

Cambridge International A Level

URDU

9686/02

Paper 2 Reading and Writing

October/November 2024

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **23** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.






GENERIC MARKING PRINCIPLE 5:


Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations available on RMA3

Annotation	Meaning
	Credit for good language or good content point
	Used to show that blank pages have been seen
	Lifted material
	Indicate word limit
	Comments

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	<p><u>Content marks</u></p> <ul style="list-style-type: none"> • 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 top left-hand corner of the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box. <p><u>Quality of Language Mark</u></p> <ul style="list-style-type: none"> • 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.: <p style="padding-left: 40px;">5–2 = 3</p> <p>OR</p> <p style="padding-left: 40px;">min 1</p> <ul style="list-style-type: none"> • Then enter the Quality of Language mark in the mark input box for Question 3L / Question 4L. 

Question 5	<ul style="list-style-type: none">• 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. <p><u>Summary</u></p> <ul style="list-style-type: none">• 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 beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question 5a. <p><u>Personal response</u></p> <ul style="list-style-type: none">• Enter the mark for Personal response in the mark input box for Question 5b. <p><u>Quality of Language</u></p> <ul style="list-style-type: none">• 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 your Team Leader 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 to a whole question 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	

PUBLISHED

Question	Answer	Marks	Not allowed responses
Question 2 (synonyms)			
2(a)	مشکلات / مسائل / رکاوٹیں	1	
2(b)	غیر ملک / دیار غیر / بدیس / دوسرا ملک / بیرون ملک	1	
2(c)	فائدے / نفع	1	محنت / مفید
2(d)	نوکری / روزگار / کام کاج / مزدوری	1	
2(e)	پڑھا لکھا / خواندہ / علم والا	1	ہنرمند

PUBLISHED

Question	Answer	Marks	Not allowed responses
Question 3 Do not allow answers which are copied from the text without any manipulation.			
3(a)	پہلے پیرا گراف کے مطابق ہجرت کی وجہ سے کون سی صلاحیتیں پیدا ہوتی ہیں؟ تین باتیں لکھیے۔	3	
	اجنبی / مقامی لوگوں کے ساتھ کام کرنے کا جذبہ / جوش پیدا ہوتا ہے۔	1	
	زندگی کی مشکلات کا سامنا / مقابلہ کرنے کی ہمت پیدا ہوتی ہے۔	1	
	مہاجرین میں خود اعتمادی پیدا ہوتی ہے۔	1	
3(b)	انجینئر محمد علی ہجرت کے بارے میں مثبت سوچ کیوں رکھتے ہیں؟ تین باتیں لکھیے۔	3	
	انہیں نئی چیزیں سیکھنے کا موقع ملا۔	1	
	پاکستانیوں کی موجودگی سے پردیس کا احساس کم ہوا۔	1	
	دوسرے رنگ و نسل کے لوگوں کے ساتھ دوستی / کام کا موقع ملا۔	1	

PUBLISHED

Question	Answer	Marks	Not allowed responses
3(c)	طارق جاوید کے خیال میں مہاجرین کی ترقی کاراز کیا ہے؟ تین باتیں لکھیے۔	3	
	مہاجرین مقامی لوگوں سے زیادہ محنت سے کام کرتے ہیں	1	
	ملازمت تلاش کرنے میں آسانی ہوتی ہے۔	1	
	مقامی آبادی میں ان کی اہمیت بڑھ جاتی ہے / معاشرے میں ایک نیارنگ بھرتے ہیں۔	1	
3(d)	شٹاناز کے خیال میں پاکستان کی ترقی میں بیرون ملک پاکستانی کیوں اہم سمجھے جاتے ہیں؟ تین باتیں لکھیے۔	3	
	وہ سرمایہ کاری کرتے ہیں / لوگوں کو ملازمتیں ملتی ہیں۔	1	
	اپنے خاندانوں کی زندگیوں کو بہتر بناتے ہیں۔	1	
	باہر سے تعلیم یافتہ / ہنرمند پاکستانی واپس آ کر ملک کی ترقی میں مثبت / اہم کردار ادا کرتے ہیں۔	1	

PUBLISHED

Question	Answer	Marks	Not allowed responses
3(e)	آخری پیرا گراف کے مطابق ہجرت کو کیسے کم کیا جاسکتا ہے؟ تین باتیں لکھیے۔	3	
	امیر ممالک غریب ملکوں میں سرمایہ کاری کریں / وہاں کے لوگوں کو روزگار مہیا کریں۔	1	
	غریب ممالک کے <u>نوجوانوں</u> کو نئی ٹیکنالوجی کی تعلیم دی جائے۔	1	
	غریب ملکوں کے <u>نوجوانوں</u> کو نئے ہنر سکھائے جائیں۔	1	

PUBLISHED

Question	Answer	Marks	Not allowed responses
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
----------	--------	-------	-----------------------

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).

PUBLISHED

Question	Answer	Marks	Not allowed responses
Question 3			
Do not allow answers which are copied from the text without any manipulation.			
4(a)	پہلے پیرا گراف کے مطابق اکثر ممالک مہاجرین کے آنے سے کیوں خوش نہیں ہوتے؟ تین باتیں لکھیے۔	3	
	مہاجرین پر وسائل استعمال کرنے پڑتے ہیں / معیشت یا ملکی ترقی پر برا اثر پڑتا ہے	1	
	مہاجرین کی تہذیب و تمدن یہاں کی زندگی میں <u>مداخلت</u> ہے	1	
	میزبان ملک میں بے روزگاری بڑھتی ہے	1	
4(b)	شبیر احمد کو برطانیہ میں کن مشکلات کا سامنا کرنا پڑا؟ تین باتیں لکھیے۔	3	
	یہاں کے لوگوں کی طرز زندگی کو <u>سمجھنا مشکل</u> تھا / انگریزی زبان سے ناواقفیت / نا سمجھنا	1	
	یہاں کے قوانین کو سمجھنا / ان پر عمل کرنا	1	
	سب سے زیادہ تکلیف دہ بات تہائی تھی	1	

PUBLISHED

Question	Answer	Marks	Not allowed responses
4(c)	ڈاکٹر اشرف زیدی کے خیال میں ترقی پذیر ملکوں کے لوگوں کو اپنا وطن کیوں چھوڑنا پڑتا ہے؟ تین باتیں لکھیے۔	3	
	ان کے ملکوں کے <u>معاشی حالات</u> کی وجہ سے	1	
	ملک میں <u>خانہ جنگی</u> / <u>بیرونی جارحیت</u> کی وجہ سے جان بچانے کے لیے	1	
	<u>قدرتی آفات</u> کی وجہ سے زندگی مشکل ہو جاتی ہے	1	
4(d)	زندگی کی تمام سہولتوں کے باوجود امیر ملکوں کے لوگ کیوں ہجرت کرتے ہیں؟ تین باتیں لکھیے۔	3	
	اپنی <u>مصروف زندگی</u> سے <u>چھٹکارا</u> / <u>نجات</u> پانے کے لیے	1	
	اپنے ملک میں <u>موسم کی خرابی</u> / <u>دوسرے ملک کے خوشگوار موسم</u> کی وجہ سے	1	
	دوسرے ملک کی <u>خوبصورتی</u> / <u>تہذیب</u> / <u>قدرتی حسن</u> سے متاثر ہوتے ہیں	1	

PUBLISHED

Question	Answer	Marks	Not allowed responses
4(e)	محمد یوسف کے لیے ہجرت ایک ناخوشگوار تجربہ کیوں ہے؟ تین باتیں لکھیے۔	3	
	اپنوں کے غم/خوشی میں شریک نہیں ہو سکتے	1	
	کسی دوسرے ملک کی طرز زندگی کو اپنانا مشکل ہوتا ہے	1	
	اپنے مزاج کے خلاف باتیں برداشت کرنی پڑتی ہیں	1	

PUBLISHED

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

PUBLISHED

Question	Answer	Marks	Not allowed responses
----------	--------	-------	-----------------------

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).

PUBLISHED

Question	Answer	Marks	Not allowed responses
<p>Question 5</p> <p>Length of 5(a) + 5(b) (Summary and Personal Response)</p> <ul style="list-style-type: none"> • 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. <p>Content marks – Summary</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>			

Question	Answer	Marks	Not allowed responses
5(a)	<p>دونوں عبارتوں میں ہجرت کے بارے میں لوگوں کے مثبت اور منفی تاثرات لکھیے۔</p> <p>- نیا سیکھنے کو ملتا ہے</p> <p>- پردیس میں رہنے کا احساس زیادہ نہیں ہوتا</p> <p>- دوسرے لوگوں کے ساتھ دوستی / کام کا موقع ملتا ہے</p> <p>- مہاجرین زیادہ محنت سے کام کرتے ہیں / انہیں ملازمت تلاش کرنے میں آسانی ہوتی ہے</p> <p>- ملک میں ترقی ہوتی ہے</p> <p>- مقامی لوگوں کی نظر میں اہمیت بڑھ جاتی ہے / معاشرے میں ایک نیا رنگ بھرتے ہیں</p> <p>- اپنے ملکوں میں سرمایہ کاری کرتے ہیں / لوگوں کو ملازمتیں ملتی ہیں</p> <p>- ان کے خاندانوں کا معیار زندگی بہتر ہوتا ہے</p> <p>- اپنے ملک کی ترقی میں مثبت کردار ادا کرتے ہیں</p> <p>- انگریزی زبان سے ناواقفیت کی وجہ سے / یہاں کی طرز زندگی کو سمجھنا مشکل ہوتا ہے۔</p> <p>-</p> <p>- قوانین پر عمل کرنے / سمجھنے میں عرصہ لگ جاتا ہے۔</p> <p>- تنہائی / اپنوں سے دوری کا احساس ہوتا ہے۔</p> <p>- اپنوں کے غم / خوشی میں شریک نہیں ہو سکتے۔</p> <p>- ایک اجنبی ملک کی طرز زندگی کو اپنانا ایک کٹھن کام ہوتا ہے۔</p> <p>- اپنے مزاج کے خلاف باتیں برداشت کرنی پڑتی ہیں۔</p>	10	

Question	Answer	Marks	Not allowed responses					
<p>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.</p>								
5(b)	<p style="text-align: center;">اپنے ملک میں مہاجرین کی آمد کے بارے میں اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>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.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>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.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>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.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </table>	<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>								
<p>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.</p>								
<p>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.</p>								
<p>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.</p>								
<p>0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>								

PUBLISHED

Question	Answer	Marks	Not allowed responses
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.		

- Demonstrate your skills by getting better job opportunities.
- Because of the contacts with the people there, they come to face the challenges of life there.
- Immigrants work hard and the country develops.
- Immigrants add a new colour to their culture, language and music in the host country.
- Immigrants make up for the shortage of manpower in the UK.
- Supported the country's economy by working overnight in factories and bakeries.
- Helped reduce unemployment by opening their own businesses.

Negative aspects

- Helped reduce unemployment by opening their own businesses.
- It has a negative impact on the economy of the host country.
- Indigenous peoples consider immigrant culture and religious traditions to be an interference in their lives.
- Unemployment rises due to migrants.
- Refugees have to seek outside help to provide basic facilities.
- The clash of two different civilisations has created social problems.
- The burden on the education and health sectors has increased.