



# Cambridge International A Level

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URDU

9686/02

Paper 2 Reading and Writing

May/June 2020

MARK SCHEME

Maximum Mark: 70

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| <p><b>Published</b></p> |
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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.

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This document consists of **18** 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 General Marking Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>2 General Marking Principles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>2.1</b> 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.</p>                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>2.2 Crossing out:</b></p> <p>(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.</p> <p>(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>2.3 More than one response offered by the candidate in Questions 1 and 2:</b></p> <p>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:</p> <p>Both answers correct = 1 mark<br/>One answer correct and one answer incorrect = 0 marks</p>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>2.4 No response and '0' marks</b></p> <p>There is a NR (No Response) option in <b>RM Assessor</b>.</p> <p>Award NR (No Response):</p> <ul style="list-style-type: none"> <li>• If there is nothing written at all in the answer space or</li> <li>• 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</li> <li>• If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).</li> </ul> <p>Award 0:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> |

**Detailed Mark Scheme****Section 1**

| Question                                                                                                                                                                                                                | Answer                                                              | Marks    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------|
| <b>Question 1</b>                                                                                                                                                                                                       |                                                                     |          |
| Do not allow answers which are copied directly from the text. Use the <b>LM</b> annotation if the candidate has copied a sentence 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|
| <b>Question 2</b><br><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)                                                                                                                                                                                                                    | انتخاب کر سکیں   | 1     |
| 2(b)                                                                                                                                                                                                                    | برسوں کی جدوجہد  | 1     |
| 2(c)                                                                                                                                                                                                                    | مناسب نہیں ہے    | 1     |
| 2(d)                                                                                                                                                                                                                    | اعتماد نہیں رہتا | 1     |
| 2(e)                                                                                                                                                                                                                    | تعلیم یافتہ      | 1     |

| Question                                                                                                                                                                                         | Answer                                                                                                       | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------|
| <b>Question 3</b><br>Candidates must answer in their own words and must not copy word-for-word from the text. Use the <b>LM</b> annotation if the candidate has copied a sentence from the text. |                                                                                                              |       |
| 3(a)                                                                                                                                                                                             | ووٹ ڈالنے کا حق شہریوں کو کون سے مواقع فراہم کرتا ہے؟ دو باتیں لکھیے۔                                        | 2     |
|                                                                                                                                                                                                  | اپنی مرضی کی حکومت منتخب کر سکیں                                                                             | 1     |
|                                                                                                                                                                                                  | صحیح طور پر کام نہ کرنے والے سیاستدانوں کا دوبارہ انتخاب نہ کریں                                             | 1     |
| 3(b)                                                                                                                                                                                             | برسوں پہلے کن لوگوں کو ووٹ ڈالنے کا حق دیا جاتا تھا؟ دو باتیں لکھیے۔                                         | 2     |
|                                                                                                                                                                                                  | صرف مردوں کو                                                                                                 | 1     |
|                                                                                                                                                                                                  | صرف سفید فام / غیر سیاہ فام لوگوں کو                                                                         | 1     |
| 3(c)                                                                                                                                                                                             | طلبا کی یونین کے رہنما کے مطابق سولہ سال کے نوجوانوں کو ووٹ دینے کا حق کیوں حاصل ہونا چاہیے؟ دو باتیں لکھیے۔ | 2     |
|                                                                                                                                                                                                  | انھیں تعلیم حاصل کرنے کا تجربہ ہوتا ہے                                                                       | 1     |
|                                                                                                                                                                                                  | کچھ لوگوں کو کام کا تجربہ بھی حاصل ہوتا ہے                                                                   | 1     |

| Question | Answer                                                                                                               | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------|-------|
| 3(d)     | نیشنل یوتھ ایجنسی کے مطابق سولہ سال کے نوجوانوں کو ووٹ کا حق کیوں دیا جائے؟ تین باتیں لکھیے۔                         | 3     |
|          | تعلیم ختم کرنے / کام کرنے / شادی کرنے کا حق ہوتا ہے                                                                  | 1     |
|          | مختلف حقوق کے لیے مختلف عمروں کا تعین درست نہیں                                                                      | 1     |
|          | انھیں اپنی زندگی کے اہم فیصلے کرنے کی اجازت ہوتی ہے تو وہ اپنے ملک کے مستقبل کے بارے میں اپنی رائے کیوں نہیں دے سکتے | 1     |
| 3(e)     | ووٹ ڈالنے کا حق نہ ہونے کی وجہ سے نوجوانوں پر کیا اثر ہوتا ہے؟ تین باتیں لکھیے۔                                      | 3     |
|          | نوجوانوں کی صحیح طور پر نمائندگی نہیں ہوتی                                                                           | 1     |
|          | وہ یہ سمجھتے ہیں کہ معاشرے میں ان کی کوئی عزت نہیں ہے                                                                | 1     |
|          | وہ حکومت پر اعتماد نہیں کرتے                                                                                         | 1     |
| 3(f)     | نوجوانوں کو ووٹ ڈالنے کا حق دینے سے حکومت پر کیا اثر ہوگا؟ تین باتیں لکھیے۔                                          | 3     |
|          | سیاستدانوں کی نظروں میں ان کی اہمیت بڑھ جائے گی                                                                      | 1     |
|          | تعلیم کے بارے میں حکومت کو ان کی رائے بھی لینی ہوگی                                                                  | 1     |
|          | حکومت ان کی رائے کو آسانی سے نظر انداز نہیں کر سکے گی                                                                | 1     |

| Question                                                                                                                                                                                                           | Answer | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|
| <b>Quality of Language – Accuracy</b>                                                                                                                                                                              |        | [5]   |
| <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).                                   |        |       |
| <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.                      |        |       |
| <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. |        |       |
| <b>2 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                               |        |       |
| <b>0–1 Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                      |        |       |

| Question                                                                                                                                                                                                                                                                                                      | Answer                              | Marks |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------|-----------------------------------------------------------------------|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| <b>Additional marking guidance for Quality of Language</b>                                                                                                                                                                                                                                                    |                                     |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
| The five marks available for Quality of Language are awarded <b>globally</b> 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.                                                                                                                          |                                     |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
| <b>Answers scoring 0 for Content</b> 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><tr><th>Total Content marks available on questions where a candidate scores 0</th><th>Reduce Quality of Language mark by:</th></tr><tr><td>2–3</td><td>1</td></tr><tr><td>4–5</td><td>2</td></tr><tr><td>6–7</td><td>3</td></tr><tr><td>8–14</td><td>4</td></tr><tr><td>15</td><td>5</td></tr></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 |
| 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                                   |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
| <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).                                                                                                                                |                                     |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |

| Question                                                                                                                                                                                         | Answer                                                                                  | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------|
| <b>Question 4</b><br>Candidates must answer in their own words and must not copy word-for-word from the text. Use the <b>LM</b> annotation if the candidate has copied a sentence from the text. |                                                                                         |       |
| 4(a)                                                                                                                                                                                             | نوجوان سولہ سال کی عمر میں ذہنی اور جسمانی طور پر بالغ کیوں نہیں ہوتے؟ چار باتیں لکھیے۔ | 4     |
|                                                                                                                                                                                                  | اکثر اپنے والدین کے ساتھ رہتے ہیں                                                       | 1     |
|                                                                                                                                                                                                  | اپنے والدین پر انحصار کرتے ہیں                                                          | 1     |
|                                                                                                                                                                                                  | ان کے ذہن ابھی تک بچوں کی طرح ہوتے ہیں                                                  | 1     |
|                                                                                                                                                                                                  | وہ اپنے والدین کی نقل کرتے ہیں                                                          | 1     |
| 4(b)                                                                                                                                                                                             | دوسرے پیرا گراف کے مطابق والدین سے کن باتوں کی توقع کی گئی ہے؟ تین باتیں لکھیے۔         | 3     |
|                                                                                                                                                                                                  | والدین کو اپنے گھر والوں کی ضروریات کا خیال رکھنا چاہیے                                 | 1     |
|                                                                                                                                                                                                  | ملکی مفاد کا خیال رکھیں                                                                 | 1     |
|                                                                                                                                                                                                  | اپنے بچوں سے مشورہ کریں                                                                 | 1     |

| Question | Answer                                                                               | Marks |
|----------|--------------------------------------------------------------------------------------|-------|
| 4(c)     | سولہ سال کے نوجوانوں کو ووٹ کا حق دینا کیوں خطرناک ثابت ہو سکتا ہے؟ تین باتیں لکھیے۔ | 3     |
|          | ہو سکتا ہے کہ وہ کسی فنکار سے متاثر ہو کر اسے ووٹ دے دیں                             | 1     |
|          | غیر دانشمندانہ طریقے سے ووٹ کا استعمال کریں                                          | 1     |
|          | ایسے لوگوں کا انتخاب کر لیں جن میں حکومت چلانے کی بالکل صلاحیت نہ ہو                 | 1     |
| 4(d)     | مصنف کے مطابق ووٹ دینے والوں کی تعداد میں کمی کی کیا وجوہات ہیں؟ دو باتیں لکھیے۔     | 2     |
|          | ووٹ ڈالنے والوں میں نوجوانوں کی تعداد سب سے کم ہوتی ہے                               | 1     |
|          | سیاسی پارٹیوں میں نوجوان ممبروں کی تعداد بہت کم ہے                                   | 1     |
| 4(e)     | پروفیسر صاحب کے مطابق بہت سے لوگ ووٹ کیوں نہیں ڈالتے؟ تین باتیں لکھیے۔               | 3     |
|          | انتخابات کا نظام غیر منصفانہ ہے                                                      | 1     |
|          | وہ کسی بھی سیاسی پارٹی پر بھروسہ نہیں کرتے                                           | 1     |
|          | ووٹ سے کوئی تبدیلی نہیں آئے گی                                                       | 1     |

| Question                                                                                                                                                                                                           | Answer | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|
| <b>Quality of Language – Accuracy [5]</b>                                                                                                                                                                          |        |       |
| <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).                                   |        |       |
| <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.                      |        |       |
| <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. |        |       |
| <b>2 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                               |        |       |
| <b>0–1 Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                      |        |       |

| Question                                                                                                                                                                                                                                                                                                      | Answer                              | Marks |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------|-----------------------------------------------------------------------|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| <b>Additional marking guidance for Quality of Language</b>                                                                                                                                                                                                                                                    |                                     |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
| The five marks available for Quality of Language are awarded <b>globally</b> 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.                                                                                                                          |                                     |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
| <b>Answers scoring 0 for Content</b> 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><tr><th>Total Content marks available on questions where a candidate scores 0</th><th>Reduce Quality of Language mark by:</th></tr><tr><td>2–3</td><td>1</td></tr><tr><td>4–5</td><td>2</td></tr><tr><td>6–7</td><td>3</td></tr><tr><td>8–14</td><td>4</td></tr><tr><td>15</td><td>5</td></tr></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 |
| 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                                   |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |
| <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).                                                                                                                                |                                     |       |                                                                       |                                     |     |   |     |   |     |   |      |   |    |   |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <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 <b>5(a)</b> exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked.</li> <li>If the answer to <b>5(b)</b> exceeds 50 words, insert a slash <u>after</u> the 50th 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 سولہ سال کی عمر میں ووٹ ڈالنے کے حق میں اور اس کے خلاف پیش کیے گئے دلائل کے بارے میں لکھیے۔</p> <p><b>For</b></p> <ul style="list-style-type: none"> <li>ان میں اکثر کو کم از کم 10 سال تعلیم حاصل کرنے کا تجربہ ہوتا ہے</li> <li>کچھ لوگوں کو کام کا تجربہ بھی حاصل ہوتا ہے</li> <li>زیادہ سے زیادہ لوگوں کی نمائندگی ہونی چاہیے</li> <li>انہیں معاشرے میں اپنی قدر کا احساس ہوگا/سیاستدانوں میں انکی اہمیت بڑھ جائے گی</li> <li>انہیں اپنی زندگی کے اہم فیصلے کرنے کی اجازت ہوتی ہے</li> <li>نوجوانوں کی حکومت میں نمائندگی ہونی چاہیے</li> <li>حکومت پر اعتماد ہوگا</li> <li>وہ معقول رائے کا اظہار کر سکتے ہیں</li> </ul> | 10    |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5(a)     | <p><b>Against</b></p> <ul style="list-style-type: none"> <li>• اکثر اپنے والدین کے ساتھ رہتے ہیں</li> <li>• ان کے ذہن ابھی تک بچوں کی طرح ہوتے ہیں / ذہنی طور پر بالغ نہیں ہوتے</li> <li>• اپنے والدین پر انحصار کرتے ہیں</li> <li>• ان میں سیاسی شعور کی کمی ہوتی ہے</li> <li>• حق دینا خطرناک ثابت ہو سکتا ہے</li> <li>• وہ اپنے والدین اور بزرگوں کی نقل کرتے ہیں</li> <li>• ووٹ دالنے والوں کی تعداد میں کمی آجائے گی</li> <li>• ہو سکتا ہے کہ وہ اپنے ووٹ غیر دانشمندانہ طریقے سے استعمال کریں</li> <li>• ہو سکتا ہے کہ وہ کسی مشہور شخصیت یا انتہا پسندوں کا انتخاب کر لیں / ایسے لوگ جن میں حکومت چلانے کی صلاحیت نہ ہو</li> </ul> |       |

| Question                                                                                                                                                                                                                                                                               | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks                                                                                                                                            |                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                      |                                                                                                                                        |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Content marks – Response to the Text</b>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                      |                                                                                                                                        |   |
| 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)                                                                                                                                                                                                                                                                                   | <div>سولہ سال کی عمر میں ووٹ ڈالنے کے بارے میں اپنی رائے کی وضاحت کیجیے۔</div> <table><tr><td><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.</td></tr><tr><td><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.</td></tr><tr><td><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.</td></tr><tr><td><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.</td></tr><tr><td><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.</td></tr></table> | <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. | <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. | <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. | <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. | <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. | 5 |
| <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.                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                      |                                                                                                                                        |   |
| <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.                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                      |                                                                                                                                        |   |
| <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.                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                      |                                                                                                                                        |   |
| <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.                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                      |                                                                                                                                        |   |
| <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.                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                      |                                                                                                                                        |   |

| Question                                                                                                                                                                                                           | Answer | Marks |
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| <b>Quality of Language – Accuracy</b>                                                                                                                                                                              |        | [5]   |
| <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).                                   |        |       |
| <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.                      |        |       |
| <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. |        |       |
| <b>2 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                               |        |       |
| <b>0–1 Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                      |        |       |