
URDU LANGUAGE

8686/02

Paper 2 Reading and Writing

October/November 2017

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.

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This document consists of **16** printed pages.

1 General Marking Notes**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 Question 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. Candidate must use the word(s) exactly as printed in the question. | | | |
| 1(a) | صورتِ حال | 1 | |
| 1(b) | سطح | 1 | |
| 1(c) | موزوں | 1 | |
| 1(d) | ذخائر | 1 | |
| 1(e) | نگین | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|-------------------|--------------------------------|-------|-----------------------|
| Question 2 | | | |
| 2(a) | مفيد۔ کارآمد۔ فائدہ مند۔ | 1 | فائدہ/اہم |
| 2(b) | تنگ۔ محدود۔ | 1 | چھوٹا |
| 2(c) | اتفاق۔ | 1 | دوستی/اتحاد |
| 2(d) | قدیم/پرانا۔ | 1 | |
| 2(e) | روشن۔ | 1 | روشنی/اجالا |

| Question | Answer | Marks | Not Allowed Responses |
|---|--|-------|-----------------------|
| Question 3 | | | |
| Candidates must not copy word for word from the text. | | | |
| 3(a) | پہلے پیرا گراف میں مصنف نے کس لیے لکھا ہے کہ "پانی کی صورت حال کچھ اور ہے۔"؟ تین باتیں لکھیے | 3 | |
| | پانی کے بغیر آپ چند دنوں تک زندہ رہ سکتے ہیں۔ | 1 | |
| | پانی صاف نہیں ملتا۔ | 1 | |
| | پانی مفت نہیں ملتا۔ | 1 | |
| 3(b) | گھر بیوا استعمال کے لیے پانی کی کمی کیوں ہے؟ وضاحت کیجیے۔ | 2 | |
| | دو فیصد پانی برف کی صورت میں ہے۔ | 1 | |
| | باقی میں سے اکثر سمندری پانی ہے۔/ باقی پانی نمکین ہوتا ہے۔ | 1 | |
| 3(c) | صاف پانی حاصل کرنے کے سلسلے میں خلیج کے ممالک کیوں خوش قسمت ہیں؟ تین باتیں لکھیے۔ | 3 | |
| | توانائی سے تیل دھاموں میں ملتی ہے۔ | 1 | |
| | بہت تیل ہے۔ | 1 | |
| | آبادی کم ہے۔ | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 3(d) | مستقبل میں پانی کی فراہمی کے سلسلے میں ٹیکنالوجی کا کیا کردار ہو گا اور کیوں؟ | 3 | |
| | پانی صاف کرنے کا کوئی نیا طریقہ دریافت کرنے کا امکان ہے۔ | 1 | |
| | ستا/کار آمد پانی کی فراہمی | 1 | |
| | اختلافات سے بچاؤ/جنگ کے خطرات میں کمی۔ | 1 | |
| 3(e) | پاکستان میں پانی کے زیادہ استعمال کی وجہ سے کیا مسائل پیش آ رہے ہیں؟ چار باتیں لکھیے۔ | 4 | |
| | کسانوں کے لیے مشکلات | 1 | |
| | زمین بخر ہو رہی ہے | 1 | |
| | ملک کی اقتصادی صورت حال پر برا اثر پڑ رہا ہے۔ | 1 | |
| | زمین کا نمک ختم کرنے کے لیے پانی کی کمی | 1 | |

Quality of Language – Accuracy**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.

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).

Section 2

| Question | Answer | Marks | Not Allowed Responses |
|--|--|-------|-----------------------|
| Question 4 Candidates must not copy word for word from the text. | | | |
| 4(a) | پانی کے استعمال کے بارے میں مصنف نے حیرانگی کا اظہار کیوں کیا ہے؟ تین باتیں لکھیے۔ | 3 | |
| | صرف پانچ فی صد پانی گھر بلو استعمال پر صرف کیا جاتا ہے | 1 | |
| | بہت سا پانی مختلف چیزیں بنانے میں استعمال ہوتا ہے۔ | 1 | |
| | پلاسٹک کی ایک بوتل بنانے کے لیے تین لیٹر پانی کی ضرورت ہوتی ہے | 1 | |
| 4(b) | مصنف کے مطابق ہمیں پانی کا بے جا استعمال کیوں نہیں کرنا چاہیے؟ چار باتیں لکھیے۔ | 4 | |
| | آبادی میں تیزی سے اضافہ | 1 | |
| | دنیا میں پانی ایک نایاب اور قیمتی وسیلہ ہے۔ | 1 | |
| | لوگوں کو لمبا سفر طے کرنا پڑتا ہے۔ | 1 | |
| | پانی کے استعمال میں اضافہ | 1 | |
| 4(c) | عبارت کے مطابق خوشی کی کون سی خاص وجوہات ہیں؟ تین باتیں لکھیے۔ | 3 | |
| | صاف پانی میں خاطر خواہ اضافہ۔ | 1 | |
| | اقوام متحدہ کا ہدف پانچ سال پہلے حاصل ہو گیا۔ | 1 | |
| | پانی کی کمی سے متاثر لوگوں کی تعداد میں اسی کروڑ/ کروڑوں کی کمی آئی ہے۔ | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 4(d) | مختاط رہنے کی کیا وجوہات ہیں؟ | 2 | |
| | کئی لوگوں کو دس لیٹر روزانہ پر گزارا کرنا پڑتا ہے۔ بہت کم | 1 | |
| | ہزاروں بچے روزانہ مر جاتے ہیں۔ | 1 | کئی بچے |
| 4(e) | مصنف کے مطابق مستقبل میں کس قسم کے اقدامات ضروری ہیں؟ تین باتیں لکھیے۔ | 3 | |
| | پانی کم استعمال کرنے کی عادت ڈالنی چاہیے۔ احتیاط سے استعمال کرنا | 1 | |
| | عوام/لوگوں میں پانی کے بے جا استعمال کے متعلق آگاہی پیدا کرنا۔ | 1 | |
| | ملکی اور بین الاقوامی اداروں کی ذمہ داری ہے کہ صنعت/زراعت کے شعبوں میں پانی سے متعلق مسائل کا حل تلاش کریں۔ | 1 | |

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| Question | Answer | Marks | Not Allowed Responses |
|-------------------|--|-------|-----------------------|
| Question 5 | Length of 5(a) + 5(b) (Summary and Personal Response) 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. | | |

| Question | Answer | Marks | Not Allowed Responses |
|--|---|-------|-----------------------|
| Content marks – Summary | | | |
| 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): | | | |
| 5(a) | <p>دونوں عبارتوں کی روشنی میں پانی کے استعمال کے بارے میں مسائل اور ان کے حل کا تذکرہ کیجیے۔</p> <p><u>مسائل</u></p> <p>پانی مفت/صاف نہیں ملتا۔ دو فیصد برف کی شکل میں ہے۔ زمین کا اکثر پانی گھروں میں استعمال نہیں کیا جاسکتا۔/تمکین/سمندر کا پانی آبادی میں اضافہ / پانی کی طلب میں اضافہ۔ زمین تمکین اور بنجر ہو جاتی ہے۔ کسانوں کو مشکلات ہوتی ہیں۔ اقتصادی مسائل پیدا ہوتے ہیں۔ گھر بلو کاموں میں بہت پانی استعمال ہوتا ہے۔ پانی حاصل کرنے کے لیے لمبا سفر طے کرنا پڑتا ہے۔ دس لیٹر پر پورا دن گزارا کرنا پڑتا ہے۔ ہزاروں بچے غیر محفوظ پانی کی وجہ سے مر جاتے ہیں۔</p> <p><u>حل</u></p> <p>عمل کشید کے ذریعے تمکین پانی کو صاف کرنا۔/نئی ٹیکنالوجی سے پانی کو قابل استعمال بنانا۔/صاف پانی کی فراہمی سستے/کارآمد پانی کی فراہمی حکومتوں کو اختلافات سے بچنے کے لیے مل کر کام کرنا چاہیے۔/پانی کی منصفانہ تقسیم/جنگ کے خطرات سے بچنا۔ گھروں میں احتیاط سے پانی استعمال کرنا چاہیے۔ حکومتوں کو آگاہی پیدا کرنی چاہیے۔ صنعت اور زراعت سے متعلق قومی اور عالمی تنظیموں کو مل کر حل تلاش کرنا چاہیے۔</p> | 10 | |

| Question | Answer | Marks | Not Allowed Responses | | | | | |
|---|--|--|---|--|--|--|----------|--|
| <p>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.</p> | | | | | | | | |
| 5(b) | <p style="text-align: center;">آپ اپنے گھر اور اسکول میں پانی کیسے بچا سکتے ہیں۔ اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" data-bbox="331 432 1346 1133"> <tr> <td data-bbox="331 432 1346 568"> <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="331 568 1346 732"> <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="331 732 1346 868"> <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="331 868 1346 1003"> <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="331 1003 1346 1133"> <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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[5]

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