CAMBRIDGE
International Education

Cambridge International A Level

URDU **9686/02**

Paper 2 Reading and Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
✓	Credit for good language or content point
✗	Incorrect
^	Omission
BOD	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of doubt’ is given.
IR	Irrelevant
?	Meaning unclear or illegible
SEEN	Used to show that blank pages have been seen
/	Word limit, do not credit content beyond this point (Question 5)
REP	Repetition

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Annotation	Meaning
Highlighter	Highlight
On-page comment	Wrong question number given by candidate
Off-page comment	Used to make a holistic comment about the script

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1 General Marking Notes	
1.1 Annotations in RM Assessor	
Question 1	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary. Use the highlighter tool to indicate direct copying (i.e. 'lifting') from the passage.
Question 2	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Questions 3 and 4	**<u>Content marks</u>** • In the mark input box on the right-hand side of the screen, click on the question that you are about to mark. • Annotate each correct point with a **tick**. • Use the highlighter tool to indicate direct copying (i.e. 'lifting') from the passage. • The number of ticks for each item (a, b, c etc.) will be added up for you and the total will appear in the top left-hand corner of the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box. **<u>Quality of Language Mark</u>** • Click on 3L or 4L as appropriate in the mark input box. • If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script. • If any items have scored zero or NR for content, insert a **comment box** on the script under the last item in the question. Type in the details of the Quality of Language mark, e.g.: 5–2 = 3 OR min 1 • Then enter the Quality of Language mark in the mark input box for Question **3L** / Question **4L**.

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Question 5	• If the answer to **5(a)** exceeds 150 words, insert a slash after the 150th word to show the end of the response to be marked. • If the answer to **5(b)** exceeds 50 words, insert a slash after the 50th word to show the end of the response to be marked. **Summary** • Annotate each correct point with a **tick** up to a maximum of 10 ticks. • The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question **5(a)**. **Personal response** • Enter the mark for Personal response in the mark input box for Question **5b**. **Quality of Language** • Enter the mark for Quality of Language in the mark input box for Question **5L**. • Annotate all blank pages with the **SEEN** stamp.

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2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary, and award marks accordingly.

2.2 Crossing out:

(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.

(b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 More than one response offered by the candidate in Questions 1 and 2:

If a candidate gives more than one response to any of the items in Question 1 or Question 2 and does not indicate which is their final response, mark as follows:

Both answers correct = 1 mark
One answer correct and one answer incorrect = 0 marks

2.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor.**

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

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Detailed Mark Scheme

Section 1

Question	Answer	Marks	Not allowed responses
Question 1 Do not allow answers which are copied directly from the text. Candidates must use the word(s) exactly as printed in the question.			
1(a)	Accept any reasonable sentence which shows the meaning of the word.	**1**	
1(b)	Accept any reasonable sentence which shows the meaning of the word.	**1**	
1(c)	Accept any reasonable sentence which shows the meaning of the word.	**1**	
1(d)	Accept any reasonable sentence which shows the meaning of the word.	**1**	
1(e)	Accept any reasonable sentence which shows the meaning of the word.	**1**	

Question	Answer	Marks	Not allowed responses
Question 2 Responses which do not fit directly into the 'footprint' left by the original word are **not** allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
2(a)	ضروری ہے	**1**	لازمی ہے
2(b)	تلاش کر سکتے ہیں	**1**	ڈھونڈ سکتے ہیں
2(c)	آتش زدگی	**1**	آگ لگنا
2(d)	حاصل ہوتے ہیں	**1**	ہاتھ لگتے ہیں
2(e)	نظر رکھ سکتے ہیں	**1**	نگرانی کرسکتے ہیں

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Question	Answer	Marks	Not allowed responses
Question 3 Do not allow answers which are copied from the text without any manipulation.			
3(a)	موبائل فون کے بارے میں مختلف اسکولوں نے کس قسم کے قوانین بنائے ہیں؟ **تین** باتیں لکھیے۔	**3**	
	• کچھ اسکولوں نے اس کے استعمال پر مکمل پابندی عائد کردی ہے	1	
	• کچھ اسکولوں میں کلاس کے دوران بند کرنا ضروری ہے	1	
	• کچھ اسکولوں میں موبائل فون لانا منع ہے	1	
3(b)	طلبا کے لیے موبائل فون کس طرح کار آمد ثابت ہوتا ہے ؟ **تین** باتیں لکھیے۔	**3**	
	• پورا کمپیوٹر ان کے فون میں ہوتا ہے/ اگر پریشان ہوں تو مدد کے لیے استعمال کر سکتے ہیں	1	
	• طلبا فوری طور پر اپنے شکوک و شبہات دور کرسکتے ہیں/ ہنگامی صورت حال میں	1	
	• مطلوبہ معلومات آسانی سے تلاش کرسکتے ہیں/ اگر کوئی حادثہ ہوجائے	1	

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Question	Answer	Marks	Not allowed responses
3(c)	طلبا کی سلامتی میں موبائل فون کیوں فائدہ مند ہے ؟ **تین** باتیں لکھیے۔	**3**	
	• وہ اگر پریشان ہوں تو مدد کے لیے فون کرسکتے ہیں	1	
	• ہنگامی صورت حال /خطرے کی صورت میں اساتذہ اور طلبا دونوں کے لیے مدد گار ہے	1	
	• آتش زدگی/حاد ثات کو فوری طور پر رپورٹ کرسکتے ہیں	1	
3(d)	شاہینہ اقبال کے مطابق موبائل فون سے تفریح کے علاوہ طلبا کو کیسے فائدہ پہنچتا ہے ؟ **تین** باتیں لکھیے۔	**3**	
	• یہ تعلیم کے لیے بہت مددگار ہے	1	
	• ویب سائٹ کے ذریعےمختلف شعبوں میں علم کو سمجھنے میں مدد کرتا ہے	1	
	• ہوم ورک کے بارے میں تعاون	1	

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Question	Answer	Marks	Not allowed responses
3(e)	والدین اسکول میں موبائل فون کے حق میں کیوں ہیں ؟ **تین** باتیں لکھیے۔	**3**	
	• والدین/بچے ایک دوسرے سے رابطہ کرسکتے ہیں	1	
	• والدین کے بہت سے تعلیمی اخراجات کم ہوجاتے ہیں	1	
	• والدین اپنے بچے کے ٹھکانے پر نظر رکھ سکتے ہیں	1	

Question 3
Quality of Language – Accuracy [5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	**Good** Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	**Sound** Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2	**Below average** Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1	**Poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

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Question	Answer	Marks	Not allowed responses

Question 3

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

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Question	Answer	Marks	Not allowed responses
Question 4 Do not allow answers which are copied from the text without any manipulation.			
4(a)	کلاس روم میں موبائل فون کیوں الجھن کا باعث ہے ؟ **تین** باتیں لکھیے۔	**3**	
	• تعلیم پر اس کا اثر پڑتا ہے	1	
	• طالب علم موبائل فون کا غلط استعمال کرتے ہیں	1	
	• طلبا کا قیمتی وقت ضائع ہوتا ہے	1	
4(b)	موبائل فون کی وجہ سے اسکولوں میں لڑائی جھگڑے کیوں ہوتے ہیں ؟ **تین** باتیں لکھیے۔	**3**	
	• لڑائی جھگڑوں کے امکانات بڑھ جاتے ہیں/اضافہ ہوتا ہے	1	
	• آن لائن ایپس /سوشل میڈیا لڑائی جھگڑوں کے اثر کو بڑھاتے ہیں	1	
	• فون کے ذریعے پھیلائے جانے والے ٹیکسٹ/ ویڈیوز /فوٹو بھی اس کا باعث ہوتے ہیں	1	

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Question	Answer	Marks	Not allowed responses
4(c)	موبائل فون کی عادت کیوں نقصان دہ ہے ؟**تین** باتیں لکھیے۔	3	
	• طالب علموں کو حقیقی دنیا سے دور کرتا ہے	1	
	• ان کی پڑھائی متاثر ہوتی ہے	1	
	• وہ سستی کا شکار ہو جاتے ہیں	1	
4(d)	ڈاکٹر سلمان انصاری کے خیال میں موبائل فون سے صحت پر کیا اثر پڑتا ہے ؟ **تین** باتیں لکھیے۔	3	
	• آنکھیں متاثر ہوسکتی ہیں	1	
	• نیند / وزن میں کمی کے مسائل پیدا ہوتے ہیں	1	
	• ہماری سماعت پر منفی اثر پڑتا ہے	1	
4(e)	موبائل فون کے بارے میں جاوید حسن کی کیا رائے ہے ؟ **تین** باتیں لکھیے۔	3	
	• اپنے خاندان / دوستوں سے دور کردیتا ہے	1	
	• اس کو استعمال کرنے والے کھیلوں / معاشرتی سرگرمیوں میں بہت کم حصہ لیتے ہیں	1	
	• ایک آن لائن دوست کے ساتھ زیادہ عرصے تک منسلک رہنا خطرے کی بات ہے	1	

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Question	Answer	Marks	Not allowed responses

Question 4
Quality of Language – Accuracy [5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	**Good** Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	**Sound** Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2	**Below average** Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1	**Poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

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Question	Answer	Marks	Not allowed responses

Question 4
Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

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Question	Answer	Marks	Not allowed responses
Question 5 **Length of 5(a) + 5(b) (Summary and Personal Response)** • Examiners make a rough estimate of the length by a quick calculation of the number of words on a line. • If the answer to either **(a)** or **(b)** is clearly too long, calculate the length more precisely. • If the answer to **5(a)** exceeds 150 words, insert a slash line after the 150th word to show the end of the response to be marked. • If the answer to **5(b)** exceeds 50 words, insert a slash line after the 50th word to show the end of the response to be marked. **Content marks – Summary** Indicate with a tick in the body of the text the point being rewarded. Do not penalise 'lifting' for content marks in this exercise, but excessive copying from the text should be taken into account when awarding the language mark. The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):			

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Question	Answer	Marks	Not allowed responses
5(a)	دونوں عبارتوں کے حوالے سے موبائل فون کے بارے میں لوگوں کے مثبت اور منفی خیالات کا تذکرہ کیجیے۔ • تعلیم کے لیے بہت مددگار ثابت ہوتا ہے • مختلف ویب سائٹ کے ذریعے طلبا کو مختلف شعبوں میں علم کو سمجھنے میں مدد ملتی ہے • ہوم ورک کے بارے میں تعاون • والدین اپنے بچوں سے رابطہ کرسکتے ہیں • بچے اپنے والدین رابطہ کرسکتے ہیں • والدین کے تعلیمی اخراجات کم ہو جاتے ہیں • والدین اپنے بچے کے ٹھکانے پر نظر رکھ سکتے ہیں • صحت پر منفی اثرات مرتب ہوتے ہیں • آنکھوں کے لیے نقصان دہ • نیند/ وزن میں کمی • سماعت پر اثر • موبائل فون طالب علموں کو آہستہ آہستہ اپنے خاندان/ دوستوں سے دور کر دیتا ہے • کھیلوں / معاشرتی سرگرمیوں میں بہت کم حصہ لیتے ہیں • ایک آن لائن دوست کے ساتھ بہت زیادہ منسلک رہنا بھی ایک خطرے کی بات ہے	10	

Content marks – Response to the Text
Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.

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Question	Answer	Marks	Not allowed responses
5(b)	اپنے اسکول میں موبائل فون کے استعمال کے بارے میں اپنی رائے کی وضاحت کیجیے۔ **5 Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. **4 Good** Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised. **3 Sound** A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text. **2 Below average** Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition. **0-1 Poor** Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	**5**	

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Question	Answer	Marks	Not allowed responses

Question 5
Quality of Language – Accuracy [5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	**Good** Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	**Sound** Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
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0–1	**Poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

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