



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Urdu (6UR01) Paper 1A
Spoken Expression and Response

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

General Topic Area: Youth Culture and Concerns

Stimulus Card Number	Question:
1A	Q3: Suggested response
	Candidates' answers should explore whether fashion is an important preoccupation amongst youngsters. Answers could mention (but not exclusively) importance of self image, peer pressure, personal preferences etc.
	Q4: Suggested response
	Candidates' answers can include the things they need to consider while buying fashion accessories.

Stimulus Card Number	Question:
1B	Q3: Suggested response
	Candidates' should give their personal views as to whether it is important to spend lot of money to buy designer items and explain their reasons.
	Q4: Suggested response
	Candidates' must give their opinion about the importance of culture in people's life and they should also explain the advantages of following their culture.

Stimulus Card Number	Question:
2A	Q3: Suggested response
	Candidates must give their opinion as whether children should work or go to school and give reasons to justify their views. They can also talk about the requirements of the law regarding children's education.
	Q4: Suggested response
	Candidates' should give their views about the stories in movies and explain to what extent the stories are realistic.

Stimulus Card Number	Question:
2B	Q3: Suggested response
	Candidates give a personal answer about the rights of children and talk about their views regarding that.
	Q4: Suggested response
	Candidates' answers should explore how the rich countries can help the children of poor countries. They can suggest different ways of helping e.g. education, technology etc.

General Topic Area: Lifestyle: Health and Fitness

Stimulus Card Number	Question:
1A	Q3: Suggested response
	Candidates give a justified view as to whether youngsters do enough sport. Both sides of the argument are acceptable as long as views are justified.
	Q4: Suggested response
	Candidates' answers should reflect on the reasons why most people don't make an effort to do exercise. They can talk about their life style or the facilities in the area where they live.

Stimulus Card Number	Question:
1B	Q3: Suggested response
	Candidate's answers should clearly explain why it is important to stay healthy. They can also talk about the benefits of being healthy and the disadvantages of not being healthy.
	Q4: Suggested response
	Candidates should explain the importance of children's health and suggest what the schools can do to ensure that the children stay healthy.

Stimulus Card Number	Question:
2A	Q3: Suggested response
	Candidates' answers should give a personal view on to look after their teeth e.g. brushing teeth regularly, not eating too much chocolate , sweets or drinks with lots of sugar also get their teeth checked regularly.
	Q4: Suggested response
	Candidates' answers state whether Olympic games bring people from different countries and cultures closer. Whether it helps people to understand other cultures.

Stimulus Card Number	Question:
2B	Q3: Suggested response
	Candidates share their view on the 'prevention is better than cure'. They can talk about healthy and unhealthy lifestyle, eating habits, exercise, sports etc.
	Q4: Suggested response
	Candidates' answers consider the negative impact of not taking part in sports. They can talk about meeting people, making friends (social aspects of taking part in sports).

General Topic Area: The World Around Us

Stimulus Card Number	Question:
1A	Q3: Suggested response
	Candidates give a personal view on the effect of weather on peoples' life. They can talk about the effect from work and leisure point of view.
	Q4: Suggested response
	Candidates can talk about the effect of solar energy on the environment. They can also talk about reducing the pollution.

Stimulus Card Number	Question:
1B	Q3: Suggested response
	Candidates' answers should give a personal view on the effect on our life due to the shortage of electricity. They can also talk about the things we will not be able to do.
	Q4: Suggested response
	Candidates are expected to give different ways to reduce pollution in the world.

Stimulus Card Number	Question:
2A	Q3: Suggested response
	Candidates are expected to explain why holidays are important in our life. They can talk about school holiday or holidays abroad with family or friends.
	Q4: Suggested response
	Candidates talk about the benefits of visiting other countries and what can we learn about different cultures.

Stimulus Card Number	Question:
2B	Q3: Suggested response
	Candidates' give their personal view whether they would prefer to spend their holiday on a seaside or in a city and give their reasons why.
	Q4: Suggested response
	Candidates are expected to give their view on the given statement 'going on holiday is waste of money'. They can speak for or against this statement.

General Topic Area: Education and Employment

Stimulus Card Number	Question:
1A	Q3: Suggested response
	Candidates give their view about different kinds of school(academy, schools run by local council, private, faith schools)and give a justified personal answer as to whether children should be given the opportunity to go to the school of their choice.
	Q4: Suggested response
	Candidates give their view as to whether it is necessary for every student to get private tuition to improve their grades. They can also talk about the reasons why schools can't provide support to students.

Stimulus Card Number	Question:
1B	Q3: Suggested response
	Candidates give an opinion on the statement that it is every child's right to get education and justify their opinion.
	Q4: Suggested response
	Candidates give a justified personal answer as to whether it is compulsory to have higher education for better jobs.

Stimulus Card Number	Question:
2A	Q3: Suggested response
	Candidates explain the reasons of unemployment amongst young people.
	Q4: Suggested response
	Candidates talk about work related training available for young people and how this would help to reduce the unemployment.

Stimulus Card Number	Question:
2B	Q3: Suggested response
	Candidates explain whether it is necessary to learn some skills along with the academic qualification.
	Q4: Suggested response
	Candidates are expected to define a good job according to them. Answers could include (but not exclusively) job satisfaction, salary, opportunity to progress and good working environment.

Unit 1 Spoken Expression and Response

Assessment Criteria

Mark	Quality of language (Accuracy) (A03)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2–3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4–5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6–7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (A03)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2–3	Lexis restricted; operates generally in simple sentences.
4–5	Adequate range of lexis; limited range of structures.
6–7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1–4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5–8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9–12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13–16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17–20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1–2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3–4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5–6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7–8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Marking guidance for oral examiners

Unit 1: Spoken Expression and Response

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
 - Quality of Language – Range of lexis
 - Response
- e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Tests that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language – Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding – General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learnt*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

**If a score of '0' is awarded for any of the assessment grids,
the oral recording should be referred to your Team**