



# Cambridge IGCSE™

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**URDU AS A SECOND LANGUAGE**

**0539/01**

Paper 1 Reading and Writing

**May/June 2022**

MARK SCHEME

Maximum Mark: 60

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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 May/June 2022 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 **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	دنیا کی سب سے زیادہ پرانی / قدیم تہذیب	1
2	دریائے دجلہ اور فرات کے درمیان کا علاقہ	1
3	تصویری حروف / تصویروں کے ذریعے تصویر کی جگہ کیل / تیر کے نشان کا استعمال	1
4	بعد والی قوموں نے بھی میسجی تحریر استعمال کی / میسجی تحریر ہی لکھنے کا واحد ذریعہ رہی	1
5	یادداشتیں	1
6	گیلی مٹی پر کھود کر لکھنا آگ یا دھوپ میں پکانا	1
7	Dr. Razia	1
8	Dr. Helen	1
9	Dr. Martin	1
10	Dr. Abidi	1
11	Dr. Helen	1
12	Dr. Martin	1
13	Dr. Razia	1
14	Dr. Helen	1
15	Dr. Abidi	1
16	عقاب کی بعض قسمیں صرف نصف کلووزنی / 16 انچ لمبی ہوتی ہیں	1
	کچھ اقسام ساڑھے چھ کلو سے زیادہ وزنی / 39 انچ لمبی ہوتی ہیں	1
17	پرندوں کو محبت یا شوق سے پالتے / اُن کی تربیت کرتے ہیں / انہیں پالنا پرانی روایت ہے ان کی خاطر مختلف ملکوں کا سفر / اپنے شکار کا شوق پورا کرتے ہیں	2

Question	Answer	Marks
18	شکاری پرندوں کے علاج کے لیے دنیا میں سب سے بڑا ہسپتال سمجھا جاتا ہے پرندوں کو دوسرے ملک شکار پر لے جانے کے لیے ہسپتال سے سرٹیفکیٹ/اجازت ضروری دنیا بھر سے پرندوں کے ڈاکٹر تربیت کے لیے یہاں آتے ہیں	3
19	Any 2 out of 3 شاہین کی نگاہ وسیع/پرواز بلند/رفتار تیز ہوتی ہے نوجوان شاہین کی طرح پر عزم/بلند خیال ہوں اپنے زور بازو پر بھروسہ کریں/دوسروں کی طرف نہ دیکھیں	2

Question	Answer	Marks
20	<p><b>Award up to 10 marks based on, up to 4 marks for content and up to 6 marks for accurate and concise language.</b></p> <p><b>Content:</b></p> <p><b>4 mark</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 for (summary)</u></b></p> <p style="text-align: right;"><b>عربوں کے لیے شکاری پرندوں کی اہمیت:</b></p> <ul style="list-style-type: none"> <li>• عرب ریاستوں میں عقاب، شاہین اور باز پالنا ایک پرانی روایت ہے۔</li> <li>• عربوں کا شکاری پرندوں کو شوق سے پالنا/ان کی تربیت کرنا۔</li> <li>• پرندوں کی خاطر مختلف علاقوں کا سفر کرنا/شکار کا شوق پورا کرنا۔</li> </ul> <p style="text-align: right;"><b>شاعری میں عقاب کا خاص مقام:</b></p> <ul style="list-style-type: none"> <li>• عقاب کی پرواز اور اونچی اڑان کی وجہ سے اردو شاعری میں ایک خاص مقام۔</li> <li>• عقاب کی نگاہ وسیع ہوتی ہے/عقاب کی پرواز بلند ہوتی ہے/رفتار تیز ہوتی ہے۔</li> <li>• اقبال نے شاہین کا لفظ نوجوانوں کے لیے بطور خاص تجویز کیا۔</li> <li>• جوان شاہین کی طرح پر عزم/بلند خیال ہوں/اپنے زور بازو پر بھروسہ کریں۔</li> <li>• شاہین کا تصور دنیا کے ہر خطے میں بسنے والے افراد کے لیے ہے/لوگ اپنی صلاحیتوں کو پہچانیں/حالات کا مقابلہ کریں۔</li> </ul> <p><b>(Both aspects of the question should be addressed equally)</b></p> <p><b>Language: (Summary)</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>	10

Question	Answer	Marks
20	<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> <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><b>Award up to 3 marks for content and up to 5 marks for style and accuracy of language.</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Which is your favourite book, and why?</li> <li>• Reason for youngsters' lack of interest in books</li> <li>• Benefits of reading books</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>	8

Question	Answer	Marks
22	<p><b>Award up to 8 marks for content and up to 8 marks for style and accuracy of language.</b></p> <p><b>Content: relevance and development of ideas</b></p> <p><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><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><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><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><b>Level 0 [0 marks]</b> No response worthy of credit</p> <p><b>Language: style and accuracy</b></p> <p><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><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>	16

Question	Answer	Marks
22	<p><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> <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>	