

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0539 URDU AS A SECOND LANGUAGE

0539/01

Paper 1 (Reading and Writing), maximum raw mark 60

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.

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1 mark

صرف ڈائجسٹ غلط ہے

1 نوائے سر ڈائجسٹ / نوائے سر

1 mark

2 جی، سنسنی خیز، من گھڑت (کوئی ایک)

1 mark

3 مدت ایک ماہ ہے

1 mark

4 ایک شمارے کی قیمت ۸۰ روپے ہے / 80 روپے / ۸۰ روپے / اسی روپے

1 mark

5 ڈاک کا خرچہ / اضافی اخراجات 340 روپے ہیں / 340 روپے

1 mark

6 ۳۰ فی صد رعایت ہے / 30%

1 mark

7 جتن تکنے

1 mark

امرتسر / بھارت

1 mark

73 ایوارڈ یافتہ فلمیں

1 mark

ساڑھے تین لاکھ

1 mark

آشیر واد

1 mark

ڈسپل کپاڈیا

1 mark

تنہائی اور بیماری

3 marks

8 دنیا کا سب سے بڑا ہمسی بجلی گھر - رقبہ ڈھائی کلومیٹر - ایک سو میگا واٹ بجلی پیدا کرنا - مشترکہ سرمایہ کاری کا نتیجہ یا فرانسیسی، ہسپانوی اور ابو ظہبی کی کمپنیوں کا مشترکہ منصوبہ - دنیا میں پیدا ہونے والی شمسی توانائی کا دسواں حصہ پیدا کرنے کا اہل - آئیکوں اور قومی بینک سے تیار کردہ بجلی - (کوئی سی تین اہم باتیں)

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2 marks (a) 9 فضائی ماحول کو آلودگی سے پاک رکھا جاسکے گا / صاف ستھرا ماحول۔ (1) (اجما ماحول - ناقابل قبول)

کاربن ڈائی آکسائیڈ کے اخراج میں تقریباً ایک لاکھ ۵۷ ہزار ٹن سالانہ کمی ہو جائے گی۔ (1)

2 marks (b) تو انائی کے بحران سے نجات / لوڈ شیڈنگ میں کمی۔ کمپنیوں کی تجارت میں اضافہ۔ بڑی طاقتیں چھوٹی طاقتوں کی خیر خواہ / غریب

ممالک کی مدد۔ (کوئی سی دو اہم باتیں)

Content=6
Language=4

مواد (۶ مارکس) زبان کے استعمال کے (۳ مارکس)۔ خلاصہ اردو میں 10

نظم و ضبط کی اہمیت / تعریف۔ نظام قدرت کا حوالہ۔ زندگی / نظام زندگی کا تعلق۔ معاشرے کی ترقی و بحالی۔

Total=
10 marks

تکلوں کی کامیابی / ناکامی۔ انفرادی / شخصی / ذاتی فائدے۔ اصولوں کی پابندی۔ شخصی صلاحیتیں۔ فوجی زندگی کا حوالہ۔

(Any 6 out of possible 10 points)

کھیلوں کا حوالہ۔

Language (up to 4 marks)

0 marks: meaning obscure because of density of language errors and serious problems with expression/nothing of relevance

1 mark: expression weak/reliance on lifting without discrimination

2 marks: expression limited/some reliance on lifting from the original, but some sense of order

3 marks: expression good, with attempts to group and sequence ideas in own words

4 marks: expression very good; clear, orderly grouping and sequencing largely in own words

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- 2 marks 11 ذہنی صلاحیتیں استعمال کر کے (1) قدرت کا مشاہدہ کر کے (1)
- 1 mark 12 اڑتے پرندے کو دیکھ کر۔
- 2 marks 13 کیبلین ٹرانسپیرنٹ / صاف اور شفاف ہونگے (1)
مسافر اپنے چاروں طرف دیکھ سکیں گے / قدرت کے حسین مناظر سے لطف اندوز ہونگے (1)
- 1 mark 14 اڑن قالین پر بیٹھ کر ایک جگہ سے دوسری جگہ جانے کا خواب / ہوا کے دوش پر اڑنا۔
- 2 marks 15 ہولوگرام اسکرین پر فلم دکھائی جائے گی (1) مسافروں کے جسم کی گرمی سے چلے گی (1)
- 1 mark 16 مزاج کو بحال کرنے کے لیے اروما تھراپی اور ایکوپنچر کا انتظام ہوگا۔
- 1 mark 17 مسافروں کو ان کے گھروں تک پہنچایا جاسکے گا / پچاس کی دہائی سے پہلے ہی ہم یا نوجوان نسل ایسے سفر کا تجربہ کر سکیں گے۔

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Exercise 6 (Question 18)

Award the answer a mark for **content (C)** [out of 10] and a mark for **language (L)** [out of 10] in accordance with the General Criteria table that follows.

- **Content** covers *relevance* (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).
- **Language** covers *style* (i.e. complexity of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between two marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.
- When deciding on a mark for **content**, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.
- When deciding on a mark for **language**, look at both the *style* and the *accuracy* of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably **shorter than the stated word length but does fulfil the task**, it should be put in mark band 5–6 for content or lower.
- If the essay is considerably **shorter than the stated word length and does not fulfil the task**, it should be put in mark band 3–4 for content or lower.
- If the essay is **partly relevant** and therefore in mark band 3–4, the full range of marks for **language** are available.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for **content** and **language**, even if it is enjoyable to read and fluent.

[Total: 20]

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GENERAL CRITERIA FOR MARKING EXERCISE 6 – Question 18

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
9–10	<p>Highly effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	9–10	<p>Fluent:</p> <ul style="list-style-type: none"> • Style: Ease of style. Confident and wide-ranging use of language, idiom and tenses. • Accuracy: No or very few errors. Well-constructed and linked paragraphs.
7–8	<p>Effective:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	7–8	<p>Precise:</p> <ul style="list-style-type: none"> • Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
5–6	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	5–6	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

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3–4	<p>Partly relevant:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	3–4	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–2	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks. • No engagement with the task, or any engagement with task is completely hidden by density of error. Completely irrelevant. Award 0 marks. 	0–2	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Urdu writing. Paragraphs absent or inconsistent. Award 0 marks.