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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **22** printed pages.

**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 descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

| |
|---|
| GENERIC MARKING PRINCIPLE 1: <br><br> Marks must be awarded in line with: <br><br> • the specific content of the mark scheme or the generic level descriptors for the question <br> • the specific skills defined in the mark scheme or in the generic level descriptors for the question <br> • the standard of response required by a candidate as exemplified by the standardisation scripts. |
| GENERIC MARKING PRINCIPLE 2: <br><br> Marks awarded are always **whole marks** (not half marks, or other fractions). |
| GENERIC MARKING PRINCIPLE 3: <br><br> Marks must be awarded **positively**: <br><br> • 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 <br> • marks are awarded when candidates clearly demonstrate what they know and can do <br> • marks are not deducted for errors <br> • marks are not deducted for omissions <br> • 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: <br><br> Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors. |

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.

| 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 **LM** annotation if the candidate has copied a sentence from the text. |
| **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><br>• Annotate each correct point with a **tick**.<br><br>• Use the **LM** annotation to indicate any phrases which are copied directly from the passage.<br><br><u>**Quality of Language Mark**</u><br>• 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. |
| **Question 5** | • If the answer to **5a** exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked.<br>• If the answer to **5b** exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked.<br><br><u>**Summary**</u><br>• Annotate each correct point with a **tick** up to a maximum of 10 ticks. |

| 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 the Principal Examiner if necessary, and award marks accordingly. |
| **2.2** | **Crossing out:** <br><br> **(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. <br><br> **(b)** If a candidate crosses out an answer <u>to a whole question</u> 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:** <br><br> 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: <br><br> Both answers correct = 1 mark <br> One answer correct and one answer incorrect = 0 marks |
| **2.4** | No response and '0' marks <br><br> There is a NR (No Response) option in **RM Assessor.** <br><br> Award NR (No Response): <br> •   If there is nothing written at all in the answer space or <br> •   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 <br> •   If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark). <br><br> Award 0: <br> •   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 |
|---|---|---|---|
| **Question 1** | | | |
| Do not allow answers which are copied directly from the text.<br>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 (antonyms)**<br><br>The candidates must find, where possible, a single word which is the opposite of the words given.<br>Accept minor spelling errors. | | | |
| 2(a) | تنگ، چھوٹا، محدود | 1 | |
| 2(b) | گندا | 1 | ناصاف |
| 2(c) | آسانیاں | 1 | آسانی |
| 2(d) | بے شمار، زیادہ تعداد | 1 | |
| 2(e) | سستی/ارزاں | 1 | عام |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Question 3** Do not allow answers which are copied from the text without any manipulation. | | | |
| 3(a) | پہلے پیراگراف کے مطابق ماضی میں انسانی زندگی پر سیاحت کس طرح سے اثرانداز ہوئی؟ تین باتیں لکھیے۔ | **3** | |
| | ملکوں کے درمیان تجارت کو فروغ ملا | 1 | |
| | علم/ہنر حاصل کیا | 1 | |
| | اپنی طرزِ زندگی/مذہب کی تبلیغ کی | 1 | |
| 3(b) | سیاح اپنے کن مقاصد کو حاصل کرنے کے لیے مشکلات کا سامنا کرتے ہیں؟ تین باتیں لکھیے۔ | **3** | |
| | جنگل کی زندگی پر تحقیق کرنے کے لیے | 1 | |
| | آثار قدیمہ کے بارے میں معلومات جمع کرنے کے لیے | 1 | |
| | قوموں کے عروج و زوال کی تاریخ کا مطالعہ کرنے کے لیے | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 3(c) | جوزف شمین پاکستان کے شمالی علاقوں کی خوبصورتی سے اتنا متاثر کیوں ہوا؟ تین باتیں لکھیے۔ | **3** | |
| | برف سے ڈھکی پہاڑوں کی چوٹیاں | 1 | |
| | صاف شفاف پانی کی آبشاریں | 1 | |
| | صاف پانی سے بھری بل کھاتی ندیاں | 1 | |
| 3(d) | جوزف شمین کے مطابق پاکستان کے شمالی علاقوں میں کیوں بہت کم سیاح جاتے ہیں؟ تین باتیں لکھیے۔ | **3** | |
| | سڑکیں خراب ہیں | 1 | |
| | سیاحوں کے ٹھہرنے کے لیے ہوٹلوں کی کمی | 1 | |
| | سیاحوں کی زبان بولنے والے ترجمانوں/تربیت یافتہ گائیڈ کی کمی | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 3(e) | مائیکل ولسن نے ٹیکسلا کی سیر کے دوران کیا سیکھا؟ تین باتیں لکھیے۔ | **3** | |
| | ہمارے آباؤاجداد کار ہن سہن/کس طرح رہتے تھے | 1 | |
| | ٹیکسلا کے آثار قدیمہ بین الاقوامی ورثہ ہیں | 1 | |
| | ٹیکسلا کے لوگوں سے جدید پاکستان کے بارے میں سیکھا | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Quality of Language – Accuracy** | | | [5] |

| | |
|---|---|
| **5** | **Very good**<br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). |
| **4** | **Good**<br>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**<br>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**<br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives. |
| **0–1** | **Poor**<br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error. |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|

**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).

**Section 2**

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Question 4** | | | |
| Do not allow answers which are copied from the text without any manipulation. | | | |
| 4(a) | پہلے پیرا گراف میں مصنف نے سیاحت میں پیچیدگیوں کی کس طرح سے نشان دہی کی ہے؟ تین باتیں لکھیے۔ | **3** | |
| | ملکوں کے اندر کے چند مخصوص حالات | 1 | |
| | سیاحوں کا اپنا مزاج/رویہ | 1 | |
| | مقامی انتظامی حالات | 1 | |
| 4(b) | مارک نیلسن نے سیاحوں کو پاکستان کے سفر پر جانے سے پہلے کیا سمجھانے کی کوشش کی ہے؟ تین باتیں لکھیے۔ | **3** | |
| | وہاں کی طرزِ زندگی سیاحوں کی طرزِ زندگی سے مختلف ہو سکتی ہے | 1 | |
| | وہاں کا موسم/آب و ہوا ان کے لیے مناسب نہ ہو | 1 | |
| | وہاں کے رسم و رواج/مذہب ان کے کام میں <u>رکاوٹ</u> بن سکتے ہیں | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 4(c) | سیاحت کی عالمی تنظیم کی رائے میں ایک اجنبی ماحول میں سیاحوں کو کس طرح کا رویہ اختیار کرنا چاہیے؟ تین باتیں لکھیے۔ | **3** | |
| | سیاح مقامی آبادی کے ساتھ گھل مل جائیں | 1 | |
| | وہاں کے لباس/خوراک/زبان کے بارے میں اپنی مثبت سوچ اپنائیں | 1 | |
| | اپنے آپ کو برتر نہ سمجھیں | 1 | |
| 4(d) | شاہینہ خان کے مطابق کس قسم کے سیاحوں کو اپنے مقصد کو حاصل کرنے میں ناکامی کا سامنا کرنا پڑتا ہے؟ تین باتیں لکھیے۔ | **3** | |
| | زندگی کی تمام آسائشیں/آرام چاہتے ہیں | 1 | |
| | مقامی آبادی سے الگ رہتے ہیں | 1 | |
| | ماحول کو سمجھنے کی کوشش نہیں کرتے | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 4(e) | کن وجوہات کی بنا پر کچھ مقامی لوگ سیاحت کے بارے میں اچھی رائے نہیں رکھتے ؟ تین باتیں لکھیے۔ | **3** | |
| | سیاحوں کی تہذیب مقامی ثقافت سے مختلف ہوتی ہے | 1 | |
| | سیاحت سے ماحولیاتی آلودگی پیدا ہوتی ہے | 1 | |
| | اپنی روز مرہ کی زندگی میں <u>مداخلت</u> سمجھتے ہیں | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Quality of Language – Accuracy** | | | [5] |

| | | |
|---|---|---|
| **5** | **Very good**<br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). | |
| **4** | **Good**<br>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**<br>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**<br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives. | |
| **0–1** | **Poor**<br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error. | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--------|-------|----------------------|

**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).

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Question 5**<br><br>**Length of 5(a) + 5(b) (Summary and Personal Response)**<br><br>• Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.<br>• If the answer to either **(a)** or **(b)** is clearly too long, calculate the length more precisely.<br>• If the answer to **5(a)** exceeds 150 words, insert a slash line <u>after</u> the 150th word to show the end of the response to be marked.<br>• If the answer to **5(b)** exceeds 50 words, insert a slash line <u>after</u> the 50th word to show the end of the response to be marked.<br><br>**Content marks – Summary**<br><br>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 reliance on the text will reduce the language mark.<br><br>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points): | | | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 5(a) | دونوں عبارتوں کی روشنی میں پاکستان میں سیاحت کے مثبت اور منفی پہلوؤں کے بارے میں لکھیے۔<br><br>**Positive aspects of tourism in Pakistan**<br>● پاکستان کے بعض علاقے خوبصورتی میں اپنی مثال آپ ہیں۔<br>● اپنے آباواجداد کے رہن سہن کے بارے میں معلومات حاصل ہوتی ہیں۔<br>● نوواردات پاکستان کا قیمتی ثقافتی ورثہ ہیں/ایک بین الاقوامی اثاثہ بھی ہیں۔<br>● ٹیکسلا کے رہنے والوں سے جدید پاکستان کے بارے میں بہت کچھ سیکھا جا سکتا ہے۔<br>● سیاحت سے پاکستان کو کئی معاشی فائدے ہوتے ہیں۔<br><br>**Negative aspects of tourism in Pakistan**<br>● سڑکوں کا نظام انتہائی خستہ ہے۔<br>● اچھے ہوٹل بہت کم تعداد میں ہیں۔<br>● تربیت یافتہ/سیاحوں کی زبان بولنے والے گائیڈ بھی میسر نہیں ہیں۔ | 10 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| 5(a) | • یہاں کی طرزِ زندگی سیاحوں کے اپنے ملک سے کوئی مطابقت نہیں رکھتی۔<br><br>• یہاں کی آب و ہوا/موسم سیاحوں کو راس نہیں آتے۔<br><br>• یہاں کے رسم و رواج/مذہب بھی سیاحوں کے کام میں رکاوٹ بن سکتے ہیں<br><br>• سیاحوں کی تہذیب مقامی ثقافت سے کوئی مماثلت نہیں رکھتی۔<br><br>• سیاحوں کی موجودگی ماحولیاتی آلودگی کا سبب بھی بنتی ہے۔<br><br>• مقامی آبادی سیاحت کو اپنی روزمرہ کی زندگی میں مداخلت تصور کرتی ہے۔ | | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Content marks – Response to the Text** <br> 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. | | | |
| 5(b) | اپنے علاقے میں سیاحت کے بارے میں اپنی رائے کی وضاحت کیجیے۔ <br><br> **5   Very good** <br> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. <br><br> **4   Good** <br> 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. <br><br> **3   Sound** <br> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text. <br><br> **2   Below average** <br> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition. <br><br> **0–1 Poor** <br> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error. | 5 | |

| Question | Answer | Marks | Not Allowed Responses |
|---|---|---|---|
| **Quality of Language – Accuracy** | | | **[5]** |
| **5** | **Very good**<br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). | | |
| **4** | **Good**<br>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**<br>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**<br>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. | | |