

# Cambridge International A Level

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**URDU**

**9686/02**

Paper 2 Reading and Writing

**October/November 2025**

MARK SCHEME

Maximum Mark: 70

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**Published**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **24** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**PUBLISHED****GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors 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**

<b>Annotation</b>	<b>Meaning</b>
	Credit for good language or content point
	Incorrect
	Omission
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then ' <b>no</b> benefit of the doubt' is given.
	Irrelevant
	Meaning unclear or illegible
	Used to show that blank pages have been seen
	Word limit, do not credit content beyond this point (Question 5)

<b>Annotation</b>	<b>Meaning</b>
<b>REP</b>	Repetition
Highlighter	Highlight
On-page comment	Wrong question number given by candidate
Off-page comment	Used to make a holistic comment about the script

<b>1 General Marking Notes</b>	
<b>Question 1</b>	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(s).
<b>Question 2</b>	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.
<b>Questions 3 and 4</b>	<p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>• In the mark input box on the right-hand side of the screen, click on the question that you are about to mark.</li> <li>• Annotate each correct point with a <b>tick</b>.</li> <li>• Use the highlighter tool to indicate direct copying (i.e. 'lifting') from the passage(s).</li> <li>• 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.</li> </ul> <p><b><u>Quality of Language Mark</u></b></p> <ul style="list-style-type: none"> <li>• Click on 3L or 4L as appropriate in the mark input box.</li> <li>• 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.</li> <li>• If any items have scored zero or NR for content, insert a <b>comment box</b> on the script under the last item in the question. Type in the details of the Quality of Language mark, e.g.:           <div style="text-align: center; margin: 10px 0;"> <math>5-2 = 3</math>              OR              min 1           </div> </li> <li>• Then enter the Quality of Language mark in the mark input box for Question <b>3L</b> / Question <b>4L</b>.</li> </ul> 

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<b>Question 5</b>	<ul style="list-style-type: none"><li>• If the answer to <b>5(a)</b> exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked.</li><li>• If the answer to <b>5(b)</b> exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked.</li></ul> <p><b>Summary</b></p> <ul style="list-style-type: none"><li>• Annotate each correct point with a <b>tick</b> up to a maximum of 10 ticks.</li><li>• 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 <b>5(a)</b>.</li></ul> <p><b>Personal response</b></p> <ul style="list-style-type: none"><li>• Enter the mark for Personal response in the mark input box for Question <b>5(b)</b>.</li></ul> <p><b>Quality of Language</b></p> <ul style="list-style-type: none"><li>• Enter the mark for Quality of Language in the mark input box for Question <b>5L</b>.</li><li>• Annotate all blank pages with the <b>SEEN</b> stamp.</li></ul>
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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.

**Detailed Mark Scheme****Section 1**

Question	Answer	Marks	Not allowed responses
<b>Question 1</b> 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.	<b>1</b>	
1(b)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	
1(c)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	
1(d)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	
1(e)	Accept any reasonable sentence which shows the meaning of the word.	<b>1</b>	

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Question	Answer	Marks	Not allowed responses
<b>Question 2 (antonyms)</b>			
2(a)	امير	1	
2(b)	سستی / استنا / کم قیمت	1	
2(c)	نفرت	1	
2(d)	ناکام	1	
2(e)	فائدہ / نفع / منافع	1	

Question	Answer	Marks	Not allowed responses
<b>Question 3</b>			
Do not allow answers which are copied from the text without any manipulation.			
3(a)	پہلے پیرا گراف کے مطابق سیاست کو عبادت کا درجہ کیوں دیا گیا ہے؟ تین باتیں لکھیے۔	3	
	سیاست عوام کے حقوق کی حفاظت کرتی ہے	1	
	سیاست غریبوں/لوگوں کی زندگی کو بہتر بناتی ہے	1	
	شہریوں کو برابر/مساوی حقوق دلاتی ہے۔	1	
3(b)	طلبا میں سیاسی شعور کیسے پیدا کیا جائے؟ تین باتیں لکھیے۔	3	
	طلبا کو سیاست میں حصہ لینے کی اجازت ہونی چاہیے	1	
	طلبا کو ملکی سیاست سے آگاہ رکھا جائے	1	
	طلبا کی یونین بنانے میں مدد کی جائے	1	

Question	Answer	Marks	Not allowed responses
3(c)	عمرانہ علی کے مطابق سیاست میں حصہ لینے کی وجہ سے طلباء میں کون سی خوبیاں پیدا ہوتی ہیں؟ تین باتیں لکھیے۔	3	
	سیاست طلباء کو باشعور / اچھا شہری بناتی ہے	1	
	وطن سے محبت کا جذبہ / خدمت کا جذبہ پیدا کرتی ہے	1	
	طلباء کو حقوق / فرائض پورا کرنے کا سبق دیتی ہے	1	
3(d)	عثمان احمد طلباء کے سیاست میں حصہ لینے کے حق میں کیوں ہیں؟ تین باتیں لکھیے۔	3	
	طلباء بچپن سے ملکی حالات سے واقف ہو جاتے ہیں۔	1	
	کئی عظیم رہنما طالب علمی کے زمانے میں ہی کامیاب سیاست دان بن سکتے ہیں	1	
	طلباء ملک کا سیاسی مستقبل ہوتے ہیں / طلباء کو ملکی سیاست سے دور رکھنا نقصان دہ ہوتا ہے	1	

Question	Answer	Marks	Not allowed responses
3(e)	تعلیمی ادارے کسی ملک کی سیاست میں کیوں اہم ہوتے ہیں؟ تین باتیں لکھیے۔	3	
	تعلیمی ادارے طلباء کی سیاسی دلچسپی کو فروغ دیتے ہیں	1	
	مخالفین یا دوسروں کی رائے کا احترام / سیاسی اختلافات کو برداشت کرنے کی تربیت دیتے ہیں	1	
	طلباء کی سیاسی سرگرمیوں کی نگرانی کرتے ہیں	1	

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Question	Answer	Marks	Not allowed responses
<b>Question 3</b>			
<b>Quality of Language – Accuracy</b>			
<b>5 Very good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).		
<b>4 Good</b>	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.		
<b>3 Sound</b>	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.		
<b>2 Below average</b>	Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.		
<b>0–1 Poor</b>	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												
<p><b>Question 3</b></p> <p><b>Additional marking guidance for Quality of Language</b></p> <p>The five marks available for Quality of Language are awarded <b>globally</b> for the whole performance on each set of answers.</p> <p>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.</p> <p><b>Answers scoring 0 for Content</b> cannot contribute to the overall Quality of Language mark.</p> <p>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:</p> <table border="1" data-bbox="441 691 1796 1118"> <thead> <tr> <th data-bbox="441 691 1120 791">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 691 1796 791">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="441 791 1120 857">2–3</td> <td data-bbox="1120 791 1796 857">1</td> </tr> <tr> <td data-bbox="441 857 1120 922">4–5</td> <td data-bbox="1120 857 1796 922">2</td> </tr> <tr> <td data-bbox="441 922 1120 987">6–7</td> <td data-bbox="1120 922 1796 987">3</td> </tr> <tr> <td data-bbox="441 987 1120 1053">8–14</td> <td data-bbox="1120 987 1796 1053">4</td> </tr> <tr> <td data-bbox="441 1053 1120 1118">15</td> <td data-bbox="1120 1053 1796 1118">5</td> </tr> </tbody> </table> <p><b>Note:</b> 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).</p>				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
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														

Question	Answer	Marks	Not allowed responses
<b>Question 4</b>			
Do not allow answers which are copied from the text without any manipulation.			
4(a)	پہلے پیرا گراف میں طلبا کو سیاست سے دور رہنے کا مشورہ کیوں دیا گیا ہے؟ تین باتیں لکھیے۔	3	
	طلبا اپنی پڑھائی پر دھیان نہیں دیتے	1	
	والدین کی خواہشات پوری نہیں ہوتی / خاندانی مسائل پیدا ہوتے ہیں	1	
	نوجوان غلط فیصلے کر لیتے ہیں	1	
4(b)	عائشہ احمد کی رائے میں لوگ اس بات کی مخالفت کیوں کرتے ہیں کہ طلبا سیاست میں حصہ نہ لیں؟ تین باتیں لکھیے۔	3	
	اُن کے پاس سرمایہ نہیں ہوتا	1	
	معاشرے میں اختلافات پیدا ہوتے ہیں	1	
	طلبا کا غلط استعمال بھی کیا جاسکتا ہے	1	

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Question	Answer	Marks	Not allowed responses
4(c)	شمینہ خان کے مطابق سیاست میں حصہ لینے والے طلباء کے والدین کیوں پریشان ہوتے ہیں؟ تین باتیں لکھیے۔	3	
	سیاسی سرگرمیوں کے دوران لڑائی جھگڑے ہوتے ہیں / ہڑتالوں، مظاہروں یا جلسے جلوسوں میں شرکت	1	
	طلباء کا تعلیمی ریکارڈ خراب ہو جاتا ہے / تعلیمی نقصان ہوتا ہے	1	
	اداروں سے مخالفت ہو جاتی ہے	1	
4(d)	شفیق احمد کی رائے میں طالب علموں کو سیاست میں کن باتوں سے بچنے کی ضرورت ہے؟ تین باتیں لکھیے۔	3	
	قومی املاک کو نقصان پہنچانے سے پرہیز کریں	1	
	اپنے مفاد کے لیے سیاست کرنے والے سیاستدانوں سے دور رہیں	1	
	سیاسی پارٹی میں شامل ہونے سے پہلے والدین سے مشورہ کریں	1	

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Question	Answer	Marks	Not allowed responses
4(e)	آخری پیرا گراف میں دیے گئے مشوروں پر عمل کرنے سے کیا فوائد حاصل ہوں گے؟ تین باتیں لکھیے۔	3	
	تعلیمی ادارے سیاسی مراکز نہیں بنیں گے	1	
	تعلیمی اداروں میں امن رہے گا	1	
	طلبا اپنی تعلیم بہتر طور پر حاصل کر پائیں گے	1	

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Question	Answer	Marks	Not allowed responses
<b>Question 4</b>			
	<b>Quality of Language – Accuracy</b>		[5]
<b>5</b>	<b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).		
<b>4</b>	<b>Good</b> 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.		
<b>3</b>	<b>Sound</b> 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.		
<b>2</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.		
<b>0–1</b>	<b>Poor</b> 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												
<p><b>Question 4</b>  <b>Additional marking guidance for Quality of Language</b></p> <p>The five marks available for Quality of Language are awarded <b>globally</b> for the whole performance on each set of answers.</p> <p>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.</p> <p><b>Answers scoring 0 for Content</b> cannot contribute to the overall Quality of Language mark.</p> <p>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:</p> <table border="1" data-bbox="441 657 1798 1086"> <thead> <tr> <th data-bbox="441 657 1120 756">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 657 1798 756">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="441 756 1120 823">2–3</td> <td data-bbox="1120 756 1798 823">1</td> </tr> <tr> <td data-bbox="441 823 1120 890">4–5</td> <td data-bbox="1120 823 1798 890">2</td> </tr> <tr> <td data-bbox="441 890 1120 957">6–7</td> <td data-bbox="1120 890 1798 957">3</td> </tr> <tr> <td data-bbox="441 957 1120 1024">8–14</td> <td data-bbox="1120 957 1798 1024">4</td> </tr> <tr> <td data-bbox="441 1024 1120 1086">15</td> <td data-bbox="1120 1024 1798 1086">5</td> </tr> </tbody> </table> <p><b>Note:</b> 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).</p>				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
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2–3	1														
4–5	2														
6–7	3														
8–14	4														
15	5														

Question	Answer	Marks	Not allowed responses
<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"> <li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>If the answer to either (a) or (b) is clearly too long, calculate the length more precisely.</li> <li>If the answer to 5(a) exceeds 150 words, insert a slash line <u>after</u> the 150<sup>th</sup> word to show the end of the response to be marked.</li> <li>If the answer to 5(b) exceeds 50 words, insert a slash line <u>after</u> the 50<sup>th</sup> word to show the end of the response to be marked.</li> </ul> <p><b>Content marks – Summary</b></p> <p>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.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			
5(a)	<p>دونوں عبارتوں کی روشنی میں سیاست میں طلباء کے حصہ لینے کے بارے میں لوگوں کے مثبت اور منفی خیالات لکھیے۔</p> <ul style="list-style-type: none"> <li>باشعور شہری بننے میں مدد کرتی ہے۔</li> <li>ملک سے محبت / خدمت کا جذبہ پیدا کرتی ہے</li> <li>طلباء کو اپنے حقوق حاصل کرنے / فرائض کو پورا کرنے کا سبق دیتی ہے۔</li> <li>بچپن ہی سے ملکی معاملات کے بارے میں معلوم ہو جاتا ہے۔</li> <li>کامیاب / اچھے سیاستدان بن سکتے ہیں</li> <li>ملک کے سیاسی مستقبل کی شناخت نوجوان نسل پر منحصر ہوتی ہے / طلباء کو ملکی سیاست سے دور رکھنا نقصان دہ ہوتا ہے</li> </ul>	10	

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Question	Answer	Marks	Not allowed responses
5(a)	<ul style="list-style-type: none"> <li>● طلباء کی توجہ پڑھائی سے ہٹ جاتی ہے</li> <li>● والدین کی خواہشات پوری نہیں ہوتی / خاندانی مسائل پیدا ہوتے ہیں</li> <li>● طلباء غلط فیصلے کر لیتے ہیں۔</li> <li>● طلباء کے پاس سرمایہ نہیں ہوتا</li> <li>● معاشرے میں اختلافات پیدا ہوتے ہیں۔</li> <li>● طلباء کو غلط طور پر بھی استعمال کیا جاسکتا ہے۔</li> <li>● بعض اوقات سیاست میں لڑائی جھگڑے ہو جاتے ہیں۔</li> <li>● طلباء کا تعلیمی ریکارڈ خراب ہو جاتا ہے / تعلیمی نقصان ہوتا ہے۔</li> <li>● اداروں سے مخالفت والدین کے لیے پریشانی کا باعث ہوتی ہے۔</li> </ul>		

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<p><b>Content marks – Response to the Text</b></p> <p>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.</p>													
5(b)	<p style="text-align: center;">طلباء کا سیاست میں حصہ لینے کے بارے میں اپنی رائے کی وضاحت کریں۔</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>5</b></td> <td style="padding: 5px;"><b>Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="padding: 5px;"><b>Good</b> 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.</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="padding: 5px;"><b>Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="padding: 5px;"><b>Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</td> </tr> <tr> <td style="text-align: center;"><b>0–1</b></td> <td style="padding: 5px;"><b>Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td> </tr> </table>	<b>5</b>	<b>Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.	<b>4</b>	<b>Good</b> 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.	<b>3</b>	<b>Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.	<b>2</b>	<b>Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.	<b>0–1</b>	<b>Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	<b>5</b>	
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<b>Question 5</b>			
	<b>Quality of Language – Accuracy</b>		[5]
<b>5</b>	<b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).		
<b>4</b>	<b>Good</b> 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.		
<b>3</b>	<b>Sound</b> 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.		
<b>2</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.		
<b>0–1</b>	<b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.		