
URDU

9686/02

Paper 2 Reading and Writing

May/June 2018

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 **18** 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**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 Questions 1 and 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.

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

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. Do not penalise spelling errors unless the meaning is changed.			
1(a)	عوامى	1	
1(b)	نگرانى	1	
1(c)	اظهار	1	
1(d)	واقعات	1	واقعه
1(e)	الزامات	1	الزام

Question	Answer	Marks	Not Allowed Responses
Question 2			
Responses which do not fit directly into the 'footprint' left by the original word(s) are not allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
2(a)	عدم تحفظ	1	
2(b)	اضافہ ہو جائے گا	1	
2(c)	خلاف ورزی ہے	1	
2(d)	قائل ہو گئے	1	
2(e)	اگر یہ معلوم ہو	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			
Candidates must not copy word for word from the text.			
3(a)	پہلے پیرا گراف کے مطابق حفاظتی کیمروں کے حق میں حکومتوں کا فیصلہ کیوں درست ہے؟ تین باتیں لکھیے۔	3	
	<u>عوامی مقامات پر لوگوں کا تحفظ</u>	1	
	مجرموں کی گرفتاری	1	
	سڑکیں محفوظ ہو جاتی ہیں / ٹریفک کی آمدورفت پر نظر رکھی جاتی ہے۔	1	
3(b)	پاکستانی اسکولوں کے اندر حفاظتی کیمرے کیوں استعمال کیے جاتے ہیں اور اس کے بارے میں لوگوں کی کیا رائے ہے؟ دو باتیں لکھیے۔	2	
	تاکہ طالب علموں پر نگاہ رکھی جاسکے	1	
	<u>خلاف</u> اور <u>حق</u> میں تاویل	1	

Question	Answer	Marks	Not Allowed Responses
3(c)	حفاظتی کیمروں کے استعمال کے بارے میں اساتذہ کو تشویش کیوں تھی؟ تین باتیں لکھیے۔	3	
	والدین کی بے جا مداخلت / ہر روز ایک نیا جھگڑا / مسائل میں اضافہ	1	
	شخصی آزادی کی خلاف ورزی	1	
	پرنسپل اور اساتذہ اور اسکول اور والدین کے درمیان اعتماد ختم ہو جانا	1	
3(d)	کس وجہ سے اساتذہ کے خیالات تبدیل ہو گئے؟ چار باتیں لکھیے۔	4	
	بچوں کے غلط رویوں کی حوصلہ شکنی ہوتی ہے / رویوں میں بہتری آتی ہے	1	
	بچوں میں ڈرانے دھمکانے اور لڑائی جھگڑوں میں کمی	1	
	اساتذہ پر والدین کے اعتماد میں اضافہ ہو گیا ہے	1	
	اساتذہ کو جھوٹے الزامات کا خوف نہیں رہتا	1	

Question	Answer	Marks	Not Allowed Responses
3(e)	حفاظتی کیمروں کے بارے میں طلباء کے رد عمل کی وضاحت کیجیے۔ تین باتیں لکھیے۔	3	
	اکثر طلباء کی اکثریت کیمروں کی وجہ سے خوش ہے	1	صرف : ٹھیک ہے ان کیمروں سے ہماری حفاظت ہوتی ہے۔
	وہ ہر وقت اپنی نگرانی پسند نہیں کرتے	1	
	کچھ طلباء کیمروں کے سامنے شرارتیں کرنے لگتے ہیں	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:															
<table border="1"> <thead> <tr> <th data-bbox="477 619 1120 703">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 619 1758 703">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 703 1120 756">2–3</td> <td data-bbox="1120 703 1758 756">1</td> </tr> <tr> <td data-bbox="477 756 1120 809">4–5</td> <td data-bbox="1120 756 1758 809">2</td> </tr> <tr> <td data-bbox="477 809 1120 861">6–7</td> <td data-bbox="1120 809 1758 861">3</td> </tr> <tr> <td data-bbox="477 861 1120 914">8–14</td> <td data-bbox="1120 861 1758 914">4</td> </tr> <tr> <td data-bbox="477 914 1120 959">15</td> <td data-bbox="1120 914 1758 959">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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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			
Candidates must not copy word for word from the text.			
4(a)	اپنے الفاظ میں وضاحت کیجیے کہ کیمرے ہمارے محافظ کیوں ہیں۔ تین باتیں لکھیے۔	3	
	گھر سے باہر کیمرے آپ کی حفاظت میں مددگار ثابت ہوتے ہیں	1	
	ہر طرح کی مجرمانہ حرکت پر نظر رکھتے ہیں	1	
	مجرموں کو جرائم سے روکتے ہیں / جرائم میں کمی ہوتی ہے۔	1	مجرموں کو پکرنے میں مدد کرتے ہیں یا آسانی پیدا کرتے ہیں۔
4(b)	حفاظتی کیمرے بنانے والوں کے بیانات پر اعتبار کیوں نہیں کیا جاسکتا ہے؟ دو باتیں لکھیے۔	2	
	وہ اپنی کمپنی کو مشہور کرنا چاہتے ہیں	1	
	اپنی بنائی ہوئی چیزوں کو اچھی قیمت پر بیچنا ہے	1	مصنوعات کی اہمیت بتانا

Question	Answer	Marks	Not Allowed Responses
4(c)	حفاظتی کیمرے پولیس کی کس طرح مدد کرتے ہیں؟ چار باتیں لکھیے۔	4	
	کسی بھی مشکوک بات کی صورت میں پولیس / متعلقہ اداروں کو بتایا جاسکتا ہے	1	
	لوگوں کو خطرے کی جگہ سے ہٹایا جاسکتا ہے	1	
	مجرم کے پکڑے جانے کے امکانات بڑھ جاتے ہیں	1	
	لوگوں کو بے گناہ ثابت کیا جاسکتا ہے	1	
4(d)	انسانی حقوق کی تنظیم کے رہنما نے حفاظتی کیمروں کے استعمال پر کیوں اعتراضات کیے ہیں۔ تین باتیں لکھیے۔	3	
	ہماری ہر حرکت / چہل قدمی / گاڑی چلانے / بغیر اجازت کے فلم / ویڈیو بنائی جاتی ہے	1	صرف: ہماری فلم بنالے
	سب کو اپنی ذاتی زندگی کا حق پہنچتا ہے / ان پر نظر رکھی جائے	1	
	مجرم سنسان / تاریک گلیوں کا رخ کریں گے	1	

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Question	Answer	Marks	Not Allowed Responses
4(e)	حکومتیں اپنے سیاسی مقاصد کے لیے حفاظتی کیمروں کو کس طرح استعمال کرتی ہیں۔ تین باتیں لکھیے۔	3	
	عوام میں ڈر پیدا ہو	1	
	ان کا دھیان <u>قومی معاملات</u> سے ہٹ جائے	1	
	عوام سے پیسے حکومت کو ملتے ہیں <u>جرمانوں کی صورت</u> میں۔	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.
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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="477 620 1760 959"> <thead> <tr> <th data-bbox="477 620 1120 703">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 620 1760 703">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 703 1120 756">2–3</td> <td data-bbox="1120 703 1760 756">1</td> </tr> <tr> <td data-bbox="477 756 1120 809">4–5</td> <td data-bbox="1120 756 1760 809">2</td> </tr> <tr> <td data-bbox="477 809 1120 861">6–7</td> <td data-bbox="1120 809 1760 861">3</td> </tr> <tr> <td data-bbox="477 861 1120 914">8–14</td> <td data-bbox="1120 861 1760 914">4</td> </tr> <tr> <td data-bbox="477 914 1120 959">15</td> <td data-bbox="1120 914 1760 959">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
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Question	Answer	Marks	Not Allowed Responses
Question 5			
Length of 5(a) + 5(b) (Summary and Personal Response)			
<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 <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.			
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):			

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>دونوں عبارتوں کے حوالے سے حفاظتی کیمروں کے فوائد کا تذکرہ کیجیے۔</p> <p>Text 1</p> <ul style="list-style-type: none"> • عوامی مقامات پر لوگوں کی حفاظت میں مدد کرتے ہیں۔ / لوگوں کی جان و مال کی حفاظت کرتے ہیں۔ • مجرموں کو پکڑا جاسکتا ہے۔ / مجرموں کو پکرنے کے امکانات بڑھ جاتے ہیں۔ • ٹریفک کی آمد و رفت پر نظر رکھی جاسکتی ہے۔ / سڑکوں کو محفوظ بنایا جاتا ہے۔ • دہشت گردوں اور جرائم پیشہ افراد کے ممکنہ خطرات سے حفاظت۔ • طلباء پر نظر رکھی جاتی ہے۔ • غلط رویوں کی حوصلہ شکنی ہوتی ہے۔ / رویوں میں بہتری آتی ہے۔ • لڑائی جھگڑوں / ڈرانے دھمکانے میں کمی آتی ہے۔ • اساتذہ پر والدین کا اعتماد بڑھ جاتا ہے۔ • اساتذہ کو جھوٹے الزامات کا خوف نہیں رہتا۔ <p>Text 2</p> <ul style="list-style-type: none"> • مجرمانہ حرکات پر نظر رکھی جاتی ہے۔ • مشکوک بات نظر آنے کی صورت میں متعلقہ اداروں کو اطلاع دی جاسکتی ہے • مجرموں کو جرائم سے باز رکھنے میں مدد ملتی ہے۔ / جرائم میں کمی آتی ہے۔ • جرم کا خوف کم کیا جاسکتا ہے۔ • تحفظ کے احساس میں اضافہ ہوتا ہے۔ • لوگوں کی بے گناہی ثابت کی جاسکتی ہے۔ 	10	

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 data-bbox="365 391 1198 454">اپنے علاقے میں حفاظتی کیمروں کے استعمال کے بارے میں اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" data-bbox="331 491 1196 1185"> <tr> <td data-bbox="342 499 376 531">5</td> <td data-bbox="398 499 1184 635">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="342 655 376 687">4</td> <td data-bbox="398 655 1184 791">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="342 812 376 844">3</td> <td data-bbox="398 812 1184 906">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="342 927 376 959">2</td> <td data-bbox="398 927 1184 1062">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="342 1083 398 1115">0-1</td> <td data-bbox="398 1083 1184 1177">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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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>		
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0–1	<p>Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		