

Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE
in Urdu (4UR0) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code UG040176*

All the material in this publication is copyright

© Pearson Education Ltd 2014

Assessment criteria

Assesment criteria reflects the standards expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should fain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's peformance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Question 1a): Translation from English to Urdu (Marks: 10 + 5 = 15)

Q. No.	Keyword or Phrase	Accept	Reject
1(a)	perform Hajj	حج کی ادائیگی، حج کرنا، فریضہ حج ادا کرنا، حج پر جانا،	عمرہ کرنا،
	atleast once	کم از کم ایک دفعہ، کم از کم ایک بار،	ہر زور، صرف ایک دفعہ، صرف ایک بار، ہر دن،
	their lifetime	زندگی میں، دورانِ زندگی، اپنی زندگی میں، زندگی کے دوران، حیات میں، ساری عمر میں، عمر کے دوران،	اپنے لائف ٹائم میں،
1(b)	ensure	لازمی بنانا، یقینی بنانا، ممکن بنانا،	بیمہ کرنا، انشورنس کرنا،
	regular	باقاعدہ	
	eye test	آنکھوں کی بینائی کا معائنہ، آنکھوں کی نظر چیک کرانا، آنکھوں کا بصارت کا معائنہ، معائنہ، نظر کی چیک،	آئی ٹیسٹ، امتحان،
	comfortable	آرام دہ،	
	vision	نظر، نگاہ، بصارت،	خیال، سوچ،
1(c)	such a beautiful	کتنا خوبصورت، کتنا پیارا، کتنا حسین، بے حد خوبصورت، بہت خوبصورت،	کتنا سُندر،
	house	گھر، رہائش گاہ، کوٹھی، مکان،	بنگلہ،
1(d)	care about	پر واہ کرنا، دیکھ بھال کرنا، دھیان رکھنا، خدمت کرنا، خیال رکھنا،	نگاہ رکھنا،
	Natural	فطری عمل ہے، قدرتی بات ہے، ظاہری بات ہے،	
	one's parents	اپنے والدین، اپنے ماں باپ،	ماتا پتا
1(e)	Pleasantly surprised	خوشگوار حیرت / حیرانی، خوشگوار حیرت میں ڈالنے والی بات، حیرت انگیز خوشی، حیران کن خوشی،	پریشانی، پریشان کن خوشی، بے انتہا خوشی، بے حد حیرانگی،
	World Cup	عالمی کپ، ورلڈ کپ، بین الاقوامی کپ،	دنیا کپ / پیالہ، دنیائی کپ / پیالہ، ٹرافی، انٹرنیشنل کپ،

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Question 2 – Translation into Urdu

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense	7-8

concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Q2(a) Translation from English to Urdu: (Marks: 10 + 5 = 15)

keyword or Phrase	Accept	Reject
knew	پتہ ہو، معلوم ہو، جانتے ہو،	
mobile phone in your hands	موبائل فون آپ کے ہاتھوں میں،	
Covered with thousands of bacteria	ہزاروں جراثیموں سے، ہزاروں جراثیموں سے آلودہ،	
willing to even touch it	چھونے کے بھی خواہشمند / خواہاں، ہاتھ لگانے کے لئے بھی تیار / رضامند،	
discovered	معلوم کرنا، انکشاف ہونا، پتہ لگانا، دریافت ہوا ہے،	
human hands	انسانی ہاتھ، انسانی ہاتھوں، لوگوں کے ہاتھوں،	
dangerous bacteria	خطرناک جراثیم، خوفناک جراثیموں، جان لیوا جراثیموں سے،	
eighteen times more contaminated	اٹھارہ گنا، اٹھارہ مرتبہ زیادہ آلودہ / گندہ، بہت آلودہ، بے حد آلودہ / گندہ / غلیظ، بھرا ہوا،	بٹ، پلید، ناپاک، نجس
water taps in public toilets	پبلک ٹوائلٹ میں پانی کے نلکے، عوامی حاجت خانوں / پاجانوں میں پانی کی ٹوئیاں / نلکے، عوامی لیٹرین،	
stomach	معدہ، معدے، پیٹ،	
cause various illnesses	مختلف / کئی / بہت قسم کی بیماریوں کا سبب / وجہ بنتے ہیں۔	
the same can be said about	یہی بات کمپیوٹر کی بورڈ پر بھی لاگو ہوتی ہے / کے لئے بھی کہی جاسکتی ہے۔	
best advice	بہترین مشورہ، بہترین نصیحت، بہترین تجویز، نصیحت، سب سے اچھی / عمدہ بات / تجویز / مشورہ / نصیحت،	عادت،
wash your hands with soap	اپنے ہاتھ صابن سے دھویں،	اچھی طرح دھویں،
keep yourself safe and healthy	اپنے آپ کو صحت مند اور محفوظ رکھیں / رکھنے کے لئے، تندرست و توانا رکھنے کے لئے،	

Q2(b) Translation from English to Urdu: (Marks: 7 + 3 = 10)

Keyword or Phrase	Accept	Reject
walk down	گھومیں پھریں / چہل قدمی کریں / پیدل چلیں، چلیں پھریں،	
any local high street	کسی بھی لوکل / مقامی ہائی اسٹریٹ، مقامی بازار، مقامی مارکیٹ،	شاپنگ سینٹر، مال
other parts of the UK	برطانیہ کے دوسرے حصوں / علاقوں میں،	
for themselves	فوری طور پر، فوراً، "آنا" فانا" دکھائی دے گا / نظر آئے گا / معلوم ہوگا،	
variety of South Asian shops and takeaways	انواع اقسام کی / رنگ برنگی ساؤتھ ایشین دکانیں اور ٹیک اوے	مشرقی، شمالی ایشیائی
by adapting eastern heritage	مشرقی تہذیب، ثقافت، ورثہ کو استعمال / تصرف میں لاتے ہوئے	
within the western upbringing	مغربی تعلیم و تربیت / طرز زندگی / رہن سہن / پرورش کے ماحول میں / کے زیر اثر / کے اندر،	
Created a new identity	ایک نئی شناخت پیدا کر لی / ایجاد کر لی / دریافت کر لی / تخلیق کر لی /	
British Asians	برٹش ایشیائز / برطانوی ایشیائی /	
for themselves	اپنے لئے / خود کے لئے / اپنے آپ ہی /	

Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Q3(a) Translation from Urdu to English: (Marks: 10 + 5 = 15)

Keyword or Phrase	Accept	Reject
فیس بک یا ٹویٹر	Facebook or twitter	
وہ اکثر تنہائی پسند ہو جاتے ہیں	mostly they become lonesome, lonely,	
شروع میں انکا یہ صرف شوق ہوتا ہے،	just only for fun or as a hobby	
جو بعد میں عادت اور پھر مجبوری بن جاتا ہے	which later on becomes a habit and then eventually helplessness/addiction/necessity,	
تصاویر اور بیانات پوسٹ کرنے والے اکثر لوگوں کا مقصد	most peoples' purpose/reason of posting/upload/publish pictures and statements/status is to...	
اپنے بارے میں دوسروں کی رائے معلوم کرنا ہوتا ہے	to know others' views about themselves	
اپنی مقبولیت کا اندازہ لگانا ہوتا ہے	to gauge about their popularity	
صرف اپنی کامیابیاں ہی بتاتے ہیں	only tell/boast about their successes	
ان کے یہ پروفائل انکی زندگی	the readers of their profile find their life...	
اصلی، مطمئن اور خوشحال نظر آتی ہے	real, full of satisfaction and happy/prosper/contended/rich	
حسد اور جلن کی وجہ سے	due to jealousy/grudge/envy and heart burning	

خود اپنی ہی زندگی سے شکایت پیدا ہو جاتی ہے	start complaining about their own life	
ہزاروں میل دور رہنے والوں کے ساتھ	with people living thousands of miles away	
سماجی رابطے میں رہنا	to keep in touch/contact through social networking	
نہایت آسان ہو گیا ہے	has become really easy/ very easy	

Q3(b) Translation from Urdu to English: (Marks: 7 + 3 = 10)

Keyword or Phrase	Accept	Reject
زیادہ پانی پینے سے نہ صرف جلد کی تروتازگی اور شادابی میں اضافہ ہوتا ہے	drinking plenty of water not only helps in improving the freshness and glowing of skin	
بلکہ اس سے ذہن بھی تیز ہوتا ہے۔	but also make your brain work faster	
دماغ کو تیز کرنے کے لئے بادام	to improve your brain's performance, almonds	
رات بھر پانی میں جھگو کر صبح کھانا ضروری نہیں	soaked overnight and eating them in the morning is not essential	
انسانی دماغ کا ساٹھ فیصد حصہ پانی سے بنا ہے	sixty percent of human brain is made from water	
صاف پانی / خالص پانی کا استعمال	the use of pure/ clean/filtered water	
ذہن کو تندرست و توانا رکھنے میں اہم کردار ادا کرتا ہے	helps in keeping the brain stronger, mineral water	
نہ صرف جسم میں نمکیات کی کمی نہیں رہتی	not only avoid the deficiency of minerals/salts in the body	Additives,
بلکہ ذہنی تھکن دور ہو جاتی ہے	but it removes mental tiredness/fatigue	
اور یادداشت بھی بہتر ہو جاتی ہے۔	and helps in making the memory better, improve memory	

Question 4 – Writing (35 marks)

Marks are awarded for communication and content and quality of language, using the following assessment grid.

Communication and content	Mark
No language worth of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There	

may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worth of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

Q4 Essay / letter writing in Urdu: (between 200 -250 words)

(Marks: 20 + 15 = 35)

Either

(a) Do we give priority to our personal gain over our country's needs!

کیا ہم اپنے ذاتی فائدے کو اپنے ملک کی ضروریات پر ترجیح دیتے ہیں؟

Selfish attitude of some people.
How it encourages corruption and denies people from getting their rightful services and opportunities?
How it harms the society?
Providing people with schools,hospitals,housing, justice, food, clean water and other essential needs to help improve their their standard of living.
Your opinion on how to control the situation with examples.

(b) 'Every child has the right to go to school.'

'ہر بچے کو اسکول جانے کا حق ہے'۔

Why it is important for children to go school?
How it helps the society/country?
What is the current situation for school going age boys and girls in your country?
Why poor parents don't send children to school?
What needs to be done by the people and the country?
Your own opinion and comments.

(c) Can we survive without technology?

کیا ہم ٹیکنالوجی کے بغیر گزارہ کر سکتے ہیں؟

What kind of tecnology is being used widely?
How it helps people in their daily life?
What are the advantages of this when compared with the past?
Can we do without it? If how?
What are the harmful effects of this new technology?

Or

(d) Your uncle has asked you to tell him about your plans for your higher education and future career. Write a letter in response, to your uncle.

آپ کے چچا جان نے آپ سے پوچھا ہے کہ آپ کے اپنی اعلیٰ تعلیم اور مستقبل کے بارے میں کیا ارادے ہیں۔ اپنے چچا جان کو ایک خط میں اس کا جواب لکھیے۔

Appropriate use of letter format
Brief introduction on what are you doing now?
How you wish to serve your people in your country?
How you wish to achieve this?
What are your plans for the future? Continue to higher education?
Do you wish to look for work and why?
Any other justification/your comments/opinions