Cambridge International A Level

URDU	**9676/02**
Paper 2 Reading and Writing	**October/November 2022**
MARK SCHEME	
Maximum Mark: 70	

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 October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **20** 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.

1   **General Marking Notes**
1.1 Annotations in RM Assessor

Question 1	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 **LM** annotation if the candidate has copied a sentence from the text.
Question 2	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.

Questions 3 and 4	**Content marks**
	• In the mark input box on the right-hand side of the screen, click on the question that you are about to mark.
	
	• Annotate each correct point with a **tick**.
	
	• Use the **LM** annotation to indicate any phrases which are copied directly from the passage.
	
	• The number of ticks for each item (a, b, c etc.) will be added up for you and the total will appear in the corner of the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box.
	
	Quality of Language Mark
	• Click on 3L or 4L as appropriate in the mark input box.
	
	• If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script.
	
	• If any items have scored zero or NR for content, insert a **comment box** on the script under the last item in the question.
	
	     Type in the details of the Quality of Language mark, e.g.:
	        5–2 = 3
	     OR
	        min 1
	• Then enter the Quality of Language mark in the mark input box for
	     Question **3L** / Question **4L**.

| Question 5 | • If the answer to **5a** exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked. |
| | • If the answer to **5b** exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked. |

<u>**Summary**</u>
- Annotate each correct point with a **tick** up to a maximum of 10 ticks.
- The number of ticks will be added up for you and the total will appear in the corner of the tick annotation in the toolbar.

Enter the mark (or NR as appropriate) in the mark input box for Question **5a**.

<u>**Personal response**</u>
- Enter the mark for Personal response in the mark input box for Question **5b**.

<u>**Quality of Language**</u>
- Enter the mark for Quality of Language in the mark input box for Question **5L**.
- Annotate all blank pages with the **SEEN** stamp.

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 the Principal Examiner 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 <u>to a whole question</u> 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
Question 1			
Do not allow answers which are copied directly from the text.			
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.	**1**	
1(b)	Accept any reasonable sentence which shows the meaning of the word.	**1**	
1(c)	Accept any reasonable sentence which shows the meaning of the word.	**1**	
1(d)	Accept any reasonable sentence which shows the meaning of the word.	**1**	
1(e)	Accept any reasonable sentence which shows the meaning of the word.	**1**	

Question	Answer	Marks	Not Allowed Responses
Question 2 synonyms			
The candidates must find, where possible, a single word equivalent to the words given.			
Accept minor spelling errors.			
2(a)	لمبا/دیر تک	**1**	دیر/بڑا/بہت دیر
2(b)	ضروری/فرض	**1**	
2(c)	شوق/جذبہ/جنون/محنت	**1**	
2(d)	نوکری/مزدوری/کام	**1**	
2(e)	رائے/دھیان/پرواہ/توجہ/سوچ	**1**	

Question	Answer	Marks	Not Allowed Responses
Question 3			
Do not allow answers which are copied from the text without any manipulation.			
3(a)	پہلے پیراگراف کے مطابق چائلڈ لیبر ایک طویل عرصہ تک عالمی مسئلہ کیوں بنا رہا؟ تین باتیں لکھیے۔	3	
	حکومتوں نے طویل عرصے تک اس پر توجہ نہیں دی	1	
	والدین غربت کی وجہ سے بچوں کو کام کروانے کے لیے مجبور تھے	1	
	آبادی میں اضافے کو نہ روکا گیا	1	
3(b)	پاکستان میں بچوں کے حقوق کی حفاظت کے لیے کون سے اقدامات اٹھائے جا رہے ہیں؟ تین باتیں لکھیے۔	3	
	بچوں کے حقوق کے لیے قانون سازی	1	
	بچوں کے لیے تعلیم حاصل کرنا لازمی	1	
	والدین کو مالی امداد دینا	1	

Question	Answer	Marks	Not Allowed Responses
3(c)	طاہر علی کے مطابق چائلڈ لیبر معاشرے میں ناانصافی کا باعث کیسے بنتی ہے؟ تین باتیں کھیے۔	**3**	
	جب بچے کم عمری میں کام کرتے ہیں تو ان میں غربت پھیلتی ہے	1	
	بچے تعلیم نہیں حاصل کر پاتے	1	
	بچوں میں زندگی میں آگے بڑھنے کا جذبہ ختم ہو جاتا ہے / معاشرے میں طبقاتی تقسیم پیدا ہوتی ہے	1	
3(d)	شاہینہ خان کے مطابق چائلڈ لیبر بڑوں کی بے روزگاری کا سبب کیسے بنتی ہے؟ تین باتیں کھیے۔	**3**	
	بچے کم تنخواہ پر کام کرنے کے لیے راضی ہو جاتے ہیں	1	
	اپنے حقوق حاصل کرنے کی کوشش نہیں کرتے	1	
	کام آسانی سے سیکھ جاتے ہیں / کاروباری لوگ بچوں کو ترجیح دیتے ہیں	1	
3(e)	کارخانوں میں کام کرنے سے بچوں پر کون سے اثرات پڑتے ہیں؟ تین باتیں کھیے۔	**3**	
	بچوں کو بہت تھکن ہو جاتی ہے	1	
	بچوں کو کھیلنے کا موقع نہیں ملتا	1	
	بچے بیمار ہو جاتے ہیں	1	

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

Question	Answer	Marks	Not Allowed Responses

Question 3

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** 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.

Answers scoring 0 for Content 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:

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

Note: 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).

Section 2

Question	Answer	Marks	Not Allowed Responses
Question 4			
Do not allow answers which are copied from the text without any manipulation.			
4(a)	پہلے پیراگراف کے مطابق اکثر لوگ چائلڈ لیبر کی مخالفت کیوں کرتے ہیں؟ تین باتیں لکھیے۔	**3**	
	چائیلڈ لیبر انسانی اور اخلاقی طور پر غلط ہے	1	
	بچپن میں ہی بچوں کو اپنے خاندان کی مالی مدد کرنا پڑتی ہے	1	
	بچے والدین کے پیار اور شفقت سے دور ہو جاتے ہیں	1	
4(b)	فاطمہ اختر چائیلڈ لیبر کے حق میں کیوں ہے؟ تین باتیں لکھیے۔	**3**	
	بچپن میں سیکھے ہوئے ہنر سے انسان روزی کما سکتا ہے	1	
	ماں باپ بچوں کی تعلیم کے اخراجات برداشت نہیں کر سکتے /ان کا مالی بوجھ کم ہو جاتا ہے	1	
	کم عمری میں بچوں میں احساس ذمہ داری پیدا ہو جاتا ہے	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	مقصود احمد کے خیال میں چائلڈ لیبر معاشرے کے لیے کس طرح مددگار ثابت ہو سکتی ہے؟ تین باتیں لکھیے۔	**3**	
	معاشرے/علاقے میں غربت میں کمی واقع ہوتی ہے	1	
	ملکی معیشت پر مثبت اثرات پڑتے ہیں	1	
	بچے ملک کی ترقی/نام روشن کرنے میں اہم کردار ادا کرتے ہیں	1	
4(d)	اگر حکومت میں چائلڈ لیبر ختم کرنے میں کامیاب ہو جائیں تو اس سے بچوں کو کیا فائدہ ہوگا؟ تین باتیں لکھیے۔	**3**	
	بچے اپنے بچپن کا لطف اٹھا سکیں گے	1	
	بچے اپنی قابلیت کے مطابق تعلیم حاصل کر سکیں گے	1	
	بچے ترقی کر سکیں گے	1	

Question	Answer	Marks	Not Allowed Responses
4(e)	حکومتوں کے اقدامات کے علاوہ چائلڈ لیبر ختم کرنے کے لیے اور کیا کیا جاسکتا ہے؟ تین باتیں لکھیے۔	3	
	چائلڈ لیبر پر کچھ نہ کرنے والے <u>ملکوں پر معاشی پابندیاں</u> لگائی جائیں	1	
	ایسے ملکوں میں <u>سرمایہ کاری/کاروبار کی حوصلہ شکنی</u> کی جائے	1	
	<u>میڈیا/ذرائع ابلاغ</u> لوگوں کے رویوں میں تبدیلی لانے کی کوشش کرے	1	

Question 4

Quality of Language – Accuracy [5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	**Good** 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.
3	**Sound** 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.
2	**Below average** Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1	**Poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Question	Answer	Marks	Not Allowed Responses

Question 4

Additional marking guidance for Quality of Language

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4–5	2
6–7	3
8–14	4
15	5

Note: 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	Not Allowed Responses
Question 5			

Length of 5(a) + 5(b) (Summary and Personal Response)
- Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.
- If the answer to either **(a)** or **(b)** is clearly too long, calculate the length more precisely.
- If the answer to **5(a)** exceeds 150 words, insert a slash line <u>after</u> the 150th word to show the end of the response to be marked.
- If the answer to **5(b)** exceeds 50 words, insert a slash line <u>after</u> the 50th word to show the end of the response to be marked.

Content marks – Summary
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 copying from the text should be taken into account when awarding the language mark.
The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

Question	Answer	Marks	Not Allowed Responses
5(a)	دونوں عبارتوں میں چائیلڈ لیبر کے بارے میں لوگوں کی مثبت اور منفی آراء کے بارے میں لکھیے۔ -دراصل انہیں غربت کی دلدل میں دھکیلنا ہے -تعلیمی میدان میں اپنی قابلیت کے جوہر نہیں دکھا پاتے -آگے بڑھنے کی لگن ختم ہو جاتی ہے -معاشرے میں طبقاتی تقسیم پیدا ہوتی ہے -بچوں کو بڑوں کی نسبت کم مزدوری دی جاتی ہے -بچوں کو ملازمت دینے میں ترجیح دی جاتی ہے -معصومیت کے باعث بچے اپنے جائز حقوق کا مطالبہ نہیں کرتے -بچے باآسانی کام سیکھ لیتے ہیں / بڑوں کے لیے ملازمت کے مواقع کم ہو جاتے ہیں -والدین کو اپنے بچوں کو بچپن ہی سے کام کرنے کی عادت ڈالنی چاہیے -چھوٹی عمر میں سیکھے ہوئے ہنر سے انسان روزی کما لیتا ہے -بچوں کے کام کرنے سے والدین پر مالی بوجھ کم ہو جاتا ہے -کم عمری میں احساس ذمہ داری پیدا ہو جاتا ہے -غربت کم کرنے میں مددگار ثابت ہوتے ہیں -ملکی معیشت بہتر ہوتی ہے -ملک کی ترقی / ملک کا نام روشن کرنے میں اہم کردار ادا کرتے ہیں	10	

Question	Answer	Marks	Not Allowed Responses
— **Content marks – Response to the Text** 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)	چائلڈ لیبر کے بارے میں اپنی رائے کی وضاحت کیجیے۔ **5 Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. **4 Good** 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. **3 Sound** A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text. **2 Below average** Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition. **0-1 Poor** Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	5	

Question	Answer	Marks	Not Allowed Responses
Question 5			
Quality of Language – Accuracy			[5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	**Good** 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.
3	**Sound** 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.
2	**Below average** Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1 Poor	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.