

**OXFORD AQA**

INTERNATIONAL QUALIFICATIONS

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**INTERNATIONAL GCSE**

**URDU**

**9264/2**

Paper 2 Writing

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Mark scheme

Specimen

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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk).

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way across the paper:

	<b>Task Type</b>	<b>Communication</b>	<b>Content</b>	<b>Quality of Language</b>	<b>Total</b>
Question 1	Sentence formation	10			10
Question 2	Dialogue/ Speech 60-70 words		6	4	10
Question 3	Letter/ Email 90-100 words		9	6	15
Question 4	Extended Writing 100-120 words		9	6	15
Question 5	Justification/ Convince 150-170 marks		12	8	20
<b>Total</b>		<b>10</b>	<b>36</b>	<b>24</b>	<b>70</b>

**Question 1 AO1**

For this question, students are required to create sentences. Each sentence is marked according to the following criteria.

**[10 marks]**

Mark	Communication
1	The relevant message is clearly communicated.
0	The message is irrelevant or cannot be understood.

Question	Indicative Content	Mark
01.1	عظمندر انسان اپنی صلاحیت کا صحیح استعمال کرتا ہے۔	1
01.2	ماں بچوں کی تربیت میں اہم کردار ادا کرتی ہے۔	1
01.3	کسی سچی چیز کے بارے میں واقفیت حاصل کرنے کے لیے اس کا علم حاصل کرنا ضروری ہے۔	1
01.4	مجھے اسکول کے کام سے بہت لگاؤ ہے۔	1
01.5	آپ کا تعلق کس شہر سے ہے؟	1
01.6	میں نے فیصلہ کیا ہے کہ میں اعلیٰ تعلیم کے لیے بیرون ملک جاؤں گا۔	1
01.7	نیک ارادہ اچھے انجام کی بنیاد ہے۔	1
01.8	صحیح سیر کر کے میں تازہ دم ہو جاتا ہوں۔	1
01.9	مری ایک پر فضا مقام ہے۔	1
01.10	امام مسجد کا ہمارے معاشرے میں باعزت مقام ہے	1

**For 1 mark**

- The response must be in the form of a sentence, using an appropriate conjugated verb.
- The first person and second person of the verb are acceptable, for example: 'I am/we are playing tennis', 'You are wearing a t-shirt'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

**For 0 marks**

- There is no verb with unconnected words or a single word.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- The message makes no sense.

**Question 2 AO3**

For this question, students are required to write a dialogue or a speech. The response will be assessed for Content (6 marks) and Quality of language (4 marks), as specified in the criteria below. The student is expected to produce approximately 60-70 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[10 marks]**

**Content**

Level	Marks	Response
3	5-6	An excellent response covering all aspects of the task. Communication is very clear and a lot of information is conveyed. Opinions are expressed with accuracy.
2	3-4	A good response covering most aspects of the task. Communication is clear and some information is conveyed. Opinions are expressed.
1	1-2	A limited response covering some aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Little information is conveyed. Opinions are not expressed.
	0	The content does not meet the standard required for Level 1.

**Quality of language**

Level	Marks	Response
2	3-4	Good use of appropriate vocabulary and structures. Errors are mainly minor, overall language is accurate and meaningful. The style and register are appropriate
1	1-2	Reasonable use of appropriate vocabulary and structures. There may be some major errors, and more frequent minor errors, but overall the response is ambiguous. The style and register may not always be appropriate.
	0	The content does not meet the standard required for Level 1.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

**Indicative Response:** The following indicative content is an example of the response that students may give to this question.

مہنگائی کے اسباب / مہنگائی کے اثرات / حکومت کی عدم توجہی / مہنگائی کو کم کرنے کی تجاویز  
 امام: مریم السلام علیکم۔ آپ یہاں کیسے؟  
 مریم: دو علیکم السلام۔ میں اپنے چھوٹے بچے کے لیے کچھ کپڑے خریدنے آئی ہوں لیکن کپڑے اتنے مہنگے ہیں۔  
 امام: بہن ہر چیز مہنگی ہے اور قیمتیں آسمان سے باتیں کر رہی ہیں۔  
 مریم: حکومت بھی اس بارے میں کچھ نہیں کر رہی ہے۔  
 امام: ہمیں کفایت شعاری سے کام لینا پڑے گا۔  
 امام: میں آپ سے متفق ہوں۔ اچھا اب میں چلتا ہوں۔  
 مریم: اچھا خدا حافظ

**Question 3 AO3**

For this question, students are required to write a letter or an email. The response will be assessed for Content (9 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90-100 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[15 marks]**

**Content**

Level	Marks	Response
3	7-9	An excellent response which is almost always relevant and which conveys a lot of information. Communication is mostly clear with few ambiguities. Opinions are expressed and justified.
2	4-6	A good response which is generally relevant with some information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
1	1-3	A basic response which is of limited relevance with little information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion may be expressed.
	0	The content does not meet the standard required for Level 1.

**Quality of language**

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to at least two time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

**Indicative Response:** The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the key points.

عوام کی صفائی میں عدم دلچسپی / کچرا بڑھنے کے اسباب / آلودگی کے اثرات / شہر میں کچرا ختم کرنے کی تجاویز

جناب میسر صاحب

میں آپ کے علم میں لانا چاہتا ہوں کہ سڑکوں اور گلیوں پر جگہ جگہ کچرے کے ڈھیر لگ چکے ہیں۔ لوگوں کو کوئی پرواہ نہیں جہاں چاہتے ہیں کچرا پھینک دیتے ہیں۔ کچرے کی دھڑ سے ماحول ہی نہیں خراب ہو رہا بلکہ بیماریاں بھی پھیلنے کا بھی خطرہ ہے۔ آپ سے گزارش ہے کہ لوگوں کو اس بارے میں تعلیم دی جائے کہ وہ کوڑا کرکٹ زمین پر نہ پھینکیں بلکہ کوڑا انوں میں پھینکیں۔ جو چیزیں دوبارہ استعمال ہو سکتی ہیں ان کو مختلف کوڑا ان پھینکیں تاکہ ان کو دوبارہ استعمال کیا جاسکے۔ کونسل کو ان لوگوں کو بھاری جرمانہ کرنا چاہیے جو کچرا زمین پر پھینکتے ہیں۔



**Question 4 AO3**

For this question students are required to produce extended response that presents facts and expresses ideas and opinions. There are four compulsory bullet points, which are assessed for Content (9 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 100-120 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[15 marks]**

**Content**

Level	Marks	Response
3	7-9	An excellent response which is almost always relevant and which conveys a lot of information. Communication is mostly clear with few ambiguities. Opinions are expressed and justified.
2	4-6	A good response which is generally relevant with some information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
1	1-3	A basic response which is of limited relevance with little information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion may be expressed.
	0	The content does not meet the standard required for Level 1.

**Quality of language**

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to at least two time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

**Indicative Response:** The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Question	Indicative content
04.1	<p>صحت کے فوائد/انافص غذا کا صحت پر اثر/اپنی صحت کو کیسے بہتر بنایا جائے</p> <p>اچھی صحت ہر انسان کے لیے ضروری ہے، کیونکہ جب جسم تندرست اور توانا ہو تو قوت مدافعت بڑھتی ہے اور یہی وہ قوت ہے جو بیماریوں سے مقابلہ کرنے کی طاقت بھی رکھتی ہے۔</p> <p>میرے خیال میں تیل میں بنے ہوئے کھانے کھانا، رات کو دیر تک جاگتے رہنا۔ کسی جسمانی سرگرمی میں حصہ نہ لینا بلکہ ایک ہی جگہ پر بہت دیر تک بیٹھے رہنا۔ یہ سب صحت کو خراب کرنے والی چیزیں ہیں۔</p> <p>میں نے پچھلے تیرہ تیراکی کی یہ سب سے اچھی ورزش ہے اور ہر روز اسکول پیدل گیا کرتی۔</p> <p>ہمیں صحت مند رہنے کے لیے متوازن غذا کھانے کے علاوہ نیند پوری کرنی چاہیے اس کے علاوہ کسی جسمانی سرگرمی میں آدھے گھنٹے کے لیے حصہ لینا چاہیے۔</p>
04.2	<p>مثالی معاشرہ کیسے بنتا ہے/معاشرے کو بہتر بنانے کے لیے چند اقدامات/مثالی معاشرے کی چند مثالیں</p> <p>ایک مثالی معاشرے کی خصوصیات یہ ہیں کہ وہاں عدل و انصاف ہو۔ غریب و امیر میں فرق نہ ہو۔ وہاں مشاوت اور بھائی چارہ ہو۔</p> <p>بحیثیت ایک ذمہ دار شہری ہمارا فرض ہے کہ ہم اپنے ملک کے قوانین کی پابندی کریں۔ انفرادی طور پر اچھے اخلاق اور اطوار کا مظاہرہ کریں معاشرے کو بہتر بنانے کے لیے ضروری ہے کہ ہم اپنے دائرہ کار میں اپنی ذمہ داریاں پوری کریں۔ کسی کو تکلیف نہ دیں۔ ماحول کا خیال رکھیں۔</p> <p>دنیا میں بہترین مثال ہمیں جاپان میں ملتی ہے وہاں کے لوگ وقت کے پابند اور ماحول کا خیال رکھتے ہیں۔ نظم و ضبط پر سختی سے عمل کرتے ہیں اسی لیے آج دنیا میں ترقی کر گئے ہیں۔</p>

**Question 5 AO4**

For this question, students are expected to express and justify individual thoughts and points of view, in order to interest, inform or convince. The response will be assessed for Content (12 marks) and Quality of language (8 marks), as specified in the criteria below. The student is expected to produce approximately 150-170 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[20 marks]**

**Content**

Level	Marks	Response
4	10-12	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Excellent justification that successfully uses the issues, themes and the cultural and social contexts of the topic.
3	7-9	A good response which is almost always relevant and which conveys quite a lot of information. Communication is mostly clear but there are a few ambiguities. Effective justification that is generally successful in using the issues, themes and the cultural and social contexts of the topic.
2	4-6	A reasonable response which is generally relevant with some information conveyed. Communication is usually clear but there are some ambiguities. Satisfactory justification with a reasonable attempt at using the issues, themes and the cultural and social contexts of the topic.
1	1-3	A basic response which is of limited relevance with little information conveyed. Communication is sometimes clear but there may be instances where messages break down. Limited justification that lacks coherence.
	0	The content does not meet the standard required for Level 1.

**Quality of language**

Level	Marks	Response
4	7-8	A wide variety of appropriate vocabulary is used. Complex structures and sentences are successfully attempted. There are references to three time frames, which are successful. Any errors are minor and the intended meaning is clear. The style and register are consistently appropriate.
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to at least two time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the

		response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1.

### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Question	Indicative content
05.1	<p>نظم و ضبط کا مفہوم / اہمیت / نظم و ضبط برقرار رکھنے کے فوائد / چند مقامات کے نام جہاں سختی سے نظم و ضبط کا خیال رکھا جاتا ہے۔</p> <p>زندگی کے ہر شعبے میں نظم و ضبط انتہائی ضروری ہے۔ ایک نظم و ضبط کا پابند انسان دوسرے لوگوں کی نسبت ایک بہتر اور منظم زندگی گزارتا ہے۔ اس کا وقت اور پیسہ بھی بچتا ہے۔ جب انسان کوئی مقصد حاصل کرنا چاہتا ہے تو وہ اس کے مطابق ایک لائحہ عمل ترتیب دے کر دن رات اس پر عمل کرتا ہے۔ پھر آخر کار وہ اپنے مقصد میں کامیاب ہو جاتا ہے۔</p> <p>یہ قانون قدرت بھی ہے اگر ہم غور کریں تو کائنات کا نظام نظم و ضبط پر قائم ہے۔ دن اور رات کے آنے جانے، موسموں کی تبدیلی، پرندوں کا قطار در قطار ہجرت کرنا، غرض حشرات الارض تک نظم و ضبط کے پابند ہیں۔ ان میں سے کوئی بھی نظم و ضبط کی خلاف ورزی نہیں کرتا۔ اگر کرے تو یہ دنیا کا نظام درہم برہم ہو جائے</p> <p>قوموں کی ترقی میں افراد کا ہاتھ ہے یہی وجہ ہے کہ اسکول میں نظم و ضبط کی پابندی کے بارے میں صرف سکھایا نہیں جاتا بلکہ اس پر عمل کرایا بھی جاتا ہے تاکہ یہ ان کی مستقبل کی زندگی میں یہ کام آسکے۔</p>
05.2	<p>تعلیم نسواں کا مفہوم / دلائل / تعلیم نسواں کے فوائد / تعلیم نسواں سے متعلق چند توجہ طلب نکات</p> <p>جی ہاں لڑکیوں کی تعلیم بھی اتنی ہی اہم ہے جتنی لڑکوں کی کیونکہ ایک لڑکے کی تعلیم اسے اور اس کے خاندان کو معاشی فائدہ دے سکتی ہے لیکن ایک تعلیم یافتہ لڑکی اعلیٰ نسل کی تربیت کرتی ہے جس سے خاندان اور معاشرے پر اچھے اثرات مرتب ہوتے ہیں۔</p> <p>ایک کامیاب معاشرے کے لیے ایک پڑھی لکھی ماں کا ہونا بہت ضروری ہے۔ تعلیم ایسا زیور ہے جس سے لڑکیاں مستفید ہو کر معاشرے کا مقدر سنوار سکتی ہیں۔ مفکرین کا کہنا ہے کہ مرد کی تعلیم ایک فرد کی تعلیم ہے جبکہ ایک عورت کی تعلیم ایک خاندان کی تعلیم ہے۔</p> <p>آج دنیا ایک عالمی گاؤں میں بدل چکی ہے۔ آج وہی قوم کامیاب ہے جو سیکینالوجی میں آگے ہے۔ اگر کسی ملک کی آدھی آبادی جو کہ خواتین ہیں، تعلیم میں پیچھے ہوں گی تو وہ قوم کیسے ترقی کر سکتی ہے۔ ایک پڑھی لکھی لڑکی نئے زمانے میں ڈھل سکتی ہے وہ اپنی رائے کا اظہار بہتر طریقے سے کر سکتی ہے۔</p>