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 will not enter into discussions about these mark schemes.

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PART 1 DIRECTED WRITING

The syllabus specifies that the candidates are to write an essay in Urdu of about 150 words. Examiners are to read up to 200 words and ignore any further writing.

<table>
<thead>
<tr>
<th>Language (out of 9)</th>
<th>Content (out of 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8–9 Very good</strong></td>
<td><strong>5–6 Very good</strong></td>
</tr>
<tr>
<td>Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.</td>
<td>Detailed, clearly relevant and well illustrated; coherently argued and structured.</td>
</tr>
<tr>
<td><strong>6–7 Good</strong></td>
<td><strong>4 Good</strong></td>
</tr>
<tr>
<td>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</td>
<td>Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</td>
</tr>
<tr>
<td><strong>4–5 Adequate</strong></td>
<td><strong>3 Adequate</strong></td>
</tr>
<tr>
<td>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</td>
<td>Some knowledge, but not always relevant; a more limited capacity to argue.</td>
</tr>
<tr>
<td><strong>2–3 Poor</strong></td>
<td><strong>2 Poor</strong></td>
</tr>
<tr>
<td>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</td>
<td>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</td>
</tr>
<tr>
<td><strong>0–1 Very poor</strong></td>
<td><strong>0–1 Very poor</strong></td>
</tr>
<tr>
<td>Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</td>
<td>Vague and general; ideas presented at random.</td>
</tr>
</tbody>
</table>

NOTE:

If 1 bullet point is not covered at all, then the maximum language marks are 7.
If 2 bullet points are is not covered at all, then the maximum language marks are 5.
PART 2 LETTER REPORT DIALOGUE OR SPEECH (20 MARKS)

The syllabus specifies that the candidates are to write a response in Urdu of about 200 words. Examiners are to read up to 250 words and ignore any further writing.

<table>
<thead>
<tr>
<th>Language (out of 15)</th>
<th>Content (out of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13–15 Very good</strong></td>
<td>5 Very good</td>
</tr>
<tr>
<td>Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.</td>
<td>Detailed, clearly relevant and well illustrated; coherently argued and structured.</td>
</tr>
<tr>
<td><strong>10–12 Good</strong></td>
<td>4 Good</td>
</tr>
<tr>
<td>Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.</td>
<td>Sound knowledge and general relevant; some ability to develop argument and draw conclusions.</td>
</tr>
<tr>
<td><strong>7–9 Adequate</strong></td>
<td>3 Adequate</td>
</tr>
<tr>
<td>A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</td>
<td>Some knowledge, but not always relevant; a more limited capacity to argue.</td>
</tr>
<tr>
<td><strong>4–6 Poor</strong></td>
<td>2 Poor</td>
</tr>
<tr>
<td>Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.</td>
<td>Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</td>
</tr>
<tr>
<td><strong>0–3 Very poor</strong></td>
<td>0–1 Very poor</td>
</tr>
<tr>
<td>Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.</td>
<td>Vague and general; ideas presented at random.</td>
</tr>
</tbody>
</table>

FOR 2A DIALOGUE CONTENT
AWARD MARKS AS FOLLOWS:

Arguments FOR mobile phone 2
Arguments AGAINST 2
DECISION (for or against) 1
TOTAL: 5

FOR 2B LETTER CONTENT
AWARD MARKS AS FOLLOWS:

START AND FINISH: 1
WHICH/WHEN HOLIDAY 1
DETAILS OF PROGRAMME 3
TOTAL: 5

RUBRIC INFRINGEMENT:
IF CANDIDATE HAS ATTEMPTED WRONG TYPE OF TASK (E.G. SPEECH INSTEAD OF LETTER)
AWARD MAXIMUM 3 FOR CONTENT AND MAXIMUM 12 FOR LANGUAGE

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1–2 If you go to live in a different country

2 marks
Accept
Reject

3–5 you may have to face new and sometimes unexpected difficulties.

3 marks
Accept
Reject

6–9 Clearly you may have to learn a new language, and that takes some time to be fluent.

4 marks
Accept
Reject

10–12 In some countries people drive on the other side of the road

3 marks
Accept
Reject

13–15 and that means you have to be extra careful when crossing the road.

3 marks
Accept
Reject

16–17 Going to a new school in a new country can be very worrying too.

2 marks
Accept
Reject
18–20 There are new rules to understand, new teachers.

21–22 new daily routines and even new subjects to learn.

23–26 Even learning how to put on a tie is a new experience for some students.

27–30 When I first went to school in England the biggest lesson I had to learn was how to talk to teachers.

31–34 In my country we would never dare to look our teachers in the eye when talking to them.

35 it is considered very rude.
36–37  But when you have to stand in front of a teacher over here

2 marks
Accept
Reject

38–40  the first thing they will say to you is "Look at me when I'm talking to you!".

3 marks
Accept
Reject