



# Cambridge IGCSE™

---

**URDU AS A SECOND LANGUAGE**

**0539/01**

Paper 1 Reading and Writing

**May/June 2023**

MARK SCHEME

Maximum Mark: 60

---

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

This document consists of **8** 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.

Question	Answer	Marks
1	ناپینا/دیکھنے کی صلاحیت سے محروم افراد بھی موجود تھے	1
2	تاکہ وہ خود کو معاشرے میں تنہا محسوس نہ کریں	1
3	اسٹیج ڈرامے کے لیے کرداروں کی زیادہ تفصیلی وضاحت کی ضرورت ہوتی ہے	1
4	- فلم یا ٹی وی ڈرامے کے لیے ایک بار ریکارڈ کر کے کئی مرتبہ بھی سنائی جاسکتی ہے - اسٹیج یا تھیٹر میں ہر مرتبہ نئے سرے سے معلومات دی جاتی ہیں / تبدیلی کا امکان رہتا ہے	2
5	- ماہرین کی تعداد بہت کم تھی - کام بہت محنت طلب تھا / ایک ڈرامے کی وضاحت تیار کرنے میں کئی ماہ لگے / تمام تفصیلات پر توجہ دینے کی ضرورت تھی	2
6	حکومت کے نمائندوں نے خود ہیڈ فون لگا کر یہ ڈرامہ سنا	1
7	C	1
8	A	1
9	D	1
10	B	1
11	B	1
12	D	1
13	C	1
14	A	1
15	B	1
16	لیڈی بڑے خوش نما ہونے کی وجہ سے / باغوں کی خوبصورتی بڑھاتے ہیں لیڈی بڑ / اس کے بچے سبزی خور یا فصل دشمن کیڑوں کو کھاتے ہیں	2
17	زمین کی پیداواری صلاحیت متاثر ہو سکتی ہے پولی نیشن کے عمل پر اثر / غذا کی پیداواری پر اثر کئی پرندوں / جانوروں کی نسلوں کو خطرہ / ان کی خوراک کا ذریعہ متاثر ہوگا	3

Question	Answer	Marks
18	لال بیگ زیادہ بچے پیدا کرنے والے کیڑے ہیں	2
	یہ اپنے اندر ادویات کے خلاف قوتِ مدافعت پیدا کر لیتے ہیں	
19	کیڑے مار ادویات / کیمیائی کھادوں پر (کثیر) رقم خرچ نہیں کرنا پڑے گی	2
	ماحول زہریلے (کیمیائی) اثرات سے محفوظ رہے گا	

Question	Answer	Marks
20	<p>Award up to 10 marks based on, up to 4 marks for content and up to 6 marks for accurate and concise language.</p> <p><b>Content:</b></p> <p><b>4 marks</b> Makes 4 clear points that answer the question.  <b>3 marks</b> Makes some clear points that answer the question.  <b>2 marks</b> Makes one or two points relevant to the question.  <b>1 mark</b> Content has limited relevance to the question.  <b>0 mark</b> No response.</p> <p><b><u>List of possible main points:</u></b></p> <p style="text-align: right;"><b>کیڑے کھڑوں کی کمی سے انسانوں کے لیے مسائل:</b></p> <ul style="list-style-type: none"> <li>• زمین کی پیداواری صلاحیت متاثر ہو سکتی ہے۔</li> <li>• پولی نیشن کے عمل پر اثر / غذا کی پیداواری پر اثر پڑے گا۔</li> <li>• کئی پرندوں یا جانوروں کی نسلوں کو خطرے کا سامنا ہو گا / پرندوں یا جانوروں کی خوراک کا ذریعہ متاثر ہو گا</li> </ul> <p style="text-align: right;"><b>مفید کیڑوں کی افزائش کے لیے اقدامات:</b></p> <ul style="list-style-type: none"> <li>• مقامی درخت / پودے مثلاً شیشم اور کیکرو وغیرہ کاشت کیے جائیں۔</li> <li>• ایسے کیڑوں کی افزائش کی جائے جو فصلوں کے دشمن کیڑوں کو (مکمل) ختم کر دیتے ہیں۔</li> </ul> <p>(Both aspects of the question should be addressed.)</p> <p><b>Language:</b></p> <p><b>6 marks</b> Very good attempt to use own words and to organise and sequence points cohesively. A concise summary. Wide range of vocabulary and grammatical structures, used accurately. Assured control of punctuation and spelling.</p> <p><b>5 marks</b> Good attempt to use own words and to organise and sequence points cohesively. Good range of vocabulary and grammatical structures, used accurately. Good control of punctuation and spelling.</p> <p><b>4 marks</b> Reasonable attempt to use own words and to organise and sequence points cohesively. A range of vocabulary and grammatical structures, used mostly accurately. Some inaccuracies of punctuation and spelling but these do not obscure meaning.</p> <p><b>3 marks</b> Some reliance on language from the text, but with an attempt to organise and sequence points. Satisfactory use of language, although sometimes inaccuracies obscure the meaning.</p>	10

Question	Answer	Marks
20	<p><b>2 marks</b> Mainly reliant on language from the text with no attempt to organise and sequence points cohesively. Inaccuracies of vocabulary, grammatical structures, punctuation and spelling make the meaning frequently unclear.</p> <p><b>1 mark</b> Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p> <p><b>0 marks</b> No response worthy of credit.</p> <p><i>(Language marks are not affected by content marks but if there are no content marks, no language marks should be awarded.)</i></p>	
21	<p>Award up to 3 marks for content and up to 5 marks for the style and accuracy of language.</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The benefits of studying online at home</li> <li>• Benefits of going to school</li> <li>• What advice you would give to your cousin, and why</li> </ul> <p><b>Language (style and accuracy)</b></p> <p><b>5 marks</b> Uses a wide range of language including complex structures effectively. High level of accuracy, very good control of language. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p><b>4 marks</b> Uses a range of structures appropriately. Attempts to use more ambitious language. Mostly accurate with a good control of language. Any errors do not impede meaning. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p><b>3 marks</b> Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p><b>2 marks</b> Uses simple structures and vocabulary. Some degree of control. Meaning is sometimes in doubt. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p><b>1 mark</b> Uses very simple structures and vocabulary. Lack of control of simple structures makes meaning mostly difficult to understand. Inappropriate style and register. No use of paragraphs.</p> <p><b>0 marks</b> No response worthy of credit.</p> <p><i>(Language marks are not affected by content marks but if there are no content marks, no language marks should be awarded.)</i></p>	<b>8</b>

Question	Answer	Marks
22	<p data-bbox="316 248 1198 315">Award up to 8 marks for content and up to 8 marks for the style and accuracy of language.</p> <p data-bbox="316 349 954 383"><b>Content: relevance and development of ideas</b></p> <p data-bbox="316 416 592 450"><b>Level 4 [7–8 marks]</b> Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p data-bbox="316 651 592 685"><b>Level 3 [5–6 marks]</b> Fulfils the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Uses reasonably well-constructed paragraphs with some linking words.</p> <p data-bbox="316 853 592 887"><b>Level 2 [3–4 marks]</b> Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Some attempt to use appropriate style and register and to organise writing into paragraphs.</p> <p data-bbox="316 1088 592 1122"><b>Level 1 [1–2 marks]</b> Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and/or repetitive. Organisation may lack coherence. Style and register may be inconsistent or inappropriate. Limited or no use of paragraphs.</p> <p data-bbox="316 1323 560 1357"><b>Level 0 [0 marks]</b> No response worthy of credit.</p> <p data-bbox="316 1424 740 1458"><b>Language: style and accuracy</b></p> <p data-bbox="316 1491 592 1525"><b>Level 4 [7–8 marks]</b> Uses a range of language, including complex structures and less common words and phrases, effectively. High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</p> <p data-bbox="316 1659 592 1693"><b>Level 3 [5–6 marks]</b> Uses a range of structures and words and phrases, generally appropriately. Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</p> <p data-bbox="316 1827 592 1861"><b>Level 2 [3–4 marks]</b> Uses mainly simple structures and vocabulary. Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.</p>	16

Question	Answer	Marks
22	<p><b>Level 1 [1–2 marks]</b> Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured.</p> <p><b>Level 0 [0 marks]</b> No response worthy of credit.</p> <p><i>(Language marks are not affected by content marks but if there are no content marks, no language marks should be awarded.)</i></p>	