

Mark Scheme (Results)

Summer 2010

GCE

GCE Urdu (6UR04) Paper 1
Unit 4: Research, Understanding and Written Response in Urdu

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| No | Question | Answer |
|----|---------------------------------|------------------------------|
| 1 | With the spread of education | تعلیم پھیلنے کے ساتھ |
| 2 | in Pakistan, | پاکستان میں |
| 3 | educated people | تعلیم یافتہ / پڑھے لکھے لوگ |
| 4 | are shifting | منتقل ہو رہے ہیں |
| 5 | to the towns | شہروں میں |
| 6 | from the villages. | گاؤں / دیہات سے |
| 7 | They want to | وہ چاہتے ہیں |
| 8 | have the | حاصل کرنا |
| 9 | comforts of city life. | شہری زندگی کا آرام / آسائشیں |
| 10 | Moreover, | اس کے علاوہ |
| 11 | agriculture sector | زرعی شعبہ |
| 12 | cannot provide | نہیں فراہم کر سکتا |
| 13 | employment | روزگار |
| 14 | to any more people. | مزید لوگوں کو - |
| 15 | People are changing over | لوگ جا رہے ہیں |
| 16 | from agriculture to trade, | زراعت سے تجارت ، |
| 17 | banking , computing, | بنکاری ، کمپیوٹنگ |
| 18 | transport and | ٹرانسپورٹ اور |
| 19 | other jobs | دوسرے کاموں میں |
| 20 | which are mostly | جو اکثر |
| 21 | found in towns. | شہروں میں پائے جاتے ہیں - |
| 22 | This tendency | اس رجحان نے |
| 23 | has created | پیدا کر دیے ہیں |
| 24 | many economic and | کئی اقتصادی اور |
| 25 | social problems | سماجی مسائل |
| 26 | in the towns, | شہروں میں |
| 27 | like shortage of accommodation, | مثلاً کسی رہائش ، |
| 28 | electricity, drinking water | بجلی ، پینے کے پانی |
| 29 | and educational and medical | اور تعلیمی اور طبی |
| 30 | facilities. | سہولتوں کی |

Q1: TRASLATION.

- ①* پاکستان میں تدلیم پھیلنے کے ساتھ پڑھ لکھ / تعلیم یافتہ لوگ
- ②* گاؤں / دیہات سے شہروں میں منتقل ہو رہے ہیں / جا رہے ہیں۔
- ③* وہ شہری زندگی کا آرام / آسائشیں حاصل کرنا چاہتے ہیں۔
- ④* اس کے علاوہ زرعی شعبہ (زرعت / کھیتی باڑی) مزید اور لوگوں کو
- ⑤* فروزگار فراہم نہیں کر سکتا۔
- ⑥* لوگ زراعت سے تجارت / کاروبار اور بینکاری / بینکنگ / کمپیوٹنگ /
- ⑦* ٹرانسپورٹ اور دوسرے کاموں میں جا رہے ہیں۔ جو زیادہ تر / اکثر
- ⑧* شہروں میں پائے جاتے ہیں / وجود میں آئے جاتے ہیں۔
- ⑨* اس رحمان نے شہروں میں کئی اقتصادی اور سماجی مسائل پیدا
- ⑩* کر دیے ہیں مثلاً رش، بجلی، پینے کے پانی اور تعلیمی اور طبی امدت
- کی سہولتوں کی کمی۔

30 Marks

Section B

| Mark | Range and application of language — Creative/discursive essay (A03) |
|------|---|
| 0 | No rewardable range and application of language. |
| 1-2 | Inadequate range of lexis and structures; very limited ability to manipulate language. |
| 3-4 | Restricted range of lexis and structures; limited ability to manipulate language. |
| 5-6 | An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful. |
| 7-8 | A wide range of appropriate lexis and structures; successful manipulation of language. |
| 9-10 | Rich and complex language; very successful manipulation of language. |

| Mark | Accuracy of the target language — Creative/discursive essay (A03) |
|------|---|
| 0 | Language so inaccurate that no reward is possible. |
| 1 | Accuracy only in the simplest form; a high incidence of basic error. |
| 2 | Communication impaired at times by basic errors, eg agreements, verb forms; some familiar language is accurate. |
| 3 | A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate. |
| 4 | Few errors, mostly of a minor nature. |
| 5 | High degree of accuracy with minimal and minor errors. |

| Mark | Understanding and response — Creative essay (A02) |
|-------|--|
| 0 | No rewardable understanding or response. |
| 1-3 | Largely irrelevant; minimal use of stimulus. |
| 4-6 | Some relevant points made; unimaginative use of stimulus. |
| 7-9 | Satisfactory understanding of question and response to stimulus. |
| 10-12 | Good to very good understanding of question and response to stimulus. |
| 13-15 | Very good to excellent understanding of question and imaginative response to stimulus. |

| Mark | Understanding and response — Discursive essay (A02) |
|-------|---|
| 0 | No rewardable understanding or response. |
| 1-3 | Minimal understanding of question or relevant discussion. |
| 4-6 | Limited understanding of question. |
| 7-9 | Satisfactory understanding of question; some implications of questions addressed. |
| 10-12 | Good to very good understanding of question; main implications of question addressed. |
| 13-15 | Very good to excellent understanding of question; implications of question fully grasped. |

| Mark | Organisation and development — Creative/discursive essay (A02) |
|-------|--|
| 0 | No rewardable organisation and development. |
| 1-3 | Minimal organisation and development; answer largely disorganised. |
| 4-6 | Limited organisation and development; structure lacks coherence. |
| 7-9 | Organisation and development not always logical and clear. |
| 10-12 | Organisation and development logical and clear. |
| 13-15 | Extremely clear and effective organisation and development of ideas. |

Section C

| Mark | Reading, research and understanding (A02) |
|-------|--|
| 0 | No rewardable material presented. |
| 1–6 | Minimal understanding; almost no evidence of reading and research. |
| 7–12 | Limited understanding; little evidence of reading and research. |
| 13–18 | Adequate understanding; some evidence of reading and research. |
| 19–24 | Good to very good understanding; clear evidence of in-depth reading and research. |
| 25–30 | Very good to excellent understanding; clear evidence of extensive and in-depth reading and research. |

| Mark | Organisation and development (A02) |
|------|--|
| 0 | No rewardable organisation and development. |
| 1–2 | Limited organisation and development; structure almost wholly lacking in coherence. |
| 3–4 | Some organisation and development; may be rambling and/or repetitive. |
| 5–6 | Adequate organisation and development of material; development patchy and/or ambiguous. |
| 7–8 | Good organisation and development; material well planned and sequenced with minor lapses. |
| 9 | Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework. |

| Mark | Quality of language (A03) |
|------|--|
| 0 | No rewardable language. |
| 1 | Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate. |
| 2 | Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate. |
| 3–4 | Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled. |
| 5 | Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms. |
| 6 | Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy. |

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