



Cambridge IGCSE™

URDU AS A SECOND LANGUAGE

0539/01

Paper 1 Reading and Writing

May/June 2021

MARK SCHEME

Maximum Mark: 60

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **8** 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 | آبائی شہر/ لاہور میں تبادلہ | 1 |
| 2 | یونیورسٹی میں | 1 |
| 3 | پرانی دوستی/ بوریٹ دور ہونا | 1 |
| 4 | شوخی لباس نے | 1 |
| 5 | کتابیں پڑھ کر | 1 |
| | دوست بنانے میں | 1 |
| 6 | جو تمہارے پاس نہیں اس کا افسوس نہ کرو | 1 |
| | جو تمہارے پاس ہے اس کی قدر کرو | 1 |
| 7 | B | 1 |
| 8 | D | 1 |
| 9 | C | 1 |
| 10 | A | 1 |
| 11 | B | 1 |
| 12 | A | 1 |
| 13 | D | 1 |
| 14 | C | 1 |
| 15 | D | 1 |
| 16 | آس پاس کے ماحول کا خاص خیال رکھنا لازمی ہے۔ | 1 |
| | مطالعے کے لیے مناسب وقت کا تعین کرنا بھی ضروری ہے۔ | 1 |
| 17 | کتابوں کی اہمیت/ افادیت میں کمی نہیں آئی | 1 |
| | نہ ہی کتابوں کے شائقین کی تعداد کم ہوئی ہے۔ | 1 |

| Question | Answer | Marks |
|----------|--|-------|
| 18 | ان بچوں کی مطالعے میں دلچسپی دوسرے بچوں سے کہیں زیادہ ہوتی ہے | 1 |
| | یہ بچے تعلیمی میدان میں بھی آگے رہتے ہیں۔ | 1 |
| 19 | لوگوں میں تعلیم کی کمی | 1 |
| | کتابیں بہت مہنگی ہیں { صرف مہنگائی نا قابل قبول } عوام کے لیے کتب خانوں کی | 1 |
| | مناسب سہولت نہیں | 1 |
| 20 | <p>Award up to 10 marks, with up to 4 marks for content and up to 6 marks for accurate and concise language.</p> <p>Content: list of possible main points:</p> <p><u>پاکستان میں کتب بینی کی موجودہ صورت حال:</u></p> <ul style="list-style-type: none"> • پاکستان میں لوگوں میں تعلیم کی کمی ہے۔ • کتابیں بھی بہت مہنگی ہیں جنہیں خریدنا عام آدمی کے لیے مشکل ہے۔ • عوام کے لیے کتب خانوں کی مناسب سہولت نہیں ہے۔ / کتابیں قارئین کی پہنچ سے بہت دور ہو گئی ہیں۔ <p><u>مطالعے کے فروغ کے لیے کیا اقدامات کیے جاسکتے ہیں:</u></p> <ul style="list-style-type: none"> • حکومتی سطح پر کاغذ کو سستا کرنا چاہئے تاکہ چھپائی کے اخراجات کم ہو سکیں۔ • لوگوں میں کتب بینی کے شعور کو اجاگر کرنے کے لئے خصوصی پروگرام ترتیب دیے جائیں۔ • لوگوں میں مطالعے کا ذوق و شوق پیدا کرنے کے لیے ان کی دلچسپی کے موضوعات پر مفید اور معیاری کتابیں شائع کی جائیں۔ • والدین کی بچوں کے پڑھنے کے شوق میں مدد/بچپن سے مطالعے کا شوق یا عادت <p>Both aspects of the question should be addressed.</p> <p>4 marks Makes 4 clear points that answer the question.</p> <p>3 marks Makes some clear points that answer the question.</p> <p>2 marks Makes one or two points relevant to the question.</p> <p>1 mark Content has limited relevance to the question.</p> <p>0 marks No response worthy of credit.</p> | 10 |

| Question | Answer | Marks |
|----------|--|-------|
| 20 | <p>Language:</p> <p>6 marks Very good attempt to use own words and to organise and sequence points cohesively. A concise summary. Wide range of vocabulary and grammatical structures, used accurately. Assured control of punctuation and spelling.</p> <p>5 marks Good attempt to use own words and to organise and sequence points cohesively. Good range of vocabulary and grammatical structures, used accurately. Good control of punctuation and spelling.</p> <p>4 marks Reasonable attempt to use own words and to organise and sequence points cohesively. A range of vocabulary and grammatical structures, used mostly accurately. Some inaccuracies of punctuation and spelling but these do not obscure meaning.</p> <p>3 marks Some reliance on language from the text, but with an attempt to organise and sequence points. Satisfactory use of language, although sometimes inaccuracies obscure the meaning.</p> <p>2 marks Mainly reliant on language from the text with no attempt to organise and sequence points cohesively. Inaccuracies of vocabulary, grammatical structures, punctuation and spelling make the meaning frequently unclear.</p> <p>1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p> <p>0 marks No response worthy of credit.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 21 | <p>Award up to 3 marks for content and up to 5 marks for style and accuracy of language.</p> <p>Content:</p> <ul style="list-style-type: none"> • Peaceful environment of the village • Natural beauty of the village • Own opinion about the simple life <p>Language (style and accuracy)</p> <p>5 marks Uses a wide range of language including complex structures effectively. High level of accuracy, very good control of language. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p>4 marks Uses a range of structures appropriately. Attempts to use more ambitious language. Mostly accurate with a good control of language. Any errors do not impede meaning. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p>3 marks Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p>2 marks Uses simple structures and vocabulary. Some degree of control. Meaning is sometimes in doubt. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p>1 mark Uses very simple structures and vocabulary. Lack of control of simple structures makes meaning mostly difficult to understand. Inappropriate style and register. No use of paragraphs.</p> <p>0 marks No response worthy of credit.</p> | 8 |

| Question | Answer | Marks |
|----------|--|-------|
| 22 | <p>Award up to 8 marks for content and up to 8 marks for style and accuracy of language.</p> <p>Content: relevance and development of ideas</p> <p>Level 4 [7–8 marks] Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p>Level 3 [5–6 marks] Fulfils the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p>Level 2 [3–4 marks] Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p>Level 1 [1–2 marks] Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p>Level 0 [0 marks] No response worthy of credit.</p> | 16 |

| Question | Answer | Marks |
|----------|---|-------|
| 22 | <p>Language: style and accuracy</p> <p>Level 4 [7–8 marks] Uses a range of language, including complex structures and less common words and phrases, effectively. High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</p> <p>Level 3 [5–6 marks] Uses a range of structures and words and phrases, generally appropriately. Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</p> <p>Level 2 [3–4 marks] Uses mainly simple structures and vocabulary. Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.</p> <p>Level 1 [1–2 marks] Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured.</p> <p>Level 0 [0 marks] No response worthy of credit.</p> | |