



Cambridge IGCSE™

URDU AS A SECOND LANGUAGE

0539/01

Paper 1 Reading and Writing

For examination from 2021

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **14** pages. Blank pages are indicated.

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.

This component tests the following Assessment Objectives:

AO1: Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

AO2: Writing

- W1 communicate ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures and vocabulary accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

Overview of exercises on Paper 1

Exercise	Task type	Reading objectives tested	Marks for Reading objectives	Writing objectives tested	Marks for Writing objectives	Total available marks
1	Short answer reading	R1, R2, R3, R4	8			8
2	Multiple matching	R1, R2, R3	9			9
3	Note making	R1, R2, R3, R4	9			9
4	Summary	R2, R3	4	W1, W2, W3, W4, W5	6	10
5	Writing (1)			W1, W2, W3, W4, W5	8	8
6	Writing (2)			W1, W2, W3, W4, W5	16	16
Total Marks						60

Exercise 1

Question	Answer	Marks	Guidance
1	تاکہ بوقت ضرورت آگ دوبارہ سلگائی جاسکے	1	
2	فاسفورس کی آتش گیر خصوصیات کی دریافت سے	1	
3	جلنے کی ناگوار بو	1	
	خطرناک طریقہ استعمال	1	
4	ماہر ادویات	1	
5	ماچس کی فیکٹری میں کام کرنے والے مزدوروں کے لیے <u>نقصان دہ</u>	1	(خطرناک ناقابل قبول)
6	سرخ فاسفورس کا استعمال	1	
	آتش گیر اجزا کو الگ الگ کرنا (تیلی اور گرٹنے والی پٹی کی صورت میں)	1	

Exercise 2

Question	Answer	Marks	Guidance
7	C	1	
8	B	1	
9	B	1	
10	A	1	
11	D	1	
12	B	1	
13	C	1	
14	D	1	
15	A	1	

Exercise 3

Question	Answer	Marks	Guidance
16	جب زمین کے قریب موجود ہوا (اوپر والی ہوا کے مقابلے میں) ٹھنڈی ہو کر آبی بخارات میں تبدیل ہو جاتی ہے	1	
17	سموک / فضائی آلودگی دھند میں شامل ہو جاتی ہے	1	
18	سورج کی شعاعوں کے نوک اور سموک سے ٹکرانے سے سموک وجود میں آتی ہے سائس لینے میں دشواری آنکھوں میں جلن	1	
19	حکومت: فضائی آلودگی کو کم کرنا (کوڑا کرکٹ جلانے سے) صنعتی ادارے: فضائی آلودگی پر قابو پانا (کارخانوں کو آبادی سے دور کرنا / گاڑیوں اور فیکٹریوں کو متبادل توانائی کے ذرائع پر منتقل کرنا) طلبا: زیادہ شجر کاری یا موجودہ درختوں کی حفاظت کرنا (ہوا کو صاف کرنا)	1	

Exercise 4

Question	Answer	Marks	Guidance
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>Content:</p> <p>4 marks Makes 4 clear points that answer the question.</p> <p>3 marks Makes some clear points that answer the question.</p> <p>2 marks Makes one or two points relevant to the question.</p> <p>1 mark Content has limited relevance to the question.</p> <p>0 marks No response worthy of credit.</p>	10	

Question	Answer	Marks	Guidance
20	<p>List of possible main points:</p> <p><u>سموگ کے بننے کا عمل (ایک کلمہ):</u></p> <p>1- جب زمین کے قریب موجود ہوا اوپر والی ہوا کے مقابلے میں ٹھنڈی ہو کر آبی بخارات میں تبدیل ہو جاتی ہے۔ سموگ / فضائی آلودگی دھند میں شامل ہو جاتی ہے اور سورج کی شعاعوں کے نوک اور سموگ سے گرانے سے سموگ وجود میں آتی ہے۔</p> <p><u>انسانی صحت پر سموگ کے اثرات (دو نکات):</u></p> <p>1- حکومت . فضائی آلودگی کو کم کرنا (کوڑا کرکٹ جلانے سے)</p> <p>2- صنعتی ادارے: فضائی آلودگی پر قابو پانا (کارخانوں کو آبادی سے دور کرنا / گاڑیوں اور ٹیکریوں کو متبادل توانائی کے ذرائع پر منتقل کرنا)</p> <p>3- طلباء: زیادہ شجرکاری یا موجودہ درختوں کی حفاظت کرنا (ہوا کو صاف کرنا)</p> <p>Language:</p> <p>6 marks 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>5 marks 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>		

Question	Answer	Marks	Guidance
20	<p>4 marks 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>3 marks 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> <p>2 marks 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>1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p> <p>0 marks No response worthy of credit.</p>		

Exercise 5

Question	Answer	Marks	Guidance
21	<p>Award up to 3 marks for content and up to 5 marks for the style and accuracy of language.</p> <p>Content:</p> <ul style="list-style-type: none"> the candidate's favourite language and why it is their favourite how the candidate will use this language the benefits of learning languages. <p>Language (style and accuracy)</p> <p>5 marks 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>4 marks 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>3 marks 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>	8	

Question	Answer	Marks	Guidance
21	<p>2 marks 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>1 mark 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>0 marks No response worthy of credit.</p>		

Exercise 6

Question	Answer	Marks	Guidance
22	<p>Award up to 8 marks for content and up to 8 marks for the style and accuracy of language.</p> <p>Content: relevance and development of ideas</p> <p>Level 4 [7–8 marks] 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>Level 3 [5–6 marks] 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>Level 2 [3–4 marks] 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>	16	

Question	Answer	Marks	Guidance
22	<p>Level 1 [1–2 marks] 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>Level 0 [0 marks] No response worthy of credit.</p> <p>Language: style and accuracy</p> <p>Level 4 [7–8 marks] 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>Level 3 [5–6 marks] 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>Level 2 [3–4 marks] 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> <p>Level 1 [1–2 marks] Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured.</p> <p>Level 0 [0 marks] No response worthy of credit.</p>		