



CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

URDU AS A SECOND LANGUAGE

0539/01

Paper 1 Reading and Writing

For Examination from 2015

SPECIMEN MARK SCHEME

2 hours

MAXIMUM MARK: 60

This document consists of **4** printed pages.

- 1- کافی دیر تک ایک ہی جگہ پر بیٹھے رہنا.
- 2- سگریٹ نوشی؛ جسم میں پانی کی کمی.
- 3- اسکرین پر ایک خبر یا وارننگ دیکھی گئی.
- 4- یہ روشنی مدہم کر سکتا ہے.
- 5- اعلیٰ درجے کا موزوں کھلاڑی.
- 6- مخصوص قسم کا لباس پہننا یا ساز و سامان.
- 7- مارٹن گوبص؛ بیس سال سے کم؛ نقشہ ساز؛ جدید نقشہ ساز کمپنی؛ نوجوانوں کے جغرافیائی کلب کا صدر؛ دو سے چار مہینے؛ کانگو.
- 8- بدنما؛ زہریلے مرکب کا زیر زمین پانی کے نظام میں شامل ہونا؛ پیدائشی نقص کا خطرہ؛ ناخوشگوار بو.
- 9- دوبارہ کارآمد بنانے کے لئے الگ کوڑا کرکٹ کا استعمال؛ ٹیکس میں کمی؛ تعلیمی منصوبات؛ مقامی کونسل کو دی جانے والی رقم؛ فی اکائی قیمت اسکیم / Pay - as - you - throw scheme

10- مواد (6 مارکس تک) (اردو میں)

. دیگر گوریلاز کی طرف سے پٹائی کا جواب نہیں دے سکتے ہیں؛ اسے اپنی خوراک محسوس کر کے تلاش کرنی پڑتی تھی؛ بمشکل باہر نکلی.

. دوسرے گوریلا کا پیچھا کرتی؛ ممکنہ ساتھی میں دلچسپی دکھاتی؛ اپنی خوراک دیکھ سکتی؛ گوریلا کے جزیرے میں گھومتی رہتی.

زبان (4 مارکس تک) (اردو میں)

Language (up to 4 marks)

0 marks: meaning obscure because of density of language errors and serious problems with expression/nothing of relevance

1 mark: expression weak/reliance on lifting without discrimination

2 marks: expression limited/some reliance on lifting from the original, but some sense of order

3 marks: expression good, with attempts to group and sequence ideas in own words

4 marks: expression very good; clear, orderly grouping and sequencing largely in own words

- 11 - تنہا
- 12 - کم عمر؛ صرف ایک ہی عورت.
- 13 - ایک ہزار (۱۰۰۰) میل.
- 14 - دوسری پوزیشن پر.
- 15 - چوٹ/خراش؛ سرکشتی سے جا نکلایا.
- 16 - وہ حفاظتی ہیلمیٹ پہننے ہوئی تھی.
- 17 - کڑی آزمائش کے بعد صحیح سلامت پہنچنا.
- 18 - تیسری پوزیشن پر.
- 19 - جنوبی بحر اوقیانوس (South Atlantic) کے درمیان.

Exercise 6 (Question 19)

Award the answer a mark for **content (C)** [out of 10] and a mark for **language (L)** [out of 10] in accordance with the General Criteria table that follows.

- **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between two marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.
- When deciding on a mark for **content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.
- When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **shorter than the stated word length but does fulfil the task**, it should be put in mark band 5–6 for content or lower.
- If the essay is considerably **shorter than the stated word length and does not fulfil the task**, it should be put in mark band 3–4 for content or lower.
- If the essay is **partly relevant** and therefore in mark band 3–4, the full range of marks for **language** are available.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for **content** and **language**, even if it is enjoyable to read and fluent.

[Total: 20]

GENERAL CRITERIA FOR MARKING EXERCISE 6

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
9–10	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	9–10	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: None or very few errors. Well-constructed and linked paragraphs.
7–8	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	7–8	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
5–6	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	5–6	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
3–4	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	3–4	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–2	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks. • No engagement with the task, or any engagement with task is completely hidden by density of error. Completely irrelevant. Award 0 marks. 	0–2	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Urdu writing. Paragraphs absent or inconsistent. Award 0 marks.