



Cambridge International A Level

URDU

Paper 3 Essay

MARK SCHEME

Maximum Mark: 40

9686/03

May/June 2026

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.

This document consists of 4 printed pages.

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.

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
	Development, expansion of a point
	Grammatical, spelling or vocabulary error
	Repetition
	Irrelevant
	Meaning unclear or illegible
	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
On-page comment	Wrong question number given by candidate
Off-page comment	Used to make a holistic comment about the script

Essays which address the broad topic area but relate to the exact essay title/question **only in places** will be awarded content marks in the 'poor' band, with access to the full range of marks for language.

Essays which address the broad topic area but **do not** relate in any way to the exact essay title/question will be awarded 0 marks for content and 0 marks for language.

Language (out of 24)	Content (out of 16)
21–24 Very Good Confident use of complex sentence patterns; generally accurate; extensive vocabulary; good sense of idiom.	14–16 Very Good Detailed, clearly relevant and well illustrated; coherently argued and structured.
16–20 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	11–13 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
10–15 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	7–10 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.
5–9 Poor Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	3–6 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
0–4 Very Poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.	0–2 Very Poor Vague and general; ideas presented at random.