

Mark Scheme (Results)

Summer 2012

GCE Urdu (6UR04) Paper 01

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Section A: Translation

| No | Question | Answer |
|----|-------------------------------|------------------------------|
| 1 | Obesity | ہیٹنوم کی کیفیت |
| 2 | is a medical condition | ہے نہ نئی طبی حالت |
| 3 | in which | یہ میں ج |
| 4 | body fat | یہ جسم کی چربی |
| 5 | increases | ہے بڑھتا جا رہا ہے |
| 6 | to the extent that | تک کہ جس حد تک |
| 7 | it may have an adverse effect | وٹا الیکٹرا |
| 8 | on health. | ہے صحت پر برا اثر. |
| 9 | Obesity rates | ہیٹنوم کی شرح |
| 10 | are rising | ہے بڑھ رہی ہے |
| 11 | worldwide | یہ سب جگہوں پر |
| 12 | and effecting | ہے اثر کر رہی ہے |
| 13 | both rich and poor | دونوں غریبوں اور امروں |
| 14 | countries. | کی ملکوں میں. |
| 15 | According to | قبیلہ کے مطابق |
| 16 | medical experts, | کی طبی ماہرین کے مطابق |
| 17 | Britain is the fattest | ہیٹنوم میں سب سے زیادہ چکنی |
| 18 | country in Europe | یہ ملک ہے یورپ میں |
| 19 | more than 60% of | ماہرین کے مطابق 60% سے زیادہ |
| 20 | Britains weigh | ہیٹنوم کے لوگ زیادہ |
| 21 | more than | ہے زیادہ سے |
| 22 | they should. | ہے چاہئے کہ. |
| 23 | Of these, nearly | نظریہ کے مطابق تقریباً |
| 24 | half weigh | نصف کے لوگ زیادہ |
| 25 | so much | ہے زیادہ |
| 26 | that their lives | ہے کہ ان کی زندگیوں |
| 27 | are in danger. | ہے خطرہ میں. |
| 28 | The solution is simple: | ہے حل سہل ہے۔ |
| 29 | eat less and | کھانے کو کم |
| 30 | exercise more. | اور زیادہ ورزش کرو |

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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