



## Cambridge International AS Level

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URDU LANGUAGE

8686/02

Paper 2 Reading and Writing

October/November 2020

MARK SCHEME

Maximum Mark: 70

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**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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **18** 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.

**1 General Marking Notes****1.1 Annotations in RM Assessor****Question 1**

Annotate the script where necessary. Use the **LM** annotation if the candidate has copied a sentence from the text.

**Question 2**

Annotate the script where necessary.

**Questions 3 and 4****Content marks**

- Annotate each correct point with a **tick**.
- Use the **LM** annotation to indicate any phrases which are copied directly from the passage.

**Quality of Language Mark**

- 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.:

5 – 2 = 3

OR

min 1

**Question 5**

- If the answer to **5(a)** exceeds 150 words, insert a slash after the 150<sup>th</sup> word to show the end of the response to be marked.
- If the answer to **5(b)** exceeds 50 words, insert a slash after the 50<sup>th</sup> word to show the end of the response to be marked.

**Summary**

- Annotate each correct point with a **tick** up to a maximum of 10 ticks.

**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 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

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Question	Answer	Marks	Not Allowed Responses
<b>Question 1</b> 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	

Question	Answer	Marks	Not Allowed Responses
<b>Question 2</b>			
2(a)	ظاہر/آشکارا/آشکار/فاش/نمایاں/شائع/اجاگر/عیان	1	ظاہر ہونا/کرنا
2(b)	برابر/یکساں	1	
2(c)	کوشش/سعی/مشقت/محنت/کاوش/ادوڑدھوپ	1	
2(d)	دستیاب/حاصل/موجود/میسر	1	
2(e)	ضروری/لازمی/لازم و ملزوم	1	

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Question	Answer	Marks	Not Allowed Responses
<b>Question 3</b>			
Do not allow answers which are copied from the text without any manipulation.			
3(a)	اگر کسی ملک میں ذرائع ابلاغ آزاد نہ ہوں تو کون سے مقاصد حاصل نہیں ہو سکیں گے؟ تین باتیں لکھیے۔	3	
	لوگوں کو ملکی حالات معلوم نہیں ہو پائیں گے	1	
	حکومتوں کی پالیسیوں پر کوئی <u>تقید</u> نہیں ہو پائے گی	1	
	عوام کو دنیا کے حالات کی کوئی خبر نہیں ہو پائے گی	1	
3(b)	یہ کیسے پتا چلتا ہے کہ ماضی میں ذرائع ابلاغ کی آزادی محدود تھی؟ تین باتیں لکھیے۔	3	
	حکمرانوں کی <u>بلاوجہ</u> تعریف کرنا	1	
	حکومت کے کارنامے بیان کرنا	1	
	ملکی صورت حال پر زیادہ بات نہ کرنا	1	
3(c)	پورس یونیورسٹی کی تحقیق کے مطابق ذرائع ابلاغ کی آزادی کو کن مراحل سے گزرنا پڑا؟ تین باتیں لکھیے۔	3	
	<u>انیسویں صدی</u> میں ذرائع ابلاغ کو آزاد کرانے کی <u>کوششیں</u> / <u>مہم</u>	1	
	مساوی حقوق کی کوششوں میں بھرپور کردار جس کی وجہ سے آزادی کو تقویت ملی	1	
	اکیسویں صدی میں انٹرنیٹ کی ایجاد نے نیا رخ دیا	1	

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Question	Answer	Marks	Not Allowed Responses
3(d)	حسن علی کی رائے میں کسی معاشرے کی ترقی کے لیے ذرائع ابلاغ کیوں ضروری ہیں؟ تین باتیں لکھیے۔	3	
	ملکی مسائل کی طرف لوگوں کو توجہ دلانا	1	
	ہر خبر کی اچھی طرح سے چھان بین کر لینا	1	
	لوگوں کو اپنے ووٹ کی اہمیت کے بارے میں بتانا	1	
3(e)	آخری پیرا گراف کے مطابق ذرائع ابلاغ ہماری روزمرہ کی زندگی کو کیسے خوشگوار بناتے ہیں؟ تین باتیں لکھیے۔	3	
	آرٹ اور ثقافت کی ترقی میں ذرائع ابلاغ کا مثبت کردار / تفریح اور لطف اندوز ہونے کا موقع فراہم کرتے ہیں	1	
	گھر میں رہ کر پسندیدہ پروگرام دیکھ کر لطف اندوز ہونا	1	
	اخباروں / رسالوں میں دلچسپ مضامین پڑھ کر لطف اٹھانا	1	



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

Question	Answer	Marks	Not Allowed Responses												
<b>Additional marking guidance for Quality of Language</b>															
The five marks available for Quality of Language are awarded <b>globally</b> 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.															
<b>Answers scoring 0 for Content</b> 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:															
<table border="1"> <thead> <tr> <th data-bbox="479 625 1120 724">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 625 1758 724">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 724 1120 791">2–3</td> <td data-bbox="1120 724 1758 791">1</td> </tr> <tr> <td data-bbox="479 791 1120 858">4–5</td> <td data-bbox="1120 791 1758 858">2</td> </tr> <tr> <td data-bbox="479 858 1120 925">6–7</td> <td data-bbox="1120 858 1758 925">3</td> </tr> <tr> <td data-bbox="479 925 1120 992">8–14</td> <td data-bbox="1120 925 1758 992">4</td> </tr> <tr> <td data-bbox="479 992 1120 1050">15</td> <td data-bbox="1120 992 1758 1050">5</td> </tr> </tbody> </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
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<b>Note:</b> 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
<b>Question 4</b>			
Do not allow answers which are copied from the text without any manipulation.			
4(a)	عبارت کے مطابق جدید ذرائع ابلاغ حکومتوں پر کس طرح اثر انداز ہوتے ہیں؟ تین باتیں لکھیے۔	3	
	حکومتیں ذرائع ابلاغ کے ذریعے عوام کی رائے معلوم کرتی ہیں	1	
	پالیسیوں پر تنقید کی وجہ سے بہتر کام کرنے کی کوشش کرتی ہیں	1	
	ذرائع ابلاغ کو نظر انداز کرنے سے انتخاب جیتنا مشکل	1	
4(b)	کن وجوہات کی بنا پر چند ممالک میں ذرائع ابلاغ کی مکمل آزادی کو اچھا نہیں سمجھا جاتا؟ تین باتیں لکھیں۔	3	
	جھوٹی افواہیں پھیلانا	1	
	عوام سچ اور جھوٹ میں فرق نہیں کر پاتے	1	
	معاشرے میں بے یقینی کا پیدا ہونا	1	
4(c)	اخباری رپورٹ کے مطابق والدین سوشل میڈیا کے بارے میں کیوں فکر مند ہیں؟ تین وجوہات لکھیں۔	3	
	بچوں/نوجوانوں/جووانوں کا وقت ضائع کرنا	1	
	بچوں/نوجوانوں کے ذہنوں پر خراب اثرات ڈالنا	1	
	والدین کا سوشل میڈیا پر کنٹرول نہ ہونا/بچوں کو سوشل میڈیا سے دور نہ کر سکتا	1	

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Question	Answer	Marks	Not Allowed Responses
4(d)	عبارت کے مطابق اشتہارات کی وجہ سے کیا منفی نتائج حاصل ہوتے ہیں؟ تین باتیں لکھیے۔	3	
	لوگ خریدتے وقت چیز کی اصلیت / حقیقت سے واقف نہیں ہوں گے	1	
	انہیں خریدی جانے والی چیز کے معیار کا پتہ نہیں ہوگا / غیر معیاری اشیاء خرید لیتے ہیں	1	
	لوگ چیزوں کی <u>مہنگی قیمت</u> ادا کریں گے	1	
4(e)	سمیرا خان کے مطابق حکومتیں ذرائع ابلاغ کو کیوں پسند نہیں کرتیں؟ تین باتیں لکھیے۔	3	
	انہیں کوئی ان کے وعدے یاد دلائے	1	
	ناقص کارکردگی کا پردہ فاش کرے	1	
	قومی مسائل کی طرف توجہ دلانے پر مجبور کرے	1	

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

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Question	Answer	Marks	Not Allowed Responses
<b>Question 5</b>			
<b>Length of 5(a) + 5(b) (Summary and Personal Response)</b>			
<ul style="list-style-type: none"> <li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>If the answer to either (a) or (b) is clearly too long, calculate the length more precisely.</li> <li>If the answer to <b>5(a)</b> exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked.</li> <li>If the answer to <b>5(b)</b> exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked.</li> </ul>			
<b>Content marks – Summary</b>			
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.			
The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):			
5(a)	<p><b>Positive aspects</b></p> <p>- لوگوں کو ملکی حالات سے باخبر رکھنا/ملکی حالات سے آگاہ کرنا</p> <p>- حکومت کی پالیسیوں پر تنقید کرنا/عوام کی رائے معلوم کرنا</p> <p>- لوگوں کو دنیا میں رونما ہونے والے واقعات سے آگاہ کرنا</p> <p>- مساوی حقوق کی کوششوں میں کردار ادا کرنا/معاشرے کی تعمیر و ترقی میں کردار</p> <p>- تفریح کے مواقع فراہم کرنا/ٹیلیوژن پر اپنے پسندیدہ پروگراموں کا لطف اٹھانا/</p> <p>آرٹ اور ثقافت کو فروغ دینا/اخباروں اور رسالوں میں دلچسپ مضمونوں کا لطف اٹھانا</p> <p>- حکومت کی کارکردگی کو بہتر بنانا۔</p> <p>- اشتہارات کے ذریعے کاروبار کی ترقی</p> <p>- ووٹ کی قدر و قیمت سے آگاہ کرنا</p>	10	

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>Negative aspects</b></p> <p>- غلط قسم کی افواہیں پھیلانا  - عوام غلط اور صحیح میں فرق نہیں کر پاتے  - معاشرے میں بے یقینی کا پیدا ہونا  - بچوں کا قیمتی وقت ضائع ہونا  - نوجوانوں / بچوں کے ذہنوں پر منفی اثرات  - اشتہاروں میں لوگوں کو حقیقت سے دور رکھنا  - فروخت ہونے والی چیزوں کے معیار کا علم نہ ہونا / منہ مانگی قیمت ادا کر دینا</p>		



Question	Answer	Marks	Not Allowed Responses					
<b>Content marks – Response to the Text</b>								
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 data-bbox="443 389 1128 443">آپ کی رائے میں خبروں کے لیے کون سا ذرائع ابلاغ سب سے اچھا ہے اور کیوں؟</p> <table border="1" data-bbox="360 475 1122 1347"> <tr> <td data-bbox="360 475 1122 644"> <p><b>5 Very good</b> 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 data-bbox="360 644 1122 847"> <p><b>4 Good</b> 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 data-bbox="360 847 1122 1016"> <p><b>3 Sound</b> 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 data-bbox="360 1016 1122 1185"> <p><b>2 Below average</b> 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 data-bbox="360 1185 1122 1347"> <p><b>0–1 Poor</b> 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><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p><b>4 Good</b> 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><b>3 Sound</b> 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><b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p><b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
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Question	Answer	Marks	Not Allowed Responses
<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
<b>4</b>	<p><b>Good</b> 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>		
<b>3</b>	<p><b>Sound</b> 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>		
<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
<b>0–1</b>	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		