
URDU

9686/02

Paper 2 Reading and Writing

October/November 2019

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 October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **16** 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.

PUBLISHED

| Question | Answer | Marks | Not Allowed Responses |
|---|---------|-------|-----------------------|
| Question 1 | | | |
| Do not allow answers which are copied from the text. Candidates must use the word exactly as printed in the question. | | | |
| 1(a) | اہمیت | 1 | |
| 1(b) | روایات | 1 | |
| 1(c) | نقش قدم | 1 | |
| 1(d) | ہجوم | 1 | |
| 1(e) | شناخت | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|--|---------------------------------------|-------|-----------------------|
| Question 2 | | | |
| Candidates are required to write antonyms of the following words taken from Text 1. The following are examples of the way in which the answers could be expressed. | | | |
| 2(a) | کم / تھوڑے / قلیل / محدود / چند / کچھ | 1 | |
| 2(b) | اقلیت | 1 | |
| 2(c) | آباد / پُر رونق / چہل پہل / پھل | 1 | |
| 2(d) | حال / مستقبل | 1 | |
| 2(e) | نقل | 1 | مصنوع / نقلی / جعلی |

| Question | Answer | Marks | Not Allowed Responses |
|--|--|-------|-----------------------|
| Candidates must answer in their own words. | | | |
| 3(a) | عبارت میں برصغیر پاک و ہند کو تہواروں کی سرزمین کیوں کہا گیا ہے؟ تین باتیں لکھیں۔ | 3 | |
| | لوگ دوسرے ملکوں سے آکر رہنے لگے / آباد ہو گئے | 1 | |
| | ان کے مذہب اور تہذیب مختلف ہیں۔ | 1 | |
| | اپنی روایات کو یاد رکھنے کے لیے یہ لوگ کئی قسم کے تہوار مناتے ہیں۔ | 1 | |
| 3(b) | کام سے فراغت اور تفریح کے علاوہ تہوار منانے کی کون سی وجوہات ہیں؟ تین باتیں لکھیں۔ | 3 | |
| | اپنے قومی اور مذہبی ورثے کے بارے میں معلومات | 1 | |
| | اپنے بڑوں کے کارناموں پر فخر محسوس کرنا | 1 | |
| | بڑوں کے نقش قدم پر چلنے کی تلقین کرنا | 1 | |
| 3(c) | عبارت میں تہواروں سے پہلے ماحول میں خوشگوار تبدیلیوں کی منظر کشی کس طرح سے کی گئی ہے؟ تین باتیں لکھیں۔ | 3 | |
| | دکانوں اور بازاروں کو سجایا جاتا تھا | 1 | |
| | تخائف کی خریداری کے لیے بھیڑ لگ جاتی تھی | 1 | |
| | خاموش گلیوں میں رونق آ جاتی تھی / ٹیلیوژن اور اخباروں میں تہواروں کا خوب چرچا کیا جاتا ہے۔ | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 3(d) | خاندانی زندگی پر تہواروں کے مثبت اثرات کو کیسے بیان کیا گیا ہے؟ عبارت کی روشنی میں تین باتیں لکھیں۔ | 3 | |
| | لوگ/خاندان کے افراد ایک دوسرے سے مل کر خوش ہوتے ہیں۔ | 1 | |
| | پرانی باتوں کو بھلا کرنے رشتوں کی شروعات ہوتی ہے۔ | 1 | |
| | خاص/اچھے اچھے کھانوں کا مزہ لیا جاتا ہے۔ | 1 | |
| 3(e) | تہواروں سے غریب لوگوں کو کیسے فائدہ پہنچتا ہے؟ تین باتیں لکھیں۔ | 3 | |
| | غریبوں کو یاد رکھا جاتا ہے/ان کی مدد کی جاتی ہے۔ | 1 | |
| | انہیں بھی خوشیوں میں شامل/شریک کیا جاتا ہے۔ | 1 | |
| | غریب اور امیر کا فرق کم ہو جاتا ہے۔ | 1 | |

PUBLISHED

| Question | Answer | Marks | Not Allowed Responses |
|---------------------------------------|--|-------|-----------------------|
| 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 |
|----------|--------|-------|-----------------------|
|----------|--------|-------|-----------------------|

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 |
|--|---|-------|-----------------------|
| Candidates must answer in their own words. | | | |
| 4(a) | عبارت سے امیر لوگوں کے رویے کے بارے میں کیا چلتا ہے اور اس کا غریبوں پر کیا اثر ہوتا ہے؟ تین باتیں لکھیں۔ | 3 | |
| | اپنی دولت خرچ کر کے دولت مند ہونے کا اظہار کرتے ہیں / دکھاوا کرتے ہیں۔ | 1 | فضول خرچی کرتے ہیں۔ |
| | امیروں کی نقل میں غریب لوگ بھی اپنا پیسہ خرچ کر دیتے ہیں۔ | 1 | |
| | جن لوگوں کے پاس پیسہ نہیں ہوتا وہ احساس محرومی / کمتری کا شکار ہو جاتے ہیں۔ | 1 | |
| 4(b) | تہواروں سے عام لوگوں کی روزمرہ کی زندگی پر کس طرح کے منفی اثرات ہوتے ہیں؟ تین باتیں لکھیں۔ | 3 | |
| | اسکول بند ہونے کی وجہ سے تعلیم کا نقصان ہوتا ہے۔ | 1 | |
| | کاروبار بند ہونے کی وجہ سے غریب لوگوں کی آمدنی نہیں ہوتی / مالی مشکلات پیدا ہو جاتی ہیں۔ | 1 | |
| | چیزوں کی قیمت بڑھ جاتی ہے۔ | 1 | |
| 4(c) | عبارت میں بسنت کی خوبصورتی کی منظر کشی کیسے کی گئی ہے؟ تین باتیں لکھیں۔ | 3 | |
| | ہر طرف چہل پہل نظر آتی تھی۔ | 1 | |
| | آسمان کئی رنگ کی پتنگوں سے ایک خوبصورت نظارہ پیش کرتا تھا۔ | 1 | |
| | ایک دوسرے کی پتنگیں کاٹنے کا مزہ آتا تھا۔ | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 4(d) | بہت سے لوگ بسنت پر پابندی سے کیوں خوش ہیں؟ تین باتیں لکھیں۔ | 3 | |
| | افسوسناک/ناخوشگوار واقعات پیش آتے ہیں۔ | 1 | |
| | لڑائی ہو جاتی ہے۔ | 1 | |
| | قانون کو توڑا جاتا ہے۔ | 1 | |
| 4(e) | آخری پیرا گراف کے مطابق تہوار ہمیں کن باتوں کا سبق دیتے ہیں؟ تین باتیں لکھیں۔ | 3 | |
| | پیسے کا ناجائز استعمال نہ کیا جائے/فضول خرچی نہ کی جائے۔ | 1 | |
| | کوئی غیر قانونی کام نہ کیا جائے۔ | 1 | |
| | لوگوں کے درمیان امن اور دوستی کرائی جائے۔ | 1 | |

PUBLISHED

| Question | Answer | Marks | Not Allowed Responses |
|---------------------------------------|--|-------|-----------------------|
| 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 |
|----------|--------|-------|-----------------------|
|----------|--------|-------|-----------------------|

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> <p>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 <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> <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>مثبت</p> <p>اپنی روایات کو زندہ رکھنے کے لیے لوگ تہوار مناتے ہیں۔ روزمرہ کی زندگی سے چھٹکارہ ملتا ہے۔ قومی اور ثقافتی ورثے کا پتہ چلتا ہے / اپنی نئی نسل کو بزرگوں کے نقش قدم پر چلنے کی۔ ترغیب دیتے ہیں / ان پر فخر محسوس کرتے ہیں۔ سنا سنائی کو چوں میں / ہر طرف رونق ہو جاتی ہے۔ مختلف رنگ و نسل کے لوگ ایک دوسرے کے تہوار میں شریک ہوتے ہیں۔ لوگوں کے چہرے خوشی سے دمک اٹھتے ہیں۔ ماضی کے گلے شکوے بھلا کر نئی دوستی کا آغاز کیا جاتا ہے۔ ضرورت مندوں کی مدد کرتے ہیں۔ ایک دوسرے کی خوشیوں میں شریک ہوتے ہیں۔ اپنے خاندان والوں / پیاروں کے ساتھ ملاقات ہو جاتی ہے۔ امیر اور غریب کا فاصلہ کم ہو جاتا ہے۔</p> <p>منفی</p> <p>امیر لوگ تہواروں پر بہت پیسہ خرچ کر کے اپنے مالدار ہونے کا اظہار / دکھاوا کرتے ہیں۔ غریب لوگ ان کی نقل کرتے ہوئے اپنی حیثیت سے زیادہ خرچ کرنے پر مجبور ہو جاتے ہیں۔ کچھ لوگ غربت کی وجہ سے تہوار نہیں مناسکتے جس سے احساس محرومی / کمتری پیدا ہوتا ہے۔ اسکول بند ہونے کی وجہ سے بچوں کی تعلیم کا نقصان ہوتا ہے۔ کاروبار بند ہونے کی وجہ سے مزدور اور غریب لوگوں کی آمدنی پر برا اثر پڑتا ہے۔ کاروباری لوگ ضرورت کی اشیاء مہنگی بیچنا شروع کر دیتے ہیں / چیزیں بہت مہنگی ہو جاتی ہیں۔ بسنت کا تہوار مناتے ہوئے بہت سے لوگ حادثات کا شکار ہو جاتے ہیں۔ لوگ ایک دوسرے کے دشمن بن جاتے ہیں۔ قانون کو ہاتھ میں لے لیتے ہیں۔</p> | 10 | |

| 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>تہواروں کی آپ کی زندگی میں کیا اہمیت ہے؟ اپنے جواب کی وضاحت کریں۔</p> <table border="1" data-bbox="342 467 1144 1303"> <tr> <td data-bbox="342 467 1144 635"> <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="342 635 1144 802"> <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="342 802 1144 970"> <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="342 970 1144 1137"> <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 1137 1144 1303"> <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 | |
| <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> | | | | | | | | |

| Question | Answer | Marks | Not Allowed Responses |
|---------------------------------------|--|-------|-----------------------|
| 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> | | |