|
| 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 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 اقلیتی زبانوں کے تحفظ کے فائدے اور نقصانات لکھیے۔</p> <ul style="list-style-type: none"> • ان میں بہت سی معلومات ہوتی ہیں • لوگ اپنے خیالات کا اظہار کرتے ہیں / اس کے ذریعے سوچتے ہیں • تخلیقی عمل میں اضافہ ہوتا ہے • لوگوں کو ایک دوسرے کے قریب لانے / رابطے کا ذریعہ ہیں • زبانیں قوموں کا ثقافتی سرمایہ / ثقافتی اثاثہ ہوتی ہیں • کسی بھی قوم کے ورثے / تاریخ کا پتہ چلتا ہے • لوگ اپنے ماضی سے وابستہ رہتے ہیں / ماضی سے رشتہ نہیں ٹوٹتا • آنے والی نسلوں تک منتقل ہو سکیں / یہ زبانیں ختم نہ ہوں • آپس کے تعلقات بہتر ہوتے ہیں • پوری سو سائٹی تک پہنچ جائے گی / زبان کو سیکھنے کا شوق پیدا ہوگا • وسائل پڑھنے لکھنے اور حساب کتاب کی تعلیم پر خرچ نہیں ہوتے • اس کی تعلیم طلباء کے کام نہیں آتی / طلباء کا وقت ضائع ہوتا ہے • لوگ اپنے آپ کو معاشرتی طور پر الگ سمجھتے ہیں • یہ لوگ ملکی سیاست میں حصہ نہیں لے سکتے • وسائل کی تقسیم لوگوں کے درمیان ناراضگی کا باعث ہوتی ہے • ملکی شناخت کے لیے نقصان دہ ہے | 10 | <p>نئی میں جواب درست نہیں ہے مثال کے طور پر:</p> <p>ماضی سے رشتہ ختم ہو جاتا ہے</p> |

| Question | Answer | Marks | Not allowed responses | | | | | |
|--|---|--|---|--|--|--|----------|--|
| Content marks – Response to the Text | | | | | | | | |
| 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 style="text-align: center;">اقلیتی زبانوں کے تحفظ کے بارے میں اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" data-bbox="338 483 1288 1220"> <tr> <td data-bbox="338 483 1288 619">5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td> </tr> <tr> <td data-bbox="338 619 1288 786">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.</td> </tr> <tr> <td data-bbox="338 786 1288 922">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.</td> </tr> <tr> <td data-bbox="338 922 1288 1090">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.</td> </tr> <tr> <td data-bbox="338 1090 1288 1220">0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td> </tr> </table> | 5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. | 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. | 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. | 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. | 0-1 Poor 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]

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| 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. |