
URDU**9686/02**

Paper 2 Reading and Writing

October/November 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **17** 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 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 | 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) | رعائتی | 1 | |
| 1(b) | معیاری | 1 | |
| 1(c) | بنیادی | 1 | |
| 1(d) | اجزاء | 1 | |
| 1(e) | شرح | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|------------------------------|-------|-----------------------|
| 2(a) | اول / ابتدائی / شروعاتی | 1 | |
| 2(b) | رسائی / دسترس / حد / حدود | 1 | |
| 2(c) | زیادتی / زیادہ | 1 | |
| 2(d) | نقصان دہ / ضرر رساں / خراب | 1 | |
| 2(e) | لذیذ / خوش ذائقہ / ذائقہ دار | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|--|--|-------|-----------------------|
| Question 3 Candidates must not copy word for word from the text. | | | |
| 3(a) | پہلے پیرا گراف کے مطابق مغربی لوگوں کی غذا صحت بخش کیوں نہیں ہوتی؟ دو باتیں لکھیے۔ | 2 | |
| | کیونکہ ان کے پاس بہت پیسے ہیں اس لیے وہ سب کچھ خرید سکتے / کھا سکتے ہیں۔ | 1 | |
| | اور وہ غلط / بُری قسم کی چیزیں کھاتے ہیں۔ | 1 | |
| 3(b) | چند حکومتوں نے کیا فیصلہ کیا ہے اور اس کے کیا اثرات ہیں؟ | 3 | |
| | چند حکومتوں نے پالیسیاں بنائی ہیں جن کے تحت خوراک کی بنیادی اشیاء سستے داموں میں بکتی / بیچی جاتی ہیں۔ | 1 | قیمت میں اضافہ |
| | دو اثرات: | | |
| | غریب لوگوں کو سستے کھانے مل سکتے ہیں۔ | 1 | سارے لوگوں / انسانوں |
| | لازمی نہیں ہے کہ ان کھانوں میں غذائیت کی ضروری چیزیں موجود ہیں۔ | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 3(c) | تیسرے پیرا گراف کے مطابق مخصوص طبقے کے لوگ کس قسم کے کھانے پسند کرتے ہیں اور کیوں؟ دو وجوہات لکھیے۔ | 3 | |
| | ایسے لوگ فاسٹ فوڈ کھانا پسند کرتے ہیں | 1 | |
| | دو وجوہات: | | |
| | دکھاوے کے لیے کہ ہم مغربی کھانے خرید سکتے ہیں۔ | 1 | |
| | اور وہ سمجھتے ہیں کہ روایتی دہلی کھانے صحت کے لیے ٹھیک نہیں ہوتے۔ | 1 | پسند نہیں ہیں۔ |
| 3(d) | چوتھے پیرا گراف کے مطابق صحت مند رہنے کے لیے ماہرین نے کیا تجاویز پیش کی ہیں؟ چار باتیں لکھیے۔ | 4 | |
| | جانوروں کا گوشت / چربی کم کھانا چاہیے۔ | 1 | گوشت / چربی نہیں کھانا چاہیے۔ |
| | مکھن کھانے سے پرہیز کرنا چاہیے / کم کھانا چاہیے۔ | 1 | ترک کرنا / چھوڑ دینا چاہیے۔ |
| | مچھلی اور مرغی زیادہ کھانا چاہیے۔ | 1 | |
| | نشاستہ / چکنائی کم کھانا چاہیے۔ | 1 | دل کے امراض اور موٹاپے کی وجہ چکنائی اور نشاستے کی زیادتی ہے۔ (یہ وضاحت ہے تجویز نہیں) |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|-----------------------|
| 3(e) | آخری پیرا گراف کے مطابق لوگوں کی لمبی زندگی کاراز کیا ہے؟ تین باتیں لکھیے۔ | 3 | |
| | جانوروں کا گوشت کم کھاتے ہیں۔ | 1 | |
| | مچھلی، زیتون کا تیل، پھل، سلاد وغیرہ کھاتے ہیں۔ | 1 | |
| | ان میں موٹاپا اور دل کی بیماریاں کم پائی جاتی ہیں / شرح بہت کم ہے۔ | 1 | |

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).

| Question | Answer | Marks | Not Allowed Responses |
|--|---|-------|-------------------------|
| Question 4 Candidates must not copy word for word from the text. | | | |
| 4(a) | انہیں سوسٹر کی دہائی میں نوجوانوں پر صحت بخش غذا نہ کھانے کے اثرات کی وضاحت کیجیے۔ تین باتیں لکھیے۔ | 3 | |
| | گوشت میں چربی، اور مکھن زیادہ کھانے سے کو لیسٹرول پیدا ہوتا ہے۔ | 1 | |
| | دل کے امراض پیدا ہوتے ہیں۔ | 1 | |
| | خون کا دباؤ/دور ان خون میں رکاوٹ /رگوں کو بند کرتا ہے۔ | 1 | |
| 4(b) | "چربی خراب چیز ہے۔" حکومت کی اس پالیسی کی مخالفت کرنے کا کیا نتیجہ تھا؟ چار باتیں لکھیے۔ | 4 | |
| | ان کا کام نظر انداز کیا گیا تھا۔ | 1 | |
| | اس کا کام غیر معیاری قرار دیا گیا تھا۔ | 1 | |
| | ملازمت /نو کری ملنا مشکل تھا۔ | 1 | |
| | ایک سائنس دان کو ملازمت سے نکالا گیا/استعفیٰ دینا پڑا۔ | 1 | کئی/کافی سائنس دانوں کو |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 4(c) | لوگ شکر کا زیادہ استعمال کیوں کر رہے ہیں اور اس کے کیا نقصانات ہیں؟ | 3 | |
| | وہ توانائی کے لیے کھاتے ہیں۔ | 1 | |
| | ذیابیطس میں اضافہ ہو گیا ہے۔ | 1 | |
| | موٹاپے کی شرح بڑھ گئی ہے۔ | 1 | |
| 4(d) | "پوشیدہ شکر" کی وضاحت کیجیے اور اس کے دو نقصانات بیان کیجیے۔ | 3 | |
| | کچھ کھانے کی عام چیزوں میں کافی مقدار میں شکر پائی جاتی ہے۔ | 1 | |
| | موٹاپے میں اضافہ۔ | 1 | |
| | زیادہ تر چھوٹے بچوں میں موٹاپا نمایاں ہے۔ | 1 | |
| 4(e) | ڈاکٹر راشدہ اقبال کے خیال میں پاکستان میں موٹاپے پر قابو پانا کیوں ممکن ہے؟ دو باتیں لکھیے۔ | 2 | |
| | صحت بخش پھل اور سبزیاں دستیاب / ملتی ہیں۔ | 1 | |
| | پاکستانی روایتی کھانے صحت بخش ہیں۔ | 1 | ماہرین کے مطابق آسان حل کم کھاؤ اور زیادہ ورزش کرو۔ |

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

| Question | Answer | Marks | Not Allowed Responses |
|----------|--------|-------|-----------------------|
|----------|--------|-------|-----------------------|

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| 2–3 | 1 |
| 4–5 | 2 |
| 6–7 | 3 |
| 8–14 | 4 |
| 15 | 5 |

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| 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 <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 <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 کے حوالے سے لوگ غیر صحت بخش غذا کیوں کھاتے ہیں اور اس کے بارے میں ماہرین کیا کہتے ہیں؟ لوگ مضر صحت غذا کیوں کھاتے ہیں۔</p> <p>Text 1</p> <ul style="list-style-type: none"> • بہت زیادہ کھاتے ہیں کیونکہ ان کے پاس کافی پیسے ہیں۔ • غلط قسم کے کھانے کھاتے ہیں۔ • بنیادی چیزیں دستیاب ہیں لیکن ضروری نہیں کہ وہ صحت بخش ہوں۔ • معیاری چیزیں اکثر مہنگی ہوتی ہیں۔ • کچھ لوگ روایتی کھانے کمتر سمجھ کر فاسٹ فوڈ کھانا پسند کرتے ہیں۔ • دکھاوے کے لیے فاسٹ فوڈ کھاتے ہیں۔ • جانوروں کا گوشت اور چکنائی مزے دار ہوتی ہے۔ <p>Text 2</p> <ul style="list-style-type: none"> • توانائی حاصل کرنے کے لیے۔ • نظر نہ آنے والی شکر والے کھانے کھاتے ہیں۔ | 10 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|-----------------------|
| 5(a) | <p style="text-align: right;"><u>ماہرین کیا کہتے ہیں</u></p> <p style="text-align: center;">Text 1</p> <ul style="list-style-type: none"> • مغربی ممالک میں غذائیں صحت بخش نہیں ہیں۔ • چربی اور نشاستے بیماریوں کا سبب ہیں۔ • چھلی اور مرغی زیادہ کھائیں۔ • مکھن اور جانوروں کا گوشت کم کھائیں۔ <p style="text-align: center;">Text 2</p> <ul style="list-style-type: none"> • کو لیسٹرول دوران خون کو بند کرتا ہے / دل کے امراض کو بڑھا دیتا ہے۔ • چند دہائی پہلے سائنس دان کہتے تھے کہ چربی خراب چیز ہے۔ • چند سائنس دان سمجھتے تھے کہ شکر زیادہ خراب ہے۔ • کم کھاؤ۔ ورزش زیادہ کرو۔ • موٹاپے پر قابو پانا بہت ضروری ہے۔ • تازہ پھل اور سبزیاں کھانا چاہیے۔ • روایتی غذائیں صحت بخش ہوتی ہیں۔ | | |

| 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) | <p style="text-align: center;">کیا آپ اور آپ کے دوست صحت بخش غذا کھاتے ہیں؟ اپنی رائے کی وضاحت کیجیے۔</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">5</td> <td style="padding: 5px;">Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="padding: 5px;">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.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="padding: 5px;">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.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="padding: 5px;">Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</td> </tr> <tr> <td style="text-align: center;">0-1</td> <td style="padding: 5px;">Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td> </tr> </table> | 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 | |
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| 0-1 | Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error. | | | | | | | | | | | | |

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