



Cambridge IGCSE™

URDU AS A SECOND LANGUAGE

0539/01

Paper 1 Reading and Writing

May/June 2025

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or content point
	Incorrect
	Omission
	Meaning unclear or illegible
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	To show the end of word count
	Repetition
	Invalidate: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
On-page Comment	Wrong question number given by candidate
Off-page Comment	Used to make a holistic comment about the script

Question	Answer	Marks
1	مشہور کوہ پیماؤں کی جائے پیدائش	1
2	رقبہ / رقبہ برابر ہے / رقبہ 3800 مربع کلومیٹر ہے	1
3	■ کرنسی / نوٹوں کا رواج نہیں تھا ■ لوگ مختلف اشیاء / خدمات کا تبادلہ کیا کرتے تھے	2
4	گلگت / کسی دوسرے شہر جاتے ہیں	1
5	■ اخراجات کا ذمہ لے کر / وسائل فراہم کر کے / رضا کاروں کے لیے کھانا مہیا کر کے ■ مفت خدمات پیش کر کے	2
6	خوراک کا ذخیرہ / غذا کی فراہمی	1

Question	Answer	Marks
7	C	1
8	B	1
9	D	1
10	A	1
11	B	1
12	C	1
13	D	1
14	C	1
15	B	1

Question	Answer	Marks
16	ذاتی وجوہات / بیرون ملک لوگوں سے رابطہ / نئے ممالک کا سفر / شوق / ذہنی مشق / پیشہ ورانہ وجوہات / بین الاقوامی کاروباری رابطے / ملازمت کے لیے Any two for two marks	2
17	- انفرادی ضرورت کے مطابق کورس کا انتخاب - زبان سیکھنے کے مناسب طریقوں کا انتخاب	2
18	- مستقل مزاجی سے مشق / باقاعدہ مشق - ایسے ہدف مقرر کیے جائیں جنہیں حاصل کرنا ممکن ہو۔	2
19	- گرامر کے اصول - الفاظ کی ادائیگی / تلفظ / مختلف زبانوں کی مختلف آوازیں - اس زبان کے بولنے والوں کی ثقافت کے بارے میں جاننا	3

Question	Answer	Marks
20	Award up to 10 marks based on, up to 4 marks for content and up to 6 marks for accurate and concise language. Content: 4 marks Makes 4 clear points that answer the question. 3 marks Makes some clear points that answer the question. 2 marks Makes one or two points relevant to the question. 1 mark Content has limited relevance to the question. 0 mark No response <u>List of possible main points:</u> نئی زبان سیکھنے کے عمل میں پیش آنے والی مشکلات: - گرامر کے اصول - الفاظ کی ادائیگی / تلفظ / مختلف زبانوں کی مختلف آوازیں - اس زبان کے بولنے والوں کی ثقافت کے بارے میں جاننا ایک سے زیادہ زبانیں جاننے کے فائدے: - مختلف لوگوں کی تہذیب یا ثقافت کو جاننے اور سمجھنے میں مدد - یادداشت میں بہتری / مسائل حل کرنے کی صلاحیت / دماغی ورزش / ذہنی مشق - پیشہ ورانہ امور میں مدد / ملازمت میں ترقی کے نئے مواقع / کاروبار میں مدد - خود اعتمادی میں اضافے کا باعث (Both aspects of the question should be equally addressed) Language: 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. 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. 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.	10

Question	Answer	Marks
20	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. 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. 1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies. 0 marks No response worthy of credit.	

Question	Answer	Marks
21	Award up to 3 marks for content and up to 5 marks for the style and accuracy of language. Content: • The need to keep young people occupied • Details of the healthy leisure activities • Ask your friend for assistance Language (style and accuracy) 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. 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. 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. 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. 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. 0 marks No response worthy of credit.	8

Question	Answer	Marks
21	Award up to 8 marks for content and up to 8 marks for the style and accuracy of language. Content: relevance and development of ideas 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. 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. 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. 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. Level 0 [0 marks] No response worthy of credit.	8

Question	Answer	Marks
22	Language: style and accuracy 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. 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. 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. Level 1 [1–2 marks] Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured. Level 0 [0 marks] No response worthy of credit.	8