Cambridge IGCSE™

URDU AS A SECOND LANGUAGE	0539/01
Paper 2 Reading and Writing	May/June 2020
MARK SCHEME	
Maximum Mark: 60	

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **9** printed pages.

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.

Question	Answer	Marks
1	آسان/سادہ زبان	1
2	ایشیائی لوگ	1
3	کتاب کا تعارف	1
4	تاریخی معلومات	1
5	رونق بڑھے گی	1
6	کھانے کا انتظام/کھانا دیا	1
7(a)	پونجا جناح	1
7(b)	ڈینٹل سرجن	1
7(c)	اپنا بوجھ خود اٹھانا	1
7(d)	نائب صدر	1
7(e)	مشعلِ راہ	1
7(f)	مادرِ ملت	1
7(g)	اچھے کاموں کی وجہ سے	1

Question	Answer	Marks
8	شیر خوار بچوں کے لیے مکمل غذا۔	1
	نشو نما کے لیے ضروری۔	1
	انسانی جسم کو مضبوط بنانا/ذہن کو تیز کرنا۔	1
9	دودھ لمبے عرصے/زیادہ مقدار میں پینے کی وجہ سے نوبل انعام پانا۔	1
	چاکلیٹ کثرت سے کھانے کی وجہ سے نوبل انعام پانا۔	1
10	انعامی مقابلوں کو اہمیت دینا/مقابلوں کی تشہیر کرنا۔	1
	فیصلہ کرنے میں جانبداری کا عنصر شامل ہو سکتا ہے۔	1

Question	Answer	Marks
11	لوگوں کو خواہ مخواہ بیمار ثابت کرنا۔	10

عجیب و غریب طریقے سے علاج کرنا۔

لوگوں کو قابو کر کے ان سے فائدہ اٹھانا۔

جگہ بدلتے رہنا/ پکڑ میں نہ آنا۔

لوگوں کی نفسیات سے کھیلنا۔

لوگوں سے دولت بھونڈے طریقے سے ہتھیانا۔

رشتے داروں میں جھگڑے کروانا۔

لوگوں کی معلومات غیر قانونی طریقے سے حاصل کرنا۔

ہر مسئلے کا حل پیش کرنے کا دعویٰ۔

لوگوں کو ورغلانا۔

(Any **six** points from these for awarding up to 6 marks)
Note: If the answer exceeds 120 words, insert a slash after 120 words.

Language (up to 4 marks)

0 marks: meaning obscure because of density of language errors and serious problems with expression/nothing of relevance

1 mark: expression weak/reliance on lifting without discrimination

2 marks: expression limited/some reliance on lifting from the original, but some sense of order

3 marks: expression good, with attempts to group and sequence ideas in own words

4 marks: expression very good; clear, orderly grouping and sequencing largely in own words

Content: 6
Language: 4

Question	Answer	Marks
12	مچھیروں کے نام پر رکھا گیا۔	1
13	کیونکہ یہ دروازہ میٹھے پانی والی ندی کی طرف کھلتا تھا۔	1
14	ہزاروں سال پرانی	1
15	نقش و نگار بنانا/ میناکاری	1
16	ماہر سنگتراشوں کی اشد ضرورت	1
17	سونے کی تین فٹ لمبی پٹی۔	1
	انعام دینے کی رسم باقاعدہ دربار سجا کر کرتے۔	1
18	سفید سنگِ مرمر سے بنا گنبد۔	1
19	گہرے مشاہدے سے۔	1
	ہتھوڑے اور چھینی کے استعمال کے تمام گر سیکھنا۔	1

20	See Assessment Criteria **Language: 10** **Content: 10**	**20**

Exercise 6 General guidance

Award the answer a mark for **Content (C)** [out of 10] and a mark for **Language (L)** [out of 10] in accordance with the General Criteria table that follows.

- **Content** covers *relevance* (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers *style* (i.e. complexity of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.
- When deciding on a mark for **content**, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.
- When deciding on a mark for **language**, look at both the *style* and the *accuracy* of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **shorter than the stated word length but <u>does</u> fulfil the task**, it should be put in mark band 5 – 6 for content.
- If the essay is considerably **shorter than the stated word length and <u>does not</u> fulfil the task**, it should be put in mark band 3 – 4 for content or lower.
- If the essay is **partly relevant** and therefore in mark band 3–4, the full range of marks for Language are available.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.

[Total: 20]

GENERAL CRITERIA FOR MARKING EXERCISE 6

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
9–10	**Highly effective:** • **_Relevance:_** Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • **_Development of ideas:_** Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	9–10	**Fluent:** • **_Style:_** Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • **_Accuracy:_** No or very few errors. Well-constructed and linked paragraphs.
7–8	**Effective:** • **_Relevance:_** Fulfils the task, with appropriate register and good sense of purpose and audience. • **_Development of ideas:_** Ideas are well developed and at appropriate length. Engages reader's interest.	7–8	**Precise:** • **_Style:_** Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • **_Accuracy:_** Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
5–6	**Satisfactory:** • **_Relevance:_** Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • **_Development of ideas:_** Material is satisfactorily developed at appropriate length.	5–6	**Safe:** • **_Style:_** Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • **_Accuracy:_** Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
3–4	**Partly relevant:** • *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • *Development of ideas:* Supplies some detail and explanation, but the effect is incomplete. Some repetition.	3–4	**Errors intrude:** • *Style:* Simple structures and vocabulary. • *Accuracy:* Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–2	**Little relevance:** • Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.	0–2	**Hard to understand:** • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Urdu writing. Paragraphs absent or inconsistent. Award 0 marks.