

OXFORD AQA

INTERNATIONAL QUALIFICATIONS

INTERNATIONAL GCSE

URDU

9264/2

Paper 2 Writing

Mark scheme

Additional specimen

Version: 1.1 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.

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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:

	Task Type	Communication	Content	Quality of Language	Total
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
Total		10	36	24	70

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	میری تعلیم میں اچھی کارکردگی پر والدین بہت خوش ہوئے۔	1
01.2	مجھے اس فلم کی کہانی بہت اچھی لگی۔	1
01.3	مجھے اپنے فارغ وقت میں کتب بینی کا شوق ہے۔	1
01.4	سمندر میں زیادہ پلاسٹک کی وجہ سے پانی آلودہ ہو رہا ہے۔	1
01.5	میری کوشش ہوتی ہے کہ میرے ہر ایک کے ساتھ اچھے تعلقات ہوں۔	1
01.6	میری انگریزی کی استانی بڑی ملنسار ہیں اس لیے سب بچے ان کو پسند کرتے ہیں۔	1
01.7	میرے شہر میں تیرنے کا ایک تالاب ہونا چاہیے۔	1
01.8	مجھے کسی کا انتظار کرنا پسند نہیں ہے۔	1
01.9	میں اپنے دوستوں کے ساتھ سوشل میڈیا کے ذریعے رابطے میں رہتا ہوں	1
01.10	میرے شہر میں ذرائع آمد و رفت کا اچھا انتظام موجود 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.

موبائل فون کا استعمال / اس کے زیادہ استعمال کے صحت اور تعلیم پر اثرات والدین: تم ہر وقت موبائل فون پر ہوتی/ہوتے ہو۔ امتحانات قریب ہیں۔ بچہ/بچی: مجھے ویڈیو دیکھ کر امتحان کی تیاری کرنا پسند ہے۔ والدین: وہ کیسے؟ بچہ/بچی: میں اس کے علاوہ ویب سائٹ پر بہت سے امتحانی سوالات حل کرتا/کرتی ہوں۔ والدین: میری رائے میں زیادہ دیر تک موبائل فون کا استعمال تمہاری آنکھوں کے لیے برا ہے۔ بچہ/بچی: میں موبائل فون کی بجائے امتحان کی تیاری کتابوں سے کروں گا/گی۔ والدین: اچھا ٹھیک ہے۔

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 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.

طالب علموں کے لیے دستیاب غیر نصابی سرگرمیاں اور ان کو بہتر کرنے کے لیے تجاویز
محترم ہیڈ ماسٹر صاحب

میں آپ کے غیر نصابی سرگرمیوں کے حوالے سے جذبے کو قابلِ تحسین سمجھتا ہوں۔ ہمارے اسکول میں دوکھیلنے کے میدان اور ایک اسپورٹس ہال ہے ہم طلبا ان تمام سہولتوں سے بہترین فائدہ اٹھا رہے ہیں۔ جناب۔ اگر ہمارے اسکول میں ایک تیرنے کا تالاب بنایا جائے تو یہ بچوں کے لیے زبردست ہوگا اس کے علاوہ اگر اٹھلیٹکس کی تربیت کا بندوبست کیا جائے تو سونے پر سہاگہ کے مترادف ہوگا۔ امید ہے کہ آپ ہماری ان تجاویز پر غور فرمائیں گے۔

طلبا جماعت دہم

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>ہماری زندگی میں صاف ماحول کی اہمیت ، ماحول کو آلودہ کرنے والی چیزیں، پچھلے سال ماحول کو بہتر بنانے کے لیے کیے گئے اقدامات، ہمیں ماحول کو صاف رکھنے کے لیے کیا کرنا چاہیے</p> <p>ماحول کو صاف ستھرا رکھ کر ہی ہم اپنی آنے والی نسلوں کو ایک محفوظ اور مضبوط مستقبل دے سکتے ہیں۔ فیکٹریوں گاڑیوں اور ہوائی جہازوں سے نکلنے والا دھواں، وسائل کا بے دریغ استعمال، پانی کو ضائع کرنا، اور چیزوں کو دوبارہ استعمال نہ کرنا آلودگی پھیلانے کے علاوہ ماحول پر برے اثرات مرتب کر رہا ہے۔</p> <p>میں نے اپنے دوستوں کے ساتھ مل کر بہت سے درخت لگائے اور اسکول کے بچوں کو ماحول کے بارے میں معلومات دیں۔ ہم پانی کا کم استعمال کرنے کے علاوہ موثر آب پاشی کے نظام کے استعمال سے پانی کو ضائع ہونے سے بچا سکتے ہیں۔ کاغذ کو دوبارہ استعمال کرنے کے علاوہ گاڑیوں کا کم سے کم استعمال کر کے ماحول کو صاف رکھ سکتے ہیں۔</p>
04.2	<p>دنیا میں غربت کی وجوہات۔ غربت میں کمی کے لیے تجاویز، فلاحی اداروں کی اہمیت اور کسی مثالی فلاحی ادارے کی مثال</p> <p>دنیا میں غربت کی وجوہات میں بڑھتی ہوئی آبادی، تعلیم کی کمی، ملازمتوں کی کمی، موسمیاتی تبدیلی، جنگیں، کرپشن، سماجی ناانصافی، انفراسٹرکچر کی کمی وغیرہ شامل ہیں۔ میرے خیال میں دنیا میں جس رفتار سے آبادی بڑھ رہی ہے اور اس کا مقابلہ کرنے کے لیے اتنے وسائل دستیاب نہیں ہیں۔ غربت ختم کرنے کے لیے بڑھتی ہوئی آبادی پر قابو پانا ہوگا اس کے لیے لوگوں کو تعلیم دے کر ان میں شعور پیدا کرنا ہوگا۔</p> <p>حکومتیں اور خیراتی ادارے انتہائی غریب لوگوں کی مدد کے لیے ضروری وسائل جیسا کہ تعلیم، رہنمائی اور ضروریات کی اشیاں مہیا کرتے ہیں۔</p> <p>میرے خیال میں سیو دی چلڈرن نے بہت سے بچوں کی تعلیم اور دوسری ضروریات میں مدد کر کے بہت اچھی مثال قائم کی ہے۔</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>انٹرنیٹ کا استعمال۔ انٹرنیٹ کی اہمیت۔ آج دنیا کی تقریباً آدھی آبادی سے زیادہ انٹرنیٹ استعمال کر رہی ہے، اور اس تعداد میں ہر سیکنڈ اضافہ ہو رہا ہے۔ طالب علم، اساتذہ، عام افراد، حکومتیں، افواج، کاروباری ادارے، ہوائی کمپنیاں، صنعتیں، تعلیمی ادارے، میڈیا، غرض دنیا کا کوئی ایسا شعبہ نہیں جو انٹرنیٹ پر انحصار نہ کرتا ہو۔ اگر انٹرنیٹ چند گھنٹوں کے لیے بند ہو جائے تو زندگی کے ہر شعبے پر اثر پڑے گا۔ ملکی معیشت پر بھی اثر ہوگا۔ انٹرنیٹ صرف روزگار، تعلیم، سفر، کاروبار ہی کے لیے ضروری نہیں ہے بلکہ سمارٹ موبائل آنے کی وجہ سے لوگ اسے بڑے پیمانے پر سماجی رابطے کے لیے بھی استعمال کرتے ہیں۔</p> <p>میں اس نتیجے پر پہنچا/پہنچی ہوں کہ انٹرنیٹ دنیا میں معیشت کے علاوہ سماجی رابطوں کے اہم کردار ادا کر رہا ہے اور اس کے بغیر زندگی کا کوئی شعبہ صرف روزمرہ کی ضروریات پوری نہیں کر سکتا بلکہ اس کے بغیر ترقی کا گمان بھی نہ کر سکتا۔</p>
05.2	<p>یونیورسٹی کی تعلیم کے فوائد۔ فنی تعلیم کے فوائد۔ دونوں میں فرق میں اس سے متفق ہوں کہ یونیورسٹی کی تعلیم اور فنی تعلیم دونوں اہم ہیں۔ یونیورسٹی تعلیم کی وجہ سے ملازمت ملنے کے موقع بڑھ جانے کے علاوہ آمدنی بھی زیادہ ہوتی ہے۔ کچھ ایسے پیشے جیسے ڈاکٹر، دندان ساز، استاد۔ وغیرہ۔ یونیورسٹی کی تعلیم حاصل کیے بغیر نہیں اختیار کر سکتے۔ یونیورسٹی کی تعلیم کی وجہ سے سوچنے سمجھنے اور خود فیصلہ کرنے کی مہارتیں بہتر ہوتی ہیں۔</p> <p>فنی تعلیم سے آپ ہنر مند بن کر روزگار حاصل کر سکتے ہیں موجودہ دور ٹیکنالوجی کا دور ہے اس وقت کی سب سے بڑی ضرورت فنی مہارت اور صنعتی پیشہ ورانہ تعلیم ہے۔ کوئی ملک فنی تعلیم کے فروغ کے بغیر ترقی نہیں کر سکتا۔ ٹیکنیکل ہنر ہی وہ کنجی ہے جو کسی بھی فرد کے لیے کام اور ترقی کے لاتعداد دروازے کھول دیتی ہے۔</p> <p>نوجوان اپنے شوق اور حالات کے مطابق فنی تعلیم یا یونیورسٹی کی تعلیم حاصل کر کے ملک کی ترقی میں بھی اہم کردار ادا کر سکتے ہیں</p>