



## Cambridge International A Level

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URDU

9686/02

Paper 2 Reading and Writing

May/June 2021

MARK SCHEME

Maximum Mark: 70

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**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.

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This document consists of **21** 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.

|                                       |   |
|---------------------------------------|---|
| <b>1 General Marking Notes</b>        |   |
| <b>1.1 Annotations in RM Assessor</b> |   |
| <b>Question 1</b>                     | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary. Use the <b>LM</b> annotation if the candidate has copied a sentence from the text.   |
| <b>Question 2</b>                     | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.  |
| <b>Questions 3 and 4</b>              | <p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b>.</li> <li>Use the <b>LM</b> annotation to indicate any phrases which are copied directly from the passage.</li> </ul> <p><b><u>Quality of Language Mark</u></b></p> <ul style="list-style-type: none"> <li>If any items have scored zero or NR for content, insert a <b>comment box</b> on the script under the last item in the question. Type in the details of the Quality of Language mark.</li> </ul> |
| <b>Question 5</b>                     | <ul style="list-style-type: none"> <li>If the answer to <b>5a</b> exceeds 150 words, insert a slash <u>after</u> the 150<sup>th</sup> word to show the end of the response to be marked.</li> <li>If the answer to <b>5b</b> exceeds 50 words, insert a slash <u>after</u> the 50<sup>th</sup> word to show the end of the response to be marked.</li> </ul> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> up to a maximum of 10 ticks.</li> </ul>             |

**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 your Team Leader 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 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 |
|---|---|----------|-----------------------|
| <b>Question 1</b><br>Do not allow answers which are copied directly from the text.<br>Candidates must use the word(s) exactly as printed in the question. |   |          |                       |
| 1(a)  | Accept any reasonable sentence which shows the meaning of the word. | <b>1</b> |                       |
| 1(b)  | Accept any reasonable sentence which shows the meaning of the word. | <b>1</b> |                       |
| 1(c)  | Accept any reasonable sentence which shows the meaning of the word. | <b>1</b> |                       |
| 1(d)  | Accept any reasonable sentence which shows the meaning of the word. | <b>1</b> |                       |
| 1(e)  | Accept any reasonable sentence which shows the meaning of the word. | <b>1</b> |                       |

| Question  | Answer            | Marks | Not Allowed Responses |
|---|-------------------|-------|-----------------------|
| <b>Question 2</b><br>Responses which do not fit directly into the 'footprint' left by the original word are <b>not</b> allowed – i.e. no additions, no deletions.<br>Accept minor spelling errors in transcription. |                   |       |                       |
| 2(a)  | چھوٹی عمر میں     | 1     |                       |
| 2(b)  | حصہ لیتے ہوئے     | 1     |                       |
| 2(c)  | اس کے برعکس ہے    | 1     |                       |
| 2(d)  | پشت پناہی کے بغیر | 1     |                       |
| 2(e)  | ہارا اور جیت      | 1     |                       |

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| Question   | Answer   | Marks | Not Allowed Responses |
|--|--|-------|-----------------------|
| <b>Question 3</b><br>Do not allow answers which are copied from the text without any manipulation. |  |       |                       |
| 3(a)   | ڈاکٹر جمیل کے مطابق پی ای میں حصہ لینے کے لیے بچوں کی حوصلہ افزائی کیوں کرنی چاہیے؟ تین باتیں لکھیے۔ | 3     |                       |
|  | ان میں مٹاپا (مٹاپے کی شرح) کم کرنے میں مدد ملتی ہے  | 1     |                       |
|  | ان میں (عمر بھر کے لیے) ورزش کرنے کی عادت پڑتی ہے  | 1     |                       |
|  | ایسا نہ ہونے کی صورت میں وہ بڑے ہو کر بھی ورزش پر توجہ نہیں دیں گے                                   | 1     |                       |
| 3(b)   | کن وجوہات کی بنا پر والدین پی ای کو پسند کرتے ہیں؟ تین وجوہات لکھیے۔                                 | 3     |                       |
|  | بچوں کی شخصیت میں نکھار آتا ہے   | 1     |                       |
|  | بچوں کو مقابلوں میں حصہ لیتے ہوئے دیکھ کر بہت خوش ہوتے ہیں   | 1     |                       |
|  | تقسیم انعامات کی تقریب میں فخر محسوس کرتے ہیں۔   | 1     |                       |



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| Question | Answer   | Marks | Not Allowed Responses |
|----------|--|-------|-----------------------|
| 3(c)     | کھیلوں میں حصہ لینے سے بچوں پر کیا بات ظاہر ہوتی ہے؟ تین باتیں لکھیے۔  | 3     |                       |
|          | انہیں اپنی (پوشیدہ) صلاحیتوں سے آگاہی ہوتی ہے / اسے پیشہ بنا سکتے ہیں  | 1     |                       |
|          | انہیں اس بات کا خوف نہیں ہوتا کہ دوسرے بچے ان کا مذاق اڑائیں گے  | 1     |                       |
|          | خود اعتمادی میں اضافہ ہوتا ہے  | 1     |                       |
| 3(d)     | مسز شیخ کی رائے میں اسکولوں میں کھیلوں کی غیر موجودگی کسی ملک پر کیسے اثر انداز ہو سکتی ہے؟ تین باتیں لکھیے۔ | 3     |                       |
|          | ملک کے لیے کھلاڑی فراہم نہیں ہوں گے  | 1     |                       |
|          | ملک سے کھیل ختم ہو جائیں گے  | 1     |                       |
|          | (قومی) صحت کے اداروں پر دباؤ بڑھ سکتا ہے / بچوں کی صحت پر منفی اثر پڑ سکتا ہے                                | 1     |                       |

| Question | Answer  | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 3(e)     | مسٹر خان کے مطابق کھیلوں میں حصہ لینے سے بچوں میں کون سی صلاحیتیں پیدا ہوتی ہیں؟ تین باتیں لکھیے۔ | 3     |                       |
|          | ایک دوسرے کے ساتھ کام کرنے کی صلاحیت  | 1     |                       |
|          | ہار اور جیت کا (پرو قار طریقے سے) سامنا کرنے کی صلاحیت  | 1     |                       |
|          | اچھی کارکردگی دکھانے کا جذبہ / قائدانہ صلاحیت   | 1     |                       |

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| Question   | Answer | Marks | Not Allowed Responses |
|--|--------|-------|-----------------------|
| <b>Quality of Language – Accuracy</b>  |        |       | [5]                   |
| <p><b>5 Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |        |       |                       |
| <p><b>4 Good</b><br/>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>                      |        |       |                       |
| <p><b>3 Sound</b><br/>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> |        |       |                       |
| <p><b>2 Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |        |       |                       |
| <p><b>0–1 Poor</b><br/>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>  |        |       |                       |

| Question  | Answer                              | Marks | Not Allowed Responses |   |                                     |     |   |     |   |     |   |      |   |    |   |
|---|-------------------------------------|-------|-----------------------|---|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| <p><b>Additional marking guidance for Quality of Language</b></p> <p>The five marks available for Quality of Language are awarded <b>globally</b> 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><b>Answers scoring 0 for Content</b> 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="504 619 1731 1050"> <thead> <tr> <th data-bbox="504 619 1144 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1144 619 1731 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 719 1144 786">2–3</td> <td data-bbox="1144 719 1731 786">1</td> </tr> <tr> <td data-bbox="504 786 1144 853">4–5</td> <td data-bbox="1144 786 1731 853">2</td> </tr> <tr> <td data-bbox="504 853 1144 920">6–7</td> <td data-bbox="1144 853 1731 920">3</td> </tr> <tr> <td data-bbox="504 920 1144 987">8–14</td> <td data-bbox="1144 920 1731 987">4</td> </tr> <tr> <td data-bbox="504 987 1144 1050">15</td> <td data-bbox="1144 987 1731 1050">5</td> </tr> </tbody> </table> <p><b>Note:</b> 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 |
| 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                                   |       |                       |   |                                     |     |   |     |   |     |   |      |   |    |   |

## Section 2

| Question   | Answer  | Marks | Not Allowed Responses |
|--|---|-------|-----------------------|
| <b>Question 4</b><br>Do not allow answers which are copied from the text without any manipulation. |   |       |                       |
| 4(a)   | وسیم ملک کے خیال میں پی ای کو کیوں لازمی نہیں ہونا چاہیے؟ تین باتیں لکھیے۔                          | 3     |                       |
|  | اکثر بچے اس میں حصہ نہیں لینا چاہتے   | 1     |                       |
|  | انسان کی مرضی ہے وہ جیسے چاہے اپنے جسم کو استعمال کرے / میرا جسم میری مرضی                          | 1     |                       |
|  | صحت پر کوئی خاص اثر نہیں پڑتا   | 1     |                       |
| 4(b)   | بچوں کے صحت مند رہنے کے طریقوں کے بارے میں ڈاکٹر یا سیمین رضانے کیا مشورے دیے ہیں؟ تین باتیں لکھیے۔ | 3     |                       |
|  | سخت (گرمی یا سردی کے) موسم میں انہیں کھیلنے پر مجبور نہ کریں  | 1     |                       |
|  | صحت کے لیے نقصان دہ غذا نہ کھائیں   | 1     |                       |
|  | اسکول سپیدل یا سائیکل پر آئیں   | 1     |                       |

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| Question | Answer  | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 4(c)     | اسکولوں میں پی ای کی وجہ سے وسائل پر کیا اثر پڑتا ہے؟ تین باتیں لکھیے۔  | 3     |                       |
|          | اساتذہ کا (تدریسی) وقت ضائع ہوتا ہے   | 1     |                       |
|          | (مہنگا/قیمتی) سامان خریدنا پڑتا ہے/ بجٹ متاثر ہوتا ہے   | 1     |                       |
|          | میدانوں کی دیکھ بھال پر بہت زیادہ خرچ ہوتا ہے   | 1     |                       |
| 4(d)     | اسکول سے باہر کھیلوں میں حصہ لینا بچوں کے لیے کیوں فائدہ مند ہے؟ تین باتیں لکھیے۔                                   | 3     |                       |
|          | دوسرے بچوں کے ڈرانے دھمکانے سے محفوظ رہیں گے  | 1     |                       |
|          | پیشہ ورانہ تربیت حاصل ہوگی  | 1     |                       |
|          | کسی دوسری سرگرمی میں حصہ لے کر لطف اندوز ہو سکتے ہیں/ پی ای میں (اچھی کارکردگی) دکھانے کا ان پر دباؤ بھی نہیں ہوگا۔ | 1     |                       |

| Question | Answer  | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 4(e)     | مصنف کے خیال میں کن بچوں کو پی ای میں حصہ نہیں لینا چاہیے اور اس کی کیا وجوہات ہیں؟ | 3     |                       |
|          | جو اس میں دلچسپی نہ رکھتے ہوں   | 1     |                       |
|          | (ان کو مجبور کرنا) بچوں کے لیے نقصان دہ ہے  | 1     |                       |
|          | دوسرے مضامین (کو بہتر بنانے) کے لیے انہیں موقع ملنا چاہیے                           | 1     |                       |

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| Question   | Answer | Marks | Not Allowed Responses |
|--|--------|-------|-----------------------|
| <b>Quality of Language – Accuracy</b>  |        |       | [5]                   |
| <p><b>5 Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |        |       |                       |
| <p><b>4 Good</b><br/>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>                      |        |       |                       |
| <p><b>3 Sound</b><br/>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> |        |       |                       |
| <p><b>2 Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |        |       |                       |
| <p><b>0–1 Poor</b><br/>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>  |        |       |                       |



| Question  | Answer                              | Marks | Not Allowed Responses |   |                                     |     |   |     |   |     |   |      |   |    |   |
|---|-------------------------------------|-------|-----------------------|---|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| <p><b>Additional marking guidance for Quality of Language</b></p> <p>The five marks available for Quality of Language are awarded <b>globally</b> 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><b>Answers scoring 0 for Content</b> 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="504 619 1731 1050"> <thead> <tr> <th data-bbox="504 619 1144 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1144 619 1731 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 719 1144 786">2–3</td> <td data-bbox="1144 719 1731 786">1</td> </tr> <tr> <td data-bbox="504 786 1144 853">4–5</td> <td data-bbox="1144 786 1731 853">2</td> </tr> <tr> <td data-bbox="504 853 1144 920">6–7</td> <td data-bbox="1144 853 1731 920">3</td> </tr> <tr> <td data-bbox="504 920 1144 987">8–14</td> <td data-bbox="1144 920 1731 987">4</td> </tr> <tr> <td data-bbox="504 987 1144 1050">15</td> <td data-bbox="1144 987 1731 1050">5</td> </tr> </tbody> </table> <p><b>Note:</b> 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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| 2–3   | 1                                   |       |                       |   |                                     |     |   |     |   |     |   |      |   |    |   |
| 4–5   | 2                                   |       |                       |   |                                     |     |   |     |   |     |   |      |   |    |   |
| 6–7   | 3                                   |       |                       |   |                                     |     |   |     |   |     |   |      |   |    |   |
| 8–14  | 4                                   |       |                       |   |                                     |     |   |     |   |     |   |      |   |    |   |
| 15  | 5                                   |       |                       |   |                                     |     |   |     |   |     |   |      |   |    |   |

| Question  | Answer  | Marks | Not Allowed Responses |
|---|---|-------|-----------------------|
| <p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"> <li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>If the answer to either (a) or (b) is clearly too long, calculate the length more precisely.</li> <li>If the answer to 5(a) exceeds 150 words, insert a slash <u>after</u> the 150<sup>th</sup> word to show the end of the response to be marked.</li> <li>If the answer to 5(b) exceeds 50 words, insert a slash <u>after</u> the 50<sup>th</sup> word to show the end of the response to be marked.</li> </ul> <p><b>Content marks – Summary</b></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> |   |       |                       |
| 5(a)  | <p>دونوں عبارتوں کی روشنی میں طلباء کے لیے اسکولوں میں پی ای کے فائدے اور نقصانات کا تذکرہ کیجیے۔</p> <p>-مٹاپا (مٹاپے کی شرح) کم کرنے میں مدد ملتی ہے / بچوں کی صحت پر مثبت اثر پڑتا ہے</p> <p>-بچوں میں (عمر بھر) ورزش کرنے کی عادت پڑتی ہے</p> <p>-شخصیت میں بہتری آتی ہے</p> <p>-ان کی (پوشیدہ) صلاحیتوں کو ابھارنے کا موقع ملتا ہے</p> <p>-بہتر کارکردگی کا جذبہ پیدا ہوتا ہے</p> <p>-ان کی خود اعتمادی میں اضافہ ہوتا ہے</p> <p>-ایک دوسرے کے ساتھ کام کرنے کی حوصلہ افزائی ہوتی ہے</p> | 10    |                       |

| Question | Answer   | Marks | Not Allowed Responses |
|----------|--|-------|-----------------------|
| 5(a)     | <p>- ہار اور جیت کا سامنا کرنے کی صلاحیت پیدا ہوتی ہے</p> <p>- قائدانہ صلاحیت پیدا ہوتی ہے</p> <p>- اپنے ملک کی نمائندگی کے لیے کھلاڑی دستیاب ہوتے ہیں / اپنے ملک کے لیے کھیلنے کا موقع ملتا ہے</p> <p>- طلباء کھیلوں کو پیشے کے طور پر اپنا سکتے ہیں</p> <p>- بچوں کو پی ای میں حصہ لینے پر مجبور کرنا (ان کے لیے نقصان دہ ہے)</p> <p>- طلباء پر ڈرانے دھمکانے کا خوف ہوتا ہے</p> <p>- طلباء کو مذاق اڑائے جانے کا خوف ہوتا ہے</p> <p>- طلباء پر پی ای میں اچھی کارکردگی دکھانے کا دباؤ ہوتا ہے</p> |       |                       |

| Question  | Answer   | Marks  | Not Allowed Responses  |  |  |  |   |  |
|---|--|--|--|--|--|--|---|--|
| <p><b>Content marks – Response to the Text</b><br/>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>آپ کے اسکول میں پی ای کے بارے میں آپ کی کیا رائے ہے؟ اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" data-bbox="338 528 1137 1369"> <tr> <td data-bbox="338 528 1137 699"> <p><b>5 Very good</b><br/>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="338 699 1137 869"> <p><b>4 Good</b><br/>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="338 869 1137 1040"> <p><b>3 Sound</b><br/>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="338 1040 1137 1211"> <p><b>2 Below average</b><br/>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="338 1211 1137 1369"> <p><b>0–1 Poor</b><br/>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><b>5 Very good</b><br/>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | <p><b>4 Good</b><br/>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><b>3 Sound</b><br/>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><b>2 Below average</b><br/>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p> | <p><b>0–1 Poor</b><br/>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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| <p><b>0–1 Poor</b><br/>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>  |  |  |  |  |  |  |   |  |

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| Question   | Answer | Marks | Not Allowed Responses |
|--|--------|-------|-----------------------|
| <b>Quality of Language – Accuracy</b>  |        |       | [5]                   |
| <p><b>5 Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |        |       |                       |
| <p><b>4 Good</b><br/>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>                      |        |       |                       |
| <p><b>3 Sound</b><br/>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> |        |       |                       |
| <p><b>2 Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |        |       |                       |
| <p><b>0–1 Poor</b><br/>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>  |        |       |                       |